2014–2015

DEPARTMENT OF COLLEGE AND CAREER COUNSELING

SCHOOL OF SCIENCE AND TECHNOLOGY

“BETTER EDUCATION, BETTER FUTURE”

THE HOME OF THE STALLIONS
School of Science and Technology gives young people of great intellectual promise an opportunity to reach their maximum potential in our global community. We emphasize problem solving, exploration, abstract reasoning, and other creative activities through a rich program of advanced work in required courses and electives. Excellence has been and will continue to be the daily expectation of our administrators, teachers, students, and parents.

We hope that this guide will help you and your parents plan your school program while at School of Science and Technology. At critical decision points in your high school career, you must review your educational and career goals with your counselor and thoughtfully develop a program of study that will help you achieve these aims.

Graduation requirements are designed to give you a balanced program helping you develop the understanding and skills necessary to become a well-educated person. A wide range of courses and electives is available. These, if wisely selected, will help you explore and develop your own interests and abilities.

School of Science and Technology does not discriminate on the basis of race, color, religion, gender, national origin, age or disability.

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**SCHEDULE CHANGES/ DROPPING COURSES**

Early in the Spring Semester students complete the registration/request process for the following year. After carefully reviewing available courses, students, parents, and teachers choose an appropriate and realistic course plan.

Parents are strongly encouraged to attend one of the help sessions or schedule an appointment with the school counselor.

Course requests will be final by the end of April. After this date, only changes to classes that require tryouts/auditions, or courses to be completed during the summer will be made. Students who are concerned about scheduling should meet with a counselor prior to the April deadline.

Additionally, electives will not be altered if listed as the first choice or an alternate. Students should carefully think through their choices during the registration period.

**TRANSCRIPTS**

New enrolled students will only receive a transcript in January. Sophomore, Junior and Senior transcripts include current GPA.

**LEVEL CHANGE PROCEDURES**

For students enrolled in AP, Pre-AP, or Honors courses the following guidelines will need to be met in order to transfer courses:

- Parent and student will communicate with the class instructor about problems being experienced in the class.
- For a year-long course, a student can change from an advanced to a lower level of the same course before the end of the 1st marking period; otherwise the student will remain in the class until the end of the first semester.
- Necessary paperwork (Level Change Request Form) must be completed with all signatures and turned in to the Advisors Office.
- Grades from the dropped course will be carried into the added course. No adjustment in grades from AP, Pre-AP, or Honors will be made to the new course.
- If a student exits a course where no transfer levels are available, after 1st marking period into a semester, a grade of withdrawn passing (WP) or withdrawn failing (WF) is recorded for that course. When as determined by the teacher computing semester GPA, WP is not included and WF is averaged as a zero.
RANK IN CLASS
School of Science and Technology is a non-ranking school. Due to the policies of many universities, School of Science and Technology will identify students who are among the top 10% of their class.

GRADE POINT AVERAGE
The grade point average (GPA) is determined using the standard 4.0 system. A weighted scale is applied for AP courses. The GPA is calculated as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Regular (GPA)</th>
<th>AP &amp; Dual Credit (GPA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>4.0 = A</td>
<td>5.0</td>
</tr>
<tr>
<td>80-89%</td>
<td>3.0 = B</td>
<td>4.0</td>
</tr>
<tr>
<td>70-79%</td>
<td>2.0 = C</td>
<td>3.0</td>
</tr>
<tr>
<td>Below-69%</td>
<td>0.0=F</td>
<td>0</td>
</tr>
</tbody>
</table>

SENIOR EXEMPTION FOR FINAL EXAM
To exempt from his/her final exam, a senior must have a minimum of a 95 average and may not have more than 3 absences, excused or unexcused, in that particular class for the semester in which the student wishes to be exempt. Each department reserves the right to specify their own guidelines to qualify for final exemptions.

SENIOR SCHEDULES
All seniors must be scheduled for eight periods (first thru eight) Monday – Friday according to the school academic calendar. Even though if student will be in the process of completing all graduation plan requirements, that student has to attend and take extra credit courses according to the eight period schedule timeline.

GENERAL WEIGHT OF GRADES
Weight of grades for core academic courses:
- Homework: 25%
- Tests: 25%
- Projects: 20%
- Quizzes: 10%
- Warm-up Activities / Journals/ In Class Work: 10%
- Participation: 10%

CONDUCT GRADES:
- E – Excellent
- S – Satisfactory
- N – Needs Improvement
- P – Poor
- I – Incomplete

CLASSIFICATION OF STUDENTS
The classification of a student depends upon the number of credits earned and not the number of years spent in high school. After the ninth grade, students are classified according to the following schedule:
- Sophomore: 6 completed units of credit
- Junior: 12 completed units of credit
- Senior: 18 completed units of credit

HONOR ROLLS FOR HIGH SCHOOL
- High school students will be named to honor rolls based on the weighted GPA in that semester;
- Distinguished Honor Roll: 4.00 or above
- Honor Roll: 3.50 or above
## SST Graduation Requirements

<table>
<thead>
<tr>
<th>DISCIPLINE</th>
<th>RHP CREDITS</th>
<th>DHP CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>ECONOMICS</td>
<td>0.5</td>
<td>0.5</td>
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<tr>
<td>PHYSICAL EDUCATION</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>LOTE</td>
<td>2.0</td>
<td>3.0</td>
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<tr>
<td>FINE ARTS</td>
<td>1.0</td>
<td>1.0</td>
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<td>SPEECH</td>
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<td>ELECTIVE COURSES</td>
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<td>LOCAL CREDIT COURSES</td>
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<td><strong>TOTAL</strong></td>
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<table>
<thead>
<tr>
<th>GRADE</th>
<th>LOCAL CREDIT</th>
<th>LESSON NAME</th>
<th>TEACHER</th>
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<tr>
<td>9TH</td>
<td>1</td>
<td>MATH ENRICHMENT</td>
<td>ALGEBRA I/GEOMETRY</td>
</tr>
<tr>
<td>10TH</td>
<td>1</td>
<td>WRITING</td>
<td>ENGLISH II</td>
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<tr>
<td>11TH</td>
<td>1</td>
<td>SAT PREP</td>
<td>ENG/MATH TEACHER/COUNSELOR</td>
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<tr>
<td>12TH First Semester</td>
<td>0.5</td>
<td>WRITING FOR ACADEMIA/ COLLEGE GUIDANCE</td>
<td>ENGLISH</td>
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<tr>
<td>12TH Second Semester</td>
<td>0.5</td>
<td>WRITING FOR ACADEMIA OR CAPSTONE PROJECT</td>
<td>ENGLISH</td>
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</table>
NEW HIGH SCHOOL GRADUATION REQUIREMENTS
FOR ALL NEW 9TH & 10TH GRADE STUDENTS

HOUSE BILL FIVE – HB5

The 83rd Texas Legislature changed graduation requirements for first time ninth-grade students in 2014-2015 and thereafter. The new graduation plan, called the Foundation High School Program, requires 22 credits to be earned in:

FOUNDATIONS HIGH SCHOOL PROGRAM

- English (4 Credits)
- Mathematics (3 Credits)
- Science (3 Credits)
- Social Studies (3 Credits)
- Physical Education (1 credit)
- Language Other than English (2 credits)
- Fine Arts (1 Credit)
- Elective Courses (5 Credits, including .5 credit of PE as required by SST)

The Foundation High School Program also provides options for students to earn an endorsement, a distinguished level of achievement and performance acknowledgement. An endorsement is a program of study that reflects students’ interests. There are five endorsement options:

1. Multidisciplinary Studies;
2. STEM (Science, Technology, Engineering and Math);
3. Business and Industry;
4. Public Services;
5. Arts and Humanities.

Students will pursue an endorsement by earning one additional math credit, one additional science credit and two additional elective credits for a total of 26 credits. Each endorsement includes a complete list of courses from which students can choose to fulfill endorsement requirements.

When a student earns Algebra II credit with an endorsement, he/she will also earn the distinguished level of achievement designation, which will be used to determine automatic college admission to public universities in Texas. SST believes that most students will be able to attain the distinguished level of achievement and will begin all income ninth-grade students on the pathway to earn it so that all options will be available to them after graduation.

Finally, students may also earn performance acknowledgement for outstanding performance: in dual credit courses: bilingualism and bi-literacy; on AP exam; on the PSAT, SAT, or ACT test; or with a business or industry certification or license.
WHEN / HOW TO DECIDE GRADUATION TYPE?

- During the spring semester of 8th and 9th grades meet with high school counselors to discuss your Graduation Plan.
- Keep in mind that it is not binding so that can be changed during High School time.
- Every student is encouraged to start with DAP in High School.
- Every student is encouraged to take at least one AP course by the end of the senior year.

SST GRADUATION REQUIREMENTS

1. Complete all 26 Credits and 4 Local Credits either from DAP (with 4 Advanced Measures) or RHSP Graduation Plan.
2. All students must pass all four sections of the Texas Assessment of Knowledge and Skills (TAKS) Exit level unless they qualify for exemption.
3. Freshmen students in 2011-12 and thereafter must meet the new STAAR EOC criteria to meet for graduation plans.
4. Complete 100 hours of Community Volunteer Service.
5. Senior Capstone Project (If applicable).
6. Getting accepted to a 4 year college, university or academy.

EOC TESTS IN HIGH SCHOOL

- Started in the 2011–2012 school year. A new test design will focus on readiness for success in subsequent grades or courses and, ultimately, for college and career.
- At high school 12 end-of-course assessments rather than a grade-specific test (currently grade 11) covering four subject areas
- The 12 EOC assessments are:
  - English I, English II, English III
  - Algebra I, Geometry, Algebra II
  - Biology, Chemistry, Physics
  - World Geography, World History, and U.S. History
# HB 5 Graduation Plan

## Foundation-Only – 22 Credits*
- **4 credits English** – ELA I, II, III, one credit in any authorized advanced English course
- **3 credits Mathematics** – Algebra I, Geometry, one credit in any authorized advanced math course
- **3 credits Science** – Biology, one credit in any advanced science course, one credit in IPC or in any additional authorized advanced science course
- **3 credits Social Studies** – US History, Government, Economics, World Geography or World History
- **2 credits World Language or Computer Programming**
- **1 credit Physical Education**
- **1 credit Fine Arts**
- **.5 credit Health (FBISD)**
- **4.5 credits in electives** (may include CTE or certification courses)

*Students may opt to Foundation-only after completing sophomore year.

## Foundation + Endorsements – 26 Credits
- **4 credits English** – ELA I, II, III, one credit in any authorized advanced English course
- **4 credits Mathematics** – Algebra I, Geometry, two credits in any authorized advanced math course
- **4 credits Science** – Biology, two credits in any advanced science course, one credit in IPC or in any additional authorized advanced science course
- **3 credits Social Studies** – US History, Government, Economics, World Geography or World History
- **2 credits World Language or Computer Programming**
- **1 credit Physical Education**
- **1 credit Fine Arts**
- **.5 credit Health (FBISD)**
- **6.5 credits in electives** (may include CTE or certification courses)
- **Credit requirements specific to at least one endorsement**

## Distinguished Level of Achievement – 26 Credits
- **4 credits English** – ELA I, II, III, one credit in any authorized advanced English course
- **4 credits Mathematics** – Algebra I, Geometry, Algebra II, one credit in any authorized advanced math course
- **4 credits Science** – Biology, two credits in any advanced science course, one credit in IPC or in any additional authorized advanced science course
- **3 credits Social Studies** – US History, Government, Economics, World Geography or World History
- **2 credits World Language or Computer Programming**
- **1 credit Physical Education**
- **1 credit Fine Arts**
- **.5 credit Health (FBISD)**
- **6.5 credits in electives** (may include CTE or certification courses)
- **Credit requirements specific to at least one endorsement**

## Endorsements

### STEM
- Environmental Science; Technology; Engineering; Advanced Math

### Business/Industry
- Database Management; Information Technology; Communications; Accounting, Finance, Marketing; Graphic Design; Architecture; Construction; Welding; HVAC; Logistics; Automotive Technology; Agricultural Science

### Public Services
- Health Sciences & Occupations; Education & Training; Law Enforcement; Culinary Arts & Hospitality

### Arts & Humanities
- Political Science; World Languages; Cultural Studies; English Literature; History; Fine Arts

### Multidisciplinary Studies
- Select courses from the curriculum of each of the other endorsement areas; Credits in a variety of advanced courses from multiple content areas sufficient to complete the distinguished level of achievement under the foundation program

## State Assessments Required for Graduation
- English I
- English II
- Algebra I
- US History
- Biology

## Performance Acknowledgements
- **Outstanding performance:** Dual credit coursework; bilingualism/biliteracy; college AP or IB exam; PSAT, ACT-Plan, SAT or ACT
- **Certification:** Nationally or internationally recognized business or industry certificate or license
All the courses above may require an approval from Department of College and Career Academic Counselors.
Texas High School Diploma

DISTINGUISHED ACHIEVEMENT = Eligible for Top 10% Automatic Admission

ENDORSEMENTS = 26 CREDITS

STEM
1 Math or CTE Math
1 Science or CTE Science
2 Electives

BUSINESS & INDUSTRY
1 Math or CTE Math
1 Science or CTE Science
2 Electives

ARTS & HUMANITIES
1 Math or CTE Math
1 Science or CTE Science*
2 Electives

PUBLIC SERVICES
1 Math or CTE Math
1 Science or CTE Science
2 Electives

MULTI-DISCIPLINARY
1 Math or CTE Math
1 Science or CTE Science
2 Electives

FOUNDATION = 22 CREDITS
4 English Language Arts (ELA I, II, III & advanced English) --> Required EOCs: English I and English II R/W combined
3 Mathematics (Algebra I, Geometry, & 1 advanced math) --> Required EOC: Algebra I
3 Soc. Studies (W. Geography or W. History or combined, US History, & government/economics) --> Required EOC: US History
3 Science (Biology, IPC or advanced science, and additional advanced science) --> Required EOC: Biology
2 Foreign Languages/programming* 1 Fine Art 1 Physical Education* 5 Electives
ADVANCED MEASURES REQUIRED FOR THE DISTINGUISHED ACHIEVEMENT PROGRAM

The Distinguished Achievement Program (DAP) recognizes students who demonstrate levels of performance equivalent to college students. As a college preparatory school system, Harmony Schools strongly encourages the students to follow the DAP. In order to graduate under DAP, students must complete the requirements described in §74.1 of the Texas Administrative Code and receive any combination of four of the following advanced measures:

1. **ORIGINAL RESEARCH PROJECT THAT:**
   - Is judged by a panel of professionals in a field of focus; or conducted under the direction of mentor(s) and reported to an appropriate audience.
   - Is related to the required curriculum set forth in TAC §74.1.
   - May not be used for more than two of the four advanced measures.

2. **TESTS:**
   - A score of three or above on The College Board Advanced Placement examination (may be used as one advanced measure per test).
   - The PSAT score may count as only one advanced measure regardless of the number of honors received by the student.

3. **COLLEGE COURSES:**
   - A grade of 3.0 or higher on college credit courses.
   - High School Counselor approval required before taking any college level courses.
**PURPOSE**

The purpose of the AP entrance and exit guidelines is to provide information to parents and students and to facilitate students’ success in academically challenging courses. AP classes in Harmony High School stimulate and challenge students to perform at an advanced academic level. Therefore, AP coursework requires students to engage in more independent analytical reading and writing assignments, both inside and outside the classroom.

**ENTRANCE GUIDELINES**

AP curriculum is written two grade levels above traditional curriculum. Instruction is fast-paced and much of the work is done outside of class. Therefore, AP students should be independent learners who have demonstrated prior success in the subject area as demonstrated by:

**PREVIOUS GRADES IN THAT DISCIPLINE**

An A or a B in a particular subject is required to enroll in AP. It indicates that the student has the academic ability to succeed at the AP level in that subject.

**PSAT SCORES**

The PSAT test in the subject is a good predictor of success in an AP class; therefore, it is required.

**TEACHER RECOMMENDATIONS**

Students, who want to enroll in any one or more AP Courses listed in the class selection sheet, must have teacher recommendation(s) from a teacher in the same subject (English, Social Studies, and Science etc.)

**PERFORMANCE CONSIDERATIONS**

AP classrooms are fast-paced and challenging environments, with most lesson preparation done at home. Therefore, students taking these courses should be self-motivated learners willing to invest time and energy into their activities and assignments. AP students should be independent learners who demonstrate:

- Motivation
- The ability to prioritize their time
- A positive attitude toward challenging coursework
- A strong work ethic

**STUDENT GUIDELINES**

**Students Withdrawal Guidelines from AP Course:**

- Students may withdraw from AP Courses without any penalty if withdrawal is submitted on or before two weeks after the start of the AP Class with completing course change/withdrawal form. Any student enrolled in an AP course who withdraws from the course after that date may be placed in to regular class, depending on availability. In such conditions, the student may be faced with a lower level of course credit being taken, or other undesirable course schedule adjustments being required.

- A student with a grade average less than 70 will be placed on probation for the following three week period, upon communication with student, teacher, parents and an academic counselor. If the grade average for the class remains less than 70 at the end of the three-week probation period, student will be withdrawn from the AP Course and scheduled into a standard level class in that subject.
ADDITIONAL AP GUIDELINES

- Students are expected to maintain their school attendance for classes and AP Testing days.
- Students must attend summer school, after school and Saturday tutorial sessions if provided.
- Students are expected to complete and turn in the summer assignment during the first week of school.
- Students must take College Board’s AP exam(s) for the course enrolled.

ONE AP RULE:

Student must complete at least one AP course to graduate from SST-High.

LIST OF AP COURSES OFFERED AT SST IN 2014-2015 SCHOOL YEAR:

<table>
<thead>
<tr>
<th>AP COURSES</th>
<th>ON LEVEL EQUIVALENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Calculus AB</td>
<td>Mathematics</td>
</tr>
<tr>
<td>AP Statistics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>AP Chemistry</td>
<td>Science</td>
</tr>
<tr>
<td>AP Biology</td>
<td>Science</td>
</tr>
<tr>
<td>AP Physics</td>
<td>Science</td>
</tr>
<tr>
<td>AP English Language and Composition</td>
<td>English Language Arts</td>
</tr>
<tr>
<td>AP English Literature and Composition</td>
<td>English Language Arts</td>
</tr>
<tr>
<td>AP Human Geography</td>
<td>Social Studies</td>
</tr>
<tr>
<td>AP World History</td>
<td>Social Studies</td>
</tr>
<tr>
<td>AP U.S. History</td>
<td>Social Studies</td>
</tr>
<tr>
<td>AP Psychology</td>
<td>Social Studies</td>
</tr>
<tr>
<td>AP Spanish Language &amp; Culture</td>
<td>Languages Other Than English</td>
</tr>
</tbody>
</table>

SST Summer Assignments

AP Summer Assignments: Advanced Placement courses offered by College Board, require students to complete summer assignments in preparation for the start of the class in August.

Thus we will be providing our high school students with summer assignments for AP classes that will be offered next year at SST. These summer assignments are designed to keep high school students engaged in critical thinking over the two months that they are absent from school, so students will come prepared and ready to take AP courses from the beginning of the school year.

All AP potential students who signed up to take next year AP courses offered at SST, are required to work and complete these AP assignments through the summer. Students, who wouldn’t complete these assignments, will not be eligible to take and start these advanced placement college level courses.
DID YOU KNOW . . .

- If you earn a high school diploma, you’re likely to earn $7,000 more annually than students who don’t complete high school.
- But if you earn a bachelor’s degree in college, you’re likely to earn $22,000 more annually.
- A 1999 U.S. Department of Education study found that the strongest predictor of college graduation is something students do before they ever go to college.
- Participate in rigorous, college-level courses in high school—and AP courses in particular.

KEY BENEFITS OF AP

- Students who take AP Exams and score a 3 or higher typically experience greater academic success and college graduation rates than non-AP students.
- The AP course is typically the most rigorous curriculum offered in secondary schools and is designated on the student transcript.
- Because AP is widely used for college credit and/or placement, it attracts motivated students eager to double major, or engage in deeper, upper-division courses at college.
- Students who take AP courses and exams are much more likely than their peers to complete a bachelor’s degree in four years or less.

WHO DESIGNS THE AP COURSES AND EXAMS?

AP committee members currently teach at dozens of the nation’s top colleges and universities, including: Dartmouth College, UCLA, Hamilton College, University of Texas at Austin, Michigan State University, University of Virginia, Princeton University, Yale University, Spelman College and other top U.S. Institutions.

WHY TAKE THE AP EXAM?

Most of the nation’s colleges and universities, plus colleges and universities in 24 other countries, grant students admission, credit, and/or placement for qualifying AP Exam grades. At Princeton, students can use qualifying AP Exam grades to:

- Graduate in three or three-and-a-half years
- Enter upper-level courses
- Fulfill a foreign language requirement

WHAT’S THE DIFFERENCE BETWEEN CREDIT AND PLACEMENT?

- Some colleges award “credit” for qualifying AP Exam grades. This means you actually earn points toward your college degree.
- Others award “advanced placement.” This means you can skip introductory courses, enter higher-level classes, and/or fulfill general education requirements.

INCREASE YOUR OPTIONS

College credit can allow you to move into upper-level College courses sooner, pursue a double major, and gain time to study and travel abroad: “As a freshman, I was able to skip general Ed requirements and head straight into the higher-level classes I wanted to take. Taking AP Exams literally saved me semesters of time.” - Brent Wiese, University of Iowa

SOURCES:

- U.S. Department of Education, 2000
- Clifford Adelman, Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor’s Degree Attainment (1999), U.S. Department of Education.
- NACAC Admission Trends Survey, 2001
SAVE MONEY
❖ If you earn a qualifying grade on an AP Exam, you can receive credit for the equivalent course at thousands of colleges and universities:
❖ “I took AP throughout high school because it was the most interesting and well-taught program offered. When I reached college, I realized that I had accumulated a year’s worth of credits. I graduated from Michigan’s undergraduate business school a full year early, saving $30,000 and a year’s time.” - Nikki Baker, University of Michigan

WHY SHOULD I TAKE THE AP EXAM EVEN IF I'M NOT LOOKING TO EARN CREDIT OR PLACEMENT?
❖ Stand out in the admissions process
❖ Earn academic scholarships and awards
❖ Experience a college-level test
❖ Be a step ahead

WHO SHOULD TAKE AP COURSES AND EXAMS?
All willing students should be considered for admission to AP courses.

WHAT'S THE COST OF TAKING AN AP COURSE?
❖ AP courses and exams are developed and scored by the College Board, a not-for-profit membership association dedicated to helping students connect to college success and opportunity.
❖ There is NO fee to take an AP course.

AP EXAM FEES
There is an $91 fee for each AP Exam, which the College Board uses to:
1) develop, print, ship, and score the exams
2) subsidize teacher training
3) develop classroom resources
4) support educational initiatives
❖ For students with financial need, the College Board reduces the exam fee.
❖ In TX, additional federal and/or state funding provides additional fee subsidies.

AP CREDIT AND PLACEMENT POLICY INFORMATION
Colleges and universities throughout the world offer credit and/or placement for qualifying Advanced Placement Exam scores. Information about AP credit and placement policies at many colleges and universities is now available on the College Board’s Web site.
1. Go to www.collegeboard.com/ap/creditpolicy
2. Type in the name of the college or university whose AP policy you want to view (or browse by letter of the alphabet).
3. You will see two things for each school that has provided their AP credit policy info:
❖ A link to the college’s own Web page that details its AP credit and placement policies.
❖ A statement by the college or university about its AP policy.
Fifteen current and graduated School of Science and Technology High School students have been named AP SCHOLARS by the College Board, in recognition of their exceptional achievement on the college-level Advanced Placement Examinations. About 18 percent of the more than 1.8 million high school students worldwide who took the AP Examinations in May 2012 performed at a sufficiently high level to merit the recognition of AP Scholar.

Students take AP Examinations in May after completing challenging college-level courses at their high schools. The College Board recognizes several levels of achievement based on student performance on AP Exams. Current students have at least this school year to take additional exams and possibly earn even higher awards.

SIX SST GRADUATES: Sajid L., Matthew S., Alec E., Salome C., Myles W., and Cameron S., qualified for the AP SCHOLAR WITH DISTINCTION AWARD granted to the students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams.

Also Fransheska C., our 2012 graduate qualified for the AP SCHOLAR WITH HONOR title by earning an average of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams.

And EIGHT STUDENTS qualified for the AP SCHOLAR AWARD by earning an average grade of 3 or higher on three or more AP Exams. These students are graduates Katelyn E., and Ishan N., and current students Victoria S., Bradley E., Christopher F., Kimberly P., Mariana S., and Brady S.

Through more than 30 different college-level courses and exams, AP provides motivated and academically prepared students with the opportunity to earn college credit or advanced placement and stand out in the college admissions process. More than 3,800 colleges and universities annually receive AP grades. Over 90 percent of four-year colleges in the United States provide credit and/or placement for qualifying exam grades.
A dual credit course is a college course taken by a high school student for which the student earns both college and high school credit. Dual credit courses are typically taught at the high school. Dual credit is successful because the program offers something for everyone involved.

**SST DUAL CREDIT COURSE CURRICULA AND GRADING**

A dual credit course is a college course in all respects. The actual curriculum is designed for the college course subject. The textbooks are the same books used on the college campus and the grading standard is the same.

High school administrators sometimes want to enrich the college course. They may want to include course materials that are part of the high school curriculum that are not stressed in the college course or to add materials to satisfy AP requirements. This goal can best be accomplished by adding hours to the college course and assigning a high school instructor to enrich the curriculum. Because of the length of high school periods and the length of the high school semesters, more class time is usually available than is needed for the 48-hour college course.

The college instructor will assign grades on the standard Alamo Colleges grading scale: 90-100 percent is a grade of A, 80-89 percent is a B, 70-79 percent is a C, 60-69 percent is a D, and less than 60 percent is a failing grade. College students have the option of withdrawing from the class and may be withdrawn by their instructor if they have excessive absences.

College instructors will work with the high school administration to provide periodic grade reports for school records. The rules of dual credit allow college faculty to use two grading scales, one for the high school class and the other for the college class. Consequently, a student could master the course material at a level satisfactory to pass the high school class while failing the college course.
DUAL CREDIT COURSE ELIGIBILITY REQUIREMENTS

Students who wish to take advantage of Dual Credit opportunities must be a Texas resident, high school junior or senior and meet at least **ONE** of the criteria listed in the table below:

<table>
<thead>
<tr>
<th>TEST</th>
<th>MINIMUM SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>10th or 11th Grade TAKS</td>
<td>At least a 2200 on the Math &amp; English Language Arts section; at least 3 on the writing subsection.</td>
</tr>
<tr>
<td>SAT</td>
<td>Composite of 1070 with minimums of 500 on the critical reading and math sections. The composite score of 1070 does not include the score for writing.</td>
</tr>
<tr>
<td>PSAT</td>
<td>Composite of 107 with minimums of 50 on the critical reading and math sections. The composite score of 107 does not include the score for writing.</td>
</tr>
<tr>
<td>ACT</td>
<td>Composite of 23 with minimums of 19 on the English and math sections.</td>
</tr>
<tr>
<td>PLAN</td>
<td>Composite of 23 with minimums of 19 on the English and math sections.</td>
</tr>
</tbody>
</table>

TENTATIVE LIST OF DUAL CREDIT COURSES THAT OUR JUNIOR AND SENIOR STUDENTS CAN TAKE IN ONE OF THE ALAMO (LOCAL COMMUNITY) COLLEGES OR IN SST:

<table>
<thead>
<tr>
<th>DUAL CREDIT COURSE</th>
<th>EQUIVALENCE IN GRADUATION PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech (SPCH 1311)</td>
<td>Speech</td>
</tr>
<tr>
<td>Speech (SPCH 1315)</td>
<td>Speech</td>
</tr>
<tr>
<td>US. History (US. HIST 1302)</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Psychology (PSYC 2301)</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Government I (GOVT 2301)</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Government II (GOVT 2302)</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Sociology (SOCI 2301)</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Art Appreciations</td>
<td>Fine ARTS</td>
</tr>
<tr>
<td>Music Appreciations</td>
<td>Fine ARTS</td>
</tr>
<tr>
<td>Astronomy I / II</td>
<td>Science</td>
</tr>
<tr>
<td>Computer Programming</td>
<td>Computer</td>
</tr>
</tbody>
</table>

Please keep in mind that **every single Dual Credit Course must be approved by SST High School Coordinator / Counselor** before taking signing up for that. Otherwise it will not be accepted as a credit and counted toward the graduation plan.
CBE – CREDIT BY EXAM REMEDIATION
Credit By Exam (CBE) provided by K-16 Education Center at U.T. Austin is available for students who failed the course with a grade of 60 or above. A student failing a fall semester course must take CBE during the spring semester. Likewise, a student failing a spring semester course must take CBE during the summer. Credit by exams must be complete with the final grade reported to the counselor’s office in order to participate in graduation exercises. The cost must be paid by the student. Students must make prior arrangements for testing. The exam grade (if above 70) will be recorded on the transcript for credit, but will not be averaged into the overall grade point average. For more info refer to www.utexas.edu/ce/k16

CORRESPONDENCE COURSES / SUMMER SCHOOL
Credits may be earned by correspondence from other high school. Correspondence courses are to be used as enrichment or in case of emergency and are not a substitute for the regular school program. Students should get approval from their counselor prior to enrolling in any correspondence course and should obtain a counselor signature and exam date prior to ordering a final exam. All correspondence work must be completed with the final grade reported to the high school in order to participate in graduation exercises. Correspondence Course grades will be used in the overall grade point average.

PSAT
The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a program cosponsored by the College Board and National Merit Scholarship Corporation (NMSC). It’s a standardized test that provides firsthand practice for the SAT.

READISTEP
ReadiStep is a middle school assessment that measures skills students need to be on track for college success. It provides insight into students’ academic progress and also equips educators with tools they can use to make informed decisions in the classroom.

EOC/MOCK EOC EXAM
In 2007 Senate Bill 1031 was enacted, which called for the development of “end-of-course assessment instruments for secondary-level courses in Algebra I, Algebra II, Geometry, Biology, Chemistry, Physics, English I, English II, English III, World Geography, World History and United States History.” The purpose of the end-of-course (EOC) assessments are to measure students’ academic performance in core high school courses and to become part of the graduation requirements beginning with the freshman class of 2011–2012.
SST High school is 2014-2015 T-STEM Academy, which means our curriculum is based upon national standards and identified best practices to advance STEM literacy for all high school students. (More detailed information can be found on www.stem101.org)

SST organizes a school-wide science fair every year. Due to school’s high expectations in math, science and technology, each student is required to complete an individual or group research project in one of these areas.

The science fair handbook will be provided to each student by the science fair committee. Students are required to follow the guidelines cited in the science fair handbook.

It is mandatory for all high school students to select one of the 3 following scientific events, with the opportunity to participate in more than one event.

- Science Fair
- Science Olympiad
- Robotics Competition (FTC, FRC)

**BASIC INFORMATION AND GUIDELINES ARE AS FOLLOWS:**

- 9th and 10th grade students have to participate in school-wide Science Fair, and can choose a second activity if their schedule allows.
- Application form will be submitted by the student including the primary and secondary options. The student will be accepted to take the event after approval of the science department.
- All 3 events have a limited capacity, students with late applications will be deferred to available classes
- The mandatory event will be graded over 25% of the whole year.
- If the student fails to meet the requirements of the event at the end of any of the 6-week marking periods, or the science teacher decides that student has not reached reasonable goals, the science department has right to change student’s event during any six week period. If the student’s event is changed, the student is responsible for completing all stages of the event.
- All the events will be scheduled during the following school year. There will be assignments, practices, exhibitions and competitions throughout the course.
- Students are responsible to participate in all programs, competitions, orientations, practices, and exhibitions related to their event.

SST students yearly participate at very different Science Fairs, from region and city-wide fairs like EMTSEF (ExxonMobil Texas Science and Engineering Fair), ARASE (Alamo Regional Science & Engineering Fair), to state-wide Olympiads organized at local and state universities, like Texas A&M. and international Science Olympiads, such as Google Science Fair, I-SWEEEP and INTEL.
SCIENCE OLYMPIAD

Science Olympiad has led a revolution in science education. What began as a grassroots assembly of science teachers is now one of the premiere science competitions in the nation. Science Olympiad’s ever-changing event lineup provides a variety of career choices and exposure to practicing scientists and mentors.

PRACTICES

The after school component of Science Olympiad meets several times a week. The actual days of the week are determined based on student availability. Practices are mandatory. If a student misses practice three times they will be removed from the team. During a competition build Saturdays are also mandatory.

SCIENCE OLYMPIAD IN COMPETITION

INVITATIONALS

Science Olympiad Invitational Tournaments allow Science Olympiad teams to participate in “practice” tournaments that do not impact regional or state advancement or rankings, but are often used as tryouts for team members and to form official teams which do advance.

STATE TOURNAMENT

Educational Outreach and Women’s Programs is proud to host the 2014 Texas Science Olympiad (TSO) for Divisions B & C (grades 6-12). This 2-day event will be held on the campus of Texas A&M University with the awards ceremony at the Bryan Civic Auditorium. Texas State tournament offers all 23 National events, as well as five Texas events. All teams qualified for the State tournament will select 23 from the 28 events offered prior to the State tournament.

REGIONAL TOURNAMENTS

All Texas teams are expected to compete at a regional qualifying tournament to advance to State competition.
ROBOTICS

The Robotics program at School of Science and Technology is two-fold. The Robotics class is a combination of the history of robots, robot ethics, designing, prototyping, building and programming. There are three major builds during the school year and each one culminates in a tournament. After school program focuses on the engineering, construction and programming of robots to perform a series of specific tasks.

PRACTICES

The after school component of robotics meets twice a week from 4:00pm – 6:00pm. The actual days of the week are determined based on student availability. Practices are mandatory. If a student misses practice three times they will be removed from the team. During a competition build Saturdays are also mandatory.

ROBOTICS IN COMPETITION

In the robotics class students will design, build and program robots based on specific criteria for each robot. They will compete against each other on courses that have been designed to assess their engineering skills including design, construction and programming.

National robotics competitions are scheduled year round. In the 2014-2015 school year we will compete as follows:

- FIRST Technology Challenge (FTC) – [www.usfirst.org/roboticsprograms/ftc](http://www.usfirst.org/roboticsprograms/ftc)
- FIRST Robotics Challenge (FRC) – [www.usfirst.org/roboticsprograms/frc](http://www.usfirst.org/roboticsprograms/frc)
- VEX Robotics – [www.vexrobotics.com](http://www.vexrobotics.com)
COMMUNITY SERVICE

GUIDELINES FOR WHAT QUALIFIES AS COMMUNITY SERVICE

❖ Students cannot get paid for the work, nor can they fill a position that would normally be a paid position.
❖ Service MAY NOT be performed for family members or for profit making organizations.
❖ Community service must be completed at a non-profit organization; therefore students should ask the organization or business if they are non-profit prior to performing activities. The term “non-profit” does not relate to whether or not the student is paid for the activities performed. As a general rule, activities performed at places like libraries, schools, Meals on Wheels, hospices, Habitat for Humanity and faith-based organizations are acceptable. Please keep in mind that hair salons, barber shops, martial arts studios, doctors’ offices and physical therapy facilities are for profit businesses and therefore unacceptable, even if you volunteer to help in them. It is the responsibility of the student to make sure that the hours are properly logged in by the organization.
❖ Membership in a service club or organization does is not counted as service. Still, if the club performs service activities in the community or school beyond club meeting times, this can be counted as service.
❖ Service must be performed before or after school and/or during weekends.
❖ Total 100 hours of community service required for student’s graduation.

EXCEPTIONS
Activities performed at faith-based organizations such as churches, synagogues or mosques will be counted towards the community service requirement as long as the activities are NOT religious in nature. For example, activities performed at an after school program housed in a church will count, but assisting in a worship service or Bible Study does not count.

RECORD KEEPING
It is the responsibility of the student to make sure that the hours are properly logged by the organization. Students will turn in the service letters to the Dean of Academics office. Letters that describe service performed must be on official letterhead produced by the organization. Letters must include the organization’s official work phone numbers only; cell phone numbers are not acceptable. Community service letters cannot be written on behalf of a family member or relative. Certificates are not acceptable as proof of service performed.

Are You Ready to Serve?
*** Volunteer Opportunities
INTERNSHIPS
The High School Science Research Internship Program is a partnership between SST and some local universities such as St. Mary’s University, University of Texas at San Antonio, Rice University, Texas A&M and University, Alamo Community Colleges and some others.

Students from SST are partnered with research professors at Universities each year. The goal of the program is to provide an authentic science research experience for the intern. Each intern develops and researches a question of their own, designs protocols for data collection, and collects data over the course of the year under the guidance of a professor, degree candidate, postdoctoral candidate or research associate. During the program, the interns gain valuable experience both of the scientific process, in the form of experimentations while gaining insight into future college environments. As the year ends and during the spring semester, interns write a formal research paper and design a scientific poster. The concluding event of the program is a scientific poster session, which allows the interns to communicate their findings to a larger audience and also to celebrate the completion of their internship with associates from the university, teachers, friends and family.

RICE BUSINESS SUMMER PROGRAM
The Rice Summer Business Institute (RSBI) introduces students to the world of business and finance. Throughout the course, students address questions such as: How does the stock market work and how do I manage a portfolio? How does Nike maintain brand dominance? I have a great idea for a new business – how do I make it happen? How do I make ethical business decisions and inspire others to follow me? RSBI offers an introduction to many general business topics including:
- Corporate organization
- Consumer marketing and brand management
- Business strategy and planning
- Business leadership and ethics
- The stock and commodities markets
- New product introduction
- The business of energy
- Sports business management

PREENGINEERING SUMMER PROGRAM AT ST. MARY’S UNIVERSITY
The Pre-Engineering Robotics and Java Programming Summer Program at St. Mary’s University is designed to teach high school students to learn robotics and JAVA programming. This certificate program is absolutely free.

LEADERSHIP CAMP
Students will have the opportunity to build their confidence and leadership abilities in this Harmony School System based summer camp. In June students will have outdoor activities while staying in cabins for a camping experience. Students will receive team based assignments to develop team and leadership skills.

SAT JUNIOR CAMP
This intensive SAT study held at the end of May will be a SAT crash course held at the Seven Coves cabins in Conroe. Students will be given practice exams and will work in groups along with an instructor to understand SAT style questions in preparation for the exam.

LANGUAGE SUMMER STUDY ABROAD
This once in a life time experience spans a month long course studied in another country. Students will see and experience a new language and culture, while gaining credit for the high school requirements. (For more internship program opportunities contact your college counselor.)

ST. MARY’S UNIVERSITY
PRE-ENGINEERING SUMMER PROGRAM AT ST. MARY’S UNIVERSITY
SAFETY NET PROGRAM

In the event that a student should be failing or in danger of failing a class, SST has a program in place called the Safety Net Program that will help each student regain a passing grade and perform on grade-level. There are several different strategies that SST will use in order to help struggling students. Students who are struggling in a class are required to attend tutorials for that class. If tutorials are not sufficient for a student, other strategies will be employed. The strategies within the Safety Net Program are:

SST ONLINE DATABASE

SST offers parents and students access to grades, homework, test scores, schedules, and DPS points from their home computer through the use of a password to connect to the school database. Students and parents should check the database frequently to keep updated on grades and conduct in each class.

PROGRESS REPORTS

Progress reports and report cards are sent out every 3 or 6 weeks respectively. Progress reports are handed out specifically for students and parents to see how students are doing in their classes. Progress reports should be used to determine which tutorials students should be attending.

TUTORIALS / OFFICE HOURS

Every teacher has designated times during the week that they hold tutorials and/or office hours. Students who are struggling should immediately take advantage of these tutorials, as they represent the best way for a teacher to help with whatever is causing the student to struggle. Many teachers have tutorials multiple days of the week. Some teachers will require tutorials, while others are available for student help, should the student seek that help. Students should be proactive in seeking help in a course in which they struggle. Furthermore, a letter will be sent out to the students’ parents if the teacher believes that the student needs extra support for the designated class. Students must follow these interventions. If the teacher requires the student to attend the tutorials, it is the students’ and the parents’ responsibility to follow up on that.

ACADEMIC ADVISOR

SST provides a grade level Academic Advisor to help students get on track academically for their future education goals. If students are struggling academically, speaking to a counselor for strategies or help should be an option. The counselors will help students find out what they are missing, check their grades, and help contact the teacher for information on how a student may improve his/her grades.

EOC SATURDAY TUTORIAL

The Saturday Tutorial is designed to help students with needs in Mathematics and Science. All the tutors are qualified people with varied backgrounds and broad knowledge in different areas of study. Tutorials are supervised and guided by school teachers and alumnus.
SST MENTORING PROGRAM

The Mentoring Program for School of Science and Technology High School students was first designed in June of 2011. The program is designed to provide an institutional and personal commitment to each student as he or she searches for knowledge and participates in the diverse culture of our campus. In the SST spirit, the program seeks to provide and foster knowledge and opportunities in a relationship where experienced senior and junior students choose the opportunity to assist students in adjusting to their classes and everyday life. This includes teaching, advising and relating to student as well as helping in planning their talents and professional development schedule, and in best displaying their talents and giving their time to service endeavors. This effort only emphasizes our SST heritage, which stresses the need for consistent learning, an appreciation for living and working in and as a community, and caring for the development of each individual.

Mentoring has been defined as the process in which one person, usually of superior rank and outstanding achievement, guides the development of an entry level individual, seen as the protégé or the mentee. (Carmen, 1988; Gerstein, 1985; Gehrke, 1988). Additionally, the role is intended to be dynamic and interactive, thereby making the success of the relationship dependent on constructing meaningful dialogues and designing tangible actions (Cohen, 1999). In higher education, mentoring programs provide the opportunity to share pertinent and valuable information, including resources, assistance and support, and cross-disciplinary collaboration and discussion.

School of Science and Technology established this volunteer based program, which is a college preparation initiative, created by the Department of College and Career at SST. The mission of one-to-one Mentoring Program is to empower and enable more high school, specifically 9th grade students to understand better concept of high school time. We would like to offer some extra help to assist your child with this program before the school year is over.

GOALS OF THE PROGRAM:

- To increase knowledge and importance of the high school academic and social life
- To increase knowledge of graduation requirements
- To be better prepared for Advance Placement and Dual courses
- Increase knowledge of PSAT, SAT & ACT tests
- Increase student interest in the preparation for top colleges and universities in United States
- Develop valuable skills for networking, mentoring, open communication and leadership
- Model qualities that are essential for student leadership

FUNDING SOURCES:

- SST College and Career Department
- SST NHS
- SST Student Government
- CRLP students

SENIOR & JUNIOR MENTORING ELIGIBILITY:

Mentor selection is based upon current grade point average (GPA) and scores in student’s TAKS, PSAT, SAT, and/or ACT test and school DPS points. The goal is for every senior and/or junior to have at least one mentee-freshman student from any 9th grade section.

During Mentoring Program, all eligible senior students will be assigned by their high school counselors with several (no more than 3 students) 9th grade students and will be meeting with his/her mentee as a mentor at least once a week in or out of campus. Every week this senior or junior mentor student will spend some certain volunteer time, according to the schedule availability for both sides, working on mentee’s academics and social skills at school. Mentoring students will be dived into male and female groups, and will not be coed.

Mentor will keep the Mentor Program Log and will receive community service hours for all assigned time spent together with mentee. This program is coordinated through SST’s guidance department; led by College and Career Department.
ATHLETICS AT SST

SST has a wide variety of athletic options, offering six sports during the seasons. SST is affiliated with Texas Association of Charter Schools (TEXES) and ASCAL League tournament. Both leagues offer a district schedule with a play-off format similar in nature to UIL public institutions.

I. INTRODUCTION

The athletic program is an integral part of the total school experience for both boys and girls. It offers a variety of sports and activities to all students who have potential skill and the desire to participate. The policies, procedures, and regulations in this handbook are in compliance with administrative procedures. They are designed to provide for successful experiences for students and the efficient operation of the athletic program.

II. PARTICIPATION

It is the goal of this athletic program to offer the opportunity of participation to every student who has the ability and desire to do so. However, no student is obligated to take part in athletics, nor is participation in athletics required. It is also to be stressed that participation in SST’s athletic program is a privilege, not a right. Since it is a privilege, the coaching staff, in accordance with SST policy and due process procedures, has the authority to suspend or revoke the privilege when the rules and standards of this athletic program are not followed.

III. AVAILABLE SPORTS/LEAGUES

The following sports are available for High School athletes grades nine through 12:

IV. ATHLETICS FEES

Throughout the year the athletics program will participate in fundraisers to help raise money for the athletics program. There will also be a one-time athletics fee charged to each student that participates in athletics at the beginning of the school year. The athletics expenditures will include equipment, league fees, referee fees, bus fees, uniforms, etc. Students may try out and participate in as many sports as they would like, with the permission of the coaches, and will not be charged any additional fees.

PRACTICES

All sports conduct practices various times a week in preparation for completions, matches, or meets. Practices are primarily after school, and most are one and a half to two hours in length. Winter Season teams practice during Christmas break.

<table>
<thead>
<tr>
<th>PHYSICAL EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade:</strong> 9-12</td>
</tr>
</tbody>
</table>

This is a physical education activity course designed to give the student flexibility in their personal fitness program according to the yearly plan of the course.

TENTATIVE SPORTS IN COMPETITION AT SST:

GIRLS SPORTS:
- Volleyball
- Basketball
- Soccer
- Swimming
- Tennis

BOYS SPORTS:
- Cross Country
- Basketball (Varsity)
- Basketball (Junior Varsity)
- Soccer
- Tennis
- Swimming
Local credit courses offer students a cofactor to advanced placement and college level courses. While they do not count for graduation required high school credits, these mandatory classes have the ability to influence a student’s overall GPA. All freshmen students are required to take below courses during the local credit hour:

<table>
<thead>
<tr>
<th>MATH ENRICHMENT</th>
<th>S.A.T MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade: 9th</td>
<td>Grade: 11th</td>
</tr>
<tr>
<td>Prerequisite: N/A</td>
<td>Prerequisite: N/A</td>
</tr>
<tr>
<td>Credit: N/A</td>
<td>Credit: N/A</td>
</tr>
</tbody>
</table>

This course is an intensive review of material covered in previous math courses for freshman preparing for Algebra. This course is designed to help students maximize their potential on the Algebra. Particular focus on how to answer the open response questions in a well-organized, detailed manner is also emphasized.

This course is designed to prepare students to take the mathematics sections of the SAT exams. This SAT math review course will familiarize students with the format of the SAT, and teach testing techniques and strategies. A diagnostic test will first be given. Then each class will consist of a space timed practice test, followed by a discussion of any questions the students have about problems they could not successfully work. There will be a comprehensive review of basic mathematics, algebra and geometry concepts in each class.

<table>
<thead>
<tr>
<th>WRITING I / II</th>
<th>WRITING FOR ACADEMIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade: 10th</td>
<td>Grade: 12th</td>
</tr>
<tr>
<td>Prerequisite: N/A</td>
<td>Prerequisite: N/A</td>
</tr>
<tr>
<td>Credit: N/A</td>
<td>Credit: N/A</td>
</tr>
</tbody>
</table>

In Writing I & II, students will gain knowledge and practice in writing for all audiences. Topics covered will include literary analysis, descriptive, narrative and expository. Upon completion of this course, students will be able to compose effective writing with attention to organization, conventions, voice, focus, sentence fluency and word choice.

In Writing for Academia, senior students will perfect writing skills acquired in Writing. Topics covered in greater detail will include literary analysis, descriptive, narrative and expository, building resume, working on college essays. Upon completion of this course, students will be able to compose more effective on college level.
The college admission process is an integral part of the total experience of a SST education. The Department of College and Career Counseling (DCCC) recognizes the vast diversity in students and families, and therefore provides individual guidance in college selection. The college counseling program is grounded in the belief that discovering good matches between students and universities is what the college admissions process is all about. This process is an exciting one, filled with opportunities for self-discovery, but it can also be a time of some anxiety for students and parents.

**PROCESS AT SST**
- Meet with parents to discuss college planning.
- Publicize dates of college admissions tests, scholarships, etc.
- Review and process students’ college applications
- College Fairs / College-Night Programs
- Inviting College Representatives
- In/out of State College Trips

**PROCESS TIMETABLE**
While students are encouraged to take advantage of the resources of the Department of College and Career Counseling throughout their time at SST, the college planning process takes place in the following stages:

**FRESHMAN AND SOPHOMORE YEARS**
The college counselors and the resources of the DCCC are available to students. Freshmen and sophomores are encouraged to attend the spring College Fair. In the spring of their freshman and sophomore years, the class meets with the advisors and begins the college research process.

**JUNIOR YEAR**
During the first semester, juniors will meet with the college advisors to discuss aspects of the college research and admission process. In the second semester, each junior will have individual college-planning meetings with his or her college counselor to create a list of colleges to be researched. The counselors or advisors offer essay writing tips workshops and encourage juniors to schedule follow-up meetings as needed during the spring semester.

**SENIOR YEAR**
In the early fall seniors will meet again with their counselors to continue finalizing a college application list and to discuss college application procedures. The college department will assist and advise students throughout the application process. All of these interactions help to sharpen students’ understanding of the colleges, as well as enhance the colleges’ familiarity with SST and the distinguished strengths of SST students and graduates.

**NAVIANCE FAMILY CONNECTION**
Students and families at SST will be provided with access to Naviance Family Connection, a web-portal that provides a unique individualized customized experience for our students to engage in early career and college readiness activities. We are truly excited about the opportunities and experience this tool will provide to our students and families. We encourage you to register and utilize the account with your child through their career at School of Science and Technology.

The web address for your SST Family Connection site is: [http://connection.naviance.com/sostm](http://connection.naviance.com/sostm)
EDUCATION PAYS
An education is a powerful investment in your future and one of the best decisions you can make. The higher your level of educational attainment, the more attractive you are to employers and the more money you are able to earn. The College Board estimates that college graduates can expect to earn more than $800,000 more over their lifetimes than students who only complete high school.

COLLEGE IS POSSIBLE
There are thousands of colleges and universities of all different types, sizes, and costs. And financial assistance is available to help you attain your dream of a higher education.

BUILD A COLLEGE PLAN
Getting into college is more than just completing the right forms; it is a process. Communicating with family members and advocates such as counselors, teachers and college administrators is crucial. These people can provide expertise and advice for reaching your goals. Parents, in particular, play an important role in the process. Students and parents should share their goals with each other and build a plan that works best for their family situation. The best thing you can do to prepare for college is to inform yourself. Our research shows that the more information you have about how to pay for college, the more likely you are to actually get there.

COLLEGE PREP TIMELINE FOR HIGH SCHOOL STUDENTS

NINTH GRADE – FRESHMAN YEAR:
- Meet with your high school guidance counselors
- Select high school classes that meet college admissions requirements
- Take challenging classes that build strong verbal, math, and reasoning skills
- Get involved in extracurricular activities that show your interests
- Keep an academic portfolio and record of your extracurricular activities
- Research colleges on the Internet to learn early which interest you
- Continue researching career possibilities
- Use the summer to read books, take classes, or volunteer to help you learn and build your resume
- Continue saving for college

TENTH GRADE – SOPHOMORE YEAR:
- Continue all activities listed on the ninth grade timeline
- Register for and take the PSAT test to find out your strengths and weaknesses
- Talk to you guidance counselors about your PSAT scores and create next steps to prepare for future tests

ELEVENTH GRADE – JUNIOR YEAR:
- Register for and take the PSAT in the fall if you did not do so in tenth grade
- Talk to your guidance counselors about your PSAT scores and how to improve them
- Continue working hard to get good grades
- Take Advanced Placement courses if you are eligible
- Make a list of colleges you would like to learn more about and discuss the list with your parents and guidance counselors

TWELFTH GRADE – SENIOR YEAR:
- Visit colleges and attend local and state-wide college fairs
- Research which colleges require the ACT, SAT, and/or SAT, SUBJECT TESTS
- Register and take the ACT, SAT, and/or SAT Subject Tests in the spring
- Use the summer to read books, take classes, volunteer, or work to help you learn and build your resume
- Continue saving for college
- Continue to work hard to get good grades and take Advanced Placement Courses if you are eligible
- Register and take the ACT, SAT, and/or SAT Subject Tests in the fall if you need to improve your scores
- Talk to your parents and guidance counselors about the colleges you wish to apply to
- Obtain all admissions and financial aid applications from your college choices
- Ask teachers, counselors, coaches and/or community leaders for recommendations
- Visit colleges and attend College Fairs
- Complete and submit admission applications and essays (keep copies for your records)
- Request that your official high school transcript be sent to your college choices
- Request that your ACT, SAT, and/or SAT Subject Test scores be sent to your college choices, if this was not done so when you registered or took the test
- Complete the FAFSA as soon as possible after January 1st
- Review your Student Aid Report (SAR)
- Search and apply for scholarships
- Review acceptance letters and financial aid offers from colleges
- Make final decisions, notify schools, and submit any necessary documents or deposits
HIGHER EDUCATION OPTIONS

There are many different ways to continue your education after high school. In particular, there are three main types of schools in the United States that you can go to. They offer varying degrees and usually have high school course requirements.

TYPES OF INSTITUTIONS

1. **FOUR-YEAR COLLEGES AND UNIVERSITIES**
   - Grant Bachelor of Arts (BA) and Bachelor of Science (BS) degrees
   - Geared toward preparation for professional occupations

2. **TWO-YEAR COMMUNITY AND JUNIOR COLLEGES**
   - Grant Associate degrees or certificates
   - Offer many technical programs designed to serve the community’s needs
   - Specialize in college transfer programs often tied to four-year colleges

3. **VOCATIONAL, TECHNICAL, AND BUSINESS SCHOOLS**
   - Grant certificates
   - Specialize in trades or vocations by offering specific courses and occupational programs

<table>
<thead>
<tr>
<th></th>
<th>HIGH SCHOOL COURSE WORK</th>
<th>FOUR-YEAR COLLEGE</th>
<th>TWO-YEAR COLLEGE</th>
<th>VOCATIONAL, TECHNICAL, OR BUSINESS SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td>4 years</td>
<td>4 years</td>
<td>4 years</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td>2-4 years</td>
<td>2-4 years</td>
<td>1-3 years</td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td>2-4 years</td>
<td>2-4 years</td>
<td>2-4 years</td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td>2-4 years</td>
<td>2-4 years</td>
<td>2-4 years</td>
</tr>
<tr>
<td>Foreign Language</td>
<td></td>
<td>2-4 years</td>
<td>2-4 years</td>
<td>2-4 years</td>
</tr>
</tbody>
</table>

COLLEGE APPLICATIONS – HOW TO STAND OUT

There are many steps in the college application process. As a result, building a winning application involves careful planning and organization. Schools consider a variety of factors when choosing students to be in their next freshman class. They generally seek well-rounded students, so be sure your application reflects more than just good grades and test scores. Before beginning to put together your application packets, start a calendar to keep track of important deadlines. Staying organized is very important and helps ensure that you have time to get all the items you need for an application.
CHECKLIST FOR A STAND-OUT APPLICATION

ACADEMICS:
- Take challenging classes and do well in them
- Make sure you take all the classes required by your college choices
- Balance your electives with your interests and college prep classes

EXTRACURRICULAR ACTIVITIES:
- Get involved in things that interest you
- Don’t over commit yourself; your level of involvement in the activities is important
- Develop yourself; work towards a leadership position within a team or club or enhance your skills on an instrument or your talent

TRANSCRIPTS:
- Request your official transcript (high school academic record) from your guidance counselors in advance to ensure that you or your college choices receive it on time

TEST SCORES:
- Retake the ACT, SAT, and/or SAT Subject Tests again if necessary
- Have scores sent to your college choices – request this when taking the test or later from the testing organization

RECOMMENDATIONS:
- Request recommendations from people who know you and your strengths well, such as guidance counselors, teachers, coaches, community leaders, etc.
- Request the recommendation in advance and give the person detailed instructions with a due date, to whom it needs to be submitted (to you or directly to school), and how it should be submitted (provide a preaddressed stamped envelope, if applicable)
- Send a thank-you note to those that provide a recommendation and let them know the status of your application

ESSAYS:
- Give yourself plenty of time to write your essays; writing, re-writing and editing will take longer than you think
- Highlight your strengths with examples that will allow admissions officers to understand your motivations, creativity, and personality
- Ask for feedback from others
- Proofread more than once before submitting
- Essays are needed, not only for admissions, but for many scholarships as well

RESUME:
- Prepare a resume that includes your educational and professional experiences
- Highlight all extracurricular activities including leadership roles, community involvement, athletics, music, etc.
- Highlight responsibilities such as taking care of siblings, a parent, etc.
### STANDARDIZED TESTS

Testing requirements vary from college to college. Some only accept the SAT while others accept either the SAT or ACT. Most schools will take the highest scores from different test dates, and some schools have standardized test results as an optional requirement. Colleges may also require SAT Subject Tests in addition to the SAT and/or ACT. Read the requirements of the colleges you have chosen carefully.

SST understands the importance of the SAT exam to the college admission process, major criteria by which college admissions weigh students’ high school academic success. Through stimulating yet rigorous curriculum, SST High School makes it a priority to prepare students for the national exam. The curriculum offers but not limited to individual counseling, group study, practice tests, access to online courses, and waivers for the official test. Along with the many extracurricular activities students can add to their resumes, a high SAT scores enables students to stand out among others in the eyes of college admission officers. Many students that went through the curriculum were rewarded with high scores and acceptance to the nation’s top colleges.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>FREQUENCY</th>
<th>PRACTICE TESTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th Grade SAT</td>
<td>Once in a semester</td>
<td>2 PSAT Practice Test</td>
</tr>
<tr>
<td>10th Grade SAT</td>
<td>Once in a semester</td>
<td>2 SAT Practice Test</td>
</tr>
<tr>
<td>11th Grade SAT</td>
<td>Twice in a semester</td>
<td>4 SAT Practice Test</td>
</tr>
<tr>
<td>12th Grade SAT</td>
<td>Twice in a semester</td>
<td>4 SAT Practice Test</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Test</th>
<th>Specs</th>
<th>When to take it</th>
<th>Testing organization</th>
<th>For more information and to register</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSAT/NMSQT*</td>
<td>“Pre-SAT” test</td>
<td>10th grade and/or fall semester of 11th grade</td>
<td>The College Board</td>
<td><a href="http://www.collegeboard.com/testing">www.collegeboard.com/testing</a></td>
</tr>
<tr>
<td>PLAN</td>
<td>“Pre-ACT” test</td>
<td>10th grade</td>
<td>ACT, Inc.</td>
<td><a href="http://www.act.org/plan">www.act.org/plan</a></td>
</tr>
<tr>
<td>SAT</td>
<td>~4 hour test</td>
<td>Spring semester of 11th grade and fall semester of 12th grade, if needed to improve score</td>
<td>The College Board</td>
<td><a href="http://www.collegeboard.com/testing">www.collegeboard.com/testing</a></td>
</tr>
<tr>
<td>ACT</td>
<td>~3.5 hour test</td>
<td>Spring semester of 11th grade and fall semester of 12th grade, if needed to improve score</td>
<td>ACT, Inc.</td>
<td><a href="http://www.actstudent.org">www.actstudent.org</a></td>
</tr>
<tr>
<td>SAT Subject Tests</td>
<td>~1 hour per subject test, Options include English, math, science, history, foreign language</td>
<td>Spring semester of 11th grade and fall semester of 12th grade, or earlier after completing course in the subject</td>
<td>The College Board</td>
<td><a href="http://www.collegeboard.com/testing">www.collegeboard.com/testing</a></td>
</tr>
</tbody>
</table>

*NMSQT: National Merit Scholarship Qualifying Test - gives you a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs.*
# 2014 – 2015 SAT IMPORTANT DATES

<table>
<thead>
<tr>
<th>TEST DATES</th>
<th>TEST</th>
<th>U.S. REGISTRATION DEADLINES (EXPRESS AT 11:59 P.M. EASTERN TIME, U.S.A.)</th>
<th>REGULAR</th>
<th>LATE (A FEE APPLIES)</th>
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</thead>
<tbody>
<tr>
<td>OCTOBER 11, 2014</td>
<td>SAT &amp; Subject Tests</td>
<td>September 12, 2014</td>
<td>September 26, 2014</td>
<td></td>
</tr>
<tr>
<td>NOVEMBER 8, 2014</td>
<td>SAT &amp; Subject Tests</td>
<td>October 9, 2014</td>
<td>October 24, 2014</td>
<td></td>
</tr>
<tr>
<td>DECEMBER 6, 2014</td>
<td>SAT &amp; Subject Tests</td>
<td>November 6, 2014</td>
<td>November 21, 2014</td>
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<tr>
<td>JANUARY 24, 2015</td>
<td>SAT &amp; Subject Tests</td>
<td>December 29, 2014</td>
<td>January 9, 2015</td>
<td></td>
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<tr>
<td>MARCH 14, 2015</td>
<td>SAT only</td>
<td>February 13, 2015</td>
<td>February 27, 2015</td>
<td></td>
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<tr>
<td>MAY 2, 2015</td>
<td>SAT &amp; Subject Tests</td>
<td>April 6, 2015</td>
<td>April 17, 2015</td>
<td></td>
</tr>
<tr>
<td>JUNE 6, 2015</td>
<td>SAT &amp; Subject Tests</td>
<td>May 8, 2015</td>
<td>May 22, 2015</td>
<td></td>
</tr>
</tbody>
</table>

[www.collegeboard.org](http://www.collegeboard.org) SCHOOL CODE: 446263
SAT Registration Fee = $52.50 Basic Subject Fee = $52.50

# 2014 – 2015 ACT IMPORTANT DATES


<table>
<thead>
<tr>
<th>TEST DATES</th>
<th>REGISTRATION DEADLINE</th>
<th>(LATE FEE REQUIRED)</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 13, 2014</td>
<td>August 8, 2014</td>
<td>August 9 – 22, 2014</td>
</tr>
</tbody>
</table>

[www.actstudent.org](http://www.actstudent.org) SCHOOL CODE: 446263
ACT Registration Fee = $38 ACT Plus Writing Fee = $54.50
YOUR PATH TO COLLEGE

Get started
- Research colleges
- Use the Internet and guide books
- Go to college fairs
- Visit college campuses
- Make a "Lucky 3" list of schools to apply to
- Get copies of college application forms and write down deadlines
- Start asking for recommendations and writing essays
- Complete and submit applications
- Submit most recent transcript of grades
- Colleges respond
  - You’re enrolled!
    - Consider schools that did accept you
    - You’re accepted; celebrate!
  - You’re turned down; don’t panic
    - Consider schools that did accept you
    - You’re turned down; don’t panic
    - Decide if you want to remain on the waiting list
      - If yes, contact the school to set up an interview or send a letter to express your interest and provide supplemental information about yourself
      - If no, apply to schools with deadlines that have not passed
      - Send in deposit
- You’re done!

YOUR PATH TO FINANCIAL AID

Get started
- Gather needed information
  - Social Security #
  - Tax and financial information
  - FAFSA PIN #
  - School codes
- Get CSS/PROFILE and institutional and state financial aid forms
- Access the FAFSA at www.fafsa.gov
- Complete and submit the FAFSA soon after January 1 of your HS senior year (renew every year in school)
- Department of Education processes form and sends information to schools you list on the FAFSA
- Receive Student Aid Report (SAR) listing Expected Family Contribution (EFC)
- Receive and compare financial aid packages offered by selected schools
- Decide which school and package to accept
- You have all the financial aid that you need
- You still have unmet financial need
  - Consider additional loans
    - PLUS loans
    - Private loans
  - Look for "last-dollar" scholarships
  - Borrow only what you need!
  - Sign a promissory note for any loans
- Close your financial aid gap
- You’re done!
SST COLLEGE ENROLLMENT
The following is the list of institutes SST graduates are currently attending:

<table>
<thead>
<tr>
<th>SST GRADUATES ATTENDING THE FOLLOWING U.S. HIGHER INSTITUTIONS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAYLOR UNIVERSITY</td>
</tr>
<tr>
<td>BRANDEIS UNIVERSITY</td>
</tr>
<tr>
<td>CARNEGIE MELLON UNIVERSITY</td>
</tr>
<tr>
<td>COLUMBIA UNIVERSITY</td>
</tr>
<tr>
<td>MIT</td>
</tr>
<tr>
<td>MOUNT HOLYOKE COLLEGE</td>
</tr>
<tr>
<td>NORTHEAST LAKEVIEW COLLEGE</td>
</tr>
<tr>
<td>OUR LADY OF THE LAKE UNIVERSITY</td>
</tr>
<tr>
<td>RICE UNIVERSITY</td>
</tr>
<tr>
<td>SAN ANTONIO COLLEGE</td>
</tr>
<tr>
<td>ST. MARY’S UNIVERSITY</td>
</tr>
</tbody>
</table>

Class of 2012 (38 students), which is the 3rd graduates of SST, has earned $3,355,236.00 in scholarships (As of May 31st, 2012).
After-school clubs will be held from 3:15PM to 4PM (unless otherwise noted) on Monday through Friday. Clubs will not be held on Wednesdays due to weekly Staff and Department Meetings. Clubs may be held a minimum of once a week, depending on the teacher sponsor(s). Clubs will not be held during any designated exam weeks.

The majority of clubs offered are free of charge, but some may have membership fees.

Students may sign up for as many clubs as they wish, but if they get into more than one club that meets on the same day, they will have to select which club they want to be in.

Students who are failing any classes or are in after-school tutorials may not participate in clubs.

Students with academic obligations, such as for the Science Department, must place these obligations as priority over clubs.

At the first meeting of each club, teacher sponsors should provide a permission form for parents to sign. Without this signed permission slip, and paid fees (if applicable) students may not attend clubs.

Attendance will be taken on each day the club is held.

Students are responsible for arranging transportation to be picked up on club meeting days.

Students may not get into the club(s) they sign up for, depending on the limit the teacher sponsor has provided. Most clubs will have a waiting list that teachers will use to contact them should any students drop the club. New clubs may also open up within the year, and some clubs may stop meeting if attendance is inconsistent.

Once a student signs up for a club, it is his/her responsibility to attend that club and stay committed to it.

Clubs will not welcome “drop-ins” – teachers are responsible for each student in their clubs. Because of this, students must inform teachers as soon as possible if they can no longer attend clubs for any reason.
NATIONAL HONOR SOCIETY
The National Honor Society is a prestigious organization that stands for hard work, dedication, and high academic status. The four characteristics that are the criteria for qualification include scholarship, leadership, service and character. School of Science and Technology NHS chapter for the past three years helped to organize different activities in and out of the campus, such as food drive, going to help at senior houses, fundraising activities and others.

STUDENT GOVERNMENT
The role of the student government is to demonstrate the principles of developing an appreciation of membership in democracy; to develop good citizenship by giving the students an opportunity to have a part in self-government; to help with the coordination of extra-curricular activities; to bring about a closer relationship between the students, faculty and administration; to encourage the development of school spirit through participation; and to demand the best possible academic atmosphere. In keeping with these purposes, the SST SGA will play a major role in helping to plan and coordinate the various student activities within the school.

GLEE CLUB
Glee club is a musical choir group that participates in a Mock UIL Solo/Ensemble contests representing our school outstandingly. Also Glee club members organize school annual Talent Shows, SST Idol concerts Annual Tis The Season Song And Dance Nights that make our school recognized in our community. Our talented glee club students participate at different appreciation nights, school spirit days and commencement ceremonies.

MUSIC BAND
SST high school music band is for students who have previous knowledge of playing an instrument and/or singing talent. Our music band is one of our school spirit providers known for its rock concerts, famous songs nights and super star performance activities on campus.

UIL ACADEMIC
The University Interscholastic League offers the most comprehensive literary and academic competitive program in the nation.

MECHANICAL PRINCIPLES CLUB
SST has started to offer Introduction to Mechanical Principles after school course since January of 2012. The purpose of this club is to acquaint students with various manufacturing and mechanical principles and processes at an introductory level. The program is include, but not limited to: Use of precision tools, Screw threads, Heat treating, Different types of fasteners, Theory of internal combustion engines, Theory of flight, Lost wax castings, Practical algebra, geometry, and trigonometry, Proper use of ppe (safety equipment), History of the development of manufacturing methods.
LANGUAGE OLYMPIADS
An outlet for the multiple languages taught throughout our school system. Students will perform poems, songs, cultural dances, and other talents centered on language and culture, in this competition based program.

ART / PHOTOGRAPHY CLUB
Art clubs enables a creative outlet for students to showcase their artistic skills. Students will experiment with different mediums and art forms, learning artistic techniques.

DRAMA CLUB
This club will train students in several areas of acting, directing and writing for theater. It will help students understand and appreciate different performance and acting techniques as well as master all basic dramatic performance skills. It will also introduce students to the drama production process and to the techniques needed for performances and participation at evening and weekend theatrical events.

JOURNALISM CLUB
The Journalism Club is a student oriented club where students research topics that they would like to write an article on. Club will have regular meetings with 10-20 students to discuss, organize, and carry out activities for the newsletter. Students can be divided into 3 working groups made responsible for planning and organization, editing and formatting. Students actively participate by interviewing teachers and other students. It is a great way for students to feel connected and involved in SST. Students will express their ideas/beliefs, through their articles. The students post all activities on the school website under the student newsletter page.

MATHCOUNTS
Mathcounts is a national enrichment, club and competition program at SST that promotes middle school mathematics achievement through grassroots involvement. School of Science and Technology has participated in Mathcount competitions since the first year of this school. Every year our mathlets represented our school in the Bexar Chapter Mathcount competition and state-wide level as well.
The U.S. News has noted that a college visit is an absolute necessity for college bound students. SST College Tours Program is dedicated to providing superior college visit services for our high school student groups.

Our college visits allow students to experience firsthand what it is like to be a college student! During the college visit and campus tour the students have the unique ability to see themselves as a part of the college atmosphere.

In a typical college visit and campus tours colleges provide us an informational session and a guided university tour in which our students have the opportunity to experience several aspects of college life. The educational and academic part of these trips is visiting the best colleges in the nation such MIT, Harvard, Columbia University, Johns Hopkins, Georgetown University, George Washington University, John Mason University, Stanford, University of California-Berkeley, and California Institute of Technology, UCLA, Baylor University, Texas A&M College Station, Texas A&M Corpus Christi, University of Houston and other well-known colleges. This is a lifetime opportunity for our high school students. Also SST has organized and successfully arranged college trips to Texas State University, Rice University, North American College and Our Lady of the Lake University, University of Texas San Antonio, University of Texas at Austin, Trinity University and others.
Capstone Senior Project is to afford you the opportunity to demonstrate the skills, talents, and maturity you have developed during your high school career and to discover ways in which you can contribute to your community. You will choose a topic that not only interests you, but one which will allow you to grow and mature in ways that are exciting and challenging.

THE FOUR COMPONENTS OF SENIOR PROJECT

1. Website
2. Product
3. Portfolio
4. Presentation

SENIOR PROJECT PLAN:
The senior plan is the first big step in this process. This is the document that you will use to communicate to the approval committee what you would like to do for your senior project.

LETTER OF INTENT:
The letter of intent is a letter written in a business format that expresses to the committee what you intend to do for your senior project.

BOARD AND SIGN OF COMMITMENT
The board commitment is a poster board that you will design.

TRI-FOLD DISPLAY BOARD
The tri-fold display board is the visual aid that you will use during the oral presentation.

Extensive projects planned and carried out during the senior year of high school as the culmination of the secondary school experience. Senior projects require higher-level thinking skills, problem-solving, and creative thinking.
SCHOOL ACTIVITIES
The school offers a wide range of activities to enrich student learning during and after school. Students participating in such activities are subject to the provisions of this Handbook and the Student Code of Conduct whenever the students are under the direct supervision of a school employee.

FIELD TRIPS
Field trips offer exciting ways to learn. Students will have the opportunity to go on field trips at various times during the school year. The following rules apply to all field trips:
- Students must return a Field Trip Permission Slip signed by his or her parent(s) by the specified date. Phone calls will not be accepted as permission.
- Students must wear their school uniforms, unless otherwise specified.
- Students will abide by the Student Code of Conduct while on the field trip.
- Students will be responsible to make up any missed assignments.
- The group will leave within five minutes of the scheduled departure time. After a group returns from a field trip, the school is not responsible for students who are not picked up at the designated time.

AFTER-SCHOOL ACTIVITIES
There is no better way for students to enrich their education than by taking part in clubs and after-school activities, or working with a teacher. Students who stay for after-school activities are expected to follow these rules:
- Students must be with a teacher or other staff member at all times.
- Students must arrange for their own transportation; the student’s ride should arrive promptly at the end of the activity.
- Students must abide by the Student Code of Conduct while participating in the activity.
- Students may not stay after school to wait for another student.

CLOSED CAMPUS
The school operates a closed campus. Students are not allowed to leave for any reason during the school day without properly checking out in accordance with campus rules and procedures.

PUBLIC AREAS
Hallways, stairways, the cafeteria, and restrooms are used by all students and school employees. The following rules of conduct apply to all students:
- Students may not loiter in hallways, stairways, the cafeteria, or restrooms.
- Students may not eat in these areas.
- Students may not run in these areas.
- Students may not use any profane or vulgar language while in these areas.
- Students may not yell, scream, hit lockers or otherwise make excessive noise while in these areas.
- Students may not draw graffiti, post fliers or write on walls, bulletin boards, doors, desks, books or any other school property.
- Students must keep these areas clean and safe.
- Students may not leave belongings on the floor, outside of, or on top of lockers.
- Students must clean up after themselves and properly dispose of all trash.
- Students must immediately report any leaks, spills or other problems in the restroom to a teacher or the office.
- Students may not roughhouse, wrestle with, or trip others in these areas.

Students are not permitted in the halls during class periods or during the lunch hour unless they are accompanied by a teacher or have a hall pass from an authorized staff member. Students who are found in the halls without passes or who violate the guidelines listed above will be subject to disciplinary action. Additionally, teachers have the authority to submit referrals to the office for the following student conduct:
- Use of a classroom without teacher permission.
- Using or removing any item from a teacher’s desk.
- Using laboratories when no teacher is present.
- Using the playground without permission.
- Presence in construction areas or any other area deemed “off limits” by the Principal or Assistant Principals.
- Use of the pay phone during the day without permission from authorized school personnel.
CELL PHONES AND OTHER ELECTRONIC DEVICES
Possession and use of cell phones, computers, and other devices capable of electronic communications at school is a privilege and not a right. Possession and use of such devices at school or school-related events or activities shall be subject to school approval and regulations.
All cellular phones must be out of sight and turned off between 7:30 a.m. and dismissal time. Devices that are on and/or cause a disruption during the school day will be confiscated. If a school employee observes a student using any cell phone or other telecommunication device during the school day or on a school bus to or from the school or a school-related activity, the school employee shall confiscate the device and turn it in to the front office. Any such device may be powered on and searched by school officials if there is a reasonable cause to believe that the device has been used in the transmission or reception of communications prohibited by law, policy, or regulation. The school administration will return confiscated items to the parent. The school will not be responsible for damage to or loss or theft of confiscated items. School administrators shall have the discretion to determine the appropriate use of phones for students participating in extracurricular activities or attending school-sponsored or school-related activities on or off school property. The use of camera phones for recording is strictly forbidden on the school premises at any time. The school further prohibits students from possessing other electronic devices – including but not limited to radios, tape or CD players, MP3 players, iPods, iPad, electronic games and other similar devices – on school property during the school day. These devices disrupt classes and distract others from learning. If a school employee observes a student using any electronic device during the school day or on a school bus to or from the school or a school-related activity, the school employee will confiscate the device and turn it in to the front office. The school administration will return confiscated items to the parent. The school will not be responsible for damage to or loss or theft of confiscated items. Any student refusing to give a cell phone or other electronic device to school staff shall be subject to disciplinary penalties in accordance with the Student Code of Conduct.

PHONE MESSAGES
During school hours, parents should not try to reach a student’s cell phone. Parents should call the main office in emergency situations. The school will then notify the student of any emergency.

STUDENT PARKING
Students shall acquire authorization from the school administration before parking a vehicle on school property. Unauthorized vehicles will be towed at the owner’s expense. Students driving on school property must follow all posted speed limits and comply with traffic laws. Unsafe operation of a vehicle on campus (speeding, improper parking, etc.) may result in disciplinary action and/or removal of parking privileges. Students are instructed to leave their vehicles immediately after parking. Under no circumstances will students be allowed to sit in their vehicles.

FITNESS TESTING
According to requirements under state law, the school will annually assess the physical fitness of students. The school is not required to assess a student for whom, as a result of disability or other condition identified by rule or law, the assessment exam is inappropriate.

FREEDOM FROM BULLYING
SST Public Schools prohibits bullying as defined by this policy, as well as retaliation against anyone involved in the complaint process. Bullying occurs when a student or group of students engages in written or verbal expression or physical conduct that:
Will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property; or 
· Is sufficiently severe, persistent, or pervasive that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, and ostracism.
EXAMINATION PROCEDURES
Formal examinations fulfill an important function in the assessment of each student’s academic performance. Examinations are also helpful in assisting students to prepare for state-mandated assessment tests by providing exposure to examination conduct, procedures and techniques. Consequently, the school has enacted a special Academic Code of Conduct pertaining to examinations:

- Students are to remain silent during all examinations, unless otherwise directed by the supervising teacher.
- Under no circumstances are students permitted to distract other students during examinations.
- Students must leave school bags at the front of or outside the examination room.
- Students are not permitted to take any paper – including worksheets and scratch paper – into the examination room.
- Students are also not permitted to remove any paper – including the examination – from the examination room.
- Students are not to be late for examinations and will NOT be permitted to leave early. Latecomers will not be granted extra time to complete the exam.
- Students are responsible for the collection of their work.
- Students who are absent from an examination are required to present themselves to the subject teacher immediately upon their return to school. All exams must be made up within three days of the return to school; however, the student must present a reasonable excuse to be eligible for a make-up exam or project.
- The school will notify the parents of students who are believed to have been academically dishonest during any examination. Students violating these rules will, at a minimum, receive a grade of zero. Violations may also result in disciplinary consequences under the Student Code of Conduct.

ACADEMIC DISHONESTY
Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee, taking into consideration written materials, observation, or information from students.

PROMOTION REQUIREMENTS
A student may be promoted on the basis of academic achievement and/or demonstrated proficiency in the subject matter of the course or grade level. To earn credit, a student must demonstrate mastery on grade-level standards and meet the school’s requirements for attendance. In addition, students at certain grade levels – with limited exceptions – will be required to pass state-mandated assessment tests as a further requirement for promotion.

RETENTION PROCESS
Students in danger of consideration for retention will receive a written request for a mandatory conference in April. During the conference, teachers will communicate the needs of the child and give parents strategies to help their child at home. These students will be referred to a Grade Placement Committee. The committee will review all final assessment data, parent conference information and will make a decision for retention, promotion or placement of the child. The Grade Placement Committee will make the final decision the last two weeks of school.

GRADE PLACEMENT COMMITTEE
Each campus will establish a committee to review cases of grade placement and retention. This committee shall include the Principal or his/her designee, classroom teacher, one teacher from the next grade level, and parent or guardian. Other faculty members such as Reading specialist, and teachers may attend. This committee will meet to make recommendations for any students who fail to meet the promotion criteria. Student record items for review may include the following: report card grades, assessment tools including any evaluations, benchmark exams, STAR Reading, Rigby or other Reading Assessment, standardized test scores, etc. A matrix using Light’s Retention Scale shall be used in this decision-making process. The parent/guardian shall make the final decision.
PROMOTION OF STUDENTS IN GRADES 9–12
Students in grades 9–12 may be promoted to the next grade level if the following conditions have been satisfied:

- The student must have maintained a semester GPA of 2.0 and have received credit in at least three core subjects. The core subjects include English Language Arts, Mathematics, Science, and Social Studies.
- A student may not be given credit for a class unless the student is in attendance for at least 90 percent of the days the class is offered. More than nine unexcused absences within one school semester will result in a failing grade. There will be no make-up examination for unexcused absences. A student who is in attendance for at least 75 percent, but less than 90 percent, of the days a class is offered may be given credit if the student completes a plan approved by the principal that provides for the student to meet the instructional requirement of the class.

TUTORING
Students are encouraged and may be required to see teachers or tutors for tutoring. Tutoring services are also available for students receiving special education services. Private tutoring is the responsibility of a student’s parents. Teachers employed by SST Public Schools are not permitted to privately tutor their students for pay.

GRADUATION CEREMONY
Students completing the SST Public Schools and State of Texas requirements for graduation will be granted a high school diploma. HPS annually sponsors a graduation ceremony for students who have completed requirements established by both the HPS and the State. Students who have not completed requirements may participate in graduation ceremony with an approval from principal and receive a certificate of attendance. Even if the student participates in graduation ceremony to receive the certificate of attendance, he or she may remain enrolled to complete the HPS requirements and earn his and her high school diploma; however, the student will only be allowed to participate in graduation ceremony. Ordering graduation cap and gown, announcements, or other senior memorabilia does not guarantee a student’s participation in graduation ceremonies. Graduation announcements are not invitations to the graduation ceremony. If a student does not attend and does not participate in the graduation ceremony practice, the student is ineligible to participate in the HPS graduation ceremony.

VALEDICTORIAN / SALUTATORIAN
Selection method to determine the valedictorian for a graduating senior class:

3. The student who is selected as the highest-ranking graduate eligible to receive the Honor Graduate Certificate and Declaration will also serve as valedictorian.
4. In the event no student meets the criteria to receive the Honor Graduate Certificate, a valedictorian will be selected who meets all of the following criteria:
   - The student must have been enrolled with the school campus for no less than three calendar semesters or all semesters the school has been opened if less than three calendar semesters; and
   - By the date of graduation the student must have met all Texas State Graduation Requirements applicable to him/her including meeting all state assessment requirements; and
   - The student with the highest cumulative grade point average graduating under the Recommended or Distinguished Program will be selected as valedictorian, with the second ranking student serving as salutatorian. Under no circumstance will a student with a higher GPA who is graduating under the Minimum Graduation Program rank higher than a student graduating under the Recommended or Distinguished Program; or
   - In the case where no students are graduating under either the Recommended or Distinguished Program, the student with the highest cumulative grade point average out of all graduating seniors will be selected valedictorian, and the student with the next highest GPA will serve as salutatorian.

All calculations for this honor will be conducted at the end of the spring semester (before graduation) each school year. An eligible student must have attended at least one of the calendar semesters during the school year that the honor is granted. Grade Point Average will be calculated in accordance with the existing policy adopted by the Board of Directors.
CUM LAUDE SYSTEM
SST Public Schools recognize at graduation those students with weighted GPAs at or above specific benchmarks. Benchmarks may require occasional adjustments as changes in curriculum dictate. Currently, graduates are recognized as follows:

- **Summa Cum Laude**
- Weighted average* of exactly 128.0 or higher
- **Magna Cum Laude**
- Weighted average of exactly 120.0 or higher
- **Cum Laude**
- Weighted average of exactly 112.0 or higher

*Weighted Average = (Weighted GPA) X (Number of Completed Credits)

HONOR GRADUATE CERTIFICATE
The Texas Education Agency allows each public high school in Texas one “Honor Graduate Certificate.” This certificate will be presented to the highest ranking graduate in the senior class. The recipient will receive a certificate and a declaration document authorizing the president of any state supported college or university to provide a waiver for tuition as specified in Texas Education Code § 54.201.

The recipient of this honor must:

- Be enrolled in SST Public Schools for a minimum of three consecutive calendar semesters prior to graduation and meet state and school attendance requirements;
- Be graduating under either the Recommended or Distinguished Graduation Program; and
- Be the highest-ranking graduate with the highest GPA of all students meeting these criteria, with not less than a cumulative 3.7 GPA. Under no condition will the GPA be rounded up.

All calculations for this honor will be conducted at the end of the Spring semester (before graduation) each school calendar year. An eligible student must have attended at least one of the calendar semesters during the school year that the honor is granted.

COLLEGE DAYS
High school students who meet the following criteria will be allowed to have two excused days of absence for a college visit during their junior year and two excused days of absence for a college visit during their senior year:

- The student must have passed the required parts of the TAKS test for the previous year.
- The student must be on track to graduate on time.
- The student must be classified as a junior or senior based upon credits earned.
- The student must be passing all course work.
- The student must have no truancy or other attendance problems.

Students must submit a written request to the school office at least two days prior to the day requested for a college visit so that eligibility criteria for an excused day of absence can be verified and approval granted prior to the student participating in a college visit. Approval will not be granted for a college visit on a day when major exams are scheduled, and no partial days will be approved.

TOP 10% AUTOMATIC ADMISSION
Texas public colleges or universities must automatically admit a student if he or she graduated with a GPA in the top 10% of his or her graduating class, waits no longer than two years after graduating to apply for admission, and satisfied other criteria provided by the Texas Education Code. For more information, please check with your high school counselor or an admissions officer at the college or university you would like to attend.

NOTE
Colleges may limit the number of first time freshmen eligible for admission due to enrollment caps. Although it is currently not a condition for admission under this program, it is advisable for high-achieving, college bound students to plan to graduate under the Recommended High School Program.
ENGLISH COURSES

9TH GRADE CORE CLASSES
- English I
- Pre AP English I

9TH ELECTIVE COURSES
- Advanced Journalism: Newspaper
- Debate I

10TH GRADE CORE CLASSES
- English II
- Pre AP English II

10TH ELECTIVE COURSES
- Advanced Journalism: Newspaper
- Advanced Journalism: Yearbook
- Debate I
- Creative Writing (2 semesters)
- Speech Communication (2 semesters)

11TH GRADE CORE CLASSES
- English III
- AP-English Language

11TH ELECTIVE COURSES
- Advanced Journalism: Newspaper
- Advanced Journalism: Yearbook
- Debate I
- Creative Writing (2 semesters)
- Speech Communication (2 semesters)

12TH GRADE CORE CLASSES
- English IV
- AP-English Literature

12TH ELECTIVE COURSES
- Advanced Journalism: Newspaper
- Advanced Journalism: Yearbook
- Debate I
- Creative Writing (2 semesters)
- Speech Communication (2 semesters)
ENGLISH COURSES

SST English Department strives to instill in our students a genuine love of language through interaction with a variety of texts as well as to provide one-on-one assistance in developing an authentic writing style and the ability to use rhetorical techniques in their own writing. To these ends we create a safe and comfortable learning environment which offers multiple opportunities for experimentation, creativity, craftsmanship in writing, interactive reading, and critical thinking. We rely heavily on a variety of discussion techniques to encourage connectivity among ideas and holistic thinking; we focus on the “why” as well as the “what.” Our special mission is to help our students experience the pleasure and excitement of studying literature as a unique and specialized sub-category of written expression that enables us to connect to the human experience.

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ENGLISH I

| Grade: | 9 | Prerequisite: | 8th Grade English | Credit: | 1.00 (2 semesters) |
---|---|---|---|---|---|
In English I, students begin developing college level skills in the use and interpretation of language to better understand themselves and their world. Students read and analyze a wide variety of World Literature, including novels, short stories, plays, essays, and poems. Reading instruction centers not on mere comprehension, but focuses on building higher level thinking skills to evaluate the literary techniques of the author and interpret the themes of the work. Students learn literary forms and terms associated with selections being read and apply these in analysis. Teachers model writing strategies that students apply in their work, centering on the development and mastery of focus and coherence, voice, conventions, depth of thought, and conventions. Students refine their listening skills to better participate in lecture, classroom discussion, and cooperative group activities.

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ENGLISH II

| Grade: | 10 | Prerequisite: | English I | Credit: | 1.00 (2 semesters) |
---|---|---|---|---|---|
In English II, students continue developing college level skills in the use and interpretation of language to better understand themselves and their world. Reading instruction centers not on mere comprehension, but focuses on building higher level thinking skills to evaluate the literary techniques of the author and interpret the themes of the work. Students learn literary forms and terms associated with selections being read and apply these in analysis.
ENGLISH III
Grade: 11  Prerequisite: English II  Credit: 1.00 (2 semesters)
Students compose college level analytical papers using appropriate formatting and documentation. Students find the tools to express their ideas through vertically aligned vocabulary development stressing mastery of Greek and Latin roots. Students learn to view art and other visual representations as a compliment to the written word and determine an image’s connection with the themes of the text. Students develop speaking skills to express their ideas clearly and effectively. Students refine their listening skills to better participate in lecture, classroom discussion, and cooperative group activities.

ENGLISH IV
Grade: 12  Prerequisite: English III  Credit: 1.00 (2 semesters)
In English IV, students master college level skills in the use and interpretation of language to better understand themselves and their world. Students read and analyze a wide variety of British literature, including novels, short stories, plays, essays, and poems, as well as literature from other cultures.

PRE-AP ENGLISH I AND II
Grade: 9-10  Prerequisite: Counselor Approval  Credit: 1.00 (2 semesters)
In 9th and 10th grade, students may take Pre-AP English Language Arts. Pre-AP prepares students for high school AP courses in language and literature by further emphasizing students’ skills in using and analyzing language. In addition to the goals of on-level language arts courses, students read from more advanced texts and seek to offer more in-depth interpretations. Students compose more advanced analytical papers using a college level rubric with appropriate formatting and documentation.

AP ENGLISH LANGUAGE AND COMPOSITION
Grade: 11  Prerequisite: Counselor Approval  Credit: 1.00 (2 semesters)
In 11th grade, students may take AP English Language and Composition. Teachers create a course audit approved by College Board for accreditation. The goals of an AP English Language and Composition course are diverse because the college composition course is one of the most varied in the curriculum. The overarching objective in most first-year writing courses is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. Students are expected to take the AP Examination given by the Educational Testing Service in May.
**AP ENGLISH LITERATURE AND COMPOSITION**

<table>
<thead>
<tr>
<th>Grade:</th>
<th>12</th>
<th>Prerequisite:</th>
<th>Counselor Approval</th>
<th>Credit: 1.00 (2 semesters)</th>
</tr>
</thead>
</table>

In 12th grade, students may take AP English Literature and Composition. Teachers create a course audit approved by College Board for accreditation. This course should include the in-depth reading of texts drawn from multiple genres, periods, and cultures. In their AP course, students should also read works from several genres and periods -- from the sixteenth to the twenty-first century -- but, more importantly, they should get to know a few works well. They should read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In addition to considering a work's literary artistry, students should consider the social and historical values it reflects and embodies. Careful attention to both textual detail and historical context should provide a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied. Students are expected to take the AP Examination given by the Educational Testing Service in May.

**ADVANCED JOURNALISM: NEWSPAPER**

<table>
<thead>
<tr>
<th>Grade:</th>
<th>9-12</th>
<th>Prerequisite:</th>
<th>Application Required</th>
<th>Credit: 1.00 (2 semesters)</th>
</tr>
</thead>
</table>

This is a workshop course in which students produce the school newspaper, *The SST Times*, *The Stallion Pride*, and the school literary and art magazine *Screaming Voices*. They learn every aspect of newspaper reporting, writing, editing, publishing and advertising. Students learn journalism concepts and terminology through hands-on work with each phase of newspaper production. Students will also learn how to use computer software for desktop publishing, specifically PageMaker and Microsoft Word and Adobe InDesign. All journalism students are required to master this software in order to perform the writing, editing, and layout phases of newspaper publishing. Students in this course will study the history of newspapers, journalistic ethics, and the legal rights and responsibilities of student journalists. Students will learn to write the various forms of newspaper articles including straight news stories, editorials, feature articles, and reviews. The course will enhance students’ writing and grammatical skills while exploring the elements of newspaper style, layout and design, interviewing techniques and the language of newspaper publishing. Students will produce the school newspaper.
DEBATE I

Grade: 9-12  Prerequisite: Application Required  Credit: 1.00 (2 semesters)

Students will learn the fundamentals of public speaking and speech/argument writing as well as become familiar with and participate in competitive speech and debate in and around the Houston area. Students are required to research and present information on current events and will participate in group work as well as give speeches on a regular basis. Organization, following deadlines, and keeping up with materials are important skills that will be practiced in this class. Many opportunities will be available through this class for students to travel, develop leadership skills, and earn scholarships/build their resumes.

CREATIVE / IMAGINATIVE WRITING

Grade: 10-12  Prerequisite: Application Required  Credit: 1.00 (2 semesters)

The goal of this Creative Writing course is to encourage students how to write, reason and relate to the world creatively. By engaging in wide variety of writing exercises students will learn how to express themselves creatively through the modality of writing. By encouraging students to think “outside of the box”, students will discover new ways to relate to themselves, their families, their communities and their world. Students will be using writing as a therapeutic tool to investigate personal thoughts, beliefs, feelings and emotions in a safe environment that encourages honesty, introspection, sharing, listening, trust, non-judgment, mindfulness and creative expression. Class will be writing creatively and reading in a range of domains including reflection, interpretation, evaluation, synthesis, persuasion, controversial issues and experimentation.

SPEECH COMMUNICATION

Grade: 10-12  Prerequisite: Application Required  Credit: 1.00 (2 semesters)

This class will involve the study of and use of basic oral communication skills. Students will present speeches in front of the class. Research, interviews, and source documentation is required for most speeches. Students will also create visual aids such as the use of PowerPoint to enhance their presentations.

ADVANCED JOURNALISM: YEARBOOK

Grade: 10-12  Prerequisite: Application Required  Credit: 1.00 (2 semesters)

The purpose is to publish the SST Yearbook. All aspects of yearbook production will be taught using the computer. As a team, the students will combine their skills of layout and design techniques, photo journalism, copywriting and fitting, advertising graphics, marketing and ad sales to make the yearbook staff function as an efficient business. The students will learn to work and plan toward deadlines and to work with each other as well as with the photography class in the publication of a good yearbook.
MATHEMATICS COURSES

9TH GRADE CORE CLASSES
- Algebra I
- Geometry

10TH GRADE CORE CLASSES
- Geometry
- Algebra II

11TH GRADE CORE CLASSES
- Algebra II
- Precalculus

12TH GRADE CORE CLASSES
- Precalculus
- AP Calculus AB
- AP Statistics
MATHEMATICS COURSES

The Mathematics Department provides a comprehensive and extensive program of study for all students. The curriculum will enhance and further develop computational proficiency, problem-solving techniques, critical thinking skills and the conceptual understanding of the language and science of mathematics in all students. In keeping with the recommendations formulated by the National Council of Teachers of Mathematics in their Standards for Secondary School Mathematics Curriculum Guide, independent research, mathematical modeling, and the use of new technological aids, such as the graphic calculator, and the computer; are paramount to the instructional program. We require that a student successfully complete four full-year mathematics courses, at harmony. Students may take more than the minimum four full-year courses; any course taken beyond the required four courses is an elective.

ALGEBRA I

Grade: 9
Prerequisite: 8th Grade Math
Credit: 1.00 (2 semesters)

In this two-semester course, students use algebraic methods to explore, model and describe patterns, relationships and functions. There is a strong emphasis on writing, graphing, and solving linear equations. Students will use data collection and analysis; statistics and probability to make inferences, decisions, and arguments as they solve a variety of practical problems. The depth and breadth of the course will develop a strong foundation for the more theoretical and rigorous experience students will encounter at the Advanced Placement level. Algebra I provides a formal development of the algebraic skills and concepts necessary for students who will take other advanced college-preparatory courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course.

GEOMETRY

Grade: 9-10
Prerequisite: Algebra I
Credit: 1.00 (2 semesters)

In this course, students use geometric methods, properties and relationships as a means to recognize, draw, describe, connect, and analyze shapes and representations in the physical world. Students will also apply algebraic models and probabilities to physical applications. Students develop powers of spatial visualization while building their understanding of geometric figures. Students develop an understanding of the deductive reasoning method. Through applications and measurements, students use and strengthen their algebra skills. Geometry offers students many opportunities to explore geometric situations, develop conjectures and prove conjectures using a variety of methods. Geometry students examine the properties of two-and three-dimensional objects. Proof and logic, as well as investigative strategies in drawing conclusions, are stressed.
### ALGEBRA II

**Grade:** 10-11  
**Prerequisite:** Algebra I, Geometry  
**Credit:** 1.00 (2 semesters)

This course reviews and builds on those concepts learned in Algebra I and Geometry. It places more emphasis on applying the basic concepts of Algebra to rational numbers and irrational numbers. The course expands techniques in analytical geometry and trigonometry learned in Geometry as a preview of the next two courses offered. Algebra II is a course which extends the content of Algebra I and provides further development of the concept of a function.

### PRE-CALCULUS

**Grade:** 11-12  
**Prerequisite:** Algebra II, PreCalculus, Counselor and Teacher Approval  
**Credit:** 1.00 (2 semesters)

In Pre-Calculus, students use symbolic reasoning and analytical methods to represent mathematical situations, to express generalizations, and to study mathematical concepts and the relationships among them. Students use functions, equations, and limits as useful tools for expressing generalizations and as means for analyzing and understanding a broad variety of mathematical relationships. Students also use functions as well as symbolic reasoning to represent and connect ideas in geometry, probability, statistics, trigonometry, and calculus and to model physical situations.

### AP CALCULUS AB

**Grade:** 11-12  
**Prerequisite:** Geometry, Algebra II, PreCalculus, Counselor and Teacher Approval  
**Credit:** 1.00 (2 semesters)

Students explore functions, graphs, limits, derivatives, and integrals. This course prepares students for the College Board AP Calculus AB Examination for possible college credit. Students are expected to take the AP Examination given by the Educational Testing Service in May.

### AP CALCULUS BC

**Grade:** 12  
**Prerequisite:** Substantial Preparation for Calculus, Counselor and Teacher Approval  
**Credit:** 1.00 (2 semesters)

Although our AP Calculus BC course is developing as a follow on to our AP Calculus AB course, many places offer it as a one year alternative to AP Calculus AB for well-prepared, motivated students. The major component of this course is a complete first year college Calculus. Students will review and extend their knowledge of algebra, geometry, trigonometry, calculus, and other areas as appropriate for contest preparation. Students study differentiation, integration, and other calculus topics. Students are expected to take the AP Examination given by the Educational Testing Service in May.
## MATHEMATICAL MODELS WITH APPLICATIONS

<table>
<thead>
<tr>
<th>Grade:</th>
<th>11</th>
<th>Prerequisite:</th>
<th>Geometry</th>
<th>Credit:</th>
<th>1.00 (2 semesters)</th>
</tr>
</thead>
</table>

Students use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal), tools, and technology (including, but not limited to, calculators with graphing capabilities, data collection devices, and computers) to link modeling techniques and purely mathematical concepts and to solve applied problems. As they do mathematics, students continually use problem solving, language and communication, and reasoning (justification and proof) to make connections within and outside mathematics. Students also use multiple representations, technology, applications and modeling, and numerical fluency in problem-solving contexts.

## ENGINEERING MATHEMATICS

<table>
<thead>
<tr>
<th>Grade:</th>
<th>12</th>
<th>Prerequisite:</th>
<th>Algebra I, Geometry, Algebra II, Precalculus, Counselor and Teacher Approval</th>
<th>Credit:</th>
<th>1.00 (2 semesters)</th>
</tr>
</thead>
</table>

Applied engineering applications of logarithms and exponentials, complex numbers, two and three dimensional vectors, matrix algebra and transformations, and basic statistics. Data collection, modeling and analysis of models using contemporary technological methods.

## AP STATISTICS

<table>
<thead>
<tr>
<th>Grade:</th>
<th>12</th>
<th>Prerequisite:</th>
<th>Algebra I, Geometry, Algebra II, Precalculus, Counselor and Teacher Approval</th>
<th>Credit:</th>
<th>1.00 (2 semesters)</th>
</tr>
</thead>
</table>

Students are introduced to major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course prepares students for the College Board AP Statistics Examination for possible college (one-semester, non-calculus based statistics) credit. Students collect, organize, analyze, interpret, and report data using statistical formulas and processes. Students distinguish between random sampling and biased sampling. Students use statistical measures to analyze real-world phenomena. Upon completion of this course students are well prepared and expected to take the Advanced Placement Statistics test which can result in one semester of college credit. Successful completion of the AP Exam for any AP course will allow for acquisition of college credit upon approval of the college.
SCIENCE COURSES

9th Grade Core Classes
- Biology
- Science and Research Design
- Anatomy & Physiology

10th Grade Core Classes
- Chemistry
- Science and Research Design
- Anatomy & Physiology

11th Grade Core Classes
- Physics
- Science and Research Design
- Anatomy & Physiology

12th Grade Core Classes
- AP Biology
- AP Chemistry
- Environmental Systems
- Science and Research Design
- Anatomy & Physiology
Science courses are offered at all levels. Four years of science are required. Laboratory exercises are integrated with lecture and hands-on activities. The Science Department views nature as an integral part of the human experience. It is felt that an understanding of nature enhances one’s life experience by offering awareness of how one affects the other. A respect for nature may lead to increased self-respect, and an understanding of nature and its processes may lead to increased understanding of self. This important link is viewed as a worthy goal for our students. The department makes extensive use of laboratory facilities and up to date equipment and technology. Local experts and university facilities are utilized to pursue research goals. A bridge is built between the sciences and math through statistical data analysis, computer applications and quantitative explanations for natural phenomena.

**BIOLOGY**

<table>
<thead>
<tr>
<th>Grade:</th>
<th>9</th>
<th>Prerequisite:</th>
<th>8th Grade Science</th>
<th>Credit:</th>
<th>1.00 (2 semesters)</th>
</tr>
</thead>
</table>

Biology is designed to acquaint students with basic concepts in science process skills, laboratory skills, and the study of cells, DNA, genetics, the living kingdoms on our earth and how they interact. A study of the fundamental concepts, including the origin and development of life, the similarity of living organisms, the classification, characteristics, structure, reproduction and function of plants and animals, as well as the interrelationships of plants, animals and the physical environment.

**CHEMISTRY**

<table>
<thead>
<tr>
<th>Grade:</th>
<th>10</th>
<th>Prerequisite:</th>
<th>Biology</th>
<th>Credit:</th>
<th>1.00 (2 semesters)</th>
</tr>
</thead>
</table>

Chemistry provides a broad survey of basic chemistry. The first semester examines chemical and physical properties, the qualitative nature of chemical reactions, chemical periodicity, and bonding. The second semester continues with the quantitative nature of chemical reactions, states of matter, gaseous behavior, solutions, equilibrium, and acid-base chemistry. Throughout the year, the course makes use of laboratory investigations to develop the relationships between experiment and theory.

**PHYSICS**

<table>
<thead>
<tr>
<th>Grade:</th>
<th>11</th>
<th>Prerequisite:</th>
<th>Biology and Chemistry</th>
<th>Credit:</th>
<th>1.00 (2 semesters)</th>
</tr>
</thead>
</table>

Physics, as the most basic of all sciences, introduces the nature of basic things around us such as matter, energy, heat, motion, forces, light and sound. This course has been designed to teach the laws of nature in their simplicity, and problem solving skills corresponding to both in ideal and real world situations. The course of physics is integrated with very basic mathematical rules includes mechanics, heat and thermodynamics, waves and optics, electricity and magnetism, and atomic and nuclear physics. A set of experiments will allow students to implement the theory into the real world and appreciate the beauty of the natural world.
**ENVIRONMENTAL SCIENCE**

<table>
<thead>
<tr>
<th>Grade:</th>
<th>12</th>
<th>Prerequisite:</th>
<th>Biology, Chemistry, and Physics</th>
<th>Credit:</th>
<th>1.00 (2 semesters)</th>
</tr>
</thead>
</table>

Environmental Science is designed to provide students the environmental aspects, explore Earth’s natural systems, and impacts of human activity on the environment. The topics covered in this course are introduction to ecology, the atmosphere of the Earth, food on Earth, water, and energy. The theory is supported with lab and field investigations, and discussions in cooperative learning groups on environmental issues enable students to improve their critical thinking, and problem solving skills. Students are expected to become more sensitive on environmental issues.

**AP CHEMISTRY**

<table>
<thead>
<tr>
<th>Grade:</th>
<th>12</th>
<th>Prerequisite:</th>
<th>Chemistry, Physics, Biology, Counselor Approval</th>
<th>Credit:</th>
<th>1.00 (2 semesters)</th>
</tr>
</thead>
</table>

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students in this course should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The curriculum prepares students to take the AP chemistry exam for AP credit. Five general areas are intensively studied: the Structure of Matter, Chemical Bonding, States of Matter, Physical Chemistry and Chemical Reactions. Advanced laboratory work is done in each topic area. Students are expected to take the AP Examination given by the Educational Testing Service in May.

**AP BIOLOGY**

<table>
<thead>
<tr>
<th>Grade:</th>
<th>12</th>
<th>Prerequisite:</th>
<th>Chemistry, Physics, Biology, Counselor Approval</th>
<th>Credit:</th>
<th>1.00 (2 semesters)</th>
</tr>
</thead>
</table>

The AP Biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. The course is centered on preparation of students for the College Board AP Biology Exam given in the spring. The course syllabus therefore follows the course outline recommended by the AP Biology Committee. Topics covered include: biochemistry; cell biology; energy transformations; molecular genetics; heredity; evolution; systematic; microbiology; plant diversity and structure; animal diversity and physiology; and selected topics from ecology. Students are expected to take the AP Examination given by the Educational Testing Service in May.

**SCIENCE RESEARCH AND DESIGN**

<table>
<thead>
<tr>
<th>Grade:</th>
<th>9-12</th>
<th>Prerequisite:</th>
<th>N/A</th>
<th>Credit:</th>
<th>1.00 (2 semesters)</th>
</tr>
</thead>
</table>

This course boasts the various applications of scientific concepts, presented in the scientific method. Students will design, construct, and create scientific experiments.

**ANATOMY & PHYSIOLOGY**

<table>
<thead>
<tr>
<th>Grade:</th>
<th>10-12</th>
<th>Prerequisite:</th>
<th>Biology</th>
<th>Credit:</th>
<th>1.00 (2 semesters)</th>
</tr>
</thead>
</table>

This course is designed as a preparatory program for students who are interested in pursuing careers in Allied Health fields, physical education, art, psychology, and anthropology. The course is designed for students who want a more detailed explanation of the structure and functions of the human body beyond those already covered in biology or health classes. The topics to be studied during Anatomy & Physiology are: Human Body Overview and Terminology, Biochemistry, Tissue Structure and Function, The Integumentary System, The Skeletal System, The Muscular System, and The Nervous System.
SOCIAL STUDIES COURSES

9th GRADE CORE CLASSES
- World Geography
- AP Human Geography

10th GRADE CORE CLASSES
- World History
- AP World History
- AP Psychology

11th GRADE CORE CLASSES
- US History
- AP US History
- AP Psychology
- Political Science

12th GRADE CORE CLASSES
- AP US Government
- US Government
- Economics
- AP Economics
- Political Science
- AP Psychology
SOCIAL STUDIES COURSES

Social Studies courses intend to broaden student understanding of themselves, their society, and the world in which they live, through studying and analyzing man's past and present in a developmental sequence that enhances a critical and appreciative understanding of the present and prepares students to be more creative, active participants in the social dynamics of their time. All social studies courses require research.

WORLD GEOGRAPHY

| Grade: | 9 | Prerequisite: 8th Grade Social Studies | Credit: | 1.00 (2 semesters) |

In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

AP HUMAN GEOGRAPHY

| Grade: | 9 | Prerequisite: Counselor Approval | Credit: | 1.00 (2 semesters) |

In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions. Students are expected to take the AP Examination given by the Educational Testing Service in May.

WORLD HISTORY

| Grade: | 10 | Prerequisite: World Geography | Credit: | 1.00 (2 semesters) |

World History Studies is the only course offering students an overview of the entire history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.
AP WORLD HISTORY
Grade: 10  Prerequisite: Counselor Approval  Credit: 1.00 (2 semesters)
The AP World History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in world history. The program prepares students for intermediate and advanced college courses. Students learn to access historical materials and scholarship and evaluate their reliability and importance. This course develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Students are expected to take the AP Examination given by the Educational Testing Service in May.

UNITED STATES HISTORY SINCE RECONSTRUCTION
Grade: 11  Prerequisite: World History  Credit: 1.00 (2 semesters)
In this course, which is the second part of a two-year study of U.S. history that begins in Grade 8, students study the history of the United States since Reconstruction to the present. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements including civil rights. Students examine the impact of geographic factors on major events and analyze causes and effects of the Great Depression. Students use critical-thinking skills to explain and apply different methods that historians use to interpret the past, including points of view and historical context.

AP UNITED STATES HISTORY
Grade: 11  Prerequisite: Counselor Approval  Credit: 1.00 (2 semesters)
The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses. Students learn to access historical materials and scholarship and evaluate their reliability and importance. This course develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Students are expected to take the AP Examination given by the Educational Testing Service in May.

U.S. GOVERNMENT
Grade: 12  Prerequisite: U.S. History  Credit: 0.5 (1 semester)
In Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. This course is the culmination of the civic and governmental content and concepts studied from Kindergarten through required secondary courses. Students learn major political ideas and forms of government in history. Students identify examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue.
<table>
<thead>
<tr>
<th>COURSE DESCRIPTIONS: SOCIAL STUDIES</th>
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</thead>
</table>

### AP EUROPEAN HISTORY

**Grade:** 12  
**Prerequisite:** Counselor Approval  
**Credit:** 1.00 (2 semesters)

The AP European History course is designed to provide students with the analytic skills and factual knowledge necessary in U.S. history. The program prepares students for intermediate and advanced college courses. Students learn to access historical materials and scholarship and evaluate their reliability and importance. This course develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Students are expected to take the AP Examination given by the Educational Testing Service in May.

### AP PSYCHOLOGY

**Grade:** 10-12  
**Prerequisite:** Student Interest, Counselor Approval  
**Credit:** 1.00 (2 semesters)

This course extends the study of psychology to include an in-depth approach to both human and animal behavior through experimental, correlational, and clinical research. Students have opportunities to apply statistical methods for the interpretation of data, while preparing students to perform successfully on the AP Examination. This course may be used to meet only elective course requirements for state graduation. Students are expected to take the AP Examination given by the Educational Testing Service in May.

### AP U.S. GOVERNMENT

**Grade:** 12  
**Prerequisite:** Student Interest, Counselor Approval  
**Credit:** 0.5 (1 semester)

The AP Comparative Government and Politics course focuses on the methodology that political scientists use to compare political systems in the present and the past. The axiomatic principle of this course is that nothing productive can be said about any government in a global world without considering both the global and local context of a government’s actions. This involves comparisons of political systems, political processes and public policy. The six countries this course will focus on will be Great Britain, Russia, Mexico, China, Iran and Nigeria as determined by the AP College Board and include use of the United States and other countries for further context.

### AP ECONOMICS

**Grade:** 12  
**Prerequisite:** Sociology, Counselor Approval  
**Credit:** 0.5 (1 semester)

The course in AP macroeconomics provides students with a thorough understanding of the principles of economics at the societal level. The course places primary emphasis on state economic planning, governmental decision making, and the financial sector as a whole. Students learn about economic performance measures, stabilization policies, economic growth, and international economics. In addition, it addresses the key economic schools of thought. The course prepares students to master the AP Macroeconomics examination, as well as provide students with a thorough introduction to the social scientific method of inquiry.

### POLITICAL SCIENCE I

**Grade:** 11-12  
**Prerequisite:** Student Interest, Counselor Approval  
**Credit:** 0.5 (1 semester)

Explores the evolution of major political concepts from ancient Greece to the present. Topics include political life in the modern world and the ideas behind democratic and non-democratic forms. After completing this course, students should be able to recognize and use basic, relevant political vocabulary such as politics, government, bureaucracy, nationalism, international relations, balance of power, bi-polarity, collective security etc.
WEB MASTERING

Grade: 9-12  Prerequisite: Student Interest, Counselor Approval
Credit: 1.00 (2 semesters)

The World Wide Web (WWW) is the fastest growing part of the Internet. The popularity of the WWW is due largely to the ease with which users can not only access and navigate the web but also create pages of information to share with others. Students will learn how to design, create, and maintain web pages. Projects will incorporate tools such as HTML, Dreamweaver, Photoshop, Flash, Fireworks, digital cameras, and scanners.

DIGITAL GRAPHICS AND ANIMATION

Grade: 9-12  Prerequisite: Student Interest, Counselor Approval
Credit: 1.00 (2 semesters)

Digital Graphics and Animation is an introductory course in design, typography, and imaging techniques. The course includes topics such as digital composition, color, imaging, editing, and animation. An integral component in other areas, understanding design elements is essential in the creation of a successful product in this course. The student will use the computer's set of tools, common to bitmapped and object-oriented software programs, to produce and edit digital designs as well as to incorporate design principles when capturing digital images with the scanner and camera. Students will work with color, resolution, and halftones as well as other image enhancing strategies including outlining, cropping, digital manipulation, color correction, masking, and the use of channels, paths, background, and layers. Animation, both 2-D and 3-D, will be introduced in this course. Students enrolled in this course will be computer literate and have experience with the basic electronic productivity and telecommunication tools.

ROBOTICS

Grade: 9-12  Prerequisite: Teacher Approval
Credit: 1.00 (2 semesters)

This course explores concepts related to basic residential wiring, serial and parallel electrical circuits, and wiring connections. The students will also learn about designing and etching a solid state electronic project. Projects will allow students to design and build computer interface boards, learn basic computer programming, and master the control of simple robot functions. Other skills covered include soldering, metering, and working with L.E.D.’s, resistors.
This class serves as an introduction to the basics of the Spanish language. The basics of speaking, reading, listening, writing and comprehension are taught, as are aspects of the culture in countries where Spanish is spoken. An emphasis is placed on speaking and comprehension of Spanish. Class participation is required, as is daily study and practice time (outside of the classroom) to ensure the student’s success in the course.

This class serves to further develop the student’s ability to use the Spanish language. Speaking, reading, listening, writing and comprehension of Spanish are taught, as is the culture of the countries where the language is spoken. An emphasis is placed on speaking and comprehension of Spanish. Class participation is required as is daily study and practice time (outside of the classroom) to ensure the student’s success in the course.

This class serves to further develop the student’s ability to use the Spanish language. More emphasis is placed on the culture of Spanish-speaking countries than in previous levels, as well as a higher emphasis on the utilization of Spanish in conversation, presentations, etc. Texts, films and other cultural resources are studied in the target language. Class participation is required as is daily study and practice time (outside of the classroom) to ensure the student’s success in the course.
AP SPANISH LANGUAGE

Grade: 10-12  Prerequisite: Counselor Approval  Credit: 1.00 (2 semesters)

The AP course in Spanish Language covers the equivalent of a third-year college course in advanced Spanish composition and conversation. Course content might best reflect intellectual interests shared by the students and the teacher (the arts, history, current events, literature, culture, etc.). Materials include recordings, films, newspapers and magazines. The course seeks to develop language skills that are useful in themselves and that student can apply to various activities and disciplines rather than to the mastery of any specific subject matter. Students are expected to take the AP Examination given by the Educational Testing Service in May.

AP SPANISH LITERATURE

Grade: 11-12  Prerequisite: Counselor Approval  Credit: 1.00 (2 semesters)

The Advanced Placement course in Spanish and Spanish Literature is the equivalent of a college third-year survey of Hispanic Literature, covering selected works from Spain and Spanish America. There is a reading list of required works from the Medieval Period to the 20th Century. Students will read one or more full-length works of various authors as well as some shorter works; excerpts from longer works are read in conjunction with a complete novel or play. Students are expected to take the AP Examination given by the Educational Testing Service in May.

TURKISH I

Grade: 9  Prerequisite: Student Interest, Counselor Approval  Credit: 1.00 (2 semesters)

Introduction to Turkish Language is an introductory course which aims to have its attendants to grasp the logic of Turkish Language, that is, the logic of its pronunciation, and the logic of its grammar, including word and sentence structure. Our objective is to get familiar with the Turkish sounding and obtain necessary vocabulary for higher levels.

TURKISH II

Grade: 10  Prerequisite: Turkish I  Credit: 1.00 (2 semesters)

Turkish -II is an introductory class which aims to have its attendants grasp the logic of Turkish Language, that is, the logic of its pronunciation, and the logic of its grammar, including word and sentence structure. Our objective is to be able to make three-word sentences and to be able to understand pre-intermediate level of conversations by the end of the term.

TURKISH III

Grade: 11  Prerequisite: Turkish II  Credit: 1.00 (2 semesters)

The goal of this course is to have its students to gain a command of Turkish language by which they are going to be able to communicate with native speakers of this language on simple daily settings. For this purpose, this year’s curriculum includes all basic tenses and sentence structures in grammar- like present, future and past tenses, must, need to, etc.; basic conversation examples in speaking and listening- like “at the bus station”, “in the restaurant”, etc.; related words in vocabulary; basic information about Turkish Culture.
**RUSSIAN I**

<table>
<thead>
<tr>
<th>Grade:</th>
<th>9-12</th>
<th>Prerequisite: Student Interest, Counselor Approval</th>
<th>Credit: 1.00 (2 semesters)</th>
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</table>

First part of beginning course in fundamentals of speaking, understanding, reading, and writing Russian. This course is designed for students who wish to take Russian language for the first time, as well as for students who have taken Russian at other schools and wish to strengthen their oral-comprehension skills. Students will develop competencies in speaking, listening to, reading and writing French.

**RUSSIAN II**

<table>
<thead>
<tr>
<th>Grade:</th>
<th>9-12</th>
<th>Prerequisite: Russian I</th>
<th>Credit: 1.00 (2 semesters)</th>
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</thead>
</table>

This continuation of Russian I increases basic vocabulary and introduces students to sentence structures including the past and future tenses in both verb aspects (imperfective and perfective), and completes the cases, including plural forms. Basic listening and reading comprehension is developed, and students engage in conversations and write brief compositions using past, present and future tenses and all six cases. It includes the reading of excerpts from modern Russian sources (online newspapers and magazines) and discussion of significant geographic, historical, literary and contemporary political, social and cultural issues is continued and developed.
The arts engage the imagination, foster flexible ways of thinking, develop disciplined effort, build self-confidence, and instill respect for other cultures. They enrich our lives through self-expression and study of world art. We encourage students to pursue arts electives as an essential part of a balanced, well-rounded education.

### ART I

<table>
<thead>
<tr>
<th>Grade:</th>
<th>9-12</th>
<th>Prerequisite:</th>
<th>Credit:</th>
<th>1.00 (2 semesters)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Student Interest, Counselor Approval</td>
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</table>

Fundamental visual art experiences designed for students with interest or facility in art expression. Topics of concentration include projects in drawing, painting, and color theory and art history. Photography is an option for instructor-monitored independent study.

### PHOTOGRAPHY I

<table>
<thead>
<tr>
<th>Grade:</th>
<th>9-12</th>
<th>Prerequisite:</th>
<th>Credit:</th>
<th>1.00 (2 semesters)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Photography I, or Counselor Approval</td>
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</tbody>
</table>

An exploration of the fundamental principles, techniques and application of camera-based image making also an introduction to the history of photography and critiquing photographs. Topics include new and old imaging techniques, visual literacy, and uses of photography in media, and advertising.

### AP HISTORY OF ART

<table>
<thead>
<tr>
<th>Grade:</th>
<th>9-12</th>
<th>Prerequisite:</th>
<th>Credit:</th>
<th>1.00 (2 semesters)</th>
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<tbody>
<tr>
<td></td>
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<td>Counselor Approval</td>
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</tbody>
</table>

AP Art History is designed to provide the same benefits to secondary school students as those provided by an introductory college course in art history. In the course, students examine major forms of artistic expression from the ancient world to the present and from a variety of cultures. A meaningful way to experience works of art is learning to frame an understanding that relates how and why works of art communicate visual meaning. An introductory college art history course content generally covers the various art forms in the following proportions: 40-50% painting and drawing, 25% architecture, 25% sculpture, and 5-10% other media. Students are expected to take the AP Examination given by the Educational Testing Service in May.
MUSIC HISTORY I

**Grade:** 9-12  
**Prerequisite:** Student Interest, Counselor Approval  
**Credit:** 1.00 (2 semesters)

This course is designed to give the student a background in the fundamentals of the language of music. It focuses on the mechanics of music as well as basics of music analysis. The courses emphasize familiarity with historical repertory and the musical, social and cultural context of that repertory.

THEATER ARTS I

**Grade:** 9-12  
**Prerequisite:** Student Interest, Counselor Approval  
**Credit:** 1.00 (2 semesters)

This class offers a general overview of world theatre, introduces elementary concepts, methods, theatrical terminology, and discipline, and explores the creative process. Participants are given opportunity to stretch their imagination, focus creative energy, and work alone and in groups to tell stories and bring characters to life. Students are required to attend outside performances.

AP MUSIC THEORY

**Grade:** 9-12  
**Prerequisite:** Student Interest, Counselor Approval  
**Credit:** 1.00 (2 semesters)

A major component of any college curriculum in music is a course introducing the first-year student to music theory, a subject that comprises the musical materials and procedures of the Common Practice period. Such a course may bear a variety of titles (Basic Musicianship, Elementary Theory, Harmony and Dictation, Structure of Music, etc). It may emphasize one aspect of music, such as harmony; more often, however, it integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and to some extent, history and style. Students are expected to take the AP Examination given by the Educational Testing Service in May.
## SPEECH COMMUNICATION

<table>
<thead>
<tr>
<th>Grade:</th>
<th>10-12</th>
<th>Prerequisite: Application Required</th>
<th>Credit:</th>
<th>1.00 (2 semesters)</th>
</tr>
</thead>
</table>

This class will involve the study of and use of basic oral communication skills. Students will present speeches in front of the class. Research, interviews, and source documentation is required for most speeches. Students will also create visual aids such as the use of PowerPoint to enhance their presentations.

## PUBLIC SPEAKING (DUAL CREDIT)

<table>
<thead>
<tr>
<th>Grade:</th>
<th>11-12</th>
<th>Prerequisite: Counselor Approval, Additional Requirements</th>
<th>Credit:</th>
<th>0.5 (1 semester)</th>
</tr>
</thead>
</table>

A survey course of basic principles of oral communication. Includes the study of the use of the body and voice, the speaker–listener relationship, and preparation and delivery of the platform speeches and presentations.

## ADVANCED JOURNALISM: YEARBOOK

<table>
<thead>
<tr>
<th>Grade:</th>
<th>10-12</th>
<th>Prerequisite: Application Required</th>
<th>Credit:</th>
<th>1.00 (2 semesters)</th>
</tr>
</thead>
</table>

The purpose is to publish the SST Yearbook. All aspects of yearbook production will be taught using the computer. As a team, the students will combine their skills of layout and design techniques, photo journalism, copywriting and fitting, advertising graphics, marketing and ad sales to make the yearbook staff function as an efficient business. The students will learn to work and plan toward deadlines and to work with each other as well as with the photography class in the publication of a good yearbook.

## DEBATE I

<table>
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<tr>
<th>Grade:</th>
<th>9-12</th>
<th>Prerequisite: Application Required</th>
<th>Credit:</th>
<th>1.00 (2 semesters)</th>
</tr>
</thead>
</table>

Students will learn the fundamentals of public speaking and speech/argument writing as well as become familiar with and participate in competitive speech and debate in and around the Houston area. Students are required to research and present information on current events and will participate in group work as well as give speeches on a regular basis. Organization, following deadlines, and keeping up with materials are important skills that will be practiced in this class. Many opportunities will be available through this class for students to travel, develop leadership skills, and earn scholarships/build their resumes.

## ADVANCED JOURNALISM: NEWSPAPER

<table>
<thead>
<tr>
<th>Grade:</th>
<th>9-12</th>
<th>Prerequisite: Application Required</th>
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</table>

This is a workshop course in which students produce the school newspaper, The SST Times, The Stallion Pride, and the school literary and art magazine Screaming Voices. They learn every aspect of newspaper reporting, writing, editing, publishing and advertising. Students learn journalism concepts and terminology through hands-on work with each phase of newspaper production. Students will also learn how to use computer software for desktop publishing, specifically PageMaker and Microsoft Word and Adobe InDesign. All journalism students are required to master this software in order to perform the writing, editing, and layout phases of newspaper publishing. Students in this course will study the history of newspapers, journalistic ethics, and the legal rights and responsibilities of student journalists. Students will learn to write the various forms of newspaper articles including straight news stories, editorials, feature articles, and reviews.
The following are terms that may be encountered while saving, planning and paying for college.

ACCRUED INTEREST: Interest accumulated on the unpaid principal balance of a loan.

ADJUSTED GROSS INCOME (AGI): AGI equals total income less adjustments. This amount is reported on the following tax returns: 1040, 1040A, or 1040EZ.

AID PACKAGE: A combination of financial aid (scholarships, grants, work-study, and/or loans) offered by the financial aid office of a school.

AWARD LETTER: An official letter issued by a financial aid office listing all the financial aid awarded to a student. The award letter usually includes information about the cost of attendance and terms and conditions for the financial aid.

CAMPUS-BASED AID: Government financial aid programs administered by a university. The Federal Perkins Loan Program, the Federal Supplemental Educational Opportunity Grant, and Federal Work-Study are examples of campus-based aid.

CAPITALIZATION OF INTEREST: The addition of unpaid accrued interest to the principal balance of a loan. This increases the total debt on which interest accrues.

CONSOLIDATION: Federal Consolidation Loans enable a borrower to combine eligible education loans into one new loan with one monthly payment and a fixed interest rate.

CO-SIGNER: A person who signs the promissory note in addition to the borrower and who is equally responsible for the obligation.

COST OF ATTENDANCE: The total cost of attending a postsecondary institution for one academic year, as estimated by the school. This figure usually includes tuition, fees, room, board, supplies, transportation, and personal expenses.

CREDIT SCORING: A method, based on a statistical analysis of an applicant’s characteristics, that lenders use to determine whether an applicant qualifies for credit.

CREDITWORTHY: A term used to describe an individual who is judged as meriting credit based upon ability to meet debt obligations.

DEFAULT: Failure to repay a loan according to agreed-upon terms.

DEFERMENT: A period of time during which a borrower who meets certain criteria may suspend loan payments.

DELINQUENCY: Failure to make a loan payment when due.

DEPENDENT STUDENT: A student who is not an “independent student.” A parent of a dependent student must submit parental information on the FAFSA so the student can be considered for financial aid.

DISBURSEMENT: The release of loan funds to the school.

DISCLOSURE STATEMENT: Statement of the total cost and amount of a loan, including the interest rate and any additional finance charges.

EARLY ACTION: An early admission program that does not require a student to commit to attending if accepted.

EARLY DECISION: An early admission program with earlier deadlines and earlier notification dates than the regular admissions process. Students who apply through an early decision program commit to attending the school if admitted.

ELIGIBLE NON-CITIZEN: Someone who is not a U.S. citizen but is nevertheless eligible for federal student aid. Eligible non-citizens include U.S. nationals, U.S. permanent residents who are either holders of a “green card,” or holders of form I-94 who have been granted refugee or asylum status. Certain other non-citizens are also eligible. Non-citizens who hold student visas or exchange visitor visas are not eligible for student aid.

ENDORSER: A person who signs a promissory note in addition to the borrower and who is responsible for the obligation if the borrower does not pay. An endorser is required for a PLUS loan in some circumstances.

ENROLLMENT STATUS: An indication of whether you are a full-time or part-time student. Generally you must be enrolled at least half-time in a degree or certificate program to qualify for financial aid.

ENTITLEMENT: Entitlement programs award funds to all qualified applicants. The Federal Pell Grant is an example of such a program.

EXPECTED FAMILY CONTRIBUTION (EFC): The amount students and their families are expected to pay toward school expenses. The EFC is determined by a federal formula.

FINANCIAL AID ADMINISTRATOR (FAA): An individual employed by a college, university, or other school who prepares financial aid awards and works with students who have questions about financing their education.

FINANCIAL AID TRANSCRIPT (FAT): A record of all financial aid received by a student at each school attended.

FINANCIAL NEED: The difference between the cost of attendance at a college and the EFC.

FIXED INTEREST RATE: An interest rate that remains the same for the life of the loan.

FORBEARANCE: The temporary suspension or reduction of scheduled loan payments for cases of financial hardship, among other reasons.

GENERAL EDUCATION DEVELOPMENT CERTIFICATE (GED): A certificate students receive if they pass an approved high school equivalence test.

GIFT AID: Financial aid, such as grants and scholarships, that does not have to be repaid.

GRACE PERIOD: A period of time between when a student graduates or drops below half-time status and the time loan repayment begins.

HOLDER: An institution that currently owns a loan.

INDEPENDENT STUDENT: A student who is 24 years of age or older, is married, is enrolled in a graduate or professional education program, has a legal dependent other than a spouse, is a veteran of the U.S. Armed Forces, or is an orphan, or ward of the state court (or was a ward of the court until age 18).

INTEREST: An amount, calculated as a percent of the principal loan amount, that is charged for borrowed money.
INTEREST BENEFITS: Interest the federal government pays for borrowers on some loans while the borrowers are in school, during grace periods, and during authorized deferments.

INTEREST-ONLY PAYMENT: A payment covering only interest owed and none of the principal balance.

INTEREST RATE CAP: A predetermined limit above which the interest rate cannot rise.

INTERNSHIP: A part-time job during the academic year or the summer months, with or without pay, in which a student receives supervised practical training in his or her field of study.

LOAN INTERVIEW: Students with federal education loans are required to complete a loan counseling session before they receive their first loan disbursement and again before they graduate or otherwise leave school.

LENDER: An institution that provides loans.

MERIT-BASED FINANCIAL AID: Aid awarded based on accomplishments such as academic or athletic performance.

NEED ANALYSIS: The technique used to determine a student’s need for financial assistance for college expenses. The analysis determines the family’s ability to contribute to the student’s cost of attendance.

NEED-BASED FINANCIAL AID: Aid awarded based on a student or family’s financial situation.

OPEN ADMISSION: A policy of admitting all qualified students who apply to a school.

ORIGINATION: The process whereby the lender, or a servicing agent on behalf of the lender, handles the initial application processing and disbursement of loan proceeds.

OVERAWARD: The amount of financial aid that, when added to other student financial assistance, exceeds the borrower’s educational need.

PARENT CONTRIBUTION (PC): The amount that parents can be expected to contribute each year to their student’s education as determined by the federal formula.

PELL GRANT PROGRAM: The largest federal grant program. Eligibility and award amounts are determined by the school, based on federal guidelines.

POSTSECONDARY: This term means “after high school” and refers to all programs for high school graduates, including programs at two- and four-year colleges, as well as vocational and technical schools.

PREPAID TUITION PLAN: A college savings plan that lets you pay for college at today’s current prices although the student will be attending college in the future.

PRINCIPAL: The amount borrowed plus the amount capitalized.

PROMISSORY NOTE: A contract between a borrower and a lender that includes the terms and conditions under which the loan is being made and will be repaid.

SATISFACTORY ACADEMIC PROGRESS (SAP): An eligibility requirement to receive federal aid. Satisfactory academic progress standards are established by each school.

SERVICER: An organization that administers and collects education loan payments on behalf of the loan holder.

STATEMENT OF EDUCATIONAL PURPOSE: A legal document in which the student agrees to use financial aid for educational purposes only.

STUDENT AID REPORT (SAR): The report confirming financial information from the FAFSA. Students make any needed changes to information provided in the FAFSA on the SAR. The information on the SAR is sent to the financial aid offices at colleges and universities selected by the student.

TRANSFERRANT: A report listing the courses a student has taken and the grades earned in each course.

TUITION: The amount of money colleges charge for classes, instruction, and facilities use.

UNDERGRADUATE STUDENT: A degree-seeking student at a college or university who has not earned a first bachelor’s degree.

UNMET NEED: The gap between demonstrated financial need and financial aid package.

VARIABLE INTEREST RATE: An interest rate that changes periodically.

VERIFICATION WORKSHEET: A form sent by the school to select students for verification of the information the student provided on the FAFSA.

WORK-STUDY: A program awarded by the college and funded by the federal government or the school, through which students work part-time to help fund their education. Some states may also offer this program.

USEFUL ONLINE RESOURCES:

WWW.ACT.ORG/PLAN
WWW.ACTSTUDENT.ORG
WWW.COLLEGEBOARD.COM
WWW.COLLEGEISPOSSIBLE.COM
WWW.COMMONAPP.ORG
WWW.NACACNET.ORG/STUDENTRESOURCES
WWW.STUDENTAID.ED.GOV
WWW.STUDENTS.GOV
WWW.THESALLIEMAEFUND.ORG
WWW.CAFECOLLEGE.COM
WWW.COLLEGEFUND.ORG
WWW.FAFSA.GOV
WWW.FASTWEB.COM
WWW.HISPANICFUND.ORG
WWW.HSF.ORG
WWW.COLLEGEFORTEXANS.COM
WWW.LATINOCOLLEGEDOLLARS.ORG
WWW.PIN.ED.GOV
WWW.PIN.ED.GOV
WWW.SAVINGSBONDS.GOV
WWW CONNECTION.NAVIANCE.COM/SOSTM
WWW.COMMONAPP.ORG
WWW.CONNECTION.NAVIANCE.COM/SOSTM
WWW.STUDENTAID.ED.GOV
WWW.UNCF.ORG