

Foreword

This advisement guide is a tool for use during Night Advisement Sessions. It provides information needed to answer parent and student questions regarding course specifics, shows a normal progression through each subject area and lists both pre-requisite and recommended follow-on courses for each course offered in our curriculum.

Although a valuable tool, this guide will not cover all situations and, for that reason, we will have content area experts and counselors available at all night advisement sessions to provide assistance as needed.

Pre-registration counseling visits, content area teacher recommendations, and advisor conferencing in advance of night advisement guides the registration for the next year's courses.

Ashley Brock

Assistant Principal for Instruction
Veterans High School

Veterans High School Night Advisement Guide

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Graduation Requirements Class of 2012 and beyond

- 4 units of English (must include 9th Literature and American Literature)
- 4 units of Mathematics
- *4 units of Science (must include Biology, Physical Science or Physics, Chemistry or Environmental Science)
- 3 units of Social Studies (must include American Government, World History, US History and Economics)
- At least 3 units of Career/Technical/Agricultural, **Foreign Language and/or Fine Arts courses (any combination)
- 1 unit of Health/Physical Education OR 3 years of ROTC (requires signed letter)
- At least 5 elective units

* The 4th science unit may be selected from academic science courses or from approved CTAE courses. This course will earn one Carnegie unit of science credit; however, this same 4th science course could also be used to meet a requirement of a career pathway course.

= 24 Units Required for Graduation

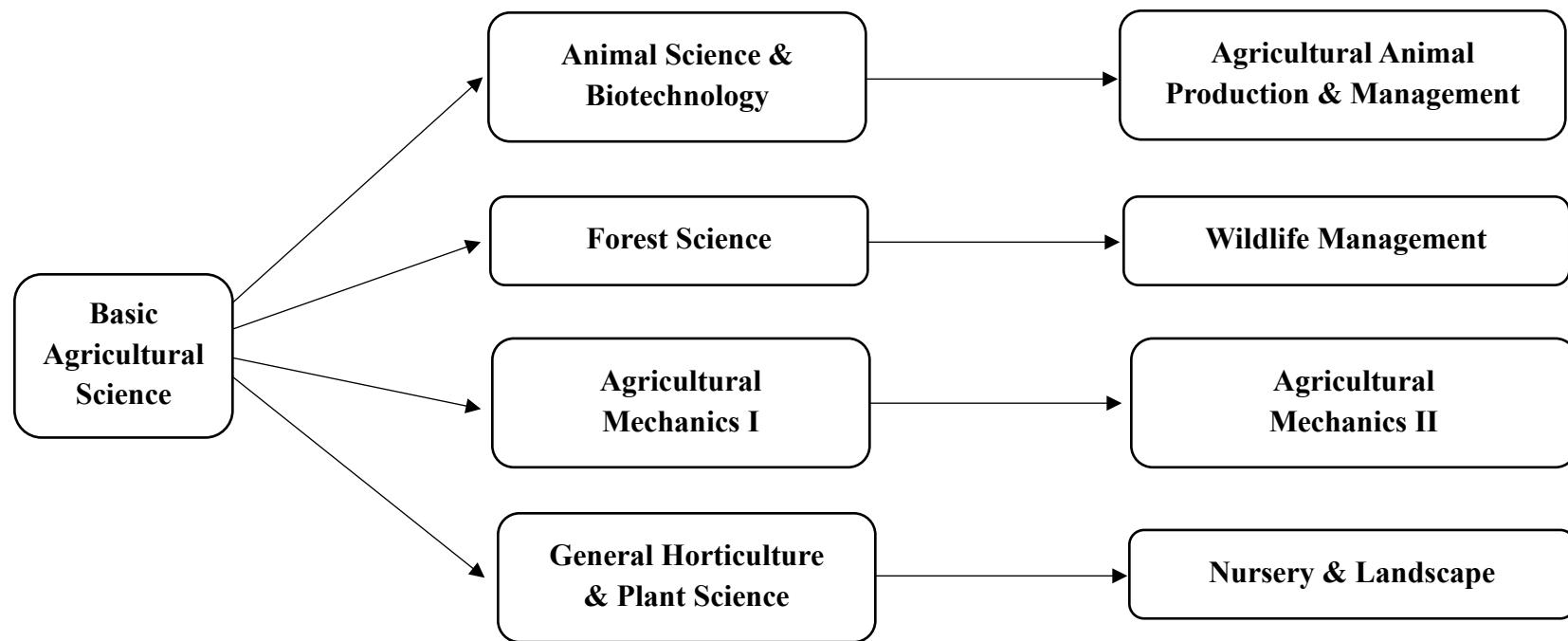
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VHS Courses Meeting HOPE Rigor Requirements (Updated January 2026)

| Subject Area | Course Title | Subject Area | Course Title |
|--------------------|--|-------------------------|----------------------------------|
| English | Advanced Placement Language | Social Studies | Advanced Placement Psychology |
| | Advanced Placement Literature | | Advanced Placement US Government |
| | | | Advanced Placement World History |
| Mathematics | Advanced Placement Calculus AB | | Advanced Placement US History |
| | Advanced Placement Statistics | | Advanced Placement Economics |
| | Algebra 2 or Algebra II Honors | | |
| | Pre-Calculus | Foreign Language | French II |
| | Advanced Placement Pre-Calculus | | Spanish II |
| | College Readiness Math | | Spanish III |
| | | | |
| Science | Advanced Placement Biology | | |
| | Human Anatomy/Physiology | | |
| | Chemistry or Chemistry (Honors) | | |
| | Advanced Placement Chemistry | | |
| | Physics | | |
| | Advanced Placement Physics | | |
| | Advanced Placement Environmental Science | | |
| | Forensic Science | | |

Dual Enrollment courses in English, Math, Science, Foreign Language or Social Studies courses count toward rigor requirement.

AGRICULTURE COURSE FLOW CHART



NOTE: Career, Technical, and Agriculture students finishing courses that complete pathways will be administered an End of Pathway Assessment (EOPA) to ascertain the level of technical skill attainment.

AGRICULTURE

| <u>AGRICULTURE</u> | | | | | | |
|---|---|--|---|----------------------|----------------------|---|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOCT (Y/N) | Meets HOPE Rigor Req | Primary Target Group |
| Basic Agriculture Science and Technology | <p>This course introduces the major areas of scientific agricultural production and research; presents problem solving lessons and introductory skills and knowledge in agricultural science and agri-related technologies. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.</p> | None | Animal Science, Forestry, Agricultural Mechanics, or General Horticulture | No | No | 9 th -12 th graders All students taking their first Agriculture course |
| Animal Science and Biotechnology | <p>This course is designed to introduce students to the scientific principles that underlie the breeding and husbandry of agricultural animals, and the production, processing, and distribution of agricultural animal products. This course introduces scientific principles applied to the animal industry; covers reproduction, production technology, processing, and distribution of agricultural animal products. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.</p> | Basic Agricultural Science | Agricultural Animal Production and Management | No | No | 10 th – 12 th graders who want to complete the Animal Science Pathway |
| Agricultural Animal Production and Management | <p>The goal of this course is to provide all students instruction in establishing and managing agricultural animal enterprises; includes instruction in selecting, breeding, feeding, caring for and marketing beef and dairy cattle, horses, swine, sheep, and poultry. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.</p> | 1. Basic Agricultural Science 2. Animal Science & Biotechnology | | No Will take EOAP | No | 10 th – 12 th graders who want to complete the Animal Science pathway |

AGRICULTURE

| <u>AGRICULTURE</u> | | | | | | |
|---------------------------|---|---|------------------------------|----------------------|-----------------------|--|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| Agricultural Mechanics I | <p>This laboratory course is designed to provide students with introductory level experiences in selected major areas of agricultural mechanics technology which may include wood working, agricultural structures, electrical wiring, electric arc welding, oxy/fuel cutting and welding processes, and power equipment operation and maintenance. Learning activities include information, skill development and problem solving. Classroom and laboratory activities are supplemented through FFA supervised agricultural experiences, leadership programs and activities.</p> | Basic Agricultural Science | Agricultural Mechanics II | No | No | Upperclassmen that want to complete the Agricultural Mechanics Pathway |
| Agricultural Mechanics II | <p>The goal of this laboratory course is designed to offer students intermediate level experiences in selected major areas of agricultural mechanics technology which may include small engine maintenance and repair, metal fabrication, concrete construction, building construction, plumbing, electrical wiring, maintenance of agricultural machinery, equipment and tractors and soil and water conservation. Learning activities include information, skill development and problem solving.</p> | 1. Basic Agricultural Science 2. Agriculture Mechanics I | | No Will take EOPA | No | Upperclassmen that want to complete the Agricultural Mechanics Pathway |

AGRICULTURE

| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
|---------------------|--|----------------------------|------------------------------|----------------------|-----------------------|---|
| Forest Science | This course provides entry-level skills for employment in the forest industry and for further study. The course covers establishing forests by natural and artificial means, maintaining and surveying forests, identifying and protecting trees, practicing silviculture, measuring trees and land, mapping, preparing for timber sales and harvest, employing multiple-use resource management, keeping records, and figuring taxes. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. | Basic Agricultural Science | Wildlife Management | No | No | 10 th – 12 th graders who want to complete the Wildlife Management pathway |
| Wildlife Management | This course introduces students to the principles of wildlife management and conservation and to opportunities for further education and careers in the field of wildlife biology. The course includes instruction in the history of wildlife management, ecological concepts, habitat assessment, habitat management techniques for wildlife, population dynamics, predator-prey relationships, wildlife species biology and identification, human-wildlife conflict resolution, the role of hunting in conservation, game and fish laws and regulations, hunters safety, and the application of scientific principles to managing wildlife habitat and populations. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. | Basic Agricultural Science | Forest Science | No Will take EOPA | No | 10 th – 12 th graders who want to complete the Wildlife Management pathway. |

AGRICULTURE

| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
|--------------------------------------|---|----------------------------|--------------------------------------|----------------------|-----------------------|--|
| General Horticulture & Plant Science | This course is designed as an introduction for the Horticulture-Plant Science Pathway Program of Study. The course introduces the major concepts of plant and horticulture science. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. | Basic Agricultural Science | Nursery & Landscape | No | No | 10 th – 12 th graders who want to complete the Plant & Landscape Systems pathway |
| Nursery & Landscape | This course is designed to provide students with the basic skills and knowledge utilized by the green industry in nursery production and management and landscape design and management. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. | Basic Agricultural Science | General Horticulture & Plant Science | No Will take EOPA | No | 10 th – 12 th graders who want to complete the Plant & Landscape Systems pathway |

Veterans High School Night Advisement Guide

AIR FORCE JUNIOR ROTC COURSE FLOW CHART



AFJROTC Physical Education option: cadets who successfully complete 6 semesters of AFJROTC satisfy the one unit of Health and Physical Education requirement.

AFJROTC is a three-year requirement. Seniors are invited back by invitation only.

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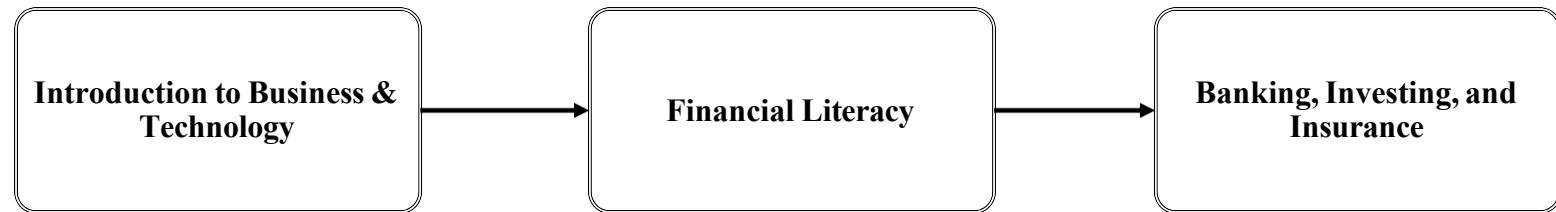
| <u>AIR FORCE JUNIOR ROTC</u> | | | | | | |
|---|--|---|---|-------------|-----------------------|---|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| Aerospace SC Leadership 1 st Level | This course has two components--leadership and aviation history and introduces the AFJROTC program while teaching elements of good citizenship. Air Force organizational structure; uniform wear; customs, courtesies, and other military traditions; health and wellness; fitness; individual self-control; and citizenship are also covered. Aviation history focuses on the development of flight throughout the centuries starting with ancient civilizations, then progressing through time to modern day. Introduces cyber technologies. | None | Aerospace SC Leadership 2 nd Level | No | No | All students taking their first AFJROTC course |
| Aerospace SC Leadership 2 nd Level | This course is designed to prepare students for life after high school in the high-tech, globally oriented, and diverse workplace of the 21st -century. Students will learn how to save, invest, and spend money wisely, as well as how to avoid credit traps. They learn about real-life issues such as contracts, leases, warranties, legal notices, personal bills, money-saving strategies for grocery shopping, apartment selection, and life with roommates. In addition, students learn how to select a school that is right for them; how to apply for admission to a vocational or technical school, community college, or college/university; and how to succeed in these learning environments. | Aerospace SC Leadership 1 st Level | Corps Management | No | No | 10 th – 12 th graders continuing their AFJROTC career |

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| <u>AIR FORCE JUNIOR ROTC</u> | | | | | | |
|------------------------------|---|---|------------------------------|-------------|-----------------------|---|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| Corps Management A/B | The survival instruction will provide training in skills, knowledge, and attitudes necessary to successfully perform fundamental tasks needed for survival. Survival also presents “good to know” information that would be useful in any situation. An Introduction to Management provides an introduction to management and its application to JROTC. It defines what management is and what managers do. | Aerospace SC Leadership 1 st /2 nd Level *By approval only | N/A | No | No | 10 th – 12 th graders continuing their AFJROTC career |

Veterans High School Night Advisement Guide

BUSINESS COURSE FLOW CHARTS



NOTE: Career, Technical, and Agriculture students finishing courses that complete pathways will be administered an End of Pathway Assessment (EOPA) to ascertain the level of technical skill attainment.

Veterans High School Night Advisement Guide

| <u>BUSINESS</u> | | | | | | |
|---------------------------------------|---|---------------------------------------|--|--------------|-----------------------|--|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| Introduction to Business & Technology | Foundational course for the Administrative Support, Small Business Development, and Human Resources Management pathways. The course is a gateway to the career pathways above, and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. | None | Business and Technology | No | No | 9 th -12 th Graders wanting advanced knowledge of Microsoft Office skills |
| Legal Environment of Business | This course concentrates on the legal aspects of business ownership and management. Legal issues will include contracts, sales, consumer law, agency and employment law, personal and real property, risk management, environmental law, and government effects on business. The impact of ethics on business operations will be studied. International business principles are infused in the standards for Legal Environment of Business. | Introduction to Business & Technology | Entrepreneurship : Building a Business | No | No | 10 th -12 th Second-year business students or any student wishing to continue on the Small Business Development Career Pathway |

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| <u>BUSINESS</u> | | | | | | |
|--|--|--|------------------------------|--------------------------|-----------------------|--|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| Entrepreneurship: Building a Business to Entrepreneurial Venture | Students in this course focus on recognizing a business opportunity, starting a business based on the recognized opportunity, and operating and maintaining that business. Business plan preparation allows students to apply the functional areas of accounting, finance, marketing, and management to the planned business, as well as to the legal and economic environments in which a new venture operates. | 1. Introduction to Business & Technology 2. Legal Environment of Business | None | No Will take EOPA | No | 11 th -12 th Third-year business students who want to complete the Small Business Development Career Pathway |
| Introduction to Software Technology | This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in programming languages, software development, app creation, and user interfacing applications are all taught in a computer lab with hands-on activities and project-focused tasks. | None | Computer Science Principles | No | No | 9 th -12 th Graders |

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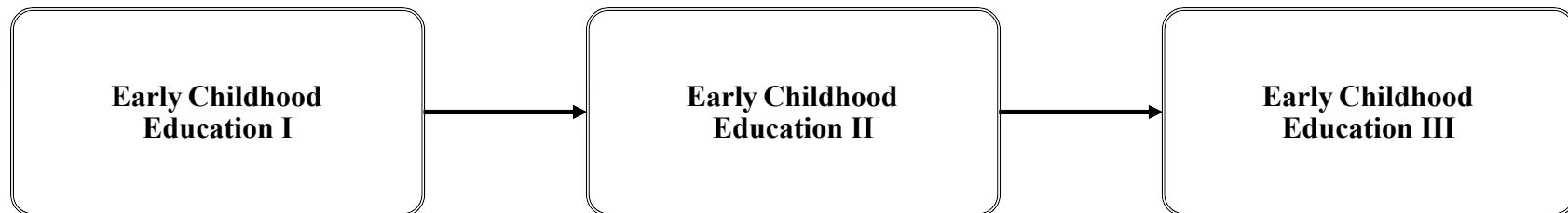
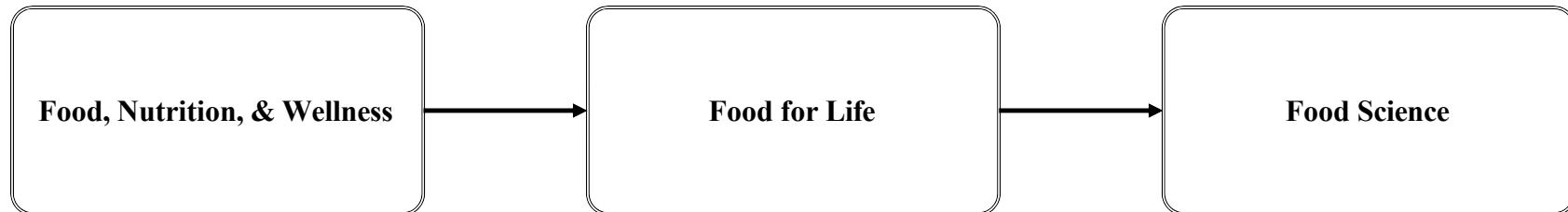
| <u>BUSINESS</u> | | | | | | |
|-------------------------------------|---|--|------------------------------|----------------------|-----------------------|---|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| Computer Science (CS) Principles | <p>Computer Science (CS) Principles is an intellectually rich and engaging course that is focused on building a solid understanding and foundation in computer science. This course emphasizes the content, practices, thinking and skills central to the discipline of computer science. Through both its content and pedagogy, this course aims to appeal to a broad audience. The focus of this course will fall into these computational thinking practices: connecting computing, developing computational artifacts, abstracting, analyzing problems and artifacts, communicating, and collaborating.</p> | Introduction to Software Technology | Game Design: A & S | No | No | 10 th – 12 th graders Second year business students or any student wishing to complete the Computer Science Pathway |
| Game Design: Animation & Simulation | <p>Students completing this course will gain an understanding of the fundamental principles used at every stage of the game creation process. Various forms of technologies will be used to expose students to resources and application of computer science. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Competencies in the co-curricular student organizations are integral components of both the employability skills standards and content standards for this course.</p> | 1. Introduction to Software Technology 2. Computer Science Principles | None | No Will take EOPA | | 11 th – 12 th graders who wishing to complete the Game Design pathway |

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| <u>BUSINESS</u> | | | | | | |
|-----------------------------------|---|---|-----------------------------------|--------------------------|-----------------------|---|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| Financial Literacy | Course is designed for students to understand the importance of the financial world, including planning and managing money wisely. Areas of study include sources of income, budgeting, banking, consumer credit, credit laws and rights, personal bankruptcy, insurance, spending, taxes, investment strategies, savings accounts, mutual funds and the stock market, buying a vehicle, and living independently. Students apply mathematical concepts in realistic scenarios and actively engage by applying the mathematics necessary to make informed personal finance decisions. | Introduction to Business and Technology | Banking, Investing, and Insurance | No | No | 10 th – 12 th graders Second year business students continuing their Banking, Investing, and Insurance Pathway |
| Banking, Investing, and Insurance | Explores banking, investing, and insurance. Basics of banking and credit include a brief history of money and banking, negotiable instruments, creation of credit, and the function of banks. Methods for measuring the financial performance of financial institutions are analyzed. Students will be introduced to a variety of investment options and learn to determine the appropriate options for an investment goal. Ethical issues and case studies involved in the financial services industry will be used to determine how industry regulations are developed. | 1. Introduction to Business and Technology 2. Financial Literacy | None | No Will take EOPA | No | 11 th – 12 th graders Third year business students wanting to complete their Banking, Investing, and Insurance Pathway |

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FAMILY AND CONSUMER SCIENCE COURSE FLOW CHARTS



NOTE: Career, Technical, and Agriculture students finishing courses that complete pathways will be administered an End of Pathway Assessment (EOPA) to ascertain the level of technical skill attainment.

Veterans High School Night Advisement Guide

| <u>FAMILY AND CONSUMER SCIENCE</u> | | | | | | |
|------------------------------------|--|-------------------------------|------------------------------|-------------|-----------------------|---|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| Food, Nutrition, and Wellness | FNW is an essential course in understanding nutritional needs and food choices for optimal health of individuals across the lifespan. This course helps develop a knowledge base and the skills necessary to select among alternatives in the marketplace, with an emphasis on nutrient content, the development of chronic diseases, and food safety. | None | Food for Life | No | No | 9 th -12 th Graders |
| Food for Life | This is an advanced course in food and nutrition that addresses the variation in nutritional needs at specific stages of the human life cycle: lactation, infancy, childhood, adolescence, and adulthood including old age. | Food, Nutrition, and Wellness | Food Science | No | No | 10 th -12 th Graders Second year students wishing to continue the Nutrition & Food Science Pathway |

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| <u>FAMILY AND CONSUMER SCIENCE</u> | | | | | | |
|------------------------------------|--|--|------------------------------|--------------------------|-----------------------|---|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| Food Science | FS integrates many branches of science and relies on the application of the rapid advances in technology to expand and improve the food supply. Students will evaluate effects of processing, preparation, and storage on the quality, safety, wholesomeness, and nutritive value of foods. This course will build on knowledge from the Food, Nutrition and Wellness and Food for Life courses. | 1. Food, Nutrition, and Wellness 2. Food for Life | None | No Will take EOPA | No | 11 th -12 th Graders wishing to complete the Nutrition & Food Science Pathway |

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| <u>FAMILY AND CONSUMER SCIENCE</u> | | | | | | |
|------------------------------------|--|-----------------------------|-------------------------------|-------------|-----------------------|---|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| Early Childhood Education I | The Early Childhood Education I course is the foundational course under the Early Childhood Care & Education pathway and prepares the student for employment in early childhood education and services. The course addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. | Advisor approval | Early Childhood Ed II | No | No | 9 th -12 th Graders |
| Early Childhood Education II | This is the second course in the Early Childhood Care and Education pathway and further prepares the student for employment in early childhood care and education services. The course provides a history of education, licensing and accreditation requirements, and foundations of basic observation practices and applications. Early childhood care, education, and development issues are also addressed and include health, safety, and nutrition education; certification in CPR/First Aid/Fire Safety; information about child abuse and neglect; symptoms and prevention of major childhood illnesses and diseases; and prevention and control of communicable illnesses. | Early Childhood Education I | Early Childhood Education III | No | No | 10 th -12 th graders Second-year students wishing to continue the Early Childhood Care & Education pathway |

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|-------------------------------|---|---|------|----------------------|----|--|
| Early Childhood Education III | <p>Is the third course in the Early Childhood Care and Education pathway and one option for program completers who may not have the opportunity of participating in the Early Childhood Education Internship. The course provides in-depth study of early brain development and its implications for early learning, appropriate technology integration, and developmentally appropriate parenting and child guidance trends. Also addressed are collaborative parent/teacher/child relationships and guidance, child directed play, the changing dynamics of family culture and diversity, the causes and effects of stress on young children, and infant nutrition.</p> | <p>1. Early Childhood Edu I 2. Early Childhood Edu II</p> | None | No Will take EOPA | No | 11 th -12 th Graders Third-year students wishing to complete Early Childhood Care & Education pathway |
|-------------------------------|---|---|------|----------------------|----|--|

Veterans High School Night Advisement Guide

GRAPHIC DESIGN & GRAPHICS COMMUNICATION COURSE FLOW CHART



NOTE: Career, Technical, and Agriculture students finishing courses that complete pathways will be administered an End of Pathway Assessment (EOPA) to ascertain the level of technical skill attainment. This generally occurs after Advanced Graphic Design.

Veterans High School Night Advisement Guide

| <u>GRAPHIC DESIGN & GRAPHICS COMMUNICATION</u> | | | | | | |
|---|--|--------------------------------|------------------------------|-------------|-----------------------|---|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| Introduction to Graphic Design | This course introduces students to the principles of graphic communications and design and its place in the world. It teaches students to use computers effectively in their lives and provides a foundation for successfully integrating their own interests and careers with the resources of a technological society. Students acquire a fundamental understanding of the graphic communications and design world, learn the theories behind creating designs and how to work with consumers. Exposure to career possibilities and discussion of ethical issues relating to graphic communications and design are explored. | None | Graphic Design & Production | No | No | All first-year graphic students |
| Graphic Design & Production | Students will become familiar with the many ways images are created either physically or electronically by delineating through description the differences between the various output processes and describe how each process creates or transfers an image. Students will describe how an image transitions through to a finished product and will participate in its development. | Introduction to Graphic Design | Advanced Graphic Design | No | No | Second-year graphic design students complete Graphic Design or Graphic Communication Pathway. |

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| <u>GRAPHIC DESIGN</u> | | | | | | |
|-------------------------|--|---|---|---|-----------------------|---|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOCT (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| Advanced Graphic Design | Students will continue to explore the principles of design and layout procedures as they relate to graphic design. Content will cover electronic systems and software programs used in graphic design, page composition, image conversion, and digital printing. Knowledge and skills in digital design and imaging will be enhanced through experiences that simulate the graphic design industry and school-based and work-based learning opportunities. | 1. Introduction to Graphic Design 2. Graphic Design & Production | Advanced Graphic Output Processes, if desired | No. Will take End of Pathway Assessment . | No | 11 th -12 th Graders Third-year graphic wishing to complete the Graphic Design Pathway. . |

Veterans High School Night Advisement Guide

MARKETING COURSE FLOW CHART



NOTE: Career, Technical, and Agriculture students finishing courses that complete pathways will be administered an End of Pathway Assessment (EOPA) to ascertain the level of technical skill attainment.

Veterans High School Night Advisement Guide

| <u>MARKETING</u> | | | | | | |
|--|---|----------------------|---|-------------|-----------------------|---|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| Marketing Principles | The foundation course teaches the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop an understanding of the functions of marketing and how these functional areas affect all businesses; learn basic marketing concepts and the role of marketing in our economy; develop skills in applying economic concepts to marketing, distribution and logistics, marketing information management, finance in marketing, product/service planning, pricing mixes, promotional strategies, and personal selling. | None | Intro to Sports & Entertainment Marketing | No | No | 9 th -12 th Graders All first-year marketing students |
| Introduction to Sports & Entertainment Marketing | This course introduces the student to the major segments of the Sports and Entertainment Industry and the social and economic impact it has on the local, state, national, and global economies. The products and services offered to consumers and the impact of marketing on these products and services are examined. | Marketing Principles | Advanced Sports & Entertainment Marketing | No | No | 9 th -10 th Graders Second-year marketing students on the Sports & Entertainment Marketing pathway |

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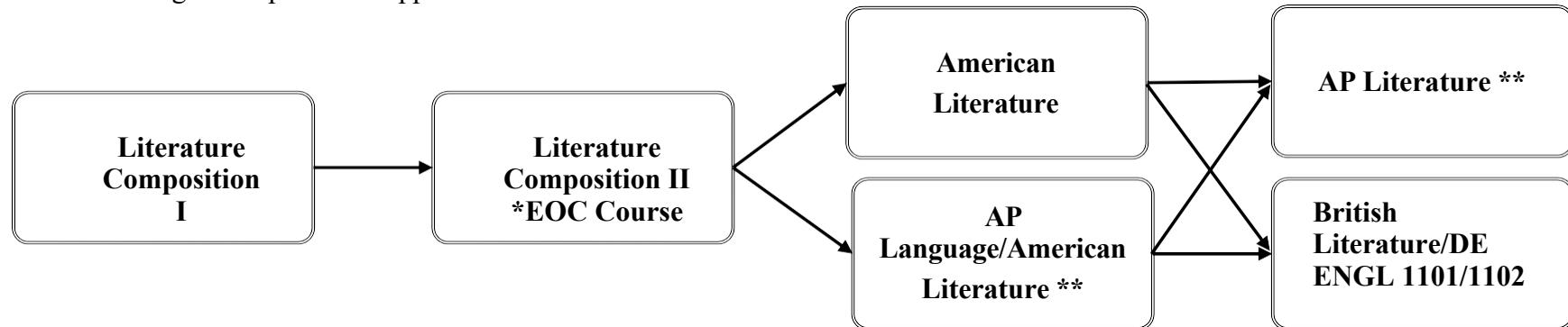
| <u>MARKETING</u> | | | | | | |
|---|--|---|------------------------------|--------------------------|-----------------------|--|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| Advanced Sports & Entertainment Marketing | This course provides students opportunities to develop managerial and analytical skills and deepen their knowledge in sports/entertainment marketing. Topical units include: Marketing- Information Management, Selling, Publicity/Public Relations, Sales Promotion, Management of Promotion, Product Mix, Pricing, Positioning, and Marketing Planning. Project-based instruction, together with a variety of work-based learning activities, should be incorporated in this course to provide real-world application. | 1. Marketing Principles 2. Intro to Sports & Entertainment Marketing | | No Will take EOPA | No | 11 th -12 th graders Marketing students who want to complete the Sports & Entertainment Marketing pathway |

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ENGLISH COURSE FLOW CHARTS

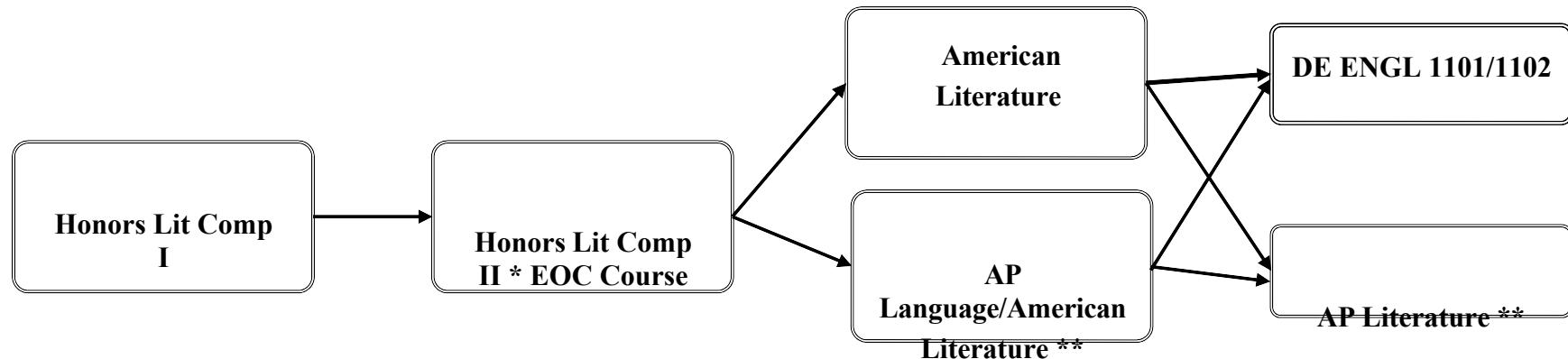
Normal Track

** -- With English Department Approval



Honors Track

** -- With English Department Approval



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| <u>ENGLISH</u> | | | | | | |
|----------------|---|----------------------------------|---|-------------|-----------------------|--------------------------|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| Lit Comp I | As the typical 9 th grade English course, 9 th Grade Literature and Composition features a variety of literary genres to include short stories, poetry, drama, novels, and nonfiction from a multitude of cultures. Students enrolled in this course will exercise their reading, writing, speaking, and analytical skills. | None | 10 th Grade Literature | No | No | 9 th Graders |
| Lit Comp II | The traditional sophomore-level course in English is a themed based study of literary genres including plays, novels, short stories, poetry, informational text, and other non-fiction writings. As with other English courses, there is a strong focus on argumentative writing as well as other forms of writing. There is not currently an End of Course test with the class, but it will serve to fulfill one of English requirements for graduation. | 9 th Grade Literature | American Literature and AP Language/American Literature | Yes | No | 10 th Graders |

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| <u>ENGLISH</u> | | | | | | |
|---------------------|---|---|------------------------------|-------------|-----------------------|--------------------------|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| American Literature | The traditional junior-level course in English, American Literature and Composition focuses on writings from the Native Americans through contemporary literature, including both fiction and non-fiction. As with other English courses, there is a focus on close reading and analytical writing, as well as on persuasion/rhetoric. American Literature is a required course for graduation. | 9 th and 10 th Grade Literature | British Literature | No | No | 11 th Graders |
| British Literature | British Literature and Composition is a senior English course that focuses on literature from the Anglo-Saxon period through the Twentieth Century. Continually, emphasis is placed on close reading of both literary and informational text followed by extensive composition that reflects in-depth analysis of the literature. | 9 th and 10 th Grade Literature and either American Literature or AP Language | None | No | Yes | 12 th Graders |

Veterans High School Night Advisement Guide

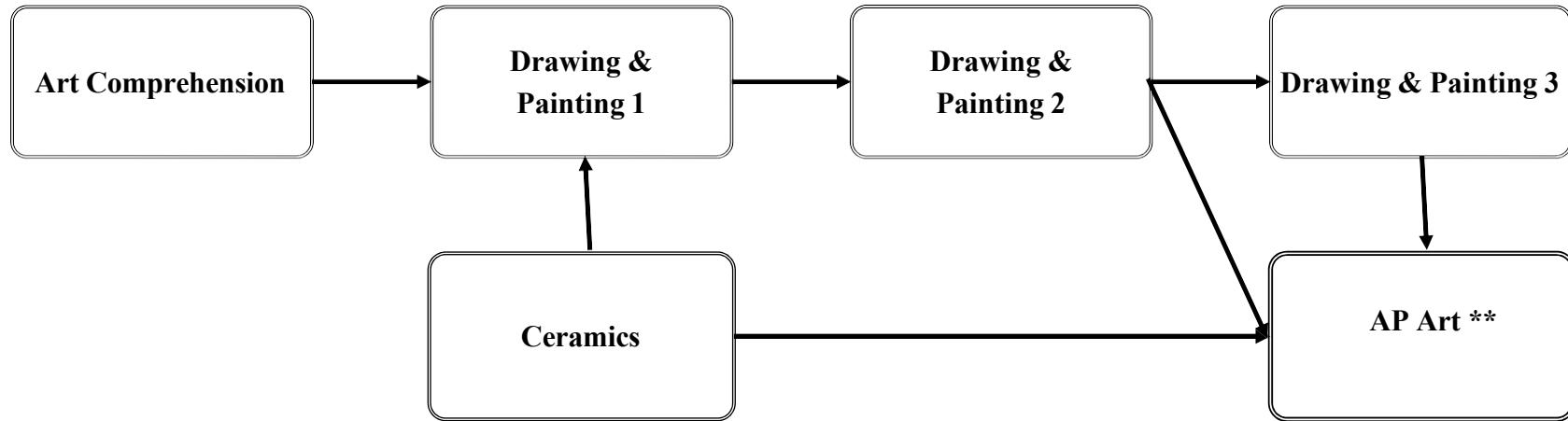
| <u>ENGLISH</u> | | | | | | |
|-----------------------|---|---|-------------------------------|-------------|-----------------------|--------------------------|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| AP Literature | Advanced Placement (AP) Literature and Composition is for students who possess a strong interest in reading, discussion, and analysis of literature. Its content includes a survey of world literature with emphasis on analytical writing in response to poetry, short prose, and novel length works. | Complete AP registration process, including teacher recommendations | None | No | Yes | 12 th Graders |
| Journalism (Yearbook) | Students will learn the basics of producing the pages for the yearbook. Students will learn guidelines for basic and advanced layout, journalistic terms, and skills for writing copy and captions; they will also learn strong photography skills. Students will be in charge of advanced yearbook sales and advertising sales. This course is an academic elective. | Teacher Recommendations | Journalism II, Journalism III | No | No | All Grades |

Veterans High School Night Advisement Guide

| <u>ENGLISH</u> | | | | | | |
|-------------------------------------|---|---|------------------------------|-------------|-----------------------|--------------------------|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| AP Language/ American Literature | This course emphasizes the expository, analytical, and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the development of writing facility in any context. This course also teaches students to read primary and secondary sources carefully, to synthesize material from these texts in their own compositions, and to cite sources using conventions recommended by professional organizations. | Complete AP registration process, including teacher recommendations | AP Literature | Y | Yes | 11th Graders |
| DE ENGL 1101/1102 | These courses explore the analysis of literature and articles about issues in the humanities and society. Students practice various modes of writing, ranging from exposition to argumentation and persuasion. The course includes a review of standard grammatical and stylistic usage in proofreading and editing. An introduction to library resources lays the foundation for research. Topics include writing analysis and practice, revision, and research. Students write a research paper using library resources and using a formatting and documentation style appropriate to the purpose and audience. | Complete CGTC registration process | | N | Yes | 12 th Graders |

Veterans High School Night Advisement Guide

ART COURSE FLOW CHARTS



NOTE: Ceramics is a stand-alone course that may be taken only during 10th, 11th or 12th grade.

** With application and art teacher approval

Veterans High School Night Advisement Guide

| <u>ART</u> | | | | | | |
|----------------------|--|------------------|------------------------------|-------------|-----------------------|---|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| Art Comprehension | <p>This is a foundational studio course that introduces students to a broad range of materials, techniques, and strategies that are essential to the understanding and making of art and design. Students will be introduced to tools and processes in creating both 2-D and 3-D works, while learning foundational elements of composition and principles of design. Students will develop both technical and conceptual skills in creating and critiquing works through creation of personal and examination of art of others.</p> | None | Drawing & Painting 1 | No | No | 9 th Graders |
| Drawing & Painting 1 | <p>Introduces drawing and painting techniques and a variety of drawing and painting media. Stresses critical analysis of master paintings and drawings of different styles and historical periods; emphasizes problem-solving techniques to achieve desired results in personal work.</p> | Art Fundamentals | Drawing & Painting 2 | No | No | 10 th – 12 th Graders |

Veterans High School Night Advisement Guide

| <u>ART</u> | | | | | | |
|----------------------|---|--|--------------------------------|-------------|-----------------------|---|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| Drawing & Painting 2 | Enhances level-one drawing and painting skills and provides opportunities to apply painting and drawing techniques in a variety of media. Stresses critical analysis of master paintings and drawings of different styles and historical periods; emphasizes problem-solving techniques to improve techniques and mastery of materials. | Art Fundamentals and Drawing & Painting 1 | AP Art or Drawing & Painting 3 | No | No | 10 th – 12 th Graders |
| Drawing & Painting 3 | Enhances level-two skills in art history, art criticism, aesthetic judgment and studio production. Provides practice in applying design elements and principles of design. Provides focus on different two- and three-dimensional art media and processes and master artworks. Stresses idea development through production and creativity and through the study of master artists. | Art Comp, Drawing/Painting 1, Drawing/Painting 2 | | No | No | Seniors who have had 3 years of art |

Veterans High School Night Advisement Guide

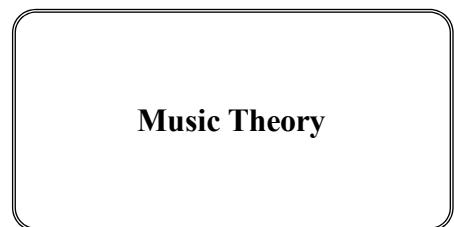
| <u>ART</u> | | | | | | |
|-------------|---|--|-------------------------------------|-------------|-----------------------|---|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| AP Art | <p>Through studio practice, application of design concepts, and informed decision making, students will assemble a body of artwork that demonstrates a high level of quality and growth. They will develop mastery in concept, composition, and execution.</p> <p>Portfolio Options are: Drawing, 2D, or 3D.</p> <p>Bodies of work will be submitted to the College Board for grading and possible college credit.</p> | <p>Art Comprehension, Drawing/ Painting 1, Drawing/ Painting 2</p> <p>Teacher Recommendation</p> | <p>AP Art – Different Portfolio</p> | No | No | 11 th and 12 th Graders |
| Ceramics | This course teaches the basic ceramic techniques of hand-building and surface design. Students are encouraged to develop their own style and methods, as well as create pieces based on personal choice. | Art comprehension is strongly encouraged | Drawing/ Painting 1, AP Art | No | No | 10 th – 12 th Graders |

Veterans High School Night Advisement Guide

BAND COURSE FLOW CHARTS



NOTE: Music Theory is a stand-alone course for students with a music background and some ability to read music. It may be taken any time. Target group is 11th and 12th graders. *Audition based



Veterans High School Night Advisement Guide

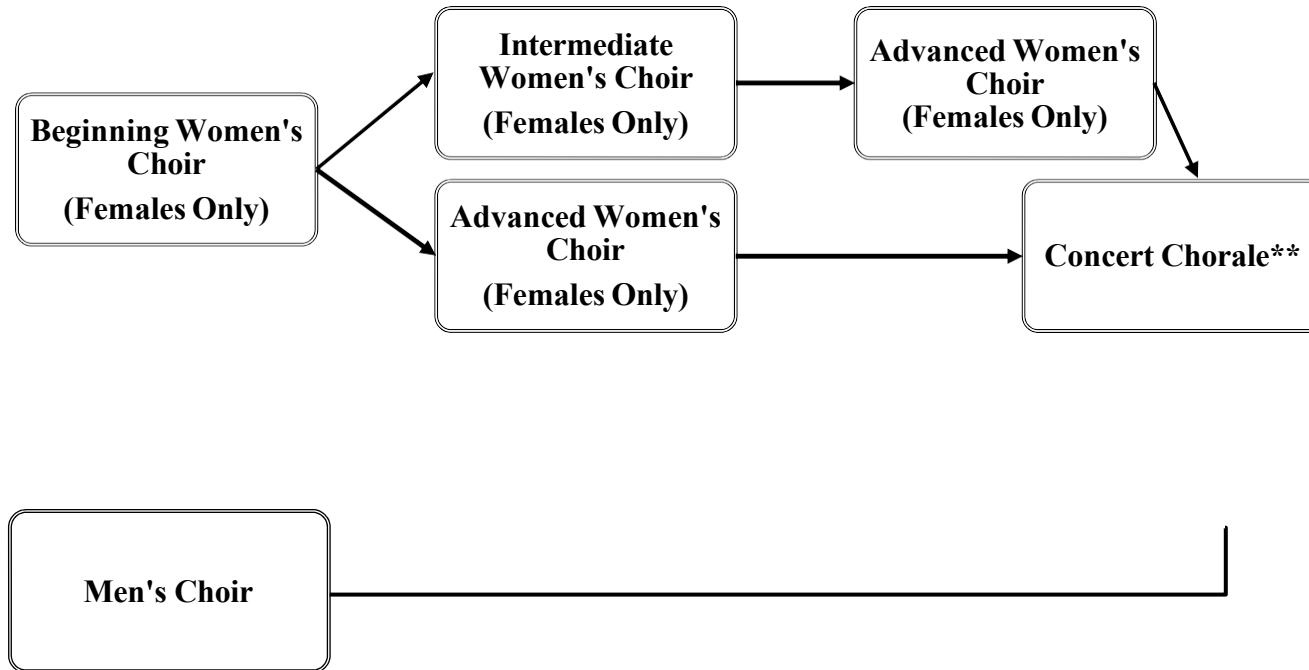
| <u>BAND</u> | | | | | | |
|----------------|--|----------------|------------------------------|-------------|-----------------------|--|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| Concert Band | This class offers the opportunity to hone and develop fundamental musical skills through the study of intermediate band music centering on Levels 2-3. This course is intended for students with some prior musical experience and will focus heavily on the fundamental production tone, intonation, balance, note and rhythm reading, and ensemble development. Placement in this class is determined by Director Recommendation of the student's most recent Director and the current High School Directors. | None | Symphonic Band | No | No | All students with band experience, primarily 9 th -10 th graders |
| Wind Symphony | Wind Symphony is an upper-level performance opportunity for accomplished wind and percussion players. Wind Symphony offers students great variety and challenge in musical performance, including experiences in chamber music, analysis, theory and history. Membership is by audition only. | Audition Only | None | No | No | Advancing band students, primarily 10 th – 12 th graders |
| Symphonic Band | This class emphasizes the study and performance of quality intermediate to advanced band music, centering on Level 3-4. Class activities emphasize the continued development of characteristic tone, instrument technique, intonation, music reading, listening skills, and also the fundamentals of music theory. Placement in this class is determined by audition for current high school band students and/or director recommendation of the student's most recent director and the current high school directors. | Audition Only | Wind Ensemble | No | No | All students with band experience, primarily 9 th -10 th graders |

Veterans High School Night Advisement Guide

| <u>BAND</u> | | | | | | |
|---------------|--|----------------------------|------------------------------|-------------|-----------------------|--|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| Wind Ensemble | Wind Ensemble is the premier wind band here at Veterans. It is comprised of only the elite musicians and is audition based. They will perform the highest level of music possible and are highly encouraged to take private lessons. This is an audition only group. | Audition Only | None | No | No | Most advanced band student and competitive students willing to practice their instrument regularly. |
| Music Theory | Music Theory is a course that offers a study of notation, harmony, chord progression, style, expressive elements and ear training. The course covers material offered in university theory level 1, but at a slower pace. It is an introductory class designed for students who already have a background in some kind of music. | Knowledge of reading music | | No | No | Advancing music students. Not limited to band /chorus students. Can be taken by guitarists and pianists as well. |

Veterans High School Night Advisement Guide

CHORUS COURSE FLOW CHARTS



** With Fine Arts Department Approval

Veterans High School Night Advisement Guide

| <u>CHORUS</u> | | | | | | |
|----------------------------|--|---|---|-------------|-----------------------|---|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| Beginning Women's Choir | A choir composed of women who are new to choral singing on the high school level. This group places emphasis on reading basic musical notation, development of vocal tone and breathing, and elements of performance. This choir will prepare and present three or four concerts during the school year. | None (Women Only) | Intermediate Women's Choir | No | No | 9th grade females, and any females who are new to choir. |
| Intermediate Women's Choir | This is our mid-level women's choir and is the next step up after the Beginning Women's Choir. This is a group for those more experienced in choral singing, and are looking to take their training to the next level. Singers will further develop concepts of tone and resonance, as well as intonation in consistent 3-part literature. Students must be able to read music at a basic level and at least one year of high school chorus is preferred. This choir will prepare and present three or four concerts during the school year. | One year of high school choir experience preferred. Students who made All-State Chorus at least one year in middle school are eligible for this choir. (Women only) | Advanced Women's Choir; Concert Chorale | No | No | Advanced 10 th - 12 th grade females who want to take the next step in choir. |

Veterans High School Night Advisement Guide

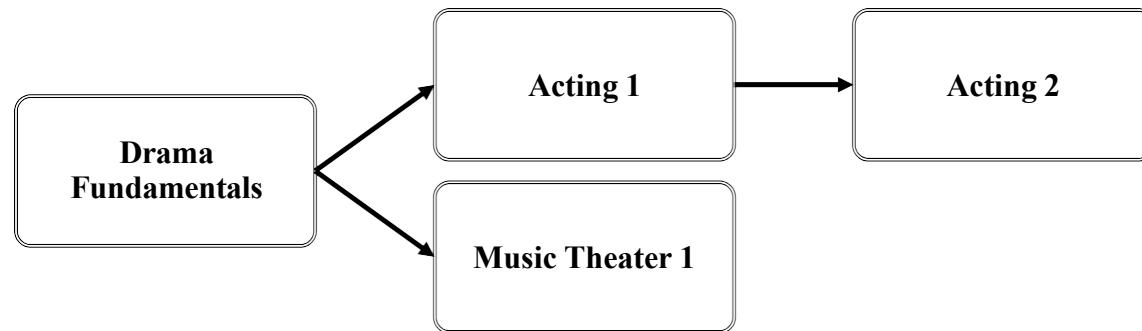
| <u>CHORUS</u> | | | | | | |
|------------------------|--|---|------------------------------|-------------|-----------------------|---|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| Men's Choir | A choir composed of men who are new to choral singing on the high school level. This group places emphasis on reading basic musical notation, development of vocal tone and breathing, and elements of performance. This choir will prepare and present three or four concerts during the school year. | None (Men Only) | Concert Chorale | No | No | 9th grade males, and any males who are new to choir. |
| Advanced Women's Choir | This is the most advanced of our female groups, composed of students with at least one year of choral experience with a high aptitude for singing and music reading. This choir performs high level literature with precision and expression and presents three or four concerts during the academic year. | At least one year of high-school choral experience. Women who made All-State Chorus in both 7 th and 8 th grade are eligible for this choir. (Women Only) | Concert Chorale | No | No | 10 th -12 th grade girls with at least one year experience. |

Veterans High School Night Advisement Guide

| <u>CHORUS</u> | | | | | | |
|-----------------|---|-----------------|------------------------------|-------------|-----------------------|---------------------------|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| Concert Chorale | Concert Chorale is the most advanced choir and is composed of the most dedicated, talented, and hard-working singers in our school. It offers the opportunity to sing literature at the highest level, all the while developing advanced singing techniques that will last a lifetime. All students must be reasonably comfortable with reading music and should have over one year of experience in high school choir. This choir will prepare and present six to eight performances throughout the school year. | (Audition Only) | | No | No | Advanced musical students |

Veterans High School Night Advisement Guide

DRAMA COURSE FLOW CHART



Veterans High School Night Advisement Guide

| DRAMA | | | | | | |
|--------------------|--|--------------------|-------------------------------|-------------|-----------------------|-------------------------|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| Drama Fundamentals | A beginning survey course on the history of theater and performance essentials. Emphasis on acting skills begins during 2nd semester. | None | Musical Theater 1 or Acting 1 | No | No | 9 th Graders |
| Musical Theater 1 | Our primary focus in this collaborative class will be to study the principles of musical performance, script analysis, character analysis, scene study, costume plotting, journaling, stagecraft and other essential elements of mounting a production of musical theatre. | Drama Fundamentals | Musical Theater | No | No | |

Veterans High School Night Advisement Guide

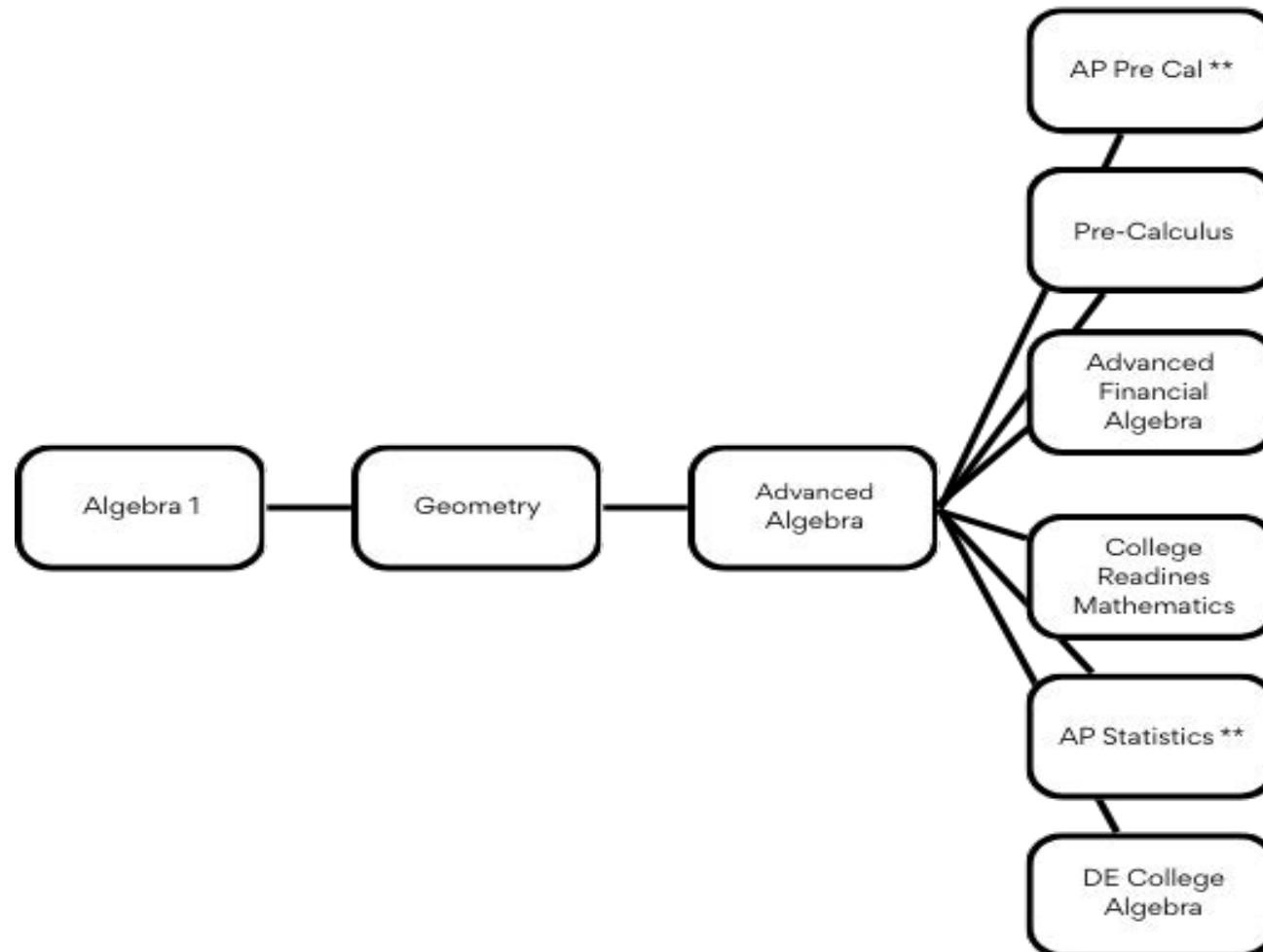
| <u>DRAMA</u> | | | | | | |
|--------------|--|--------------------|------------------------------|-------------|-----------------------|----------------------|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| Acting 1 | Emphasis on essential acting skills: voice, movement, characterization. Students will learn the fundamentals of acting and experiment with acting styles including Stanislavski, Spolin, Meisner and others. | Drama Fundamentals | Acting 2 | No | No | |
| Acting 2 | This course has increased emphasis on skills including characterization, movement, and acting styles. Students will study the works of Viola Spolin and Uta Hagen, author of Respect for Acting. | Acting 1 | | No | No | |

Veterans High School Night Advisement Guide

MATH COURSE FLOW CHARTS

Normal Track

** -- Must Have Math Department Approval

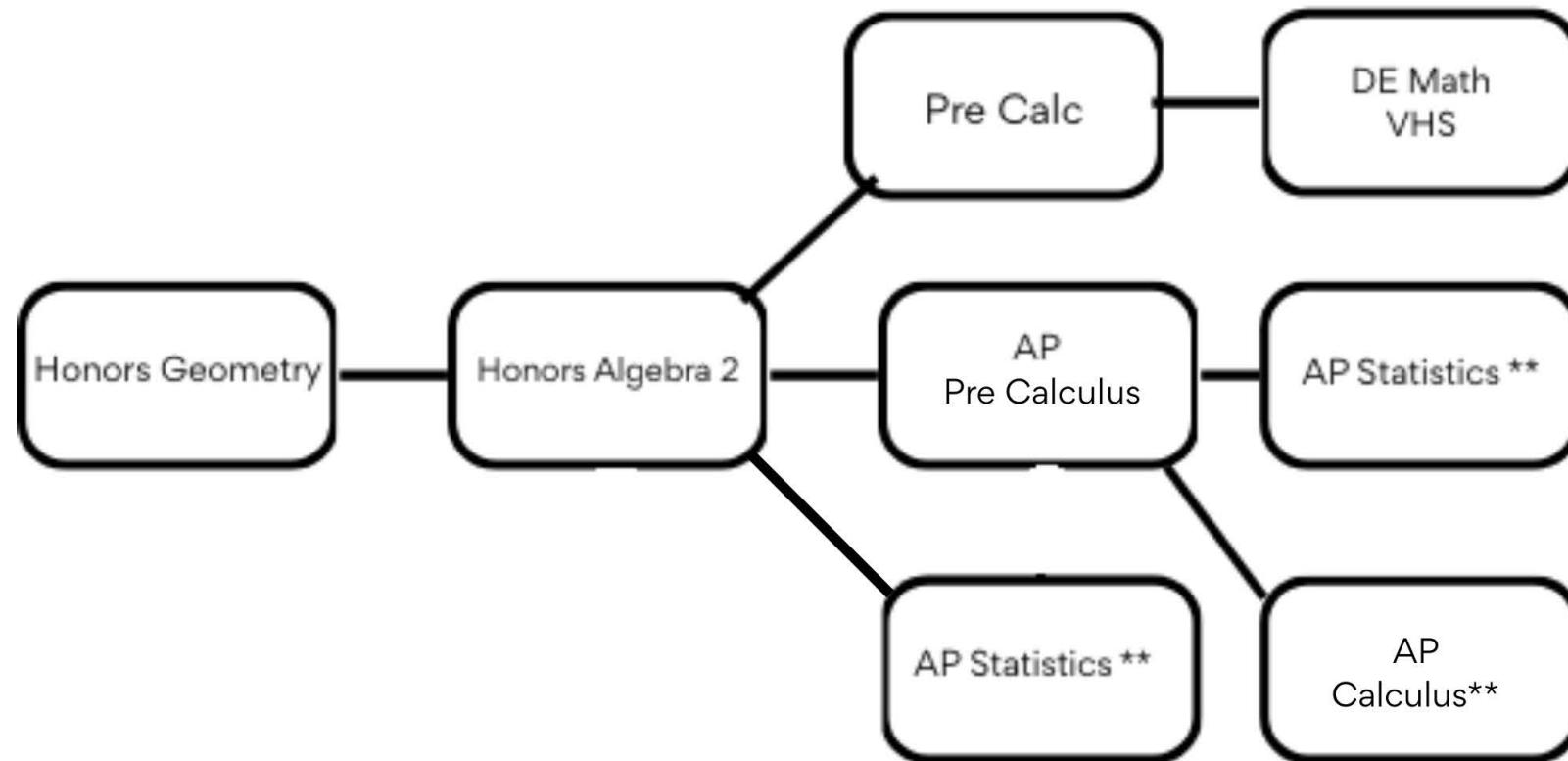


Veterans High School Night Advisement Guide

MATH COURSE FLOW CHARTS

Honors Track

1. Must Have Algebra credit from Middle School
2. **Students enrolled in the Honors Math track are expected to take both AP Statistics and AP Calculus.**
3. ** Must Have Math Department Approval



Veterans High School Night Advisement Guide

| <u>MATH</u> | | | | | |
|-----------------|--|--------------------------------------|------------------------------|------------|-------------------------|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOCT (Y/N) | Primary Target Group |
| Algebra 1 | Algebra I formalizes and extends the mathematics that students learned in middle school. Critical areas, organized into units, deepen and extend understanding of functions by comparing and contrasting linear, quadratic, and exponential phenomena. Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. | None | GSE Geometry | Y | 9 th Graders |
| Honors Geometry | Geometry is devoted primarily to plane Euclidean geometry, studied both synthetically (without coordinates) and analytically (with coordinates). It is characterized by the Parallel Postulate that states that through a point not on a given line there is exactly one parallel line and spherical geometry. In high school, students begin to formalize their geometry experiences from elementary and middle school, using more precise definitions and developing careful proofs. | Algebra 1 and Math Honors identified | Honors Algebra 2 | N | 9 th Graders |

Veterans High School Night Advisement Guide

| <u>MATH</u> | | | | | |
|------------------|---|---------------------|------------------------------|------------|--------------------------|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOCT (Y/N) | Primary Target Group |
| Geometry | Geometry is devoted primarily to plane Euclidean geometry, studied both synthetically (without coordinates) and analytically (with coordinates). It is characterized most importantly by the Parallel Postulate that states that through a point not on a given line there is exactly one parallel line and spherical geometry. During high school, students begin to formalize their geometry experiences from elementary and middle school, using more precise definitions and developing careful proofs. | Algebra | Algebra 2 | N | 10 th Graders |
| Honors Algebra 2 | Students pull together and apply the accumulation of learning from their previous courses. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include quadratic (with complex solutions), polynomial, rational, and radical functions. And, finally, students bring together all of their experience with functions to create models and solve contextual problems. | GSE Honors Geometry | GSE Honors Pre Calculus | N | 10 th Graders |

Veterans High School Night Advisement Guide

| <u>MATH</u> | | | | | |
|-----------------|---|------------------|---|------------|--------------------------|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOCT (Y/N) | Primary Target Group |
| AP Pre Calculus | Focuses on standards to prepare students for a more intense study of mathematics. The study of circles and parabolas is extended to include other conics such as ellipses and hyperbolas. Trigonometric functions are introduced and developed to include inverses, general triangles and identities. Matrices provide an organizational structure in which to represent and solve complex problems. Students expand the concepts of complex numbers and the coordinate plane to represent and operate upon vectors. Probability rounds out the course using counting methods, including their use in making and evaluating decisions. | Honors Algebra 2 | AP Calculus AP Statistics or both | N | 11 th Graders |
| Pre Calculus | Pre-Calculus focuses on standards to prepare students for a more intense study of mathematics. The study of circles and parabolas is extended to include other conics such as ellipses and hyperbolas. Trigonometric functions are introduced and developed to include inverses, general triangles and identities. Matrices provide an organizational structure in which to represent and solve complex problems. Students expand the concepts of complex numbers and the coordinate plane to represent and operate upon vectors. Probability rounds out the course using counting methods, including their use in making and evaluating decisions. | Algebra 2 | None | N | 12 th Graders |

Veterans High School Night Advisement Guide

| <u>MATH</u> | | | | | |
|----------------------------------|--|------------------------|------------------------------|------------------------------------|--------------------------|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOCT (Y/N) | Primary Target Group |
| Advanced Placement (AP) Calculus | Calculus AB is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. | Honors/AP Pre-Calculus | None | N (AP Exam at the end of the year) | 12 th Graders |
| Math of Finance | The course concentrates on the mathematics necessary to understand and make informed decisions related to personal finance. The mathematics in the course will be based on many topics in prior courses; however, the specific applications will extend the student's understanding of when and how to use these topics. This course is generally not accepted for core credit by colleges and universities. | None | None | N | Seniors only |

Veterans High School Night Advisement Guide

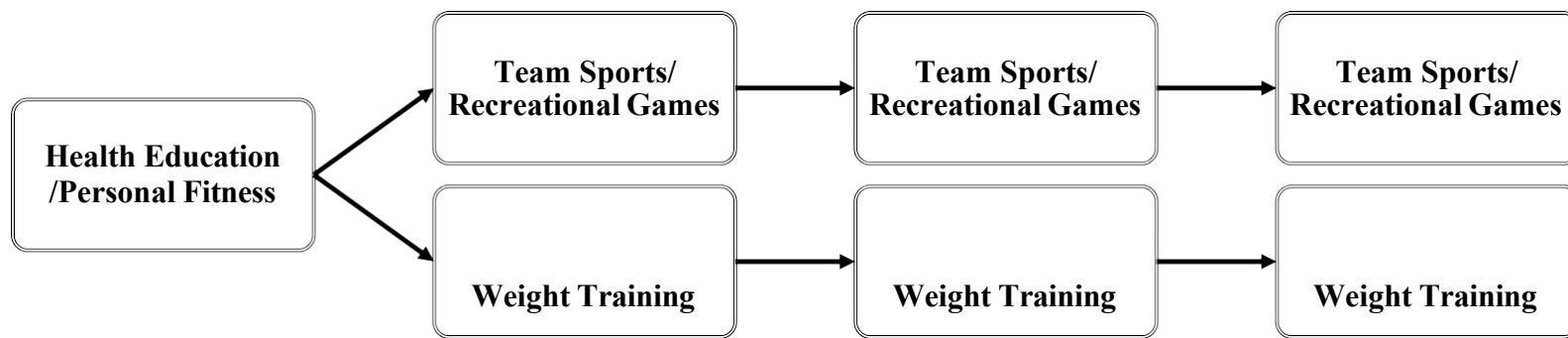
| <u>MATH</u> | | | | | |
|---------------|---|---|------------------------------|------------------------------------|--|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOCT (Y/N) | Primary Target Group |
| AP Statistics | The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Important components of the course will include the use of technology, projects and laboratories, cooperative group problem-solving, and writing, as a part of concept-oriented instruction and assessment. | Honors Geometry Or Algebra 2 | | N (AP Exam at the end of the year) | 12 th Graders and Honors 10 th , 11 th , 12 th Graders |
| DE Math 1111 | Emphasizes techniques of problem solving using algebraic concepts. Topics include fundamental concepts of algebra, equations and inequalities, functions and graphs, and systems of equations; optional topics include sequences, series, and probability or analytic geometry. | Complete CGTC registration requirements | None | N | 12 th Graders who have completed Algebra I, Geometry, and Algebra II |

Veterans High School Night Advisement Guide

| <u>MATH</u> | | | | | |
|-------------------------------|--|------------------------------------|------------------------------|------------|---|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOCT (Y/N) | Primary Target Group |
| College Readiness Mathematics | <p>The course serves as a bridge for high school students who will enroll in non-STEM post-secondary study and will meet the high school fourth course graduation requirement. The course is approved by the University System of Georgia as a fourth mathematics course, so it will meet the needs of college-bound seniors who will not pursue STEM fields.</p> <p>College Readiness Mathematics focuses on key content and practice standards to ensure that students will be ready for post-secondary academic courses and career preparation in non-STEM fields. The course will revisit and expand the understanding of content standards introduced in earlier mathematics courses and will emphasize numeracy, algebra and functions, geometry, and statistics in a variety of contexts.</p> | Algebra I, Geometry, and Algebra 2 | None | N | 12 th Graders who have completed Algebra I, Geometry, and Algebra II, but are still struggling with high school mathematics standards essential for success in first year post-secondary mathematics courses required for non-STEM majors. |

Veterans High School Night Advisement Guide

PHYSICAL EDUCATION COURSE FLOW CHARTS



Veterans High School Night Advisement Guide

| <u>PHYSICAL EDUCATION</u> | | | | | | |
|---------------------------|--|----------------|------------------------------|-------------|-----------------------|--|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| Health Education | This course is designed to emphasize the development of appropriate health habits and the necessity to continue such habits throughout life. Students will be advised of current health issues and updated information as it relates to their health and well-being. | None | Personal Fitness | No | No | 9 th Graders (Mandatory course for graduation unless taking AFJROTC option) |
| Personal Fitness | This course is designed to help students understand why exercise and fitness are important in developing a healthy and active lifestyle. The course will emphasize successful strategies for maintaining good cardiovascular endurance, flexibility, muscle strength, muscle endurance, and body composition. We will also learn and understand the FITT formula and discuss diet, safety, handling stress and designing a personal fitness program to develop and implement lifelong fitness. | None | Health | No | No | 9 th Graders (Mandatory course for graduation unless taking AFJROTC option) |

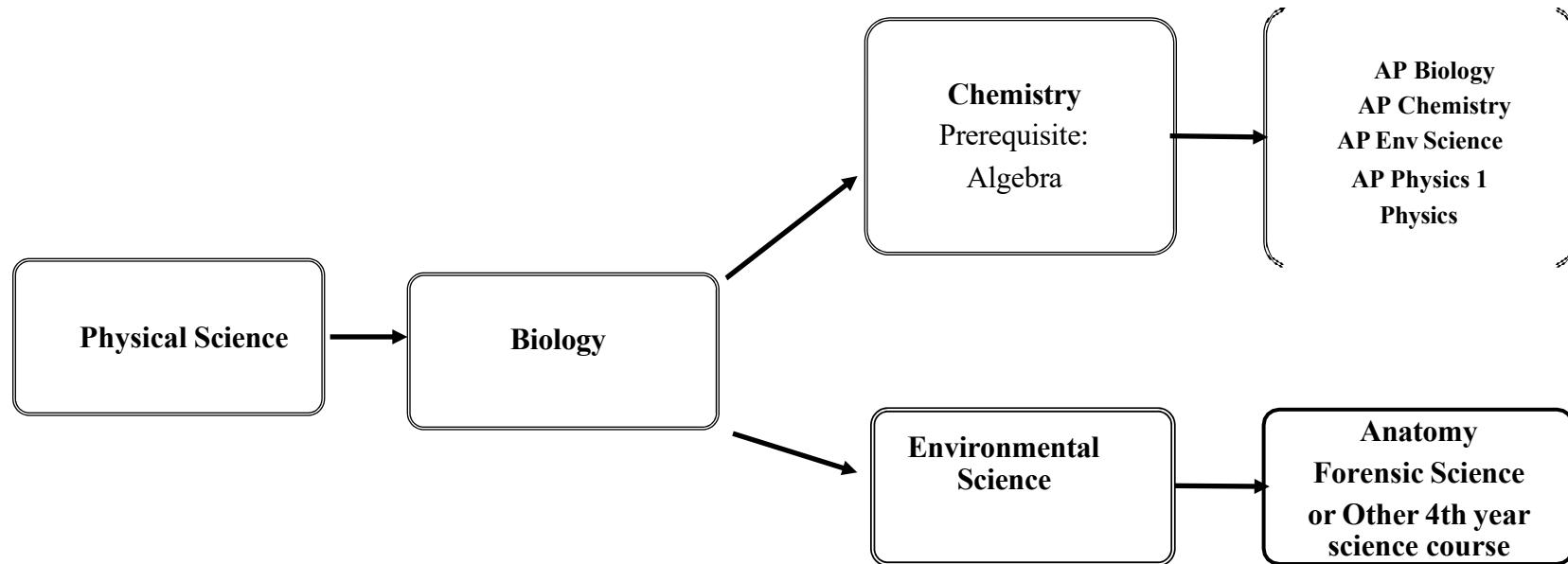
Veterans High School Night Advisement Guide

| <u>PHYSICAL EDUCATION</u> | | | | | | |
|--------------------------------|---|----------------|------------------------------|-------------|-----------------------|---|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| Team Sports/ Rec Games | This course is designed to teach students the rules of various types of team games and also emphasize sportsmanship and developing the individual skills needed to excel in these sports. Students will also be required to do some fitness training to work on their overall health. | None | None | No | No | 10 th – 12 th Graders |
| Boys and Girls Weight Training | We strive to increase each student's strength, power, and flexibility through a regimented strength training program based on the physiological principles of progression, overload, specificity, and periodization. | None | None | No | No | 10 th – 12 th Graders |

Veterans High School Night Advisement Guide

SCIENCE COURSE FLOW CHARTS

Normal Track

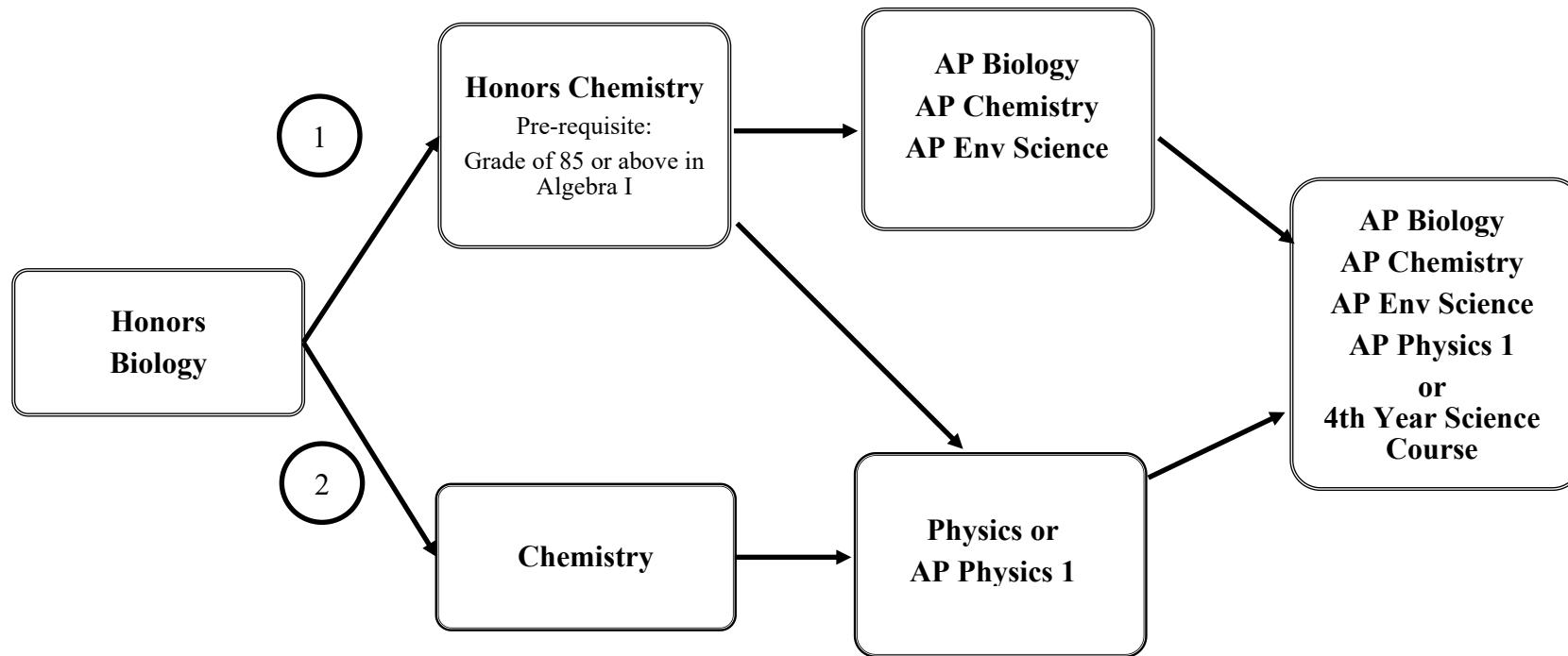


* Students may only double-up on science courses to meet graduation requirements or in AP courses their senior year.

Veterans High School Night Advisement Guide

SCIENCE COURSE FLOW CHARTS:

Honors Track



* Students may only double-up on science courses to meet graduation requirements or in AP courses their senior year.

1. Most students (strong **math** scores)
2. As recommended by honors biology teacher (low **math** scores)

Veterans High School Night Advisement Guide

| <u>SCIENCE</u> | | | | | | |
|------------------|--|-------------------------|------------------------------------|------------|-----------------------|---|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOCT (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| Biology | <p>Students investigate the life sciences and learn skills to be proficient in biology by focusing on the identification of patterns, processes, and relationships of living organisms. Concepts such as the interdependence of organisms, the relationship of matter, energy, & organization in living systems, the behavior of organisms, and biological evolution are studied. Students investigate biological concepts through experience in laboratories & field work using the process of inquiry.</p> <p><i>*9th Honors Biology emphasizes reading/writing, strategic use of mathematics/data, and the use of complex modeling to prepare students for the rigor of future AP Science courses.</i></p> | None | Chemistry or Environmental Science | Y | No | 10 th Graders *Honors – 9 th |
| Physical Science | <p>A survey course for chemistry and physics and includes abstract concepts such as conceptualization of the structure of atoms, motion & forces, the conservation of energy & matter, wave behavior, electricity the relationship between electricity and radioactive decay. Students investigate physical science concepts through the study of phenomena, experiences in laboratory settings, and field work.</p> | Algebra I (recommended) | Biology | N | No | 9 th Graders |

Veterans High School Night Advisement Guide

| <u>SCIENCE</u> | | | | | | |
|----------------|--|--|------------------------------|------------|-----------------------|--|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOCT (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| Chemistry | <p>Students continue investigations of the physical sciences and develop the necessary skills to be proficient in chemistry. Abstract concepts such as the structure of atoms, structure & properties of matter, and the conservation & interaction of energy & matter are covered. Students investigate chemistry concepts through experience in laboratories & field work using the process of inquiry.</p> <p><i>*10th Honors Chemistry emphasizes analytical reading/writing, strategic use of mathematics/data, and the use of complex modeling to prepare students for the rigor of future AP Science courses.</i></p> | Algebra (with a grade of 85 or higher) | | No | Yes | 11 th Graders *Honors – 10 th |
| Anatomy | <p>This curriculum is extensively performance and laboratory based. It integrates the study of the structures and functions of the human body. Areas of study include organization of the body; protection, support and movement; providing internal coordination and regulation; processing and transporting; and reproduction, growth and development. Whenever possible, careers related to medicine, research, health-care, and modern technology are emphasized. Case studies concerning diseases, disorders and ailments are emphasized.</p> | Biology | | No | Yes | 11 th and 12 th graders |

Veterans High School Night Advisement Guide

| <u>SCIENCE</u> | | | | | | |
|-----------------------|--|----------------|------------------------------|------------|-----------------------|--------------------------|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOCT (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| Environmental Science | <p>This course integrates the study of many components of our environment, including the human impact on our planet. Students investigate the flow of energy and cycling of matter within ecosystems, and evaluate types, availability, allocation, and sustainability of energy resources. Instruction focuses on student data collection and analysis from field and laboratory experiences. Whenever possible, careers related to environmental science are emphasized.</p> | Biology | | No | No | 11 th Graders |
| Forensic Science | <p>This course builds upon science concepts and applies science to the investigation of crime scenes. It serves as a fourth year of science for graduation and may serve in selected CTAE programs. Students will learn the scientific protocols for analyzing a crime scene, how to use chemical and physical separation methods to isolate and identify materials, how to analyze biological evidence and the criminal use of tools, including impressions from firearms, tool marks, arson, and explosive evidence.</p> | Biology | | No | Yes | 12 th Graders |

Veterans High School Night Advisement Guide

| <u>SCIENCE</u> | | | | | | |
|----------------|--|--|------------------------------|------------|-----------------------|---|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOCT (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| AP Biology | The AP Biology course is designed to be the equivalent of the general biology course usually taken during the first college year. AP Biology students may earn college credit by scoring adequately on the AP Biology exam. | Biology, Chemistry, and Teacher Recommendation | | No | Yes | 11 th and 12 th graders |
| AP Chemistry | The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first or second college year. AP Chemistry students may earn college credit by scoring adequately on the AP Chemistry exam. | Chemistry and Teacher Recommendation | | No | Yes | 11 th and 12 th graders |
| Physics | Students continue investigations of physical science and develop the necessary skills to become proficient in physics. Topics include more abstract concepts of nuclear decay processes, interactions of matter and energy, velocity, acceleration, force, energy, momentum, properties, interactions of matter, electromagnetic and mechanical waves and electricity, magnetism and their interactions. Students investigate physics concepts through experiences in laboratories and field work using the science and engineering practices. | Algebra and Geometry (grade of 85 or higher) | | No | Yes | 11 th and 12 th graders |

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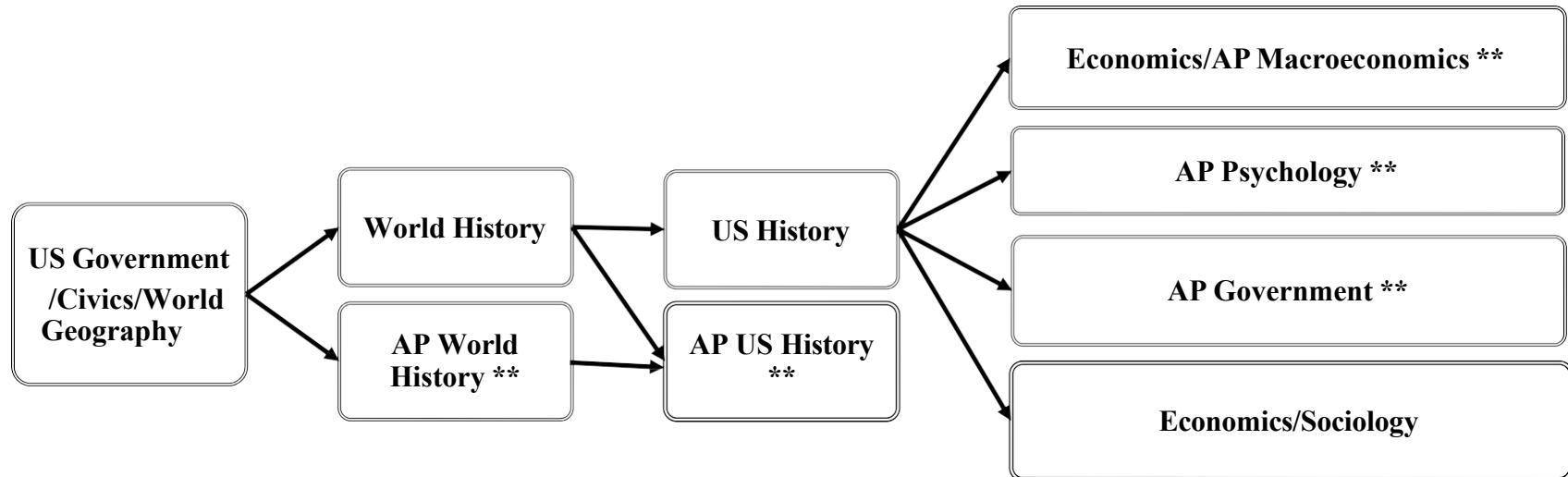
| <u>SCIENCE</u> | | | | | | |
|--------------------------|--|--|--|----|-----|---|
| AP Environmental Science | This course is designed to be the equivalent of an introductory college environmental science course. The course provides students with the scientific principles, concepts, & methodologies required to understand the interrelationships of the natural world, identify & analyze environmental problems, evaluate the risks associated with these problems, & examine alternative solutions for resolving or preventing them. AP Environmental Science students may earn college credit by scoring adequately on the AP Environmental Science Exam. | Biology, Chemistry, and Teacher Recommendation | | No | Yes | 11 th and 12 th graders |
| AP Physics 1 | AP Physics 1 (Algebra-Based) is the equivalent to a first-semester college course in algebra-based physics. The course explores foundational Physics principles of Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and simple harmonic motion. AP Physics 1 students may earn college credit by scoring adequately on the AP Physics 1 Exam. | Geometry, Algebra II (can be concurrent), and Teacher Recommendation | | No | Yes | 11 th and 12 th graders |

Veterans High School Night Advisement Guide

SOCIAL STUDIES COURSE FLOW CHARTS

Normal Track

** -- With Social Studies Department Approval



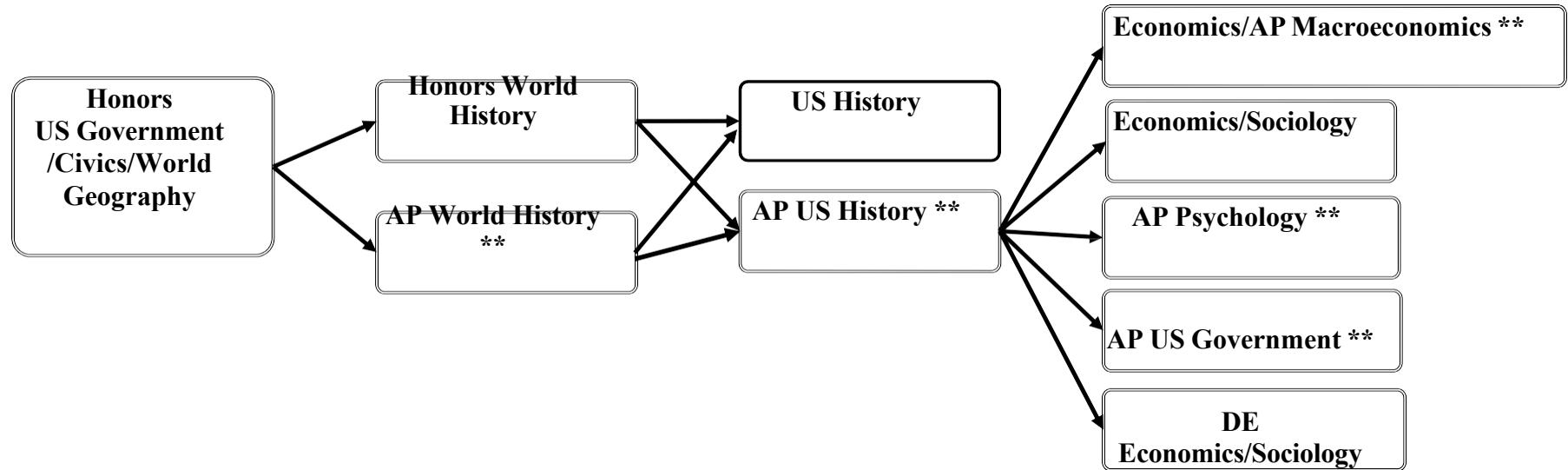
DE courses in US History, Economics, and Sociology will be available on campus for the 25-26 school year for qualifying students.

Veterans High School Night Advisement Guide

SOCIAL STUDIES COURSE FLOW CHARTS

Honors Track

** -- With Social Studies Department Approval



Veterans High School Night Advisement Guide

| <u>SOCIAL STUDIES</u> | | | | | | |
|----------------------------|---|----------------|------------------------------|-------------|-----------------------|--|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| American Government/Civics | <p>This government course provides students with a background in the philosophy, functions, and structure of the United States government. Students examine the philosophical foundations of the United States government and how that philosophy developed. Students also examine the structure and function of the United States government and its relationship to states and citizens.</p> | None | | No | No | 9 th Graders (Graduation Requirement) |
| World Geography | <p>The World Geography course provides students with an analytical view of how geographic factors have and continue to influence human behavior on earth. Students will examine how the physical and cultural geographic factors contribute to varying levels of cooperation within the major world regions. Additionally, students will examine the importance that political, environmental, and economic factors have in a region's development.</p> | None | | No | No | 9 th Graders |

Veterans High School Night Advisement Guide

| <u>SOCIAL STUDIES</u> | | | | | | |
|------------------------------------|---|----------------|------------------------------|-------------|-----------------------|---|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| AP World History | This course focuses on developing students' understanding of world history from approx. 8000B.C.E. to the present. Students investigate the content of world history for significant events, individuals, developments, and processes in six historical periods, and develop and use the same thinking skills and methods employed by historians when they study the past. | None | | No | Yes | 10 th Graders (Graduation Requirement) |
| World History/Honors World History | This course provides students with a comprehensive, intensive study of major events and themes in world history. Students begin with a study of the earliest civilizations worldwide and continue to examine major developments and themes in all regions of the world. The course culminates in a study of change and continuity and globalization at the beginning of the 21st century. | None | | No | No | 10 th Graders (Graduation Requirement) |

Veterans High School Night Advisement Guide

| <u>SOCIAL STUDIES</u> | | | | | | |
|-----------------------|--|---|------------------------------|-------------|-----------------------|---|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| AP US History | This course provides students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in US history and prepares them for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. | None | | Yes | Yes | 11 th Graders (Graduation Requirement) |
| Economics | The course provides students with a basic foundation in the field of economics. The course has five sections: fundamental concepts, microeconomics, macroeconomics, international economics, and personal finance. In each area, students are introduced to major concepts and themes concerning that aspect of economics. | None (Previous coursework in History & Government preferred) | | No | No | 12 th Graders (Graduation Requirement) |

Veterans High School Night Advisement Guide

| <u>SOCIAL STUDIES</u> | | | | | | |
|-----------------------|---|------------------------|------------------------------|-------------|-----------------------|---|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| AP US Government | This course introduces students to the rich diversity of political life outside of the United States. It uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of selected countries. Students compare the effectiveness of approaches to many global issues by examining how different governments solve similar problems. | Teacher Recommendation | None | No | Yes | 11 th and 12 th Graders |
| AP Psychology | Psychology studies behavior and mental processes. It necessitates the use of special measurements and research methods. The course has four sections: psychological foundations and research; biological foundations; change in behavior and cognition; and variability of behavior among individual and groups. | Teacher Recommendation | None | N | Yes | 11 th and 12 th Graders |

Veterans High School Night Advisement Guide

| <u>SOCIAL STUDIES</u> | | | | | | |
|-----------------------|---|---|------------------------------|-------------|-----------------------|----------------------|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| Sociology | <p>This course is an introductory study in sociology, the study of social behavior and the organization of human society. Students will learn about the historical development of the field of sociology and the procedures for conducting research in sociology. Students will also learn the importance and role of culture, social structure, socialization, and social change in today's society.</p> | <p>This is a senior level elective social studies course.</p> | None | No | No | Seniors Only |

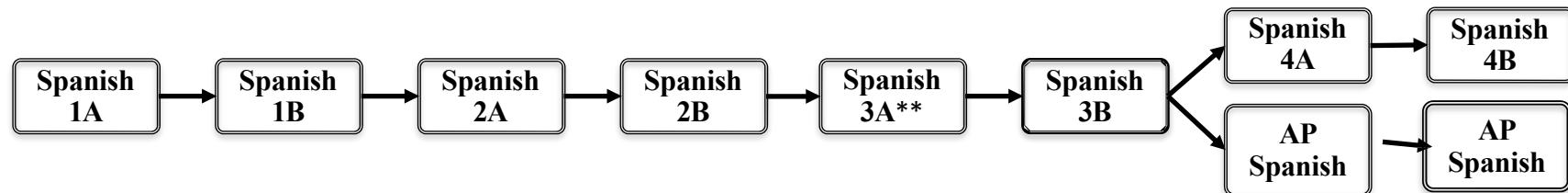
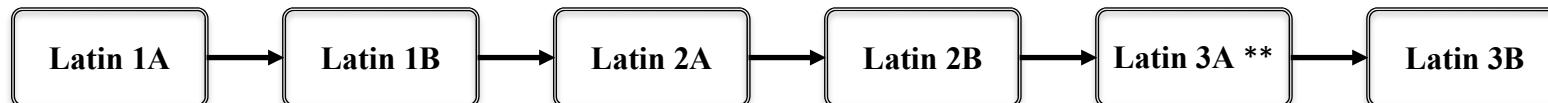
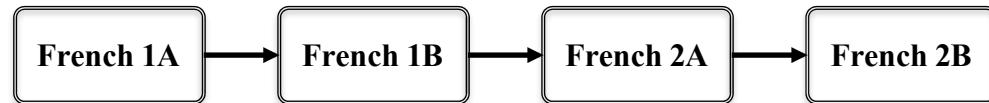
Veterans High School Night Advisement Guide

| <u>SOCIAL STUDIES</u> | | | | | | |
|-----------------------|--|--|------------------------------|-------------|-----------------------|--------------------------|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| US History | The high school United States history course provides students with a comprehensive, intensive study of major events and themes in United States history. Beginning with early European colonization, the course examines major events and themes throughout United States history. The course concludes with significant developments in the early 21st century. | None (Accomplishing Civics and World History first will be helpful) | None | Yes | No | 11 th Graders |
| AP Macroeconomics | The purpose of the AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. | Economics | None | No | Yes | 12 th Graders |

Veterans High School Night Advisement Guide

WORLD LANGUAGES COURSE FLOW CHARTS

** -- With World Languages Department Approval



Note: Latin courses are taught only at the Houston Career Academy (HCCA) in a two-hour blocked course. Students will travel to HCCA every day for their two-hour Latin class and will, therefore, earn one (1) foreign language credit per semester.

Veterans High School Night Advisement Guide

| <u>WORLD LANGUAGES -- FRENCH</u> | | | | | | |
|----------------------------------|---|----------------|----------------------------------|-------------|-----------------------|-----------------------|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| French 1 | Introduces the French language; emphasizes all skills: listening, speaking, reading, and writing in an integrated way. Includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of French-speaking cultures. | None | French 2 | No | No | College Prep Students |
| French 2 | Enhances Level One skills in French and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, and to speak and read within a range of carefully selected topics. Provides opportunities to increase understanding of French-speaking cultures. | French 1 | French 3 (Optional if available) | No | Yes | College Prep Students |

Veterans High School Night Advisement Guide

| <u>WORLD LANGUAGES -- LATIN</u> | | | | | | |
|---------------------------------|--|----------------|------------------------------|-------------|-----------------------|-----------------------|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| Latin 1 | Students acquire reading skills in Latin through vocabulary building and analyzing sentence structure. Through the reading selections and class discussions, students learn about the daily lives of the Romans and make comparisons relevant to today's society. Although students do not conduct conversations in Latin, they may use Latin orally to initiate and respond to simple statements and commands as well as read Latin aloud. Elementary writing tasks also help build an understanding of the written word. | None | Latin 2 | No | No | College Prep Students |

Veterans High School Night Advisement Guide

| <u>WORLD LANGUAGES -- LATIN</u> | | | | | | |
|---------------------------------|--|----------------|------------------------------|-------------|-----------------------|-----------------------|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| Latin 2 | Students refine their reading skills in Latin through vocabulary building and analyzing sentence structure. Through the reading selections and class discussions, students acquire a more in-depth knowledge about the daily lives and history of the Romans and continue to make comparisons relevant to today's society. Although students do not conduct conversations in Latin, they may use Latin to initiate and respond to complex statements and commands as well as read Latin aloud. Intermediate writing tasks also build an understanding of the written word. | Latin 1 | Latin 3 (optional) | No | Yes | College Prep Students |

Veterans High School Night Advisement Guide

| <u>WORLD LANGUAGES -- LATIN</u> | | | | | | |
|---------------------------------|---|----------------|------------------------------|-------------|-----------------------|-----------------------|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| Latin 3 | Students read authentic Latin prose and poetry. Through these readings, students reinforce their knowledge of Latin grammar, including the more complex syntactical and grammatical structures and constructions. Students are also introduced to the literary and stylistic devices appropriate for prose and poetry. Concentration is also focused on the philosophic, historic, and cultural aspects relevant to these selections. Students continue to make comparisons between classical influences and the modern world, as well as strengthen their English language skills through critical analysis of the Latin language. | Latin 2 | None | No | Yes | College Prep Students |

Veterans High School Night Advisement Guide

| <u>WORLD LANGUAGES -- SPANISH</u> | | | | | | |
|-----------------------------------|--|----------------|------------------------------|------------|-----------------------|-----------------------|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOCT (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| Spanish 1 | Students will learn Spanish using guided practice to become proficient in the listening, speaking, reading and writing in the language. Instructional strategies that allow and encourage the students to practice using Spanish in the four areas mentioned above will be used. Focus will be on the vocabulary and grammar of the language, along with the culture of countries where Spanish is spoken. | None | Spanish 2 | No | No | College Prep Students |
| Spanish 2 | Focus is on the continued development of communicative competence in Spanish and understanding the culture(s) of the people who speak the language. Students will focus on communicating about their immediate world and daily life activities, read material on familiar topics, and write short, directed compositions. Communication between students and instructors in the target language will be increased at this level. | Spanish 1 | Spanish 3 (optional) | No | Yes | College Prep Students |

Veterans High School Night Advisement Guide

| <u>WORLD LANGUAGES -- SPANISH</u> | | | | | | |
|-----------------------------------|--|----------------|------------------------------|------------|-----------------------|-----------------------|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOCT (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| Spanish 3 | <p>The course continues development of communicative competence in Spanish and understanding of the culture(s) of the people who speak the language. Students continue to focus on communicating about their immediate world and daily life activities, read material on familiar topics, and write short, directed compositions.</p> <p>Communication between students and instructors in the target language is increased at this level.</p> | Spanish 2 | AP Spanish | No | Yes | College Prep Students |

Veterans High School Night Advisement Guide

| <u>WORLD LANGUAGES -- SPANISH</u> | | | | | | |
|-----------------------------------|--|----------------|------------------------------|-------------|-----------------------|-----------------------|
| Course Name | Course Description | Pre-Requisites | Follow-on or Pathway Courses | EOC T (Y/N) | Meets HOPE Rigor Req. | Primary Target Group |
| AP Spanish | <p>This course's main objective is to develop student's communication skills in Spanish and help them achieve a high level of ability in all four skills (listening, reading, speaking and writing). Students will be exposed to a variety of materials and genres to help them expand their knowledge of formal Spanish in both oral and written forms. During this course, students will hear, read, write and speak exclusively in Spanish. There are 6 themes covered, which prepare students to take the A.P. exam: Families & Communities, Personal & Public Identities, Beauty and Aesthetics, Contemporary Life, Global Challenges, and Science and Technology. Students will also become familiar with the format of the A.P. exam.</p> | Spanish 3 | | No | Yes | College Prep Students |