



Zachary High School

Home of the Broncos



2024-2025

Course Catalog

Zachary High School



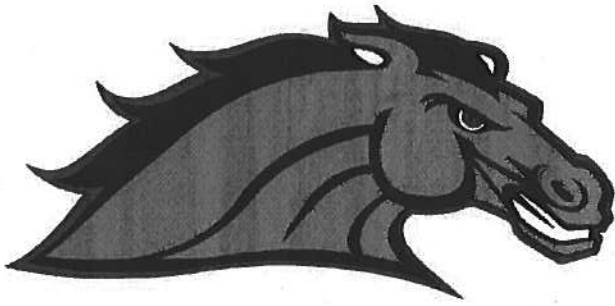
2024 Notables

Academics

- 2022 – 23 School Performance Score:
 - Overall SPS - 104.7 – Letter Grade “A”
 - 76.2 - Assessment Index
 - 83 - ACT Index
 - 137.5 – Cohort Graduation Rate Index
 - 115.1 - Strength of Diploma Index
- 97.5% Graduation Rate
- 2023 ACT Composite: 20.5
 - State Avg: 18.1
 - National Avg: 19.8
- **FREE** ACT boot camp prior to each ACT date
- 17 Dual Enrollment courses offered on campus
- 16 Advanced Placement courses offered
- 298 Student AP Exams scored 3+ and higher
- 1 National Merit Semi-finalist winner
- 1 National Merit Finalist winner
- 2 STEM pathways
 - LSU Digital Design & Emergent Media
 - LSU Pre-Engineering
- 10 Jump Start 2.0 pathways
 - Agriculture, Food, & Natural Resources
 - Architecture & Construction
 - Manufacturing
 - Human Services
 - Law, Public Safety, Corrections & Security
 - Business Management & Administration
 - Health Sciences
 - Hospitality & Tourism
 - Arts, A/V Technology, & Communication
 - Information Technology
- 35 certifications offered
 - 89% of 2023 Seniors earned at least 1 certification
 - Total of 812 certificates earned in 2022-23
- 2023-24 ZHS Teacher of the Year: Adrienne Dykes

Athletics & Clubs

- Football
- Volleyball
- Cross Country
- Swimming
- Gymnastics
- Wrestling
- Soccer
- Basketball
- Powerlifting
- Bowling
- Softball
- Baseball
- Golf
- Tennis
- Indoor & Outdoor Track & Field
- Bronco Belles Dance Team
- Cheerleading
- Color Guard
- Band
- Chess Club
- Choir
- Dungeons & Dragons
- FBLA (Future Business Leaders of America)
- FCA (Fellowship of Christian Athletes)
- FFA (Future Farmers of America)
- French Club
- Interact Club
- JROTC
- Jumbotron Club
- Key Club
- Magic The Gathering Club
- Mock Trial
- National Beta Club
- National Honor Society
- Prom Committee
- Quiz Bowl
- Robotics Club
- SGA (Student Gov't Association)
- Spanish Club
- Thespian Society
- Upper Class Mentors
- Yearbook



Zachary High School

4100 Bronco Lane
Zachary, LA 70791
(225) 654-2776

www.zacharyhigh.org

2024-2025 Course Catalog

Zachary High School Vision

To be nationally recognized as a school of excellence.

Zachary High School Mission

To assist every student in reaching his or her maximum potential through high-quality instruction and character-building experiences.

Lindsey Spence	Principal
Delwyn Daigre	Assistant Principal
Erica Henry	Assistant Principal
Jesseca Johnson	Assistant Principal
Jeremy Roussel	Assistant Principal

School Counselors:

Latoya Moore	Cohort of 2028
Chandra Martin	Cohort of 2027
Kodi Brown	Cohort of 2026
Shae Lipscomb	Cohort of 2025
Sandy Walters	Counseling Office Secretary

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Zachary Community School System is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, gender, age, or qualified disability.

ZACHARY COMMUNITY SCHOOL DISTRICT | 2024-2025 CALENDAR

<p>JULY '24</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td></td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S		1	2	3		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				<p>4 Independence Day 8 11 mo. return 22 10 mo. return 26 9.5 mo. return</p>	<p>JANUARY '25</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>4</td></tr> <tr><td>5</td><td></td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td></td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S							4	5		7	8	9	10	11	12	13	14	15	16	17	18	19		21	22	23	24	25	26	27	28	29	30	31		<p>1-3 Winter Break 6 Teacher planning/PD 7 Students return, 2nd semester begins Dr. M.L. King, Jr. Day 20</p>							
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KEY

	Employees Only		Holiday
	Students begin new semester		Early Dismissal

Note: In case of emergency, student make-up days may be taken from existing holidays/planning days in the above calendar or the school year may be extended.
 TBA: Early dismissal for Zachary High School Homecoming

*Approved _____ Board Meeting

WHAT IS TOPS?

Louisiana's Taylor Opportunity Program for Students (TOPS) is a comprehensive program of state scholarships and one of the most innovative and progressive student assistance programs in the nation. TOPS has four award components. See the table on the reverse for eligibility and renewal requirements of each award, except the Tech Award, which is presented in a separate brochure.

HOW AND WHEN TO APPLY FOR TOPS?

To apply for TOPS, the student must complete the Free Application for Federal Student Aid (FAFSA) at www.studentaid.gov or the TOPS On-line Application at <https://www.osfa.la.gov/AwardSystem/>. The FAFSA must be completed by students who qualify for federal grant aid and by students who are seeking other forms of financial aid. The TOPS On-line Application may be completed by students who can certify that they do not qualify for federal grant aid.

Graduates of 2022 - The TOPS application deadline is July 1 following the one year anniversary of high school graduation. You **MUST** file your FAFSA or TOPS On-line Application so that it is received by the federal processor by July 1, 2023 to receive full TOPS funding. However, to ensure timely processing and award notification, students are strongly encouraged to file at least six weeks prior to entry into college. Be sure to **PRINT** and **RETAIN** your dated FAFSA or TOPS On-line Application confirmation page that includes the confirmation number. In case of verification of timely filing is required. **No payment of a TOPS award will be made until the initial FAFSA or on-line application has been received and you have been determined eligible for a TOPS award.**

INITIAL APPLICATION RECEIPT DATE	RECEIVES TOPS FUNDING FOR:
Oct. 1, 2021 - July 1, 2023	8 semesters (12 quarters) beginning with Academic Year 2022-2023*
July 2 - Aug. 30, 2023	7 semesters (10 quarters) beginning with Academic Year 2022-2023 **
Aug. 31 - Oct. 29, 2023	6 semesters (9 quarters) beginning with Academic Year 2022-2023 ***
Initial applications received after Oct. 29, 2023	Ineligible for TOPS Award
*If your initial FAFSA or on-line application is received after July 1 immediately following your graduation from high school, the payment of your TOPS award will not be made until your application is received and you are determined eligible for a TOPS award. If you enroll for the first time as a full time student before your FAFSA or on-line application is received, you must meet the TOPS Continuing Eligibility Requirements to receive payments of your TOPS award after the first semester, quarter or term of your full time enrollment at an eligible college or university.	
** If you are a 2022 high school graduate and your application is received from July 2, 2023, through August 30, 2023, you will be eligible to receive seven semesters of TOPS funding beginning with the 2022-2023 academic year. You must also meet TOPS Continuing Eligibility Requirements if you attend college during the 2022-2023 academic year.	
*** If you are a 2022 high school graduate and your application is received from August 31, 2023 through October 29, 2023, you will be eligible to receive six semesters of TOPS funding beginning with the 2022-2023 academic year. You must also meet TOPS Continuing Eligibility Requirements if you attend college during the 2022-2023 academic year.	

TOPS CORE CURRICULUM

Students must take the courses required for TOPS within their TOPS University curriculum requirements. Substitute core courses can be found at <https://mylosfa.la.gov/wp-content/uploads/2019/05/TOPSCoreCurriculum.pdf>

UNITS	COURSES ¹
1 unit	English = 4 units
1 unit	English I
1 unit	English II
1 Unit from the following:	English III, AP English Language Arts and Composition, or IB English III (Language A or Literature and Performance)
1 Unit from the following:	English IV, AP English Literature and Composition, or IB English IV (Language A or Literature and Performance)
1 unit	Math = 4 units
1 unit	Algebra I
1 unit	Geometry
1 unit	Algebra II
1 Unit from the following:	A/Algebra III; Advanced Math - Functions and Statistics, Advanced Math - Pre-Calculus, Pre-Calculus, or IB Math Methods I (Mathematical Studies SL); Calculus, AP Calculus AB, or IB Math Methods II (Mathematics SL); AP Calculus BC; Probability and Statistics or AP Statistics; IB Further Mathematics HL; IB Mathematics HL; AP Computer Science A
1 unit	Science = 4 units
1 unit	Biology I
1 unit	Chemistry I
2 units from the following:	Earth Science; Environmental Science; Physical Science; Agriscience I and Agriscience II (one unit combined); Chemistry II or AP Chemistry or IB Chemistry II; AP Environmental Science or IB Environmental Systems; Physics I, AP Physics I, AP Physics B, or IB Physics I; AP Physics C: Electricity and Magnetism; AP Physics C: Mechanics, or IB Physics II, or AP Physics II; Biology II or AP Biology or IB Biology II or Human Anatomy and Physiology
1 unit from the following:	Social Studies = 4 units
1 unit	U.S. History, AP U.S. History, or IB U.S. History
1 unit from the following:	Civics, Government, AP U.S. Government and Politics: Comparative, or AP U.S. Government and Politics: United States
2 units from the following:	Western Civilization, European History, or AP European History; World Geography, AP Human Geography, or IB Geography; World History, AP World History, or IB World History; History of Religion; IB Economics, Economics, AP Macroeconomics, AP Microeconomics, AP Psychology, or African American History
1 unit from the following:	Foreign Language = 2 units
1 unit	Foreign Language, both units in the same language, which may also include the following AP and IB courses: AP Chinese Language and Culture, AP French Language and Culture, AP German Language and Culture, AP Italian Language and Culture, AP Japanese Language and Culture, AP Latin, AP Spanish Language and Culture, AP French IV, AP Spanish IV, AP Spanish V, AP French V, AP Spanish V, AP Chinese IV, AP Chinese V, AP Vietnamese IV, Vietnamese IV
1 unit from the following:	Fine Arts = 1 unit
1 unit	Performance course in Music, Dance or Theatre, Fine Arts Survey; Art I, II, III, and IV; Talented Art I, II, III, and IV; Talented Music I, II, III, and IV; Talented Theater Arts I, II, III, and IV; Speech III and Speech IV (one unit combined); AP Art History, AP Studio Art: 2-D Design; AP Studio Art: 3-D Design; AP Studio Art: Drawing; AP Music Theory; IB Film Study I; IB Film Study II; IB Music I; IB Music II; IB Art Design III; IB Art Design IV; IB Theatre I, Drafting, Media Arts I - IV; Photography I, Photography II, or Digital Photography
Total = 19 Units	

CONTACT LOSFA



#ASKLEX at: mylosfa.la.gov

Internet



<https://mylosfa.la.gov/>

E-mail



custserv@la.gov

Call Us



Write Us



1-800-2595626 or (225) 219-1012
P.O. Box 91202
Baton Rouge, LA 70821-9202

LOSFA Social Media



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@LOSFA1000

Consent to Receive Academic Data

LOSFA can only evaluate TOPS eligibility for those students whose parents granted consent for LOSFA to receive their academic data. Consent forms may be accessed here: <http://www.losfa.la.gov/MainSitePDFs/ConsentForm.pdf>. Consent may be withdrawn by written notice at any time. Once a student reaches 18 years of age, he or she may grant consent by using this form: <http://www.losfa.la.gov/MainSitePDFs/ConsentFormOver18.pdf>

Disclaimer: This brochure is current as of the edition date and is provided for informational purposes only. The eligibility requirements and rules governing the TOPS program are subject to legislative and regulatory amendments subsequent to the edition date of this brochure. TOPS applicants are responsible for determining the program requirements at the time of application and should not rely on this brochure as a full disclosure of all qualifications required for a TOPS award.



Taylor Opportunity Program for Students Opportunity, Performance and Honors Awards

September 2021 Edition



Louisiana Office of Student Financial Assistance
A Program of the Board of Regents
This brochure incorporates changes as of the edition date and applies to high school graduates of the class of 2022.

LOUISIANA'S TAYLOR OPPORTUNITY PROGRAM FOR STUDENTS, "TOPS"

September 2021

For more information, call the Louisiana Office of Student Financial Assistance (LOSFA) at (800) 259-5626 or visit our Web site at www.mylosfa.la.gov

AWARD COMPONENTS OF TOPS (EXCEPT TECH AWARD)

STANDARD ELIGIBILITY REQUIREMENTS ¹	OPPORTUNITY AWARD	PERFORMANCE AWARD	HONORS AWARD
High School Grade Point Average (GPA) ²	2.50 (GPA computed on core courses only)	3.25 (GPA computed on core courses only)	3.50 (GPA computed on core courses only)
Core Units	19 ³	19 ³	19 ³
ACT Composite Score (or SAT Equivalent)	Prior year state average ⁴	23 ⁴	27 ⁴
BESE-Approved Home-Study Student Eligibility ⁵	Currently an ACT of 22 (2 points above standard, in lieu of core units and GPA)	Currently an ACT of 24 (1 point above standard, in lieu of core units and GPA)	Currently an ACT of 28 (1 point above standard, in lieu of core units and GPA)
Out-of-State Student Eligibility ⁶	Currently an ACT of 23 (3 points above standard, in lieu of core units and GPA)	Currently an ACT of 26 (3 points above standard, in lieu of core units and GPA)	Currently an ACT of 30 (3 points above standard, in lieu of core units and GPA)
Must Enroll Full Time ^{7, 8, 9}	As a first-time freshman, by the fall semester following the first anniversary of high school graduation	As a first-time freshman, by the fall semester following the first anniversary of high school graduation	As a first-time freshman, by the fall semester following the first anniversary of high school graduation
Eligible Institutions ¹⁰	Louisiana public & LAICU postsecondary institutions and certain cosmetology and proprietary schools	Louisiana public & LAICU postsecondary institutions and certain cosmetology and proprietary schools	Louisiana public & LAICU postsecondary institutions and certain cosmetology and proprietary schools
Maximum Award at Public Schools ^{*TOPS is fully funded for the 2021-2022 Academic Year}	Payment of TOPS is contingent upon appropriations by the Louisiana Legislature.	Payment of TOPS is contingent upon appropriations by the Louisiana Legislature.	Payment of TOPS is contingent upon appropriations by the Louisiana Legislature.
Maximum Award at LAICU Institutions ¹⁰	Weighted average of prior year TOPS payments to students at public-degree granting schools	Weighted average of prior year TOPS payments to students at public-degree granting schools	Weighted average of prior year TOPS payments to students at public-degree granting schools
RENEWAL REQUIREMENTS ¹¹	OPPORTUNITY AWARD	PERFORMANCE AWARD	HONORS AWARD
Maintain Steady Academic Progress (Based on TOPS cumulative GPA which is calculated on all course work attempted and may not be the same as that calculated by the school.)	2.30 with 24 - 47 Hours of Academic Credit 2.50 with 48 Hours of Academic Credit Maintain steady academic progress at the end of all other terms (2.00 TOPS cumulative GPA)	3.00 with 24 or More Hours of Academic Credit ¹² Maintain steady academic progress at the end of all other terms (2.00 TOPS cumulative GPA)	3.00 with 24 or More Hours of Academic Credit ¹² Maintain steady academic progress at the end of all other terms (2.00 TOPS Cumulative GPA)
Hours Earned Per Academic Year ¹³	Enroll full time and maintain continuous enrollment each semester, earn 24 hours or more each academic year	Enroll full time and maintain continuous enrollment each semester, earn 24 hours or more each academic year	Enroll full time and maintain continuous enrollment each semester, earn 24 hours or more each academic year
Award Reinstated Upon Recovery of Required GPA ¹⁴	Yes	Yes, but reinstated as an Opportunity Award	Yes, but reinstated as an Opportunity Award
Award Limit ^{15, 16}	4 years or 8 semesters	4 years or 8 semesters	4 years or 8 semesters

1 - Applicable to students who are U.S. citizens or permanent residents who are eligible to apply for U.S. citizenship and who graduate from Louisiana public or approved non-public high schools, and who are the dependent of a parent(s) or a court ordered custodian who is a resident of Louisiana for at least two years prior to the month of the dependent's high school graduation; or a dependent of a member of the Armed Forces who claims Louisiana as his legal residence and has filed Louisiana tax returns or who is stationed in Louisiana and completes a DD Form 2058 to become a legal resident within 180 days of reporting to Louisiana; or is a student who actually resides in Louisiana while attending a Louisiana public or approved non-public high school for the period of his or her last two full years of high school culminating in graduation as certified by the high school.

2 - Students who are non high school graduates with superior intellect who enter college full-time prior to their nineteenth birthday without completing high school or an approved home study program may qualify for a TOPS award. Contact LOSFA for more information.

3 - Core units may NOT be waived if not offered at the high school attended. It is the student's responsibility to acquire any such course(s) through approved correspondence or distance learning venues. Individual courses may be waived for students with exceptionalities or disabilities that prevent enrollment or successful completion. See reverse side for TOPS Core Curriculum.

4 - A qualifying score achieved on a National, International, Military, or Special ACT or equivalent SAT taken before August 1 of the year of high school graduation will be accepted. Scores on tests taken after August 1 of the year of high school graduation will not be accepted unless the student is granted an exception for a score earned on a test taken before September 30 of the year of high school graduation based on proof that the student was prevented from taking the test prior to August 1 due to circumstances beyond the control of the student and attributable to the administration of the test. For an ACT or SAT score to be considered, the student must enter code 1595 on the ACT registration form or code 9019 on the SAT registration form. The score for the writing section is NOT included.

5 - Applicable to students who complete a La. Board of Elementary and Secondary Education (BESE) approved home-study program at the twelfth grade level and who meet the residency requirements (See Note 1). If the student previously attended a Louisiana high school, he must complete at least the 11th and 12th grade of an approved home study program.

6 - Applicable to students who graduate from an approved out-of-state high school and who meet the residency requirements (See Note 1).

7 - A qualified student who enlists and enters on active duty in the Armed Forces within one year of graduation from high school must enroll in an eligible college or university no later than the semester, quarter or term following the one year anniversary of separation from active duty. The veteran must not have been discharged with an undesirable, bad conduct or dishonorable discharge. A student who meets these requirements and did not previously apply, must file a FAFSA within one year of separation from active duty.

8 - Exceptions for "first-time freshman", "full-time and continuous enrollment and/or 24 hour" requirements may be granted for demonstrated cause. Contact LOSFA or go to <https://mylosfa.la.gov/wp-content/uploads/2021/02/Exception-Request-Form.pdf> for an application.

9 - Students who met the academic requirements for a TOPS award and enrolled as a first-time freshman at an out-of-state college or at an eligible in-state college but subsequently enrolled at an eligible out-of-state college may apply for TOPS by submitting the Application to Return from an Out-of-State College no later than July 1st immediately following the semester, quarter or term during which the student returns and enrolls as a full-time student in an eligible Louisiana college. All supporting documents must be received no later than January 15th following the deadline. The student must have met the renewal requirements for TOPS while enrolled out-of-state. Students who first enrolled full-time in a Louisiana college must meet the deadline listed on the reverse side of this brochure. The deadline for students who first enrolled full-time in an out-of-state college is July 1 following the first semester, quarter or term of enrollment at an eligible Louisiana college.

10 - LAICU schools are those institutions that are members of the Louisiana Association of Independent Colleges and Universities. "Certain cosmetology and proprietary schools" include any school with a valid and current certificate of registration issued by the Louisiana State Board of Cosmetology that is accredited by an accrediting organization recognized by the U.S. Department of Education, and any proprietary school with a valid and current license issued by the Board of Regents that is accredited by an accrediting organization recognized by the U.S. Department of Education.

11 - The recipient of an award is ineligible for federal grant aid, a FAFSA must be filed annually to be received by the state deadline of July 1.

12 - Students who fail to maintain a 3.00 GPA will have their award converted to the Opportunity Award.

13 - The academic year begins with the fall semester, quarter or term and ends at the beginning of the following fall semester, quarter or term. All summer sessions and intersessions within this time frame are included. Only courses for which credit is earned during an academic year will be counted towards the 24-hour requirement. In order to earn credit for a course, you must receive a grade of 'D' or better.

14 - Provided that the period of ineligibility did not last for more than two years.

15 - Any student who successfully completes an academic undergraduate degree in less than the eight semesters of eligibility may receive any remaining award benefits if the student enrolls in a professional/postgraduate academic program at an eligible institution and continues to meet all academic and other requirements for continuation of the award. TOPS may not be used to pursue a second baccalaureate degree.

16 - Recipients may pursue an academic degree or technical diplomas or both, but may not exceed the award limit.

TOPS CORE CURRICULUM

TOPS Opportunity, Performance and Honors Awards For High School Graduates of 2018 through 2026¹

The Taylor Opportunity Program for Students (TOPS) Core Curriculum is one component of the requirements to qualify for the TOPS scholarship. The curriculum outlined on this flyer is used to qualify for the TOPS Opportunity, Performance or Honors Award and consists of 19 units.^{2,3}

ENGLISH = 4 UNITS

Units	Courses
1 Unit	English I
1 Unit	English II
1 Unit from the following	English III, AP English Language Arts and Composition, or IB English III (Language A or Literature and Performance)
1 Unit from the following	English IV, AP English Literature and Composition, or IB English IV (Language A or Literature and Performance)

MATH = 4 UNITS

Units	Courses
1 Unit	Algebra I
1 Unit	Geometry
1 Unit	Algebra II
	Integrated Mathematics I, Integrated Mathematics II, and Integrated Mathematics III may be substituted for the Algebra I, Geometry, and Algebra II sequence
1 Unit from the following	Algebra III; Advanced Math - Functions and Statistics, Advanced Math - Pre-Calculus, Pre-Calculus, or IB Math Methods I (Mathematical Studies SL); Calculus, Differential Calculus I, Integral Calculus I, AP Calculus AB, or IB Math Methods II (Mathematics SL); AP Calculus BC; Probability and Statistics, Statistical Reasoning, or AP Statistics; IB Further Mathematics HL; IB Mathematics HL; AP Computer Science A

SCIENCE = 4 UNITS

Units	Courses
1 Unit	Biology I
1 Unit	Chemistry I
2 Units from the following:	Earth Science; Environmental Science or Environmental Awareness; Physical Science or Principles of Engineering; Agriscience I and Agriscience II (one unit combined); Chemistry II or AP Chemistry or IB Chemistry II; AP Environmental Science or IB Environmental Systems; Physics I, AP Physics I, AP Physics B, or IB Physics I; AP Physics C: Electricity and Magnetism, AP Physics C: Mechanics, or IB Physics II, or AP Physics II; Biology II or AP Biology or IB Biology II or Human Anatomy and Physiology

CONTACT LOSFA



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available 24/7 at www.mylosfa.la.gov



Visit mylosfa.la.gov



Email custserv@la.gov
or GeauxFAFSA@la.gov



Schedule Virtual Office Hours
(Available 9:00 a.m. - 3:00 p.m. on
Monday - Friday)

TOPS CORE CURRICULUM

SOCIAL STUDIES = 4 UNITS

Units	Courses
1 Unit from the following:	U.S. History, AP U.S. History, or IB U.S. History
1 Unit from the following:	Civics, Government, AP U.S. Government and Politics: Comparative, or AP U.S. Government and Politics: United States
2 Units from the following:	Western Civilization, European History, or AP European History; World Geography or Physical Geography, AP Human Geography, or IB Geography; World History, AP World History, or IB World History; History of Religion; IB Economics, Economics, AP Macroeconomics, AP Microeconomics; AP Psychology, or African American History

FOREIGN LANGUAGE = 2 UNITS

Units	Courses
2 Units from the following:	Foreign Language, both units in the same language, which may also include the following AP and IB courses: AP Chinese Language and Culture, AP French Language and Culture, AP German Language and Culture, AP Italian Language and Culture, AP Japanese Language and Culture, AP Latin, AP Spanish Language and Culture, IB French IV, IB French V, IB Spanish IV, IB Spanish V, Mandarin Chinese I-IV, Hindi I - IV, Portuguese I-IV, Vietnamese I-IV

ART = 1 UNIT

Units	Courses
1 Unit from the following:	Performance course in Music, Dance or Theatre; Fine Arts Survey; Art I, II, III, and IV; Talented Art I, II, III, and IV; Talented Music I, II, III and IV; Talented Theater Arts I, II, III, and IV; Speech III and Speech IV (one unit combined); AP Art History; AP Studio Art: 2-D Design; AP Studio Art: 3-D Design; AP Studio Art: Drawing; AP Music Theory; IB Film Study I; IB Film Study II; IB Music I; IB Music II; IB Art Design III; IB Art Design IV; IB Theatre I, Drafting, Media Arts I - IV; Photography I, Photography II, Digital Photography, Digital Image & Motion Graphics, Digital Storytelling, Engineering Design & Development, Sound Design

¹ 2027 Graduates and thereafter have a different TOPS Core Curriculum than previous graduates. Please see the TOPS Core Curriculum Flyer for 2027 Graduates and thereafter.

² **GIFTED COURSES:** Any core curriculum course that is taken by a student who has been identified as gifted pursuant to State Board of Elementary and Secondary Education (BESE) policy and that is taken in fulfillment of the student's Individualized Education Plan shall be considered a "Gifted Course" and shall fulfill the core curriculum. **Some, but not all, Gifted Courses will be graded on a 5-point scale for determining the TOPS Core Curriculum GPA.** Courses to be graded on a 5-point scale are approved by the Board of Elementary and Secondary Education in consultation with the Louisiana Board of Regents. See footnote 3 for a link to the core curriculum courses and which of those courses will be graded on 5.0-point scale.

³ The calculation of the TOPS Core Curriculum grade point average (GPA) will use a 5-point scale for grades earned for certain designated courses in: Advanced Placement (AP), International Baccalaureate (IB), Gifted, Dual Enrollment, Honors, and Articulated offered for college credit by the Louisiana School for the Math, Science, and the Arts (LSMSA). For those designated courses, five quality points will be assigned to a letter grade of "A," four quality points will be assigned to a letter grade of "B," three quality points will be assigned to a letter grade of "C," two quality points will be assigned to a letter grade of "D," and zero quality points will be assigned to a letter grade of "F." Only designated courses will be graded on 5-point scale. The courses currently designated to be calculated on the 5-point scale can be viewed at <https://mylosfa.la.gov/wp-content/uploads/2020/07/tops-university-course-requirements.pdf>.

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LOSFA also uses Signal Vine Text Messaging to connect with students and families. To receive important information and updates from LOSFA, sign up for Signal Vine by texting "LOSFA" to 56500.

TOPS CORE CURRICULUM

TOPS Opportunity, Performance, and Honors Awards For High School Graduates of 2027¹

The Taylor Opportunity Program for Students (TOPS) Core Curriculum is one component of the requirements to qualify for the TOPS scholarship. The curriculum outlined on this flyer is used to qualify for the TOPS Opportunity, Performance, or Honors Award and consists of 19 units.^{2,3}

ENGLISH = 4 UNITS

Units	Courses
1 Unit	English I
1 Unit	English II
1 Unit from the following	English III, AP English Language Arts and Composition, or IB English III (Language A or Literature and Performance)
1 Unit from the following	English IV, AP English Literature and Composition, or IB English IV (Language A or Literature and Performance)

MATH = 4 UNITS

Units	Courses
1 Unit	Algebra I
1 Unit	Geometry
1 Unit	Algebra II
	Integrated Mathematics I, Integrated Mathematics II, and Integrated Mathematics III may be substituted for the Algebra I, Geometry, and Algebra II sequence
1 Unit from the following	Algebra III; Advanced Math - Functions and Statistics, Advanced Math - Pre-Calculus, Pre-Calculus, or IB Math Methods I (Mathematical Studies SL); Calculus, Differential Calculus I, Integral Calculus I, AP Calculus AB, or IB Math Methods II (Mathematics SL); AP Calculus BC; Probability and Statistics, Statistical Reasoning, or AP Statistics; IB Further Mathematics HL; IB Mathematics HL; AP Pre-calculus; AP Computer Science A ⁴

SCIENCE = 4 UNITS

Units	Courses
1 Unit	Biology I
1 Unit	Chemistry I
2 Units from the following:	Earth Science; Environmental Science or Environmental Awareness; Physical Science or Principles of Engineering; Agriscience I and Agriscience II (one unit combined); Chemistry II or AP Chemistry or IB Chemistry II; AP Environmental Science or IB Environmental Systems; Physics I, AP Physics I, AP Physics B, or IB Physics I; AP Physics C: Electricity and Magnetism, AP Physics C: Mechanics, or IB Physics II, or AP Physics II; Biology II or AP Biology or IB Biology II or Human Anatomy and Physiology

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TOPS CORE CURRICULUM

SOCIAL STUDIES = 4 UNITS

Units	Courses
1 Unit from the following:	U.S. History, AP U.S. History, or IB U.S. History
1 Unit from the following:	Civics, Government, AP U.S. Government and Politics: Comparative, or AP U.S. Government and Politics: United States
2 Units from the following:	Western Civilization, European History, or AP European History; World Geography or Physical Geography, AP Human Geography, or IB Geography; World History, AP World History, or IB World History; History of Religion; IB Economics, Economics, AP Macroeconomics, AP Microeconomics; AP Psychology, or African American History

FOREIGN LANGUAGE OR COMPUTER SCIENCE = 2 UNITS

Units	Courses
2 Units from the following:	Foreign Language, both units in the same language, which may also include the following AP and IB courses: AP Chinese Language and Culture, AP French Language and Culture, AP German Language and Culture, AP Italian Language and Culture, AP Japanese Language and Culture, AP Latin, AP Spanish Language and Culture, IB French IV, IB French V, IB Spanish IV, IB Spanish V, Mandarin Chinese I-IV, Hindi I - IV, Portuguese I-IV, Vietnamese I-IV
OR	
2 Units from the following:	Computer Science, AP Computer Science A ⁴ , Computer Coding as a Foreign Language I, Computer Coding as a Foreign Language II

ART = 1 UNIT

Units	Courses
1 Unit from the following:	Performance course in Music, Dance or Theatre; Fine Arts Survey; Art I, II, III, and IV; Talented Art I, II, III, and IV; Talented Music I, II, III and IV; Talented Theater Arts I, II, III, and IV; Speech III and Speech IV (one unit combined); AP Art History; AP Studio Art: 2-D Design; AP Studio Art: 3-D Design; AP Studio Art: Drawing; AP Music Theory; IB Film Study I; IB Film Study II; IB Music I; IB Music II; IB Art Design III; IB Art Design IV; IB Theatre I, Drafting, Media Arts I - IV; Photography I, Photography II, Digital Photography, Digital Image & Motion Graphics, Digital Storytelling, Engineering Design & Development, Sound Design

¹ 2028 Graduates and thereafter have a different TOPS Core Curriculum than previous graduates. Please see the TOPS Core Curriculum Flyer for 2028 Graduates and thereafter.

² **GIFTED COURSES:** Any core curriculum course that is taken by a student who has been identified as gifted pursuant to Louisiana Board of Elementary and Secondary Education (BESE) policy and that is taken in fulfillment of the student's Individualized Education Plan shall be considered a "Gifted Course" and shall fulfill the core curriculum. Some, but not all, Gifted Courses will be graded on a 5-point scale for determining the TOPS Core Curriculum GPA. Courses to be graded on a 5-point scale are approved by BESE in consultation with the Louisiana Board of Regents. See footnote 3 for a link to the core curriculum courses and which of those courses will be graded on 5.0-point scale.

³ The calculation of the TOPS Core Curriculum grade point average (GPA) will use a 5-point scale for grades earned for certain designated courses in: Advanced Placement (AP), International Baccalaureate (IB), Gifted, Dual Enrollment, Honors, and Articulated offered for college credit by the Louisiana School for the Math, Science, and the Arts (LSMSA). For those designated courses, five quality points will be assigned to a letter grade of "A," four quality points will be assigned to a letter grade of "B," three quality points will be assigned to a letter grade of "C," two quality points will be assigned to a letter grade of "D," and zero quality points will be assigned to a letter grade of "F." Only designated courses will be graded on 5-point scale. The courses currently designated to be calculated on the 5-point scale can be viewed at <https://mylosfa.la.gov/wp-content/uploads/2020/07/tops-university-course-requirements.pdf>.

⁴ AP Computer Science A may be used for one of the following: a math credit or a foreign language credit. It may not be used for both.

CONNECT WITH LOSFA



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LOSFA also uses Signal Vine Text Messaging to connect with students and families. To receive important information and updates from LOSFA, sign up for Signal Vine by texting "LOSFA" to 56300.

Name: _____

**This form is intended to be used as a tool in selecting your courses for the next school year. Final responsibility for course selections meeting diploma and TOPS requirements rests on the student and parent or legal guardian. This form was also completed on the assumption at scheduling time that the student will pass all courses they are currently enrolled in for the current semester.

Tops University Diploma Requirements

Students earning a TOPS UNIVERSITY Diploma may not necessarily earn the TOPS Opportunity Scholarship. TOPS core GPA and ACT score are factored into eligibility.

English – 4 Units

- ___ English I
- ___ English II
- ___ English III
- ___ English IV

Math – 4 Units

- ___ Algebra I
- ___ Geometry
- ___ Algebra II
- ___ 4th Math unit selected from:
 - Algebra III
 - Pre-Calculus
 - Pre-Calculus H
 - Pre-Calculus DE
 - Prob. & Statistics
 - Prob. & Statistics AP
 - Calculus AB AP
 - Calculus BC AP

Social Studies– 4 Units

- ___ Government or Government AP
- ___ US History, US History AP or DE
- ___ 3rd Social Studies
- ___ 4th Social Studies
- ___ 3rd & 4th Social Studies selected from:
 - World Geography
 - Human Geography AP
 - World History
 - World History H
 - World History AP or DE
 - European History AP
 - Psychology AP or DE

Electives—3 Units

1. _____
2. _____
3. _____

Science – 4 Units

- ___ Biology I or Biology I DE
- ___ Chemistry
- ___ 3rd Science
- ___ 4th Science
- ___ 3rd & 4th Science selected from:
 - Agriscience I & Agriscience II
 - Biology II AP
 - Environmental Science
 - Environmental Science AP
 - Earth Science
 - Chemistry II AP
 - Chemistry DE
 - Anatomy and Physiology
 - Physical Science
 - Physics
 - Physics I AP

PE & Health – 2 Units

- ___ PE – 1 ½ units
- ___ Health – ½ unit
- or
- ___ JROTC I
- ___ JROTC II
- (replaces PE and Health) 2 units

Arts Requirement – 1 Unit

- ___ Art, Choir, Band, Theatre, Media Arts, Talented Art, Fine Arts Survey

Foreign Language—2 Units

- (Must be 2 of same language)
- ___ Spanish I or French I
- ___ Spanish II or French II

Total Units Required: 24

LEAP 2025: English I or English II _____ Algebra I or Geometry _____ Biology or US History _____

TOP 10 plays to ensure your TOPS ELIGIBILITY next Summer!

Avoid game PENALTIES!

Follow the **PLAY BOOK**
to avoid delays in your eligibility:

- 1 Make sure that your name is the same on all documents (school records, ACT test registrations, FAFSA, college applications, etc.). Pick a name and stick with it. Spelling, spacing, punctuation and abbreviation matter!
- 2 Include the ACT TOPS code of 1595 and/or the SAT TOPS code of 9019 on all ACT/SAT test registrations.
- 3 List the same date of birth and home street address on all forms, documents, applications, etc.
- 4 If you are a public school student, make certain that TOPS has a consent form signed by a parent allowing LOSFA to access your grade data.
- 5 Make sure that you are taking the correct required 19 units that comprise the TOPS Core Curriculum.
- 6 Be aware that your TOPS eligibility is based on your TOPS Core GPA...not your overall cumulative GPA and that TOPS does not round GPAs.
- 7 Make sure that your FAFSA application is signed by both the student and a parent before submission and that the Email address on your FAFSA is the address to which you want your TOPS eligibility or ineligibility notices sent.
- 8 Make certain that your Social Security number is the same on both your high school transcript and the FAFSA.
- 9 Create a Louisiana Award System account after May 1 of your senior year to track initial TOPS eligibility and your continuation eligibility throughout your postsecondary education.
- 10 If you take a dual enrollment class using TOPS Tech Early Start, the name you use to register for the course is the name your Louisiana Award System account will be created under. Also, grades earned in dual enrollment courses for college credit become part of your cumulative college GPA.

GAME ON. LET'S DO THIS!





TOPS TECH CORE CURRICULUM

TOPS Tech Award For High School Graduates of 2018 through 2026¹

The Taylor Opportunity Program for Students (TOPS) Core Curriculum is one component of the requirements to qualify for the TOPS scholarship. The curriculum outlined on this flyer is used to qualify for the TOPS Tech Award and consists of 21 units.^{2,3} Students qualifying for TOPS Tech Award may also use the TOPS Opportunity, Performance and Honors Awards Core Curriculum which is outlined in a separate flyer.

ENGLISH = 4 UNITS

Units	Courses
1 Unit	English I
1 Unit	English II
2 Units from the following:	English III, English IV, AP or IB English courses, Business English, Technical Writing, or comparable Louisiana Technical College courses offered by Jump Start regional teams as approved by the State Board of Elementary and Secondary Education.

MATH = 4 UNITS

Units	Courses
1 Unit	Algebra I; or both Algebra I, Part 1 and Algebra I, Part 2; or an applied or hybrid algebra course
3 Units from the following:	Geometry, Algebra II, Math Essentials, Financial Literacy, Business Math, Algebra III, Advanced Math - Functions and Statistics, Advanced Math - Pre-Calculus, Pre-calculus, or comparable Louisiana Technical College courses offered by Jump Start regional teams as approved by the State Board of Elementary and Secondary Education. Integrated Mathematics I, II, and III may be substituted for Algebra I, Geometry, and Algebra II, and shall equal three mathematics credits.

SCIENCE = 2 UNITS

Units	Courses
1 Unit	Biology I
1 Unit from the following:	Chemistry I, Earth Science, Environmental Science, Agriscience I and Agriscience II (both for one unit), Physical Science, Physics, or AP or IB science courses

CONTACT LOSFA



Ask LEX
(LOSFA's virtual response assistant,
available 24/7 at www.mylosfa.la.gov)



Visit mylosfa.la.gov



Email custserv@la.gov
or GeauxFAFSA@la.gov



Schedule Virtual Office Hours
(Available 9:00 a.m. - 3:00 p.m. on
Monday - Friday)



TOPS TECH CORE CURRICULUM

SOCIAL STUDIES = 2 UNITS

Units	Courses
1 Unit from the following:	U.S. History, AP U.S. History, or IB U.S. History
1 Unit from the following:	Civics, Government, AP U.S. Government and Politics: Comparative, or AP U.S. Government and Politics: United States

JUMP START COURSES = 9 UNITS

Units	Courses
9 Units	In Jump Start course sequences, workplace experiences, and credentials. A student shall complete a regionally designed series of Career and Technical Education Jump Start coursework and workplace-based learning experiences leading to a statewide or regional Jump Start credential. This shall include courses and workplace experiences specific to the credential, courses related to foundational career skills requirements in Jump Start, and other courses, including career electives, that the Jump Start regional team determines are appropriate for the career major.

¹ 2027 Graduates and thereafter have a different TOPS Tech Core Curriculum than previous graduates. Please see the TOPS Tech Core Curriculum Flyer for 2027 Graduates and thereafter.

² **GIFTED COURSES:** Any core curriculum course that is taken by a student who has been identified as gifted pursuant to State Board of Elementary and Secondary Education (BESE) policy and that is taken in fulfillment of the student's Individualized Education Plan shall be considered a "Gifted Course" and shall fulfill the core curriculum. **Some, but not all, Gifted Courses will be graded on a 5-point scale for determining the TOPS Core Curriculum GPA.** Courses to be graded on a 5-point scale are approved by the Board of Elementary and Secondary Education in consultation with the Louisiana Board of Regents. See footnote 3 for a link to the core curriculum courses and which of those courses will be graded on 5.0-point scale.

³ The calculation of the TOPS Core Curriculum grade point average (GPA) will use a 5-point scale for grades earned for **certain designated courses** in: Advanced Placement (AP), International Baccalaureate (IB), Gifted, Dual Enrollment, Honors, and Articulated offered for college credit by the Louisiana School for the Math, Science, and the Arts (LSMSA). For those designated courses, five quality points will be assigned to a letter grade of "A," four quality points will be assigned to a letter grade of "B," three quality points will be assigned to a letter grade of "C," two quality points will be assigned to a letter grade of "D," and zero quality points will be assigned to a letter grade of "F." Only designated courses will be graded on 5-point scale. The courses currently designated to be calculated on the 5-point scale can be viewed at <https://mylosfa.la.gov/wp-content/uploads/2020/07/tops-university-course-requirements.pdf>.

CONNECT WITH LOSFA



LOSFA also uses Signal Vine Text Messaging to connect with students and families. To receive important information and updates from LOSFA, sign up for Signal Vine by texting "LOSFA" to 56500.

TOPS TECH CORE CURRICULUM

TOPS Tech Award For High School Graduates of 2027¹

The Taylor Opportunity Program for Students (TOPS) Core Curriculum is one component of the requirements to qualify for the TOPS scholarship. The curriculum outlined on this flyer is used to qualify for the TOPS Tech Award and consists of 21 units.^{2,3} Students qualifying for the TOPS Tech Award may also use the TOPS Opportunity, Performance, and Honors Awards Core Curriculum which is outlined in a separate flyer.

ENGLISH = 4 UNITS

Units	Courses
1 Unit	English I
1 Unit	English II
2 Units from the following:	English III, English IV, AP or IB English courses, Business English, Technical Writing, or comparable Louisiana Technical College courses offered by Jump Start regional teams as approved by the State Board of Elementary and Secondary Education.

MATH = 4 UNITS

Units	Courses
1 Unit	Algebra I; or both Algebra I, Part 1 and Algebra I, Part 2; or an applied or hybrid algebra course
1 Unit	Geometry or an applied Geometry course
2 Units from the following:	Algebra II, Math Essentials, Financial Literacy, Business Math, Algebra III, Advanced Math - Functions and Statistics, Advanced Math - Pre-Calculus, Pre-calculus, or comparable Louisiana Technical College courses offered by Jump Start regional teams as approved by the State Board of Elementary and Secondary Education. Integrated Mathematics I, II, and III may be substituted for Algebra I, Geometry, and Algebra II, and shall equal three mathematics credits.

SCIENCE = 2 UNITS

Units	Courses
1 Unit	Biology I
1 Unit from the following:	Chemistry I, Earth Science, Environmental Science, Agriscience I and Agriscience II (both for one unit), Physical Science, Physics, or AP or IB science courses

CONTACT LOSFA



Ask LEX
(LOSFA's virtual response assistant,
available 24/7 at www.mylosfa.la.gov)



Visit mylosfa.la.gov



Email custserv@la.gov
or GeauxFAFSA@la.gov



Schedule Virtual Office Hours
(Available 9:00 a.m. - 3:00 p.m. on
Monday - Friday)

TOPS TECH CORE CURRICULUM

SOCIAL STUDIES = 2 UNITS

Units	Courses
1 Unit from the following:	U.S. History, AP U.S. History, or IB U.S. History
1 Unit from the following:	Civics, Government, AP U.S. Government and Politics: Comparative, or AP U.S. Government and Politics: United States

JUMP START COURSES = 9 UNITS

Units	Courses
9 Units	In Jump Start course sequences, workplace experiences, and credentials. A student shall complete a regionally designed series of Career and Technical Education Jump Start coursework and workplace-based learning experiences leading to a statewide or regional Jump Start credential. This shall include courses and workplace experiences specific to the credential, courses related to foundational career skills requirements in Jump Start, and other courses, including career electives, that the Jump Start regional team determines are appropriate for the career major.

¹ 2028 Graduates and thereafter have a different TOPS Tech Core Curriculum than previous graduates. Please see the TOPS Tech Core Curriculum Flyer for 2028 Graduates and thereafter.

² **GIFTED COURSES:** Any core curriculum course that is taken by a student who has been identified as gifted pursuant to Louisiana Board of Elementary and Secondary Education (BESE) policy and that is taken in fulfillment of the student's Individualized Education Plan shall be considered a "Gifted Course" and shall fulfill the core curriculum. **Some, but not all, Gifted Courses will be graded on a 5-point scale for determining the TOPS Core Curriculum GPA.** Courses to be graded on a 5-point scale are approved by the BESE in consultation with the Louisiana Board of Regents. See footnote 3 for a link to the core curriculum courses and which of those courses will be graded on 5.0-point scale.

³ The calculation of the TOPS Core Curriculum grade point average (GPA) will use a 5-point scale for grades earned for **certain designated courses** in: Advanced Placement (AP), International Baccalaureate (IB), Gifted, Dual Enrollment, Honors, and Articulated offered for college credit by the Louisiana School for the Math, Science, and the Arts (LSMSA). For those designated courses, five quality points will be assigned to a letter grade of "A," four quality points will be assigned to a letter grade of "B," three quality points will be assigned to a letter grade of "C," two quality points will be assigned to a letter grade of "D," and zero quality points will be assigned to a letter grade of "F." Only designated courses will be graded on 5-point scale. The courses currently designated to be calculated on the 5-point scale can be viewed at <https://mylosfa.la.gov/wp-content/uploads/2020/07/tops-university-course-requirements.pdf>.

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LOUISIANA'S TAYLOR OPPORTUNITY PROGRAM FOR STUDENTS "TOPS" TECH AWARD

For more information call the Louisiana Office of Student Financial Assistance at (800) 259-5626 or visit our Website at mylosfa.la.gov.

December 2020

STANDARD ELIGIBILITY REQUIREMENTS ¹		TECH AWARD	
High School Grade Point Average (GPA)		2.50 (GPA computed on core courses only)	
Tech Core Units		21 Jumpstart Career Path Core Units ²	
ACT Composite Score (or SAT Equivalent)		17 ³ or higher or a silver level score on the assessments of the ACT WorkKeys system	
Must Enroll Full Time		As a first-time freshman, by the fall semester following the first anniversary of high school graduation ^{4,5}	
Eligible Institutions		Louisiana Technical College campuses and other public postsecondary or LAICU ⁶ schools that provide skill or occupational training and certain cosmetology and proprietary schools ⁷	
Maximum Award at 2- Year Public Schools		TOPS Tech Award Amount Payment of TOPS is contingent upon appropriations by the Louisiana Legislature. ⁸	
Maximum Award at 4- Year Public Schools that do not offer an academic undergraduate degree at the Bachelors level		TOPS Tech Award Amount Payment of TOPS is contingent upon appropriations by the Louisiana Legislature. ⁸	
Maximum Award at 4- Year Public Schools that do offer an academic undergraduate degree at the Bachelors level		TOPS Tech Average Award Amount The average of TOPS Tech payments paid to students attending public schools that do not offer a baccalaureate degree ⁹	
Maximum Award at LAICU ⁶ Institutions and certain cosmetology and proprietary schools ⁷		TOPS Tech Average Award Amount The average of TOPS Tech payments paid to students attending public schools that do not offer a baccalaureate degree ⁹	
BESE-Approved Home-Study Student Eligibility ⁹		ACT of 19 (2 points above standard in lieu of core units and GPA)	
Out-of-State Student Eligibility ¹⁰		ACT of 20 (3 points above standard in lieu of core units and GPA)	
RENEWAL REQUIREMENTS ¹¹		TECH AWARD	
Maintain Steady Academic Progress (Based on the TOPS cumulative GPA which is calculated on all course work attempted and may not be the same as that calculated by the school)		2.50 with 24 or More Hours of Academic Credit Maintain steady academic progress at the end of all other terms or semesters (2.00 cumulative GPA)	
Hours Earned Per Academic Year		Enroll full time and maintain continuous enrollment each semester, earn 24 hours or more each academic year ⁵	
Award Reinstated Upon Recovery of Required GPA		Yes ¹²	
Award Limit		2 years	

TOPS TECH CORE CURRICULA

UNITS	COURSE
2	English I and English II
2	English III, English IV, AP or IB English courses, Business English, Technical Writing, or comparable Louisiana Technical College courses offered by Jump Start regional teams as approved by the State Board of Elementary and Secondary Education.
1	Algebra I; or both Algebra I, Part 1 and Algebra I, Part 2; or an applied or hybrid algebra course
3	Geometry, Algebra II, Math Essentials, Financial Literacy, Business Math, Algebra III, Advanced Math -Functions and Statistics, Advanced Math - Pre-Calculus, or comparable Louisiana Technical College courses offered by Jump Start regional teams as approved by the State Board of Elementary and Secondary Education. Integrated Mathematics I, II, and III may be substituted for Algebra I, Geometry, and Algebra II, and shall equal three mathematics credits
1	Biology
1	Chemistry I, Earth Science, Environmental Science, Agriscience I and Agriscience II (both for one unit), Physical Science, Physics, or AP or IB science courses
1	U.S. History, AP U.S. History, or IB U.S. History
1	Civics, Government, AP U.S. Government and Politics: Comparative, or AP U.S. Government and Politics: United States
9	In Jump Start course sequences, workplace experiences, and credentials. A student shall complete a regionally designed series of Career and Technical Education Jump Start coursework and workplace-based learning experiences leading to a statewide or regional Jump Start credential. This shall include courses and workplace experiences specific to the credential, courses related to foundational career skills requirements in Jump Start, and other courses, including career electives, that the Jump Start regional team determines are appropriate for the career major.

Students may also qualify for a TOPS Tech Award by completing the high school course work constituting the TOPS core curriculum for the Opportunity, Performance and Honors Awards.

- Applicable to students who are U.S. citizens or permanent residents who are eligible to apply for U.S. citizenship; graduate from Louisiana public or approved non-public high school; and (1) are the dependent of a parent(s) who is a resident of Louisiana for at least two years prior to the month of the dependent's high school graduation; or (2) a dependent of a member of the Armed Forces who claims Louisiana as his legal residence and has filed Louisiana tax returns; or (3) who is stationed in Louisiana and completes a DD Form 2058 to become a legal resident within 180 days of reporting to Louisiana; or (4) is a student who actually resides in Louisiana while attending a Louisiana public or approved non-public high school for the period of his or her last two full years of high school culminating in graduation as certified by the high school.
- Core units may NOT be waived if not offered at the high school attended. It is the student's responsibility to acquire any such course(s) through approval correspondence or distance learning venues. Individual courses may be waived for students with exceptionalities or disabilities that prevent enrollment or successful completion.
- A qualifying score achieved on a National, International, Military, or Special ACT or equivalent SAT taken no later than April 30 and a first time qualifying score on a test taken after April 30 but before July 1 of the year of high school graduation will be accepted. Scores on tests taken after June of the year of high school graduation will not be accepted unless the student is granted an exception for a score earned on a test taken before September 30 of the year of high school graduation based on proof that the student was prevented from taking the test prior to July 1 due to circumstances beyond the control of the student and attributable to the administration of the test. For an ACT or SAT score to be considered, the student must enter code 1595 on the ACT registration form or code 9019 on the SAT registration form. The score for the writing section is NOT included.
- A qualified student who enlists and enters on active duty in the Armed Forces within one year of graduation from high school must enroll in an eligible college no later than the semester, quarter or term following the one year anniversary of separation from active duty. The veteran must not have been discharged with an undesirable, bad conduct or dishonorable discharge. A student who meets these requirements and did not previously apply must file a FAFSA so that it is received within one year of separation from active duty.
- Exceptions for "first-time freshman", "full-time" and "continuous enrollment" and/or "24 hour" requirements may be granted for demonstrated cause. Contact LOSFA or go to <https://mylosfa.la.gov/wp-content/uploads/2020/08/Exception-Request-Form2.pdf> for an application. The academic year includes the summer session.
- Non-public institutions that are members of the Louisiana Association of Independent Colleges and Universities (LAICU).
- Any school with a valid and current certificate of registration issued by the Louisiana State Board of Cosmetology and that is accredited by an accrediting organization recognized by the United States Department of Education, and any proprietary school with a valid and current license issued by the Board of Regents and accredited by an accrediting organization recognized by the United States Department of Education.
- TOPS may not cover 100% of tuition. For a current list of TOPS Tech Award Amounts, please go to <https://mylosfa.la.gov/wp-content/uploads/2020/07/2020-21-TOPS-OPH-Tech-Award-Calculators-01-10-17-6-20.pdf>
- If the student previously attended a Louisiana high school, he must complete at least the 11th and 12th grades of a BESE approved home study program.
- Applicable to students who graduate from an approved out-of-state high school and who meet the residency requirements (See Note 1). Students who graduate from an approved high school located outside of the United States may also qualify for a TOPS Tech Award with an ACT score of 20 or higher, if a parent(s) of the dependent student: (1) was actively engaged in work or other activity on behalf of a Louisiana employer or sponsor; (2) actually lived in Louisiana for at least the 24-months preceding the date the work or activity outside the United States began, and (3) remained a Louisiana resident through the date of the student's graduation from high school.
- Unless the applicant for an award is ineligible for federal grant aid, a FAFSA must be filed annually to be received by the state deadline of July 1st.
- Provided that the period of ineligibility did not extend for more than one year.

WHAT IS TOPS?

Louisiana's Taylor Opportunity Program for Students (TOPS) is a comprehensive program of state scholarships and one of the most innovative and progressive student assistance programs in the nation. TOPS has four award components. One component, the TOPS Tech Award, is detailed herein. (See separate brochure for the TOPS Opportunity, Performance and Honors Awards.)

WHAT IS THE TOPS TECH AWARD?

Unique among the TOPS scholarships, the TOPS Tech Award was created by the Louisiana Legislature with the sole intention of promoting a skilled workforce in Louisiana. Currently, the TOPS Tech Award is offered to qualified high school graduates and provides up to two years of skill or occupational training to be pursued at an accredited Louisiana postsecondary institution that offers a vocational or technical education certificate/diploma.

Students who are awarded TOPS-Tech may enroll in a Louisiana public community or technical college that offers a Vocational or Technical Education Certificate or Diploma Program or a non-academic undergraduate degree to pursue a skill, occupational training, or technical training (including approved cosmetology and proprietary schools) subsequent to high school graduation.

TOPS Tech awards may also be used for certain degrees/certifications and programs that are aligned with state workforce priorities as determined by the Board of Regents and the Louisiana Workforce Investment Council. For a list of qualified programs, go to <https://mylosfa.la.gov/wp-content/uploads/2020/07/2020-21-TOPS-OPH-Tech-Award-Calculations-100-7-6-20.pdf>

WHERE MAY I USE THE TOPS TECH AWARD?

The TOPS Tech Award may be used for up to two years of skill or occupational training at any campus of the Louisiana Community and Technical College System, accredited two-or-four-year public colleges or universities, or private colleges or universities (members of the Louisiana Association of Independent Colleges and Universities, LAICU) to pursue a vocational or technical education certificate, diploma or non-academic degree program. Students who are eligible for the TOPS Tech Award may also use their awards at any school with a valid and current certificate of registration issued by the Louisiana State Board of Cosmetology and that is accredited by an accrediting organization recognized by the United States Department of Education, and at any proprietary school, with a valid and current license issued by the Board of Regents and accredited by an accrediting organization recognized by the United States Department of Education.

TOPS Tech awardees may use their awards to enroll in an eligible college or university on a full time basis in an associate's degree or other shorter-term training or education program that is aligned to state workforce priorities as determined by the Board of Regents and the Workforce Investment Council.

If the Board of Regents and the Louisiana Workforce Commission determine that a program is no longer aligned with those

priorities, an otherwise eligible student who had previously received an award and enrolled in that program may continue to use the award.

HOW AND WHEN TO APPLY FOR TOPS?

To apply for TOPS, the student should complete the Free Application For Federal Student Aid (FAFSA) at www.fafsa.gov or the TOPS On-line Application at <https://www.losfa.la.gov/AwardSystem/>. The FAFSA must be completed by students who qualify for federal grant aid and by students who are seeking other forms of financial aid. The TOPS On-line application may only be completed by students who can certify that they do not qualify for federal grant aid.

Graduates of 2021 - The priority deadline is February 1, 2021. The TOPS application deadline is July 1 following the one year anniversary of high school graduation. You **MUST** file your FAFSA so that it is received by the federal processor by July 1, 2022 to receive full TOPS funding or the TOPS On-line Application so that it is received by LOSFA no later than July 1, 2022. Be sure to **PRINT** and **RETAIN** your dated FAFSA or TOPS On-line Application confirmation page that includes the confirmation number in case verification or timely filing is required. **No payment of a TOPS award will be made until the initial FAFSA or on-line application has been received and you have been determined eligible for a TOPS award.**

INITIAL APPLICATION RECEIPT DATE	RECEIVES TOPS FUNDING FOR:
Oct. 1, 2020 - July 1, 2022	2 years beginning with Academic Year 2021-2022.
July 2 - Aug. 30, 2022	2 years, less 1 semester, beginning with Academic Year 2022-2023.
Aug. 31 - Oct. 29, 2022	2 years, less 2 semesters, beginning with Academic Year 2022-2023.
Initial applications received after Oct. 29, 2022	Ineligible for TOPS Tech Award

*If your initial FAFSA or on-line application is received after July 1 immediately following your graduation from high school, the payment of your TOPS award will not be made until your application is received and you are determined eligible for a TOPS award. If you enroll for the first time as a full time student before your FAFSA or on-line application is received, you must meet the TOPS Continuing Eligibility Requirements to receive payments of your TOPS award after the first semester, quarter or term of your full time enrollment at an eligible college or university.

** If you are a 2021 high school graduate and your application is received from July 2, 2022, through August 30, 2022, you will be eligible to receive two years, less 1 semester, of TOPS Tech funding beginning with the 2022-2023 academic year. You must also meet TOPS Continuing Eligibility Requirements if you attend college during the 2021-2022 academic year.

*** If you are a 2021 high school graduate and your application is received from August 31, 2022 through October 29, 2022, you will be eligible to receive 2 years, less 2 semesters, of TOPS Tech funding beginning with the 2022-2023 academic year. You must also meet TOPS Continuing Eligibility Requirements if you attend college during the 2021-2022 academic year.

CONTACT LOSFA



E-mail LOSFA at:
custserv@la.gov



Access LOSFA on the Internet at:
mylosfa.la.gov



Write LOSFA at:
P.O. Box 91202
Baton Rouge, LA 70821-9202



To speak to a representative,
call LOSFA at (800) 259-5626 or
(225) 219-1012



<http://www.facebook.com/LOSFA>



<http://www.twitter.com/LOSFA>



<http://instagram.com/LOSFA001>

Consent to Receive Academic Data

LOSFA can only evaluate TOPS eligibility for those students whose parents granted consent for LOSFA to receive their academic data. Consent forms may be accessed here: <https://mylosfa.la.gov/wp-content/uploads/2019/05/ConsentForm.pdf> Consent may be withdrawn by written notice at any time. Once a student reaches 18 years of age, he or she may grant consent by using this form: <https://mylosfa.la.gov/wp-content/uploads/2019/05/ConsentFormOver18.pdf>.

Disclaimer: This brochure is current as of the edition date and is provided for informational purposes only. The eligibility requirements and rules governing the TOPS program are subject to legislative and regulatory amendments subsequent to the edition date of this brochure. TOPS applicants are responsible for determining the program requirements at the time of application and should not rely on this brochure as a full disclosure of all qualifications for a TOPS Tech Award.



Taylor Opportunity Program for Students Tech Award

December 2020 Edition
For students graduating from high school in the 2020-21 academic year and thereafter

Louisiana Office of Student
Financial Assistance

A program of the Board of Regents
This brochure incorporates changes in effect as of the edition date and applies to high school graduates of the class of 2021 applying for the TOPS Tech Award.

Name: _____

**These forms are intended to be used as a tool in selecting your courses for the next school year. Final responsibility for course selections meeting Diploma and TOPS requirements rests on the student and parent or legal guardian. This form was also completed on the assumption at scheduling time that the student will pass all courses they are currently enrolled in for the current semester.

Jump Start TOPS Tech Diploma Requirements

Jumpstart students are eligible for TOPS TECH on this diploma, but must meet TOPS Core GPA and ACT or ACT WorkKeys requirements

English—4 Units

- _____ English I
- _____ English II
- _____ English III or Business English
- _____ English IV or Tech Writing

Math—4 Units

- _____ Algebra I
- _____ Geometry or Business Math
- _____ Algebra II or Math Essentials
- _____ Algebra III, Pre-Calculus, or Financial Lit

Social Studies—2 Units

- _____ Government
- _____ U.S. History

Science—2 Units

- _____ Biology I
- _____ 1 Unit from the following:
 - Physical Science
 - Environmental Science
 - Environmental Science AP
 - Earth Science
 - Chemistry
 - Agriscience I & Agriscience II

- _____ PE – 1 ½ units
- _____ Health – ½ unit

or

- _____ JROTC I
- _____ JROTC II
(replaces PE and Health) 2 units

Jump Start Electives – 9 units

- Pathway: _____
1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
 7. _____
 8. _____
 9. _____

Credentials—3 are needed:

1. _____
2. _____
3. _____

Total Units Required: 23

LEAP 2025: English I or English II _____ Algebra I or Geometry _____ Biology or US History _____

NCAA Eligibility Requirements

(Prospective college athletes must submit ACT scores and register with NCAA Clearinghouse during their Junior year)

Division I:

If you enroll in a Division I college and want to participate in athletics or receive an athletic scholarship during your first year, you must:

- Graduate high school
- Earn a core course GPA of 2.3 or higher
- Complete 16 core courses:
 - 4 years of English
 - 3 years of Math (Algebra I or higher)
 - 2 years of natural/physical science
 - 1 year must be lab science if your school offers it
 - 1 additional year of English, Math or natural/physical science
 - 2 years of Social Science
 - 4 additional years of English, Math, natural/physical science, social science, foreign language, comparative religion or philosophy
- You must complete 10 of the core courses by the end of your junior year (before the start of your seventh semester). Seven of the 10 core courses need to be in English, Math or natural/physical science. The grades in these seven courses will be "locked in," meaning you will not be allowed to retake them to improve your grades.
- Earn an SAT combined score or ACT sum score matching your core-course GPA on the **Division I sliding scale**, which balances your test score and core-course GPA. If you have a low test score, you need a higher core-course GPA to be eligible. If you have a low core-course GPA, you need a higher test score to be eligible.
- Receive final certification on your amateurism status via the NCAA Eligibility Center

Division II:

If you enroll in a Division II college and want to participate in athletics or receive an athletic scholarship during your first year, you must:

- Graduate high school
- Earn a core course GPA of 2.2 of higher
- Complete 16 core courses:
 - 3 years of English
 - 2 years of Math (Algebra I or higher)
 - 2 years of natural/physical science
 - 1 year must be lab science if your school offers it
 - 3 additional years of English, Math or natural/physical science
 - 2 years of Social Science
 - 4 additional years of English, Math, natural/physical science, social science, foreign language, comparative religion or philosophy
- Earn an SAT combined score or ACT sum score matching your core-course GPA on the **Division II sliding scale**, which balances your test score and core-course GPA. If you have a low test score, you need a higher core-course GPA to be eligible. If you have a low core-course GPA, you need a higher test score to be eligible.
- Receive final certification on your amateurism status via the NCAA Eligibility Center

Division III:






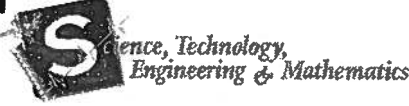

Division III schools do not use the NCAA Initial-Eligibility Clearinghouse. They are responsible for setting their own academic eligibility rules. If you are going to be competing for a DIII institution, there is no reason to register with the NCAA, as they will not be reviewing your academic eligibility. If you are unsure what division level you will be competing at, start with an NCAA Profile page and you can transition to a Certification Account at a later time.



The Sixteen Career Clusters

<p>1</p> <p>Agriculture, Food & Natural Resources</p>	<p>The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.</p>
<p>2</p> <p>Architecture & Construction</p>	<p>Careers in designing, planning, managing, building, and maintaining the built environment.</p>
<p>3</p> <p>Arts & A/V Technology & Communications</p>	<p>Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</p>
<p>4</p> <p>Business Management & Administration</p>	<p>Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.</p>
<p>5</p> <p>Education & Training</p>	<p>Planning, managing, and providing education and training services, and related learning support services.</p>
<p>6</p> <p>Finance</p>	<p>Planning, services for financial and investment planning, banking, insurance, and business financial management.</p>
<p>7</p> <p>Government & Public Administration</p>	<p>Executing governmental functions to include governance; national security; foreign service; planning; revenue and taxation; regulation; and management and administration at the local, state, and federal levels.</p>
<p>8</p> <p>Health Science</p>	<p>Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</p>
<p>9</p> <p>Hospitality & Tourism</p>	<p>Hospitality and Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions and recreation events, and travel-related services.</p>

Career Clusters cont.

<p>10</p>  <p>Human Services</p>	<p>Preparing individuals for employment in career pathways that relate to families and human needs.</p>
<p>11</p>  <p>Information Technology</p>	<p>Building linkages in IT occupations framework for entry-level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.</p>
<p>12</p>  <p>Law, Public Safety, Corrections & Security</p>	<p>Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.</p>
<p>13</p>  <p>Manufacturing</p>	<p>Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.</p>
<p>14</p>  <p>Marketing</p>	<p>Planning, managing, and performing marketing activities to reach organizational objectives.</p>
<p>15</p>  <p>Science, Technology, Engineering & Mathematics</p>	<p>Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services, and research and development services.</p>
<p>16</p>  <p>Transportation, Distribution & Logistics</p>	<p>Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.</p>

My top three Career Clusters of interest are:

1. _____
2. _____
3. _____

For more information, check with a career counselor at your high school, career technical center, higher education institution, or one-stop career center.

Career Clusters Interest Survey

Name _____

School _____ Date _____

Directions: Circle the items in each box that best describe you. You may make as many or as few circles in each box as you choose. Add up the number of circles in each box. Look to see which three boxes have the highest numbers. Find the corresponding Career Clusters on the pages immediately following this survey to see which Career Clusters you may want to explore.

BOX 1	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Learn how things grow and stay alive. 2. Make the best use of the earth's natural resources. 3. Hunt and/or fish. 4. Protect the environment. 5. Be outdoors in all kinds of weather. 6. Plan, budget, and keep records. 7. Operate machines and keep them in good repair. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Self-reliant 2. Nature lover 3. Physically active 4. Planner 5. Creative problem solver 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Math 2. Life Sciences 3. Earth Sciences 4. Chemistry 5. Agriculture 	<p>Total number circled in Box 1</p> <div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto;"></div>
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BOX 2	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Read and follow blueprints and/or instructions. 2. Picture in my mind what a finished product looks like. 3. Work with my hands. 4. Perform work that requires precise results. 5. Solve technical problems. 6. Visit and learn from beautiful, historic, or interesting buildings. 7. Follow logical, step-by-step procedures. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Curious 2. Good at following directions 3. Pay attention to detail 4. Good at visualizing possibilities 5. Patient and persistent 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Math 2. Drafting 3. Physical Sciences 4. Construction Trades 5. Electrical Trades/Heat, Air Conditioning and Refrigeration/Technology Education 	<p>Total number circled in Box 2</p> <div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto;"></div>
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BOX 3	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Use my imagination to communicate new information to others. 2. Perform in front of others. 3. Read and write. 4. Play a musical instrument. 5. Perform creative, artistic activities. 6. Use video and recording technology. 7. Design brochures and posters. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Creative and imaginative 2. Good communicator/good vocabulary 3. Curious about new technology 4. Relate well to feelings and thoughts of others 5. Determined/tenacious 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Art/Graphic design 2. Music 3. Speech and Drama 4. Journalism/Literature 5. Audiovisual Technologies 	<p>Total number circled in Box 3</p> <div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto;"></div>
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Note: This survey does not make any claims of statistical reliability and has not been normed. It is intended for use as a guidance tool to generate discussion regarding careers and is valid for that purpose.

BOX 4	Activities that describe what I like to do: 1. Perform routine, organized activities but can be flexible. 2. Work with numbers and detailed information. 3. Be the leader in a group. 4. Make business contact with people. 5. Work with computer programs. 6. Create reports and communicate ideas. 7. Plan my work and follow instructions without close supervision.	Personal qualities that describe me: 1. Organized 2. Practical and logical 3. Patient 4. Tactful 5. Responsible	School subjects that I like: 1. Computer Applications/Business and Information Technology 2. Accounting 3. Math 4. English 5. Economics	Total number circled in Box 4 <input style="width: 50px; height: 30px;" type="text"/>

BOX 5	Activities that describe what I like to do: 1. Communicate with different types of people. 2. Help others with their homework or to learn new things. 3. Go to school. 4. Direct and plan activities for others. 5. Handle several responsibilities at once. 6. Acquire new information. 7. Help people overcome their challenges.	Personal qualities that describe me: 1. Friendly 2. Decision maker 3. Helpful 4. Innovative/Inquisitive 5. Good listener	School subjects that I like: 1. Language Arts 2. Social Studies 3. Math 4. Science 5. Psychology	Total number circled in Box 5 <input style="width: 50px; height: 30px;" type="text"/>

BOX 6	Activities that describe what I like to do: 1. Work with numbers. 2. Work to meet a deadline. 3. Make predictions based on existing facts. 4. Have a framework of rules by which to operate. 5. Analyze financial information and interpret it to others. 6. Handle money with accuracy and reliability. 7. Take pride in the way I dress and look.	Personal qualities that describe me: 1. Trustworthy 2. Orderly 3. Self-confident 4. Logical 5. Methodical or efficient	School subjects that I like: 1. Accounting 2. Math 3. Economics 4. Banking/Financial Services 5. Business Law	Total number circled in Box 6 <input style="width: 50px; height: 30px;" type="text"/>

BOX 7	Activities that describe what I like to do: 1. Be involved in politics. 2. Negotiate, defend, and debate ideas and topics. 3. Plan activities and work cooperatively with others. 4. Work with details. 5. Perform a variety of duties that may change often. 6. Analyze information and interpret it to others. 7. Travel and see things that are new to me.	Personal qualities that describe me: 1. Good communicator 2. Competitive 3. Service-minded 4. Well-organized 5. Problem solver	School subjects that I like: 1. Government 2. Language Arts 3. History 4. Math 5. Foreign Language	Total number circled in Box 7 <input style="width: 50px; height: 30px;" type="text"/>

BOX 8	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Work under pressure. 2. Help sick people and animals. 3. Make decisions based on logic and information. 4. Participate in health and science classes. 5. Respond quickly and calmly in emergencies. 6. Work as a member of a team. 7. Follow guidelines precisely and meet strict standards of accuracy. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Compassionate and caring 2. Good at following directions 3. Conscientious and careful 4. Patient 5. Good listener 	School subjects that I like: <ol style="list-style-type: none"> 1. Biological Sciences 2. Chemistry 3. Math 4. Occupational Health classes 5. Language Arts 	Total number circled in Box 8 <input style="width: 50px; height: 30px;" type="text"/>
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BOX 9	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Investigate new places and activities. 2. Work with all ages and types of people. 3. Organize activities in which other people enjoy themselves. 4. Have a flexible schedule. 5. Help people make up their minds. 6. Communicate easily, tactfully, and courteously. 7. Learn about other cultures. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Tactful 2. Self-motivated 3. Works well with others 4. Outgoing 5. Slow to anger 	School subjects that I like: <ol style="list-style-type: none"> 1. Language Arts/Speech 2. Foreign Language 3. Social Sciences 4. Marketing 5. Food Services 	Total number circled in Box 9 <input style="width: 50px; height: 30px;" type="text"/>
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BOX 10	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Care about people, their needs, and their problems. 2. Participate in community services and/or volunteering. 3. Listen to other people's viewpoints. 4. Help people be at their best. 5. Work with people from preschool age to old age. 6. Think of new ways to do things. 7. Make friends with different kinds of people. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Good communicator/good listener 2. Caring 3. Non-materialistic 4. Intuitive and logical 5. Non-judgmental 	School subjects that I like: <ol style="list-style-type: none"> 1. Language Arts 2. Psychology/Sociology 3. Family and Consumer Sciences 4. Finance 5. Foreign Language 	Total number circled in Box 10 <input style="width: 50px; height: 30px;" type="text"/>
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BOX 11	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Work with computers. 2. Reason clearly and logically to solve complex problems. 3. Use machines, techniques, and processes. 4. Read technical materials and diagrams and solve technical problems. 5. Adapt to change. 6. Play video games and figure out how they work. 7. Concentrate for long periods without being distracted. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Logical/analytical thinker 2. See details in the big picture 3. Persistent 4. Good concentration skills 5. Precise and accurate 	School subjects that I like: <ol style="list-style-type: none"> 1. Math 2. Science 3. Computer Tech/Applications 4. Communications 5. Graphic Design 	Total number circled in Box 11 <input style="width: 50px; height: 30px;" type="text"/>
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BOX 12	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Work under pressure or in the face of danger. 2. Make decisions based on my own observations. 3. Interact with other people. 4. Be in positions of authority. 5. Respect rules and regulations. 6. Debate and win arguments. 7. Observe and analyze people's behavior. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Adventurous 2. Dependable 3. Community-minded 4. Decisive 5. Optimistic 	School subjects that I like: <ol style="list-style-type: none"> 1. Language Arts 2. Psychology/Sociology 3. Government/History 4. Law Enforcement 5. First Aid/First Responder 	Total number circled in Box 12 <input style="width: 50px; height: 30px;" type="text"/>
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BOX 13	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Work with my hands and learn that way. 2. Put things together. 3. Do routine, organized and accurate work. 4. Perform activities that produce tangible results. 5. Apply math to work out solutions. 6. Use hand and power tools and operate equipment/machinery. 7. Visualize objects in three dimensions from flat drawings. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Practical 2. Observant 3. Physically active 4. Step-by-step thinker 5. Coordinated 	School subjects that I like: <ol style="list-style-type: none"> 1. Math-Geometry 2. Chemistry 3. Trade and Industry courses 4. Physics 5. Language Arts 	Total number circled in Box 13 <input style="width: 50px; height: 50px;" type="text"/>
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BOX 14	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Shop and go to the mall. 2. Be in charge. 3. Make displays and promote ideas. 4. Give presentations and enjoy public speaking. 5. Persuade people to buy products or to participate in activities. 6. Communicate my ideas to other people. 7. Take advantage of opportunities to make extra money. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Enthusiastic 2. Competitive 3. Creative 4. Self-motivated 5. Persuasive 	School subjects that I like: <ol style="list-style-type: none"> 1. Language Arts 2. Math 3. Business Education/Marketing 4. Economics 5. Computer Applications 	Total number circled in Box 14 <input style="width: 50px; height: 50px;" type="text"/>
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BOX 15	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Interpret formulas. 2. Find the answers to questions. 3. Work in a laboratory. 4. Figure out how things work and investigate new things. 5. Explore new technology. 6. Experiment to find the best way to do something. 7. Pay attention to details and help things be precise. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Detail-oriented 2. Inquisitive 3. Objective 4. Methodical 5. Mechanically inclined 	School subjects that I like: <ol style="list-style-type: none"> 1. Math 2. Science 3. Drafting/Computer-Aided Drafting 4. Electronics/Computer Networking 5. Technical Classes/Technology Education 	Total number circled in Box 15 <input style="width: 50px; height: 50px;" type="text"/>
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BOX 16	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Travel. 2. See well and have quick reflexes. 3. Solve mechanical problems. 4. Design efficient processes. 5. Anticipate needs and prepare to meet them. 6. Drive or ride. 7. Move things from one place to another. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Realistic 2. Mechanical 3. Coordinated 4. Observant 5. Planner 	School subjects that I like: <ol style="list-style-type: none"> 1. Math 2. Trade and Industry courses 3. Physical Sciences 4. Economics 5. Foreign Language 	Total number circled in Box 16 <input style="width: 50px; height: 50px;" type="text"/>
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Disclaimer: Your interests may change over time. These survey results are intended to assist you with informal career exploration. Consider more formal assessments and other resources or services to help you plan your career. This survey does not make any claims of statistical reliability.

Zachary High School



Jump Start 2.0 Graduation Pathways

For Cohort of 2024 and beyond

Universal Jump Start Classes

Quest for Success	IBCA	Accounting	First Responder	Technical Math
Agriscience I	BCA	Entrepreneurship	NCCER Core	Foreign Language #1
Medical Occupations	Customer Service	COE/DECA	Law Studies	Foreign Language #2
JROTC III	Personal Finance	CTE Internship	Speech I	
JROTC IV	Principles of Business	Workplace Safety	Digital Image & Motion Graphics	

Pathway	Courses specific to a Pathway	Credentials
Agriculture, Food, & Natural Resources	<ul style="list-style-type: none"> • Agriscience I, II, & III • Ag Leadership • NCCER Carpentry I & II • NCCER Welding I & II • Chemistry • Computer Tech Literacy • Environmental Science & AP • Human Geography AP • NCCER Core • Nutrition & Food/Adv Nut & Food • Intro to Computational Thinking • Intro to Engineering Design • Principles of Engineering 	<ul style="list-style-type: none"> • LA Agritechnology Exam*** • Careers: <ul style="list-style-type: none"> • Wildlife/Environmental Management • Horticulture Science • Food/Animal Science • Forestry Conservation • Farm Laborer/Manager
Architecture & Construction OR Manufacturing	<ul style="list-style-type: none"> • NCCER Carpentry I & II (Arch & Cons only) • NCCER Electrical I & II • NCCER Welding I & II • Entrepreneurship • Agriscience I, II & III • Ag Leadership • Chemistry • Physics • Computer Tech Literacy • Intro to Yearbook & Newspaper • Environmental Science & AP • Intro to Computational Thinking • Intro to Engineering Design • Principles of Engineering • Engineering Design & Development • Robotics (Manuf only) • Data Manipulation (Manuf only) 	<ul style="list-style-type: none"> • NCCER Carpentry Level I or II*** • NCCER Welding Level I or II*** • NCCER Electrical I or II*** • Micro-Enterprise—State*** • Helper modules • OSHA-10 • Careers: <ul style="list-style-type: none"> • Architect • Engineer • Construction Management • Heavy Equipment Operator • Instrument Technician • Carpenter • Electrician • Welder
Human Services OR Law, Public Safety, Corrections & Security	<ul style="list-style-type: none"> • First Responder • Child Development • JROTC III & IV • Law Studies • Psychology AP • Computer Tech Literacy • Keyboarding • Intro to Computational Thinking • Intro to Yearbook & Newspaper • Publications I & II (Yearbook) • Digital Storytelling (Human Services only) • Forensics (Law & Pub Safety only) 	<ul style="list-style-type: none"> • Emergency Medical Responder*** • Careers: <ul style="list-style-type: none"> • Lawyer • Teacher • Criminal Investigator • Police Officer • Paralegal • Correctional Officer • Police & Fire Dispatcher • Daycare Instructor

<p>Business Management & Administration</p>	<ul style="list-style-type: none"> • Entrepreneurship • Digital Media II & III • Customer Service • Agriscience II & III • Media Arts I - IV • Architectural Graphic Arts • Web Design • Keyboarding • Hospitality & Tourism/Lodging Mgmt • Medical Terminology • Nutrition & Food/Adv Nut & Food • ProStart I & II • Intro to Yearbook & Newspaper • Publications I & II (Yearbook) • NCCER Carpentry I & II • Intro to Computational Thinking • Digital Storytelling • Coding for the Web • Data Manipulation & Analysis 	<ul style="list-style-type: none"> • Micro-Enterprise—State*** • Adobe Certified Associate*** <ul style="list-style-type: none"> • Photoshop • InDesign • Illustrator • Dreamweaver • Animate • Premier Pro • After Effects • Customer Service • Micro-Enterprise—Regional • MOS Word, PowerPoint, AND Excel • Careers: <ul style="list-style-type: none"> • Graphic Designer • Film & Video Editor • Computer Animator • Videographer • Photographer • Audio/Video Technician
<p>Health Sciences</p>	<ul style="list-style-type: none"> • Medical Assistant • First Responder • Anatomy & Physiology • Biology II AP • Chemistry • Chemistry II AP • Environmental Science & AP • Psychology AP • FACS I • Child Development • Forensics • Nutrition & Food/Adv Nut & Food • Computer Tech Literacy • Digital Media II & III • Keyboarding • Medical Terminology • Sports Medicine I/II & III • Pharmacy Technician • Intro to Yearbook & Newspaper • Data Manipulation & Analysis 	<ul style="list-style-type: none"> • Certified Clinical Medical Assistant*** • Emergency Medical Responder*** • Careers: <ul style="list-style-type: none"> • Doctor • Registered Nurse or LPN • Dentist • Pharmacist • Paramedic • Pharmacy Technician • Medical Assistant • Dental Assistant • Nursing Assistant
<p>Hospitality & Tourism</p>	<ul style="list-style-type: none"> • ProStart I & II • Entrepreneurship • Nutrition & Food/Adv Nut & Food • Customer Service • Chemistry • Chemistry II AP • Environmental Science & AP • Psychology AP • Computer Tech Literacy • Architectural Graphic Arts • Digital Media II & III • Keyboarding • Hospitality & Tourism/Lodging Mgmt • FACS I & II • Intro to Yearbook & Newspaper • Publications I & II (Yearbook) • Intro to Computational Thinking • Digital Storytelling • Web Design 	<ul style="list-style-type: none"> • ProStart*** AND ServSafe Manager*** • Micro-Enterprise—State*** • Certified Guest Room Attendant • Certified Guest Service Professional • Customer Service • ProStart AND ServSafe Food Handler • ServSafe Food Handler • ServSafe Manager • Careers: <ul style="list-style-type: none"> • Restaurant Manager • Hotel Manager • Chef • Prep Cook • Food Research Scientist • Front Desk clerk

<p>Arts, Audio/Video Technology, & Communication</p>	<ul style="list-style-type: none"> • Digital Media II & III • Art I – IV • Talented Art I - IV • AP Studio Art 2D • Media Arts I - IV • Photography I • Web Design • Computer Tech Literacy • Fine Arts Survey • Architectural Graphic Arts • Principles of 3D Design • Keyboarding • Beginning Choir • Bronco Beat • Beginning Band • Intermediate Band • Advanced Band • Percussion I • Advanced Orchestra • Intro to Yearbook & Newspaper • Publications I & II (Yearbook) • Journalism I & II (WZHS) • Theater I - IV • Tech Theater I - II • NCCER Carpentry I & II • Intro to Computational Thinking • Digital Storytelling • Programming for Digital Media • Coding for the Web • Sound Design • Video Game Design • Computer Architecture II & III 	<ul style="list-style-type: none"> • Adobe Certified Associate*** <ul style="list-style-type: none"> • Photoshop • InDesign • Illustrator • Dreamweaver • Flash • Animate • Premier Pro • After Effects • Careers: <ul style="list-style-type: none"> • Graphic Designer • Film & Video Editor • Computer Animator • Videographer • Photographer • Audio/Video Technician
<p>Information Technology</p>	<ul style="list-style-type: none"> • Digital Media II & III • Computer Architecture III • Media Arts I – IV • Computer Architecture I – III • Computer Tech Literacy • Journalism I & II (WZHS) • Web Design • Architectural Graphic Arts • Keyboarding • Physics • Intro to Yearbook & Newspaper • Intro to Computational Thinking • Digital Storytelling • Coding for the Web • Programming for Digital Media • Intro to Engineering Design • Principles of Engineering • Robotics • Data Manipulation & Analysis 	<ul style="list-style-type: none"> • Adobe Certified Associate*** <ul style="list-style-type: none"> • Photoshop • InDesign • Illustrator • Dreamweaver • Animate • Premier Pro • After Effects • CompTIA*** <ul style="list-style-type: none"> • IT Fundamentals+ • Network+ • A+ • Security+ • MOS Word, PowerPoint, AND Excel • Careers: <ul style="list-style-type: none"> • IT Specialist • Software Engineer • Cyber Security Analyst • Computer Programmer • Robotics Specialist • Data Entry Specialist

Standard, Honors, Dual Enrollment, and AP Course Comparison

Standard Course	Honors-level Courses	DE & AP Courses
<ul style="list-style-type: none"> Counts as high school credit. 4 Quality Points Standard grading scale <ul style="list-style-type: none"> A = 100 – 93 B = 92 – 85 C = 84 – 75 D = 74 – 67 F = 66 – 0 	<ul style="list-style-type: none"> Counts as high school credit. 4.5 Quality Points Standard grading scale <ul style="list-style-type: none"> A = 100 – 93 B = 92 – 85 C = 84 – 75 D = 74 – 67 F = 66 – 0 	<ul style="list-style-type: none"> Counts as high school credit and equates to a first-year college-level course. 5 Quality Points Standard grading scale For the Advanced Placement classes, students will take the AP exam at the end of the course, which may enable the student to earn college credit. For the Dual Enrollment courses, students will earn 3.0 college credit hours with a passing grade. The grade will be placed on their high school transcript AND college transcript.
<ul style="list-style-type: none"> Covers minimum curriculum standards. 	<ul style="list-style-type: none"> Covers the same curriculum as standard courses, but is tailored for high-achieving students. Covers additional topics and covers some topics in greater depth. Requires more critical thinking skills and the ability to apply knowledge of the material learned. 	<ul style="list-style-type: none"> Course curriculum is developed by a College Board committee or the university/college; covers the information, skills, and assignments found in the corresponding college course. Students are consistently held to standards that go beyond minimal expectations, as a way to prepare students for real-world demands and those in a collegiate setting.
<ul style="list-style-type: none"> Taught in a traditional manner; primarily direct instruction by the teacher. Students are provided a high school textbook and supplemental readings. 	<ul style="list-style-type: none"> Taught in a traditional manner; primarily direct instruction, but moves at a faster pace, so more material is typically covered and in greater depth. Requires some independent learning and work on the student's part. Students are expected to be able to read and write at an advanced level. Students are provided a high school textbook and supplemental readings. 	<ul style="list-style-type: none"> Taught in a manner similar to that of a college course. The teacher's role is primarily the facilitator of learning. Requires more independent learning and effort on the student's part. Students are generally self-motivated. The focus is not on memorizing facts and figures; instead, students are expected to engage in intense discussions, solve problems collaboratively, and write clearly and persuasively. Students are provided a college-level textbook and supplemental readings.

Standard Course	Honors-level Courses	DE & AP Courses
<ul style="list-style-type: none"> • Allows the student to demonstrate basic knowledge of course material. 	<ul style="list-style-type: none"> • Has been shown to improve students' ACT and LEAP 2025 scores by increasing content knowledge. 	<ul style="list-style-type: none"> • Has been shown to improve students' ACT and LEAP 2025 scores by increasing content knowledge. • Helps sharpen writing skills, problem-solving abilities, and study habits, which are vital to success in college. • Research shows that AP and DE students are more likely to graduate from college in four years.
<ul style="list-style-type: none"> • Homework is assigned regularly and is typically collected for a grade. • Students complete homework generally in order to maintain a grade, in addition to reinforcing information covered in class. 	<ul style="list-style-type: none"> • Homework is assigned, but not all may be graded or collected. • May have fewer grades per grading period, meaning that content assessments make up the majority of a student's grade. • The purpose of homework is to reinforce classroom activities and fill gaps in knowledge. • Students may be tested on information not specifically covered during class time, but included in assigned readings. 	<ul style="list-style-type: none"> • Homework is assigned, but not all may be collected or graded. • May have fewer grades per grading period, meaning that content assessments make up the majority of a student's grade. • The purpose of homework is to reinforce classroom activities and fill gaps in knowledge. • Students may be tested on information not specifically covered during class time, but included in assigned readings.

Scheduling Information

- Your selections determine what courses will be offered to students in the master schedule.
- Students are expected to select classes carefully and to maintain a firm commitment to continue enrollment in their classes.
- Course changes will not be made to accommodate extra-curricular schedules, personal preferences, teacher preferences, or period preferences.

Withdrawal from Honors and/or Advanced Placement courses:

- Students with a C or higher in the class are expected to remain in the class for the full school year.
- Students with a D or F at the end of the first semester must have an administrator's approval to withdraw from the course.

Grade level classification:

- The Carnegie Unit is the basis for determining the grade level in high school. A student's grade level at the beginning of the school year is determined by the number of units the student has earned, as indicated below. Credit for high school courses taken in middle school will count toward units earned, but the quality points for those classes will not be used in determining the high school grade point average.
 - 9th grade – 0.0 – 5.5 units
 - 10th grade – 6.0 – 11.5 units
 - 11th grade – 12.0 – 16.5 units
 - 12th grade – 17.0 + units

TOPS Scholarships

	Minimum ACT Score	Minimum TOPS Core GPA **GPAs are not rounded
TOPS University	20	2.50
TOPS Tech	17 or Silver on ACT WorkKeys	2.50

Course Descriptions

ENGLISH & LANGUAGE ARTS

ENGLISH I (1.0 credit)

120331

This course is designed to help students increase and refine their reading, writing, speaking, and listening skills. Students read a wide variety of literary and informational texts, using a wide variety of literacy strategies. Students learn to write competently in response to texts for a variety of purposes and audiences. The curriculum places heavy emphasis on Louisiana Student Standards for ELA at this grade level, as well as national College and Career Readiness Standards (assessed by ACT). Special emphasis is placed on literary analysis and narrative writing. LEAP 2025 exam is required by the state.

Prerequisite(s): None

ENGLISH I, Honors (1.0 credit)

120331

This Pre-Advanced Placement level course is designed to help students increase and refine their reading, writing, and listening skills. To be successful, students will read, comprehend, and respond to a wide range of materials using a variety of strategies for different purposes. The students will write competently for a variety of purposes and audiences and use correct English grammar both in speech and written form. In addition, the curriculum places heavy emphasis on Louisiana Student Standards for ELA at this grade level, as well as national College and Career Readiness Standards (assessed by ACT). The course foments higher order thinking skills and emphasizes both literary and rhetorical analysis skills that students will need when entering Advanced Placement courses as upperclassmen. LEAP 2025 exam is required by the state.

Prerequisite(s): Cumulative grades in 7th and 8th grade English and standardized test scores will be used to identify qualifying students

ENGLISH I, Gifted (1.0 credit)

120331

English I Gifted is designed to sharpen reading comprehension, written and verbal communication, and critical thinking skills. In addition to the 9th grade ELA curriculum, English I for gifted learners uses the broad topic of human experience as a unifying device to organize content for differentiation and rigor. The course is divided into five units, each of which focuses on reading, writing, and language. Students will also investigate and analyze how reading, writing, and language have historically reflected and contributed to understandings of culture, community, self, and society. Students will read, analyze, and compose a range of texts in order to improve their individual depth and breadth of knowledge and skill in the ELA discipline. Texts have been selected from classic canons, as well as the Advanced Placement and LA State Standards recommended reading lists. LEAP 2025 exam is required by the state.

Prerequisite(s): Cumulative grades in 7th and 8th grade English; Student must be formally screened and identified as needing Gifted/Talented services

ENGLISH II (1.0 credit)

120332

This course focuses on various genres of literature—the short story, nonfiction, poetry, drama, the novel, and writing. As students encounter these literary forms, they begin to understand story elements and literary devices associated with selections being read. Students interpret the possible influences of the historical context on a literary work. The curriculum places heavy emphasis on Louisiana Student Standards for ELA at this grade level, as well as national College and Career Readiness Standards (assessed by ACT). Special emphasis is placed on literary analysis and narrative writing. Students will plan, draft, and complete written compositions on a regular basis. English II expounds upon the 6+1 traits of writing and focuses on clarity, engaging language, and the correct use of the conventions and mechanics of written English. LEAP 2025 exam is required by the state.

Prerequisite(s): English I

ENGLISH II, Honors (1.0 credit)

120332

This Pre-Advanced Placement level course is an accelerated course that focuses on applying a variety of in-depth reading and comprehension strategies to analyze theme across the various genres of literature, including the short story, nonfiction, poetry, and novels. Students are expected to think critically in order to provide responses to texts supported by evidence from the texts. Students must also identify and interpret the effects of literary elements and devices while incorporating these devices into their own written work and group projects. This course focuses on writing as a pathway towards insight, reflection, and analysis. All activities are based on authentic purposes for oral and written communication and require the application of critical literacy skills and a variety of literacy strategies. Grammar, usage, and mechanics instruction also occurs within the context of the literary selections. LEAP 2025 exam is required by the state.

Prerequisite(s): A or B in English I and/or teacher recommendation; standardized test scores

ENGLISH II, Gifted (1.0 credit)

120332

English II prepares students to become critical readers and thoughtful writers through the study of various genres of literature, including short stories, essays, poetry, and novels. This course also takes the broad topic of "Shifting Perspectives" as a unifying device to organize supplementary content for differentiation and acceleration. Divided into five units, each with an emphasis on literary analysis, research, and writing, the course will interrogate the ways in which literature and language have drawn on and contributed to changes in theoretical, scholarly, and popular thought. Students will develop a breadth and depth of ELA knowledge as they read from the rich canon of world literature. Texts are selected from the Advanced Placement and the LA State Standards recommended reading lists. Composition assignments are chosen to give students an opportunity to demonstrate critical thinking skills and participate in real-world conversations as young professionals. LEAP 2025 exam is required by the state.

Prerequisite(s): A or B in English I and/or teacher recommendation; Student must be formally screened and identified as needing Gifted/Talented services

BUSINESS ENGLISH (1.0 credit)

120336

This course is designed for juniors who wish to pursue a curriculum which encompasses the study of life skills. Students will study common business applications, such as the reading and writing of letters, emails, brochures, articles, books, and reports. Students will develop skills in the practical principles of grammar, punctuation, and vocabulary needed in the business world.

Prerequisite(s): English II; Open to 11th grade students on the Jump Start pathway

ENGLISH III: American Literature (1.0 credit)

120333

This course focuses on the analysis of multiple genres of literature presented in the historical context of seven major time periods of the United States, from its earliest stages of development to modern times. Students are expected to analyze a wide variety of literary and informational texts, making cross-textual connections with selections outside the era of focus. Students are required to implement a variety of reading and comprehension strategies, to write responses of varying lengths for a variety of purposes, to enhance vocabulary acquisition in isolation and in the context of literature, to refine basic grammar and usage skills, and to hone public speaking and presentation skills. In addition, the curriculum places heavy emphasis on mastery of LA State Standards for ELA at the 11-12 grade level, as well as national College and Career Readiness Standards (assessed by ACT).

Prerequisite(s): English II

ENGLISH III, Honors (1.0 credit)

120341

Like the standard English III course, this course focuses on the analysis of multiple genres of literature presented in the historical context of seven major time periods of the United States, from its earliest stages of development to modern times. Students are required to implement a variety of reading and comprehension strategies, to write responses of varying lengths for a variety of purposes, to enhance vocabulary acquisition in isolation and in the context of literature, to refine basic grammar and usage skills, and to hone public speaking and presentation skills. However, students in this accelerated class are required to function at a much higher level of performance. Heightened critical analysis skills are essential for outside reading assignments, multi-modal assessments, and more stringent writing criteria.

Prerequisite(s): A or B in English II and/or teacher recommendation; standardized test scores

ENGLISH III, Advanced Placement (1.0 credit)

Fee: \$97 AP exam fee (Due 10/25/24)

120325

This course has a dual focus: preparing for the AP English Language and Composition exam and exploring American Literature from the 17th century until the present. In keeping with the College Board's *AP English Course Description*, our focus will be on rhetoric: the art of analyzing, deconstructing, constructing, and presenting arguments in speech and in writing. Our readings will include essays, novels, speeches, poems, and personal narratives. As part of common assessment for all high school juniors, the curriculum places significant emphasis on national College and Career Readiness Standards (assessed by ACT). Students are expected to take the AP English Language and Composition exam to earn advanced college credit.

Prerequisite(s): English II

ENGLISH III, Advanced Placement & Gifted (1.0 credit)

Fee: \$97 AP exam fee (Due 10/25/24)

120325

This course is a college-level course that introduces students to a wide range of expository prose in order to broaden their scope of rhetorical ideas and deepen their awareness of the power of language, while also exploring the major literary movements and authors in American literature from the 17th century to the present. In keeping with the College Board's *AP English Course Description*, the predominant focus will be on rhetoric: the art of analyzing, deconstructing, constructing, and presenting arguments in speech and writing. The course is designed to meet the rigorous requirements of a college level writing class, and students will write extensively in a variety of modes for a variety of audiences, developing a sense of personal style and an ability to analyze and articulate how the resources of language operate in any given text. The curriculum also places significant emphasis on national College and Career Readiness Standards (assessed by the ACT). Students are expected to take the AP English Language and Composition exam in May.

Prerequisite(s): English II; A student must be formally screened and identified as needing Gifted/Talented services

TECHNICAL WRITING (1.0 credit) 120350
This course is designed for seniors who wish to pursue a curriculum which encompasses the study of life skills. Students are presented with meaningful vocabulary, as well as insight into time management and financial tactics. In the second semester of the course, students will encounter the study of transcendentalism and a further study of English grammar.
Prerequisite(s): English III or Business English; Open to 12th grade students on the Jump Start pathway

ENGLISH IV: British and World Literature (1.0 credit) 120334
This course is a survey course of British Literature that provides a broad overview of literary and cultural development from the Anglo-Saxon period through the twentieth century. English IV students will read extensively from multiple genres of literature of major writers. Concepts covered in this course include proficiency in producing writing specific to audience and purpose; developing communication skills; disseminating and synthesizing print, non-print, and technological sources; completing oral and written presentations; and sustaining mastery of grammar, mechanics, and usage of standard English in both written and oral form.
Prerequisite(s): English III

ENGLISH IV, Advanced Placement (1.0 credit) Fee: \$97 AP exam fee (Due 10/25/24) 120326
The English IV AP class prepares students for the Advanced Placement English Literature and Composition Exam that takes place at the end of the year and qualifies students who earn a passing score for college credit. This course focuses on how to read and write about literature analytically and is considered to be a college-level English course; however, the student does not need to be college-ready at the beginning of the year. Students will be taught the necessary reading, writing, and test-taking skills early in the semester with ongoing, guided reinforcement throughout the year. Students are expected to take the AP exam in May.
Prerequisite(s): English III

ENGLISH III, Dual Enrollment (CENL 1013 English Composition I (Fall)) (1.0 credit) 120601
Can be paired with **ENGLISH IV, Dual Enrollment (CENL 1023 English Composition II)** – see below
See the course description on page 54

ENGLISH IV, Dual Enrollment (CENL 1013 English Composition I (Fall)) (1.0 credit) 120606
ENGLISH IV, Dual Enrollment (CENL 1023 English Composition II (Spring)) (1.0 credit) 120607
See the course description on page 55

ENGLISH, Introduction to Fiction, Dual Enrollment (Fall) 120614
ENGLISH, Introduction to Poetry, Dual Enrollment (Spring) 120616
See the course description on page 55

MATHEMATICS

ALGEBRA I (1.0 credit) 160321
This course focuses on developing a rich understanding of fundamental algebraic ideas in realistic settings. Students should have competence in basic numerical operations. Students explore data, the patterns formed by data, and the mathematical relations and functions that represent data. Topics studied include ratio, proportional reasoning, estimation, exponents and radicals, the rectangular coordinate system, first degree equations and inequalities, variables, operations and properties of real numbers, equivalent expressions and equations solving and graphing linear equations and inequalities; linear systems. Special emphasis is placed on developing an understanding of functions. Applications, geometry & statistics are used to develop the algebra of linear equations and inequalities; matrices and probability concepts are studied in conjunction with algebraic fractions. LEAP 2025 exam is required by the state.
Prerequisite(s): None

ALGEBRA I, Honors (1.0 credit) 160321
This is an accelerated course in Algebra I. Topics studied include ratio, proportional reasoning, exponents and radicals, the rectangular coordinate system, first degree equations and inequalities, variables, operations and properties of real numbers, equivalent expressions and equations solving and graphing linear equations and inequalities, and linear systems. Special emphasis is placed on developing an understanding of functions. Applications, geometry & statistics are used to develop the algebra of linear equations and inequalities; matrices and probability concepts are studied in conjunction with algebraic fractions. LEAP 2025 exam is required by the state.
Prerequisite(s): Cumulative grades in 7th and 8th grade math courses and standardized test scores will be used to identify qualifying students

GEOMETRY (1.0 credit) 160323
Geometry focuses on the study of visual concepts. Students utilize inductive reasoning to discover patterns and make conjectures; students employ deductive reasoning to confirm conjectures through proof. Topics include measurement formulas; geometric and spatial

visualization; drawing skills; properties of congruence, similarity, parallelism, and perpendicularity; different methods of proof; properties of plane and solid figures; and different approaches to geometry, such as transformational, synthetic, coordinate, and vector approaches. Geometry provides unifying concepts that are used throughout high school mathematics. LEAP 2025 exam is required by the state.

Prerequisite(s): Algebra I

GEOMETRY, Honors (1.0 credit)

160323

This is an accelerated course in Geometry which focuses on the study of visual concepts. Students utilize inductive reasoning to discover patterns and make conjectures; students employ deductive reasoning to confirm conjectures through proof. Topics include measurement formulas; geometric and spatial visualization; drawing skills; properties of congruence, similarity, parallelism, and perpendicularity; different methods of proof; properties of plane and solid figures; and different approaches to geometry, such as transformational, synthetic, coordinate, and vector approaches. Geometry provides unifying concepts that are used throughout high school mathematics. LEAP 2025 exam is required by the state.

Prerequisite(s): A or B in Algebra I and/or teacher recommendation; standardized test scores

MATH ESSENTIALS (1.0 credit)

160351

In this course, students will extend their knowledge of topics covered in Algebra I and Geometry (or Business Math). Course topics include ratio and proportion, probability, statistics, geometry visualization, linear functions, stepwise, piecewise, absolute value functions, and quadratic functions.

Prerequisite(s): Algebra I and Geometry/Business Math; Recommended for students on the Jump Start pathway

ALGEBRA II (1.0 credit)

160322

This course provides an avenue for sharpening the understanding of algebraic concepts introduced in Algebra I and geometry and for extending the use of functions as models for real-world situations. Topics include the algebraic study of variables, linear, quadratic functions, quadratics, complex numbers, absolute value systems of linear equations in application, quadratic equations and inequalities, polynomials, factoring, rational and radical expressions, and graphing equations on a number line as well as on a coordinate system. Students explore algebraic expressions, linear, quadratics, powers (polynomials) and roots, and exponential functions.

Prerequisite(s): Geometry; May be taken concurrently with Geometry only with administrative approval

ALGEBRA II, Honors (1.0 credit)

160322

This is an accelerated course in Algebra II. Some conic sections are introduced as well as logarithms in addition to what is covered in the regular Algebra II class.

Prerequisite(s): A or B in Geometry and/or teacher recommendation; May be taken concurrently with Geometry only with administrative approval; standardized test scores

FINANCIAL LITERACY (1.0 credit)

160345

Students will turn mathematical concepts into concrete applications. Students will apply mathematics to concepts of personal finance such as gross pay, net pay, checking and savings accounts, cash and credit purchases, investing and insurance.

Prerequisite(s): Recommended for students on the Jump Start pathway

ALGEBRA III (1.0 credit)

160375

This course is meant to prepare students for higher level math courses such as College Algebra. We will review many of the concepts from Algebra II while working to build strong thinking and reasoning skills which are necessary to survival, not only in college, but also in most careers. Students will solidify topics learned in Algebra II, while focusing on work with many types of functions such as polynomial, rational, radical, exponential, and logarithmic. Modeling real-life problems and fitting data to those models will be an integral component of this course. This course will give students the work needed in preparation for College Algebra.

Prerequisite(s): Algebra II

PRE-CALCULUS (1.0 credit)

160348

This course is a college preparatory course that covers pre-calculus topics, emphasizing in-depth study of trigonometry, coordinate geometry, number theory and functions, including polynomial, rational, exponential, and logarithmic functions.

Prerequisite(s): A, B, or C in Algebra II

PRE-CALCULUS, Honors (1.0 credit)

160366

This is an accelerated course for college-bound students who do not opt for the Adv Math DE course, but still want the challenge of an honors course. This course covers pre-calculus topics, emphasizing in-depth study of trigonometry, coordinate geometry, number theory and functions, including polynomial, rational, exponential and logarithmic functions, but at a more challenging level & pace.

Prerequisite(s): A or B in Algebra II and/or teacher recommendation; standardized test scores

PROBABILITY & STATISTICS, Advanced Placement (1.0 credit) Fee: \$97 AP exam fee (Due 10/25/24) 160352
This course covers fundamental and advanced topics including the counting principle, probability distribution, and statistical analysis of data. Both descriptive and inferential statistics are covered. This high school course is designed for students who can move at a faster pace and tackle more complex problems. This course prepares students for the Advanced Placement exam and possible advanced placement in college math courses.

Prerequisite: None but recommended for students who have completed Geometry and can be taken in conjunction with Algebra II, Pre-Calculus, or Calculus. It can also be used as one of the four math courses.

CALCULUS AB, Advanced Placement (1.0 credit) Fee: \$97 AP exam fee (Due 10/25/24) 160327
Topics include properties of functions, limits of functions, continuity, differentiation, applications of differentiation, integration, applications of integration, differential equations, inverse trigonometric functions, and integration techniques. This high school course covers topics from the first semester college calculus course but is taught over a full year. This course is recommended for students intending to major in STEM careers (engineering, computers, mathematics, and some medical careers). This course prepares students for the Advanced Placement exam and possible advanced placement in college math courses.

Prerequisite(s): Pre-Calculus, College Algebra DE, or Trigonometry DE

CALCULUS BC, Advanced Placement (1.0 credit) Fee: \$97 AP exam fee (Due 10/25/24) 160328
This high school course covers topics from both the first and second semesters of college calculus. It is taught at a regular college pace. Topics include properties of functions, limits of functions, differentiation and their applications, integration and their applications, differential equations, inverse trigonometric function, and integration techniques. Calculus BC will include a more in-depth study of limits, derivatives, differential equations, and infinite series. It will also include the study of parametric equations, polar coordinates, and infinite sequences. This course assists students in preparing for the AP exam and possible advanced placement in college math courses.

Prerequisite(s): Calculus AB (AP) or Pre-Calculus, College Algebra DE, or Trigonometry DE with teacher recommendation

COLLEGE ALGEBRA, Dual Enrollment (Fall) (CMAT 1213) (1.0 credit) 160500
See the course description on page 55

TRIGONOMETRY, Dual Enrollment (Spring) (CMAT 1223) (1.0 credit) 160501
See the course description on page 55

DIFFERENTIAL CALCULUS - MATH 1530 (Fall) (CMAT 2113) (1.0 credit) 160498
See the course description on page 55

INTEGRAL CALCULUS - MATH 1540 (Spring) (CMAT 2116) (1.0 credit) 160499
See the course description on page 55

SCIENCE

PHYSICAL SCIENCE (1.0 credit) 150802
This is an introductory science course and is the basis for further study of physics, chemistry, biology, earth science, and other sciences. This course involves the investigation of forces, motion, work and energy, the structure and properties of matter, chemical reactions in a laboratory setting, and the interrelationship of matter and energy in the physical world. Students will be writing hypotheses and procedures for experiments and learning to analyze their results to gather evidence for conclusions. Mathematical skills through pre-algebra are used in problem solving. Moderate workload can be expected through projects/assignments requiring out of class effort.

Prerequisite(s): None

PHYSICAL SCIENCE, Honors (1.0 credit) 150802
This is an accelerated Physical Science course. In addition to the topics listed above, students will need math skills beyond pre-algebra. Students will move at an accelerated pace and will do more research, projects, and inquiry labs in addition to the academic course work.
Prerequisite(s): Cumulative grades in 7th and 8th grade science courses and standardized test scores will be used to identify qualifying students; students must also be enrolled in an Honors math course

ENVIRONMENTAL SCIENCE, Advanced Placement (1.0 credit) Fee: \$97 AP exam fee (Due 10/25/24) 150311
This course is a college-level Science course designed for the more advanced freshman who wants to maximize his/her potential. It will engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the

relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science AP is interdisciplinary, embracing topics from geology, life science, environmental studies, and geography. Students are expected to take the AP Environmental Science test in May.

Prerequisite(s): None

BIOLOGY I (1.0 credit)

150301

Students explore topics in cells, molecular basis of heredity, biological evolution, body systems, behavior of organisms, matter and energy relationships, organization of living systems, personal and community health, and ecology. Students will formulate valid hypotheses, design simple experiments, draw conclusions, develop inferences which they will apply to new situations, and will apply scientific principles to everyday life. This course includes laboratory activities and dissections, which are vital to the course work. Students will need good study skills as Biology is full of new terminology and concepts. Some math skills are required for genetics and lab activities.

Prerequisite(s): Physical Science or Environmental Science AP

BIOLOGY I, Honors (1.0 credit)

150301

This is an advanced course in Biology I and is considered to be the pre-AP Biology course. Students will move at an accelerated pace and will do more research, assignments, and projects in addition outside of class than the regular Biology I classes. Topics include cells, molecular basis of heredity, biological evolution, body systems, behavior of organisms, matter and energy relationships, organization of living systems, personal and community health, and ecology. Students will formulate valid hypotheses, design simple experiments, draw conclusions, develop inferences which they will apply to new situations, and will apply scientific principles to everyday life. This course includes laboratory activities and dissections. Students will need excellent study skills as Honors Biology is full of new terminology and concepts and moves at a rapid rate. Some math skills are required for genetics and lab activities.

Prerequisite(s): A or B in Physical Science or Environmental Science AP and/or teacher recommendation

BIOLOGY II, Advanced Placement (1.0 credit)

Fee: \$97 AP exam fee (Due 10/25/24) 150307

The course is a college level Biology course that will examine the 4 Big Ideas of Biology, which are: evolution drives the diversity and unity of life; biological systems use energy and molecular building blocks to grow, reproduce, and to maintain homeostasis; living systems store, retrieve, transmit, and respond to information essential to life processes; and biological systems interact and these systems and their interactions possess complex properties. Topics covered: Chemistry of Life, Cells, Cellular Energetics, Heredity and Molecular Genetics, Mechanisms of Evolution and Diversity, Structure and Function of Plants and Animals, and Ecology. The AP curriculum requires that 25% of the course be lab work and students will have to design labs, collect data and analyze results in written lab reports. Student lab work will include bacterial transformation, DNA fingerprinting, genetics experiments with plants or fruit flies, and dissections of mammalian organs and a fetal pig. Students are expected to take the AP Biology test in May. Students must be independent learners and have excellent study skills. The course will provide a good introduction for students interested in health-related careers.

Prerequisite(s): Biology I

ANATOMY & PHYSIOLOGY, Honors (1.0 credit)

150306

This is a college level course. A holistic approach is utilized in the study of the human body, its functions and pathologies with the goal of preparing students for a university program in the medical sciences. This course will review human structural and functional organization at microscopic and macroscopic levels. Units will include the study of the following body systems: integumentary, muscular-skeletal, circulatory, nervous, reproductive, lymphatic, pulmonary, and digestive. A brief survey of human genetics, heredity, evolution, and psychology, and advances in medical technology will also be included. The dissection of the cat will be used as an anatomical comparison of the human body. As in all science courses, students will develop critical thinking skills and become fluent in the scientific method. It is recommended that students have taken AP Biology or Chemistry prior to enrolling.

Prerequisite(s): A or B in Biology I, AP Biology, or Chemistry and/or teacher recommendation

EARTH SCIENCE (1.0 credit)

150901

Earth Science is the study of the Earth, its structure, composition, environment, and place in the universe. The four major specialties within Earth Science are astronomy, geology, meteorology, and hydrology/oceanography. This course requires some knowledge of basic Chemistry.

Prerequisite(s): None, but Chemistry is recommended

ENVIRONMENTAL SCIENCE (1.0 credit)

150310

This is a survey course including the study of ecological concepts and environmental issues with emphasis on student interpersonal skills, writing skills, and alternative assessments of student performances. This course strengthens knowledge in core topics that will produce a more informed, scientifically literate citizen.

Prerequisite(s): None

CHEMISTRY I (1.0 credit)	150401
This is a college prep course focusing on the study of descriptive and theoretical concepts of matter. Emphasis placed on solving problems and experiments that yield data for analyzing and interpreting by students. This course will require extensive independent work/ study outside of class on a nightly basis.	
<i>Prerequisite(s): Biology, Algebra II or concurrent enrollment in Algebra II</i>	
CHEMISTRY I, Honors (1.0 credit)	150400
Faster paced, more detailed study of descriptive and theoretical concepts of matter. Emphasis is on experimentation. This course will require extensive independent work/study outside of class on a nightly basis. This is a college prep class.	
<i>Prerequisite(s): A or B in Biology and/or teacher recommendation; Concurrent enrollment in Algebra II</i>	
CHEMISTRY II, Advanced Placement (1.0 credit)	150410
Chemistry II continues work with basic chemistry concepts, plus college level (advanced) concepts. This course emphasizes individual thinking and problem solving. This is a college level class and requires additional time outside of class in order to master concepts. Student should expect extensive time out of class working with this subject. There is a heavy math component including an emphasis on stoichiometry, so students should be comfortable with algebra skills through Algebra II and with stoichiometric relationships learned in Chemistry I. Students are expected to take the AP Chemistry test in May.	
<i>Prerequisite(s): Chemistry I; Algebra II is also recommended</i>	
PHYSICS (1.0 credit)	150000
This course is a study of motion (including linear motion and projectile motion) through algebra-based mathematical modeling. It is accomplished through the application of mathematical tools (like vectors) and several classical principles of physics, such as Newton's Laws of Motion, Conservation of Energy, Conservation of Momentum, work and Energy, and Waves. There are many lab activities and projects throughout the year.	
<i>Prerequisite(s): Algebra II or concurrent enrollment in Algebra II</i>	
PHYSICS I, Advanced Placement (1.0 credit)	150724
This is a college level Algebra-based Physics course. It covers: Kinematics and Graphing, Newton's Laws and Dynamics, Work, Energy and Energy Conservation, Momentum and Momentum Conservation, Rotational Motion and Conservation of Angular Momentum, Universal Gravitation and Circular Motion, Waves and Sound, Basic Electrostatics and Basic Circuit Electricity. 25 % of the course must be lab work. Each lab requires extensive lab reports that show and analyze data and draw conclusions based on that data. This course is challenging on a level that requires extreme extra work/study outside of class. Student should expect extensive time out of class working with this subject. Students will also have outside class projects and review sessions. There is a summer assignment. Students are expected to take the AP Physics I test in May.	
<i>Prerequisite(s): Algebra II; student needs a very strong background in math</i>	
GENERAL BIOLOGY I, Science Majors, Dual Enrollment (CBIO 1033 General Biology I)	150324
See the course description on page 56	
GENERAL BIOLOGY II, Science Majors, Dual Enrollment (CBIO 1043 General Biology II)	150326
See the course description on page 57	
GENERAL CHEMISTRY I, Science Majors, Dual Enrollment (CCEM 1123 Chemistry I)	150420
See the course description on page 57	
GENERAL CHEMISTRY II, Science Majors, Dual Enrollment (CCEM 1133 Chemistry II)	150422
See the course description on page 57	
PHYSICS I, Dual Enrollment (CPHY 2113 Physics I (Algebra/Trig Based))	150726
See the course description on page 57	

SOCIAL STUDIES

GOVERNMENT (1.0 credit)

220502

Students develop a deep understanding of the government of America from its founding to present day. They begin to understand how democratic foundations have influenced the current political system, domestic and foreign policy, and society as a whole. By analyzing the development of American government, students explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas as well as analyzing the rights and responsibilities of citizens. The course will also examine the fundamentals of economics and investigate economic issues. LEAP 2025 exam is required by the state.

Prerequisite(s): None

GOVERNMENT, Honors (1.0 credit)

220505

Students develop a deep understanding of the government of America from its founding to present day. They begin to understand how democratic foundations have influenced the current political system, domestic and foreign policy, and society as a whole. By analyzing the development of American government, students explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas as well as analyzing the rights and responsibilities of citizens. The course will also examine the fundamentals of economics and investigate economic issues. This is an advanced course in the study of government and will require students to learn and work at an accelerated pace and will require strong reading and writing skills. LEAP 2025 exam is required by the state.

Prerequisite(s): A or B in previous Social Studies course and/or teacher recommendation & enrollment in an Honors English course is highly recommended

US GOVERNMENT AND POLITICS, Advanced Placement (1.0 credit)

Fee: \$97 AP exam fee (Due 10/25/24)

220503

AP United States Government and Politics is a college-level course which introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events and interpret data to develop evidence-based arguments. Students will be required to learn and work at an accelerated pace and demonstrate strong reading and writing skills. Students are expected to take the AP exam and may earn college credit dependent upon the exam score that is attained. This AP course counts as the required credit in Civics for graduation. LEAP 2025 exam is required by the state.

Prerequisite(s): None

WORLD GEOGRAPHY (1.0 credit)

220300

Students develop a deep understanding of the interconnectedness of people and place. By analyzing the physical and human systems, geographical features, and regional commonalities of different locations around the world, students explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas.

Prerequisite(s): None

WORLD GEOGRAPHY, Honors (1.0 credit)

220300

Students develop a deep understanding of the interconnectedness of people and place. By analyzing the physical and human systems, geographical features, and regional commonalities of different locations around the world, students explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas. This is an advanced course in the study of geography and will require strong reading and writing skills and to learn and work at an accelerated pace.

Prerequisite(s): A or B in previous Social Studies course and/or teacher recommendation

HUMAN GEOGRAPHY, Advanced Placement (1.0 credit)

Fee: \$97 AP exam fee (Due 10/25/24)

220310

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Students are expected to take the AP exam and may earn college credit dependent upon the exam score that is attained.

Prerequisite(s): None

US HISTORY (1.0 credit)

220403

Students develop a deep understanding of the history of the United States from Western Expansion to the Modern Age, approximately the 1870s until present day. They understand how democratic foundations have influenced the current political system, domestic and

foreign policy, and society as a whole. By analyzing significant historical periods and the nation's responses, students explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas.

Prerequisite(s): None

US HISTORY, Honors (1.0 credit)

220409

Students develop a deep understanding of the history of the United States from Western Expansion to the Modern Age, approximately the 1870s until present day. They understand how democratic foundations have influenced the current political system, domestic and foreign policy, and society as a whole. By analyzing significant historical periods and the nation's responses, students explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas. This is an advanced course in American History and will require strong reading and writing skills and to learn and work at an accelerated pace.

Prerequisite(s): A or B in previous Social Studies course and/or teacher recommendation

US HISTORY, Advanced Placement (1.0 credit)

Fee: \$97 AP exam fee (Due 10/25/24)

220404

This course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and material in US History. Students will learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. Students will work with political cartoons, speeches, essays, articles, graphs, film, maps, and books. Methods of instruction and evaluation include lecture, discussion, a variety of written assignments, AP style multiple-choice and essay questions. Students are expected to take the Advanced Placement Exam at the end of the course and may earn college credit dependent upon the exam score.

Prerequisite(s): None

WORLD HISTORY (1.0 credit)

220401

Students develop a deep understanding of the major historical events around the world from the Renaissance through present day. By analyzing significant historical periods, students explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas.

Prerequisite(s): None

WORLD HISTORY, Honors (1.0 credit)

220400

Students develop a deep understanding of the major historical events around the world from the Renaissance through present day. By analyzing significant historical periods, students explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas. This is an advanced course in World History and will require students to learn and work at an accelerated rate and demonstrate strong reading and writing skills.

Prerequisite(s): A or B in previous Social Studies course and/or teacher recommendation

WORLD HISTORY, Advanced Placement (1.0 credit)

Fee: \$97 AP exam fee (Due 10/25/24)

220413

The AP World History course focuses on developing students' understanding of the world history from approximately 1200 CE to the present. This college-level course has students investigate the content of world history for significant events, individuals, developments, and processes over historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also allows students to make connections among historical developments in different times and places encompassing the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania. This is a college-level course and will require students to learn and work at an accelerated pace and demonstrate strong reading and writing skills. Students are expected to take the AP exam and may earn college credit dependent upon the exam score.

Prerequisite(s): None

EUROPEAN HISTORY, Advanced Placement (1.0 credit)

Fee: \$97 AP exam fee (Due 10/25/24)

220412

The AP European History course focuses on developing students' understanding of European history from 1450 CE to the present. The college-level course has students investigate the content of European history for significant events, individuals, developments, and processes over historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. This is a college-level course and will require students to learn and work at an accelerated pace and demonstrate strong reading and writing skills. Students are expected to take the AP exam and may earn college credit dependent upon the exam score that is attained.

Prerequisite(s): None

PSYCHOLOGY, Advanced Placement (1.0 credit)

Fee: \$97 AP exam fee (Due 10/25/24)

222004

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

This is a college-level course and will require students to learn and work at an accelerated pace and demonstrate strong reading and writing skills. Students are expected to take the AP exam and may earn college credit dependent upon the exam score that is attained.

Prerequisite(s): None

US HISTORY I, The United States to 1865, Dual Enrollment (CHIS 2013 American History I) See the course description on page 55	220407
US HISTORY II, The United States from 1865 to the Present, Dual Enrollment (CHIS 2023 American History II) See the course description on page 56	220408
WORLD HISTORY I, beginning to 1500, Dual Enrollment (CHIS 1113 World History I) See the course description on page 56	220450
WORLD HISTORY II, Since 1500, Dual Enrollment (CHIS 1123 World History II) See the course description on page 56	220451
AFRICAN AMERICAN HISTORY, Dual Enrollment (CHIS 2103 African American History) See the course description on page 57	220511
PSYCHOLOGY, Dual Enrollment (CPSY 2013 Intro to Psychology) See the course description on page 57	225011

JROTC

JROTC I: LEADERSHIP EDUCATION & TRAINING (1.0 credit) Fee: \$30 170001

This is the first level of JROTC and is designed to introduce students to the basic fundamentals of being a JROTC Cadet. In addition to learning how to properly wear the JROTC uniform, the cadets are introduced to the basic principles of leadership theory, communication skills, self-awareness, study skills, conflict resolution and the traditions, customs, and courtesies of the U.S. military. Additional activities include learning to march and participation in physical training. The JROTC uniform is issued free of charge. Students are required to purchase a pair of JROTC physical training shorts and two t-shirts. Successful completion of JROTC I & II satisfies the requirement for 1 ½ credits for PE and ½ credit for Health. Participation in after-school activities such as the JROTC Drill, Color Guard, or Rifle teams is not required, but is encouraged.

Prerequisite(s): None

JROTC II: LEADERSHIP EDUCATION & TRAINING (1.0 credit) Fee: \$30 170002

This is the second level of JROTC. This course includes academic work and practical application of the principles of wellness, fitness, and first aid. Lessons include studies of citizenship in American history and government, e.g., the Bill of Rights, roles of citizens in American Democracy, and community service. The fundamentals of land navigation and reading a topographical map are also introduced. Leadership theory covered in JROTC I is expanded with opportunities for cadets to occupy low-level leadership positions within the JROTC program. The JROTC uniform is issued free of charge. Students are required to have a pair of JROTC physical training shorts and two t-shirts. JROTC physical training shorts and t-shirts previously purchased may be used for this course. Successful completion of JROTC I & II satisfies the requirement for 1 ½ credits for PE and ½ credit for Health. Participation in after-school activities such as the JROTC Drill, Color Guard, or Rifle teams is not required, but is encouraged.

Prerequisite(s): JROTC I

JROTC III: LEADERSHIP EDUCATION & TRAINING (1.0 credit) Fee: \$30 170003

This course includes academic work and practical application of principles and skills related to leadership & management, oral & written communication techniques, personal financial planning & money management, community service projects, conflict resolution & mediation skills, career exploration, and decision/problem solving & planning techniques. Cadets improve and expand their leadership skills by occupying key leadership positions within the JROTC program. The JROTC uniform is issued free of charge. Students are required to have a pair of JROTC physical training shorts and two t-shirts. JROTC physical training shorts and t-shirts previously purchased may be used for this course. Participation in after-school activities such as the JROTC Drill, Color Guard, or Rifle teams is not required, but is encouraged.

Prerequisite(s): JROTC II; Senior Army Instructor's approval required; the decision is based on performance and behavior as a 2nd year cadet

JROTC IV: LEADERSHIP EDUCATION & TRAINING (1.0 credit)

Fee: \$30

170004

This course includes academic work and practical exercises that expands upon the principles of leadership & management covered in JROTC III. Cadets are taught the basic techniques for preparing lesson plans and are required to teach various lessons to lower level cadets and the structure of the U.S. Military is also covered. Cadets are **required** to lead by example by occupying and excelling at a key leadership position within the JROTC program such as Company Commander, First Sergeant, Platoon Leader, and Platoon Sergeant. The JROTC uniform is issued free of charge. Students are required to have a pair of JROTC physical training shorts and two t-shirts. JROTC physical training shorts and t-shirts previously purchased may be used for this course. Participation in after-school activities such as the JROTC Drill, Color Guard, or Rifle teams is not required, but is encouraged.

Prerequisite(s): JROTC III; Senior Army Instructor's approval is required; the decision is based on performance and behavior as a 3rd year cadet

HEALTH & PHYSICAL EDUCATION

HEALTH EDUCATION (0.5 credit)

190500

This required course studies the essential wellness practices as they relate to current concepts of preventative medicine, involves the study of human growth and development, as well as first aid, personal health, alcohol, drug use and abuse, and tobacco. The course also explores current concepts of practical and applied nutrition, current myths and misconceptions surrounding the relationship of nutrients to optimal health, obesity and weight control. This course studies the human body as a biological entity that adapts to health choices made by the individual.

Prerequisite(s): None

PHYSICAL EDUCATION (0.5 or 1.0 credit)

Fee: \$14

190105 / 106 / 107 / 108

This course consists of a variety of team and individual sports. This course can be used as a required or elective PE course. One shirt and one pair of shorts costs \$12. Additional charges may apply for sizes 2X and above.

Prerequisite(s): None

PHYSICAL EDUCATION - ATHLETICS (0.5 or 1.0 credit)

190105 / 106 / 107 / 108

Off-season weightlifting and conditioning, in-season weightlifting and conditioning, and sport specific work-outs. This course can be used as a required or elective PE course.

Prerequisite(s): Approval of coach

FOREIGN LANGUAGES

FRENCH I (1.0 credit)

121001

This course lays the foundation for college-level study and eventual mastery of the French language. We master the basics of French pronunciation, spelling, oral and reading comprehension and sentence construction.

Prerequisite(s): None

FRENCH I, Honors (1.0 credit)

121001

This course covers the standards of French I, but in a more in-depth manner. Students who complete the course will be well-prepared for French II and will have a strong foundation to take more advanced-level French classes through the years. Students who have strong English grades are encouraged to take the Honors course.

Prerequisite(s): Enrollment in an Honors English course is highly recommended

FRENCH II (1.0 credit)

121002

This is a continued introductory course emphasizing vocabulary, grammar, reading comprehension, writing, culture, and history. Daily review and drill outside of the classroom necessary for success.

Prerequisite(s): Passing grade in both semesters of French I

FRENCH II, Honors (1.0 credit)

121002

This course is an accelerated study of French vocabulary, grammar, reading comprehension, writing, culture, and history. A special emphasis will be placed on speaking and fluency. Daily review and drill outside of the classroom will be necessary for success. Student needs to be willing to speak in target language.

Prerequisite(s): A or B in French I and/or teacher recommendation

- FRENCH III, Honors (1.0 credit)** 121003
 This is an intermediate course emphasizing grammar, vocabulary expansion, reading and writing skills, culture and history. Periodic outside readings and research and internet activities required for this course.
Prerequisite(s): A or B in French II and/or teacher recommendation
- FRENCH IV, Honors (1.0 credit)** 121004
 This is an advanced course emphasizing vocabulary, reading and writing skills, grammar, culture and history. Periodic outside readings and research and internet activities required for this course.
Prerequisite(s): A or B in French III and/or teacher recommendation
- SPANISH I (1.0 credit)** 122501
 This course lays the foundation for college-level study and eventual mastery of the Spanish language. We master basic Spanish spelling, pronunciation, oral and reading comprehension and sentence construction.
Prerequisite(s): None
- SPANISH I, Honors (1.0 credit)** 122501
 This course is an accelerated introduction of Spanish vocabulary, grammar, reading comprehension, writing, culture, and history. We will master basic Spanish spelling, pronunciation, oral and reading comprehension, and sentence construction. We will emphasize creative writing and listening comprehension during this course.
Prerequisite(s): Enrollment in an Honors English course is highly recommended
- SPANISH II (1.0 credit)** 122502
 Spanish II continues and builds upon the material of Spanish I with a gradual emphasis placed on oral communication. Students will also begin to explore simple readings in Spanish. The course will include instruction with videos on Spanish & Latin American culture and geography.
Prerequisite(s): Passing grade in both semesters of Spanish I
- SPANISH II, Honors (1.0 credit)** 122502
 This course is an accelerated study of Spanish vocabulary, grammar, reading comprehension, writing, culture, and history. A special emphasis will be placed on speaking and fluency. Daily review and drill outside of the classroom will be necessary for success. Student needs to be willing to speak in target language.
Prerequisite(s): A or B in Spanish I and/or teacher recommendation
- SPANISH III, Honors (1.0 credit)** 122503
 Spanish III is an honors elective course that requires genuine interest in the study of the Spanish language and its culture. Heavy emphasis will be placed on new grammar and vocabulary which will require active participation by the student both in and out of class. We will explore the gradual development of written and oral communication skills in Spanish. The course will include an introduction to the writings of Spanish & Latin American authors along with discussion of relevant political and cultural developments in Spanish-speaking countries.
Prerequisite(s): A or B in Spanish II and/or teacher recommendation
- SPANISH IV, Honors (1.0 credit)** 122504
 Spanish IV will begin with an accelerated review of vocabulary and grammar topics introduced in Spanish III and will move on to topics including history, geography, and culture of Spain and Latin America. It includes oral discussion of relevant political and cultural developments in Spanish speaking countries coupled with readings from Spanish and Latin American authors. Students in Spanish IV will participate in group and individual projects to be presented in class in Spanish. This course is only recommended for those who wish to develop fluency in Spanish and demands a solid foundation in the language along with active participation by students. Listening and speaking practice in class will be experienced through a variety of forms including class discussion, instruction in Spanish, and film with relevance to the curriculum. Spanish IV is designed to prepare students for college placement tests for the Spanish language.
Prerequisite(s): A or B in Spanish III and/or teacher recommendation

AGRICULTURAL STUDIES

AGRISCIENCE I (1.0 credit)

010301

Agriscience I is beginning course of the Agriscience curriculum. It provides students will a basic knowledge of agriculture and its history, and the science applications in agriculture. The course includes units in animal science, natural resources (relationships between soil, water, living organisms), and agricultural leadership. Hands-on learning experiences include the classroom computer lab, the garden area, student greenhouse, recycling program, and small animal program. Supervised Agricultural Experience (SAE) programs and FFA activities are integral components of the course and provide many opportunities for applying classroom skills.

Prerequisite(s): None

AGRISCIENCE II (1.0 credit)

Fee: \$21

010302

Agriscience II builds upon the Agriscience I class and provides students with additional knowledge of agriculture and science applications in agriculture. The course includes units in animal science, plant science, food science, agricultural pests, and soil science, and leadership skills. Hands-on learning experiences include the classroom computer lab, forestry, student greenhouse, hydroponic greenhouse, landscape maintenance, recycling program. Supervised Agricultural Experience (SAE) programs and FFA activities are integral components of the course and provide many opportunities for applying classroom skills.

Prerequisite(s): Agriscience I

AGRISCIENCE III (1.0 credit)

Fee: \$21

010303

This course is an advanced study in Agriscience based upon the local agricultural workforce and economic needs of the community. It is an activity-based class that strengthens critical thinking skills, problem solving, and job preparedness. The major areas of study include personal development skills, greenhouse crop production, animal production, biotechnology, and environmental issues. Hands-on learning experiences include the classroom computer lab, the production greenhouse, the hydroponics greenhouse, aquaculture lab, recycling program, landscape maintenance, and ag construction. Supervised Agricultural Experience (SAE) programs and FFA activities are integral components of the course and provide many opportunities for applying classroom skills.

Prerequisite(s): Agriscience II; Open to 11th - 12th grade

AG LEADERSHIP (1.0 credit)

Fee: \$21

010364

This advanced course is designed to provide students with an overview of the horticulture industry. It is an activity-based class that strengthens critical thinking skills, problem solving, and job preparedness. Topics of study include an orientation to the horticulture industry, plant growing media, advanced plant science, crop systems, vegetable production, and fruit production. Hands-on learning experiences include the classroom computer lab, the production greenhouse, the hydroponics greenhouse, aquaculture lab, recycling program, landscape maintenance, and ag construction. Supervised Agricultural Experience (SAE) programs and FFA activities are integral components of the course and provide many opportunities for applying classroom skills.

Prerequisite(s): Agriscience I & II

ANIMAL SCIENCE, Dual Enrollment (optional in AgriScience III)

See the course description on page 56

PLANT SCIENCE, Dual Enrollment (optional in AgriScience III)

See the course description on page 56

CONSTRUCTION & TRADES

WORKPLACE SAFETY (1.0 credit)

311923

This course includes nine integral modules for building foundational skills in the craft areas and also provides the tools necessary for achieving workplace success. This curriculum has been aligned to modules as endorsed by the National Center for Construction Education and Research (NCCER). Students, who study this curriculum and successfully pass these tests, will be certified by NCCER and will receive their NCCER Core certification, which is required to move forward to achieve certification in other areas of the construction family—NCCER Carpentry, NCCER Electrical, and NCCER Welding.

Prerequisite(s): None

NCCER ELECTRICAL I (1.0 credit) 1st semester 110711
NCCER ELECTRICAL II (1.0 credit) 2nd semester 110716
This course is designed to introduce students to the world of Electricity. Upon completing the 1st semester, students will be able to understand and apply basic concepts in orientation to the electrical trade, electrical safety, introduction to electrical circuits, electrical theory, introduction to the National Electrical Code, device boxes, hand bending, raceways and fittings, conductors and cables, basic construction drawings, and residential electrical services. During the 2nd semester, students will demonstrate basic electrician skills including altering current, theory and application, electric lighting, conduit bending, pull and junction boxes, conductor installations, terminations and splices, cable tray, grounding and bonding, circuit breakers and fuses, and control systems. This course will give the students the opportunity to become certified in NCCER Level 1 during the 1st semester and NCCER Level 2 during the 2nd semester.

Prerequisite(s): Workplace Safety; Open to 10th – 12th grade

NCCER WELDING I (2.0 credits) 110742
This course provides an introduction to welding with emphases on safety and hands-on work. The latest industrial metal working equipment is used to develop student skills associated with the welding trades. Instruction in this course will include classroom lecture and discussion, instructor shop demonstrations, student hands-on projects, and visual aids.

Prerequisite(s): Prerequisite(s): Workplace Safety or concurrent enrollment in Workplace Safety; Open to 10th – 12th grade

NCCER WELDING II (2.0 credits) 110747
NCCER WELDING III (2.0 credits) 313622
This course expands on knowledge and skills learned in Welding I. More independent work and more complex projects are involved in Welding II, requiring more complex attention to “lay-out” and design. Instruction in this course will include classroom lecture and discussion, instructor shop demonstrations, student hands-on projects, and visual aids.

Prerequisite(s): NCCER Welding I

CTE INTERNSHIP I (1.0 credit or 2.0 credits) 080202 / 080200
This course is designed to provide students an opportunity to apply learned skills in the workplace. Students obtain paid or unpaid internships in their area or related field of study, with local enterprises, and have release time from school to report to the job site. Emphasis will be placed on developing interpersonal skills, work ethics, relevant skills of the workplace, and an understanding of the selected career field of study. Oral and written communication skills are reinforced as students complete the workplace experience. Students must have a job within one week from the first day of school.

Prerequisite(s): Must have a job or be in the process of obtaining a job; Open to 12th graders

BUSINESS

INTRO TO BUSINESS COMPUTER APPLICATIONS (IBCA) (1.0 credit) 040401
This course is designed to provide students with basic computer application skills. Students will be introduced to the touch method of operating a computer keyboard. Emphasis is placed on basic computer concepts both hardware and software, word processing, presentations and spreadsheet applications. Computer technology will be presented that leads to Microsoft Office Specialist certifications in Word and PowerPoint.

Prerequisite(s): None

BUSINESS COMPUTER APPLICATIONS (BCA) (1.0 credit) 040400
This course is designed to acquaint students with the advanced principles associated with information processing. Students study advanced computer concepts, software applications, and computer systems. Emphasis is placed on skill development in using technology to perform advanced information processing. Topics of study include computer concepts, word processing, spreadsheet, database and presentation software applications, which will increase in difficulty in the second semester. Computer technology will be presented that may lead to the student’s ability to obtain advanced certification in a popular office software package that includes word processing, spreadsheets, databases, e-mail and presentation programs.

Prerequisite: None, but Keyboarding or Intro to Business Computer Applications Recommended

PRINCIPLES OF BUSINESS (1.0 credit) 040306
This is an introductory course that provides students with basic business operations skills that can be applied in both personal and professional situations. Emphasis is placed on the exploration and description of basic business concepts and applications. Through business projects, critical-thinking and oral and written communication skills are reinforced.

Prerequisite(s): None

ENTREPRENEURSHIP (1.0 credit)

041040

This course is designed to introduce students to the rewards and risks of owning or operating a business enterprise. Emphasis is placed on the mastery of skills needed to plan, organize, manage, operate and finance a business using current technology and simulations. Skills in communication, technical writing, mathematics, research, and problem solving are reinforced as each student prepares a business plan and a career portfolio. Simulations, projects, teamwork, DECA leadership activities, conferences, and competitions provide opportunities for application of instructional competencies. The Micro-Enterprise credential (complementary, regional, or state certification) certifies that students have mastered workplace behaviors and communication skills, specific small business activities (e.g., complete credit applications, complete online company registrations), and gained the financial literacy necessary to become effective small business employees and entrepreneurs.

Prerequisite(s): Open to 10th- 12th graders

COOPERATIVE OFFICE EDUCATION (COE) (3.0 credits/540 work hours)

040205

Students enrolled in this course receive credit for successful completion of classroom academics and on the job training. This course provides students with part-time office employment combined with classroom instruction in finance, hospitality, marketing, business management, and administration. Basic office administration concepts are taught and simulations are used to expose students to real-life business situations where they must problem solve using customer service and business administrative skills. Students work under the guidance of a teacher facilitator in collaboration with community members/business representatives who serve as on-the-job trainers. Students are evaluated both in the classroom and on the job. The final grade is a combination of classroom and work site job performance. Students will be prepared to take the nationally recognized Customer Service & Sales Certification Exam.

Prerequisite(s): Open to 12th grade only; Enrollment in course by application only; must have at least a 2.0 GPA.

COOPERATIVE MARKETING EDUCATION (DECA) (3.0 credits/540 work hours)

041010

Students enrolled in this course receive credit for successful completion of classroom academics and on the job training. Skills in marketing information management, market planning, pricing, product/service management, promotion and selling and simulations are used to expose students to real-life business situations where they must problem solve using customer service and entrepreneurship skills. Students work under the guidance of a teacher-facilitator in collaboration with community members/business representatives who serve as on-the-job trainers. Students are evaluated both in the classroom and on the job. The final grade is a combination of classroom and work site job performance. Students will be prepared to take the nationally recognized Customer Service & Sales Certification Exam.

Prerequisite(s): Open to 12th grade only; Enrollment in course by application only; must have at least a 2.0 GPA.

WEB DESIGN (0.5 credit)

040210

Learning to design websites is a beneficial skill for any career path. This one-semester project-based course teaches students how to build their own web pages. Students will learn the languages HTML and CSS and will create their own live homepages to serve as portfolios of their creations. By the end of this course, students will explain how web pages are developed and viewed on the Internet, analyze, and fix errors in existing websites, and create their own multi-page websites.

Prerequisite(s): Open to 10th – 12th graders

KEYBOARDING (0.5 credit)

040225

This is an introductory course in which students will learn proper keyboarding techniques and will learn how to type and format documents needed for high school and college. Students will also learn how to prepare letters, resumes, and reports in APA and MLA styles.

Prerequisite(s): None

PERSONAL FINANCE (0.5 credit)

041022

This course will inform students how individual choices directly influence occupational goals and future earnings potential. Real world topics covered will include income, money management, taxes, spending and credit, as well as saving and investing. Students will design personal and household budgets utilizing checking and saving accounts, gain knowledge in finance, debt and credit management, and evaluate and understand insurance and taxes. Students taking this course will learn to better prepare for their financial futures.

Prerequisite(s): None

CUSTOMER SERVICE (0.5 credit)

080720

This course is designed to teach students about products and/or services, how to assess and meet customer needs, information needed to educate customers, help prepare for selling products/goods/services, provide ways to gain customer commitment and close sales, and how to develop and implement a sales follow-up plan. Students will also complete simulations on personal finance and gain valuable entrepreneurship information needed to be successful in today's work-world. They will also be prepared to take the NRF Customer Service and Sales exam and the Guest Service Professional exam.

Prerequisite(s): Students must be at least 15 years of age to take the NRF Customer Service & Sales exam.

CTE INTERNSHIP I (1.0 credit or 2.0 credits)

080202 / 080200

This course is designed to provide students an opportunity to apply learned skills in the workplace. Students obtain paid or unpaid internships in their area or related field of study, with local enterprises, and have release time from school to report to the job site. Emphasis will be placed on developing interpersonal skills, work ethics, relevant skills of the workplace, and an understanding of the selected career field of study. Oral and written communication skills are reinforced as students complete the workplace experience. Students must have a job within one week from the first day of school.

Prerequisite(s): Must have a job or be in the process of obtaining a job; Open to 12th graders

ARTS

VISUAL ARTS

ART I (1.0 credit)

030501

Art I is an introductory art course that teaches students about the basic elements of art and design through project-based work. Students will learn basic painting and drawing skills while applying their knowledge of the elements of art.

Prerequisite(s): None

ART II (1.0 credit)

Fee: \$37

030502

This course places emphasis on developing concepts in art making and problem solving. Students will also continue developing skills in drawing, painting and three-dimensional design covered in Art I, with critical and aesthetic analysis of contemporary artists. Transfer students must submit a portfolio.

Prerequisite: Art I or teacher approval

ART III: PAINTING AND DRAWING I (1.0 credit)

Fee: \$42

030503

Painting and Drawing is for the upper level art student who wishes to learn and apply more professional media techniques such as oil painting, watercolor, sculpture, advanced drawing etc. This is an intermediate level of visual arts which concentrates on a variety of painting media as well as mixed media. Transfer students must submit portfolio.

Prerequisite: Art I, Art II, or teacher approval

Art IV: PAINTING II (1.0 credit)

Fee: \$50

030504

This is an upper level studio arts class that focuses solely on advanced painting techniques. Students will learn advanced color theory and application, advanced designing and sketching techniques to produce a painting, and will also use digital photography to create reference photos for painting.

Prerequisite: Art I, Art II, or teacher approval

STUDIO ART 2D, Advanced Placement (1.0 credit)

Fee: \$50 and \$97 AP exam fee (Due 10/25/24) 030509

An accelerated Visual Arts course and college level course addressing the conceptual and formal aspects of all forms of two-dimensional art forms that include: painting, drawing, graphic design, printmaking, photography, mixed media/collage and digital art. Emphasis on the Elements of Art: Line, Color, Shape, Space, Texture and 10 Value as well as the Design Principles: movement, balance, proportion, rhythm, repetition, and dominance. Students can achieve college credit upon passing AP examination that involves twenty-four artworks (for digital submission) and five portfolio artworks that will be sent to AP Central in May.

Prerequisite(s): Art III or Talented Art III and permission of instructor

PHOTOGRAPHY I (1.0 credit)

Fee: \$11

312400

Students must be able to provide their own digital camera (not a phone) with a 16 megapixel or higher resolution. Digital SLR cameras are acceptable and encouraged. Students will learn basic digital photography skills and apply their knowledge by taking their own photographs. Students will also learn Adobe Photoshop and photo editing techniques. Much of the work for this course is outside assignment based. Most photos will be taken as homework assignments and edited in class.

Prerequisite(s): None

PRINCIPLES OF 3D VISUAL DESIGN: CERAMICS/SCULPTURE I (1.0 credit) Fee: \$53

080817

***Does not fulfill the Art requirement for the TOPS diploma

3D Visual Design—Ceramics & Sculpture is a course for students wanting to learn clay and glazing techniques and application. Students will also learn about sculpting in other clay-based media and apply those processes.

Prerequisite(s): Art I, Media Arts I, Photography I, Theatre I

- CERAMICS II** (1.0 credit) Fee: \$53 030565
 ***Does not fulfill the Art requirement for the TOPS diploma
 This is a course designed for the serious art student who would like to learn advanced sculpting and pottery techniques including wheel throwing, mold pouring, and much more.
Prerequisite: Princ of 3D Visual Design: Ceramics/Sculpture I
- MEDIA ARTS I** (1.0 credit) 030810
 Students will learn the basics of graphic design. Students will use the Adobe Suite (Photoshop, Illustrator, InDesign, etc.) to complete course work. The course will include application of the elements and principles of art to graphic design applications such as package design, logo design, basic web design, and more.
Prerequisite(s): None
- DIGITAL MEDIA II** (1.0 credit) 080805
 ***Does not fulfill the Art requirement for the TOPS diploma
 This course will build on the lessons learned in the Media Arts I introduction of basic graphic design. The main focus of the class is for members to earn Adobe Certified Associate in Photoshop, Illustrator and InDesign, a nationally recognized industry based certification in the Graphic Arts world.
Prerequisite(s): Media Arts I
- DIGITAL MEDIA III** (1.0 credit) 080831
 ***Does not fulfill the Art requirement for the TOPS diploma
 This course combines text, graphics, sound, animation, and video delivered by computer or other electronic means. The course focuses on the systematic design and development of effective, efficient, and appealing visual productions. Students will plan and design production sequences, then use computer-based authoring/ multimedia software to deliver the production. Current and emerging technologies, such as laserdiscs, CD technology, digitized audio, digitized still and motion video, and scanned images, are incorporated into multimedia projects. Finally, students design, develop, implement, and evaluate productions. Class sessions consist of discussions, collaborative activities, demonstrations, skills-building activities, peer evaluation, and time to work on projects.
Prerequisite(s): Digital Media II
- MEDIA ARTS IV: JUMBOTRON SCOREBOARD** (1.0 credit) 030840
 This course is designed for the student who wishes to learn about media arts pertaining to athletics. This course involves learning the process of athletic video productions, and the basics of graphic design. We will learn Adobe Suites (Photoshop, Illustrator, Premiere, and InDesign) while incorporating the elements of art in order to make things aesthetically pleasing during athletic competition. This involves placement, balance, colors, editing of photos/videos, designing logos, running camcorders, production and sound equipment, and much more. This class involves mandatory hours outside of school running the video board during home athletic events which involves, but is not limited to football, soccer, track, as well as special events showcasing the video board.
Prerequisite(s): None, but a previous Art class is encouraged
- TALENTED ART I** (1.0 credit) Fee: \$37 030514
 This course is based on studying observational methods and an introduction to various 2-D and 3-D media. Students will develop a portfolio for 2-D and 3-D art throughout the year. Critical, historical, and aesthetic thinking will be covered through hands-on activities.
Prerequisite(s): Student must be formally screened and identified as needing Gifted/Talented services
- TALENTED ART II** (1.0 credit) Fee: \$37 030515
 This course stresses the continuation of building observational and creative artistic skills. Students will begin to explore the communicative and conceptual aspects of art making. More complex projects involving a collaboration of artistic techniques will be stressed throughout the year. Students are expected to create a portfolio by the end of the year.
Prerequisite(s): Art I/Talented Art I and a current Talented evaluation
- TALENTED ART III** (1.0 credit) Fee: \$42 030516
 In this course, students continue to emphasize observation, but they should begin developing a style that best expresses ideas and concepts. Students will begin to develop a portfolio which displays strong observational and perceptual skills as well as good knowledge and use of different types of media and / or approaches toward creating successful art works. If a student plans to attend an art institute or to major in art at the college level, he/she must begin a body of work that suits portfolio requirements given by these institutions. This work will continue into the senior year in preparation for submitting. Approximately 20-24 art works are needed for portfolio submission.
Prerequisite(s): Art II/Talented Art II and a current Talented evaluation

TALENTED ART IV (1.0 credit)

Fee: \$42

030517

Students should be reinforcing their observational skills, advancing their creative abilities. Strong emphasis on visual communication and developing strong concepts will be important. Art theory will be explored throughout the year. Thematic bodies of work will be introduced. Exploration of studying 2-D and 3-D media will continue in this course. Students will develop a portfolio throughout the year and tailor it to the requirements for possible admission into Art College.

Prerequisite(s): Art III/Talented Art III and a current Talented evaluation

INTRODUCTION TO ART, Dual Enrollment (CART 1023 Introduction to Visual Arts)

030592

See the course description on page 57

PERFORMING ARTS: CHOIR**BEGINNING CHOIR (1.0 credit)**

030310

This course is a non-auditioned choir that is designed for students in any grade that are new to ZHS choir. The choir focuses a large amount of time on sight-reading skills and proper vocal technique while performing a wide variety of music throughout the year from choral standards to contemporary arrangements. This choir focuses on the basic elements of vocal production, music theory, sight-reading, two- & three-part singing, musicianship, and concert presentation. This course provides students with an opportunity to develop their voices as instruments of self-expression, to improve their music literacy, and to enjoy a meaningful group experience through daily participation and performance. This group presents concerts throughout the school year and sometimes competes at local festivals.

Prerequisite(s): None

CHORALE INTERMEDIATE CHOIR (1.0 credit)

Fee: \$63

030311

This course is an auditioned choir that is designed for students in any grade that have had at least one year of previous choir experience, whether at ZHS or another high school. In addition to sight-reading, three- and four-part singing, singing in foreign languages, and formal concert presentation, the class pursues a continued knowledge of music theory and a growing musicianship. Chorale performs a wide variety of music throughout the year, which ranges from choral standards to contemporary a cappella arrangements. This group presents concerts throughout the school year and competes at local and out-of-state festivals.

Prerequisite(s): Beginning Choir or placement by instructor based on audition. Students who were in NMS show choir or an equivalent-level choir at any other school may automatically participate in this choir.

A CAPPELLA ADVANCED CHOIR (1.0 credit)

Fee: \$63

030312

This course is an auditioned choir that is designed for advanced student musicians that have had **at least one year of choir or Musical Theater at Zachary High School**. In addition to sight-reading, four- to eight-part singing, singing in foreign languages, and formal concert presentations, the class pursues an advanced knowledge of music theory and a high level of musicianship. A Cappella performs a wide variety of music from standard choral literature to contemporary a cappella arrangements. This group presents concerts throughout the school year and competes at local and out-of-state festivals.

Prerequisite(s): Placement by instructor based on audition. For transfer students, "one year of choir at Zachary" may be replaced with participation in an honor choir at the middle school level or an equivalent level at the high school.

BRONCO BEAT PREP CHOIR (1.0 credit)

Fee: \$63

030313

This course is an auditioned, college-level choir that is designed for more advanced student musicians that have had **at least one year of choir at Zachary High School**. In addition to an advanced music theory knowledge and excellent musicianship, these singers are expected to have great self-expression and stage presence. This vocal ensemble performs mostly a cappella vocal repertoire, along with additional choral standards. While this group presents concerts with A Cappella Choir throughout the school year and competes at local and out-of-state festivals, Bronco Beat also serves as a musical ambassador for Zachary High School performing at many different community and school-related events.

Prerequisite(s): Placement by instructor based on audition. Students are also required to audition for an Honor Choir the previous school year, or participate in two honor choirs throughout previous years.

INTRODUCTION TO MUSIC, Dual Enrollment (CMUS 1013 Music Appreciation)

030590

See the course description on page 57

PERFORMING ARTS: BAND

- BEGINNING BAND** (1.0 credit) 030300
This course offers an introduction to the basic fundamentals of instrumental music in the areas of woodwind and brass instruments. Percussion instruments are not offered in this class. No prior musical knowledge is required. Fundamentals are stressed and demonstrated through performances. Everyone must furnish his or her own reeds, mouthpieces, instruments, and method book. School instrument rental is available for certain instruments.
Prerequisite(s): None
- ADVANCED BAND** (1.0 credit) Fee: \$157 030302
An advanced study of skills learned in Intermediate Band. Fundamentals are stressed and demonstrated through performances. Everyone must furnish his or her own reeds, percussion mallets, oil, mutes, etc. School instrument rental is available for certain instruments. Attendance at festivals, concerts, and after-school rehearsals is required.
Prerequisite(s): Audition required
- SYMPHONIC WIND ENSEMBLE** (1.0 credit) Fee: \$157 030303
This is the top performing instrumental group. Students must furnish their own reeds, percussion mallets, oil, mutes, etc. School instrument rental is available. Attendance at festivals, concerts, and after-school rehearsals required.
Prerequisite(s): Audition required
- JAZZ ENSEMBLE** (1.0 credit) Fee: \$157 030304
This course is recommended for junior and senior students who are interested in expanding their music knowledge in various styles of jazz. Guitar, Piano, Bass must be able to read music or chords. Attendance at festivals, concerts, and after-school rehearsals required.
Prerequisite(s): Audition required
- PERCUSSION I** (1.0 credit) Fee: \$157 030307
This course is recommended for any student who has successfully auditioned and been selected for the Zachary High School Drumline and Front Percussion Ensemble. Skills that will be taught include: timpani tuning, keyboard instrument scales and songs, snare drum rolls and rudiments, four mallet technique, and rhythm counting. Attendance at festivals, concerts, and after school rehearsals required.
Prerequisite(s): Audition required
- PERCUSSION II** (1.0 credit) Fee: \$157 030351
This course is a continuation of skills learned in Percussion I and is recommended for those who have auditioned and been selected for the ZHS Drumline and Front Percussion Ensemble. Attendance at festivals, concerts, and after school rehearsals required.
Prerequisite(s): Audition required
- GUITAR I** (1.0 credit) 030352
This course is open to any student who is eager to learn the fundamentals of guitar playing. Students will learn to read chord symbols and basic musical notation. The music performed in this course is on a beginner to intermediate level.
Prerequisite(s): Student must provide own acoustic guitar
- GUITAR II** (1.0 credit) 030351
This course builds on the skills learned in Guitar I. There is a concentrated focus on scales, arpeggios, chords, and intermediate to advanced literature.
Prerequisite(s): Guitar I; Must provide their own acoustic guitar
- GUITAR III** (1.0 credit) 030333
This is a continuation of Guitar II with a concentration on advanced literature.
Prerequisites(s): Guitar I and II; Must provide their own acoustic guitar
- ADVANCED ORCHESTRA** (1.0 credit) 030322
This course is a continuation for students with previous orchestral experience. Emphasis is placed on instrumental technique, further development of music reading and comprehension skills, independent musicianship, style, and a deeper understanding of small group ensemble music.
Prerequisites(s): Student must have taken orchestra at the middle school level

PERFORMING ARTS: DRAMA

THEATER I, Non-performance (1.0 credit)

030700

This course covers the fundamentals of theatrical performance including the movement and voice for the stage, classic and modern dramatic literature, and script writing. Students are offered opportunities to practice presentation skills learned in class through memorization and performance of dramatic literature.

Prerequisite(s): None

THEATER I, Performance (1.0 credit)

030700

THEATER II (1.0 credit)

Fee: \$130

030721

THEATER III (1.0 credit)

Fee: \$130

030731

THEATER IV (1.0 credit)

Fee: \$130

030741

This course is a continuation of basic skills and activities, such as opportunities to further develop personal acting techniques and performing skills. Students will perform scenes and plays from various theatrical periods and styles and explore career opportunities in theater. Participation in co-curricular activities outside of the class is required for all Theater I-IV students.

Prerequisite(s): Theater I or 8th Grade Advanced Drama; Audition with the Instructor held in April

TECHNICAL THEATER I (1.0 credit)

030701

TECHNICAL THEATER II (1.0 credit)

030703

TECHNICAL THEATER III (1.0 credit)

030704

TECHNICAL THEATER IV (1.0 credit)

030705

A workshop atmosphere for students to have the opportunity to learn the various aspects of technical production by designing and building shows, including areas in lighting design, set design, makeup design, costume design, properties, sound, public relations, and theatre management. Advanced students will assume greater responsibilities in becoming crew heads, designers, and running crews for VPAC productions and events. Students will explore career opportunities in technical theatre. Production participation (including after school production work) is required for all Tech I-IV students.

Prerequisite(s): Interview with the Tech director

HUMAN SCIENCES

NUTRITION & FOOD (0.5 credit) / ADV NUTRITION & FOOD (0.5 credit)

100300 / 100301

This course provides students with the basic nutrition and wellness knowledge and basic food preparation skills. Emphasis is placed on food preparation, kitchen and meal management, and the relationship of diet to health. Topics of study include nutrition, meal planning, label information, safety and sanitation, kitchen equipment, measuring, use of recipes, basic food preparation, and customer service skills. Advanced Nutrition & Food focuses on the social, psychological, and cultural influences on food choices globally. Topics include nutrition and wellness for individuals and families across the life span; impact of technology on nutrition, foods, and related tools and equipment; management of food-related resources; acquiring, organizing, and evaluating information about foods and nutrition; and exploration of careers in all aspects of the food industry. Students will also take the ServSafe Food Handler exam.

Prerequisite(s): None; Open to 11th – 12th graders only

PROSTART I (1.0 credit)

100307

This course is the first year of a program focused on preparing students for a career in the food service/hospitality industry. Emphasis is on obtaining skills for the industry-based certification and preparation for internships in the industry. The curriculum is developed by the National Restaurant Association, which include skills necessary for careers in the hospitality industry, management, professionalism, use of commercial equipment, proper sanitation standards for the industry, and essential math. This class includes lab experience, skills in critical thinking, communication, and science. Appropriate work-based learning strategies for this course are service learning, field trips, and job shadowing. Students will take the ServSafe Manager exam and the NRAEF Level I end-of-course exam.

Prerequisite(s): Nutrition & Food or concurrently enrolled in Nutrition & Food; Open to 11th-12th graders only

CHILD DEVELOPMENT (0.5 credit) / ADVANCED CHILD DEVELOPMENT (0.5 credit)

100602 / 100603

Child development increases your knowledge about the development of children and improves care-giving skills. Students will study the physical, intellectual, social, and emotional growth and development of children from birth through early childhood. Topics will include prenatal development; preparation for birth and the birth process; impacts of heredity, environment, and family on the development of the child; and meeting children's needs for food, clothing, shelter, and care. Students will be issued the RealCare baby for one weekend during the first semester. During the second semester, students will address more complex issues of child development and early

childhood education with emphasis on guiding physical, social, emotional, intellectual, moral, and cultural development throughout childhood, including school-age children. Students will be required to read the novel "Room" and take a test on it. Throughout the year the class will make weekly visits to the Zachary Early Learning Center to interact with and observe preschoolers. Students will receive a grade for these visits based on participation and required assignments.

Prerequisite(s): Open to 10th-12th graders; Child Development is a prerequisite for Advanced Child Development

FAMILY AND CONSUMER SCIENCE I (FACS I) (1.0 credit)

100401

This course examines multiple life roles and responsibilities of individuals and family members. The focus is on the areas of personal and family living, wellness, nutrition and foods, financial management, living environments, appropriate child development practices, and transferring school skills to life and work. Through simulated experiences students learn to fulfill their responsibilities associated with the work of the family and community. Topics covered first semester include: personal relationships, time management, money management, interior design, sewing projects including: buttons, hems, hand-sewn small stuffed toy, constructing a pillowcase, and counted cross stitch pictures. Topics covered second semester include health and wellness, nutrients, food groups and good nutrition, meal planning, kitchen safety and sanitation, ingredient measuring basics, food preparations skills, cooking techniques, table settings and etiquette, five cooking labs, and introduction to Child Development.

Prerequisite(s): None

FAMILY AND CONSUMER SCIENCE II (FACS II) (1.0 credit)

100402

This course enhances the foundational skills introduced in FACS I. Practical application activities are implemented in the areas of personal and family living, wellness, nutrition and foods, financial management, living environments, clothing and textiles and building employability skills to enhance life and work. Students continue to apply skills helping them to fulfill their responsibilities with the work of the family and the community through simulated experience. Emphasis is on applying knowledge to real life situations. Skills in mathematics, communication, science, technology, and personal and interpersonal relationships are reinforced in this course. Students may need to purchase fabric for specific projects.

Prerequisite(s): FACS I

MEDICAL OCCUPATIONS (1.0 credit)

090930

This course is designed to determine the health care career/medical occupation most suited to the student's goal by learning the specifics of each role and the factors that affect professional performance. Education and responsibilities of various medical occupations will be explored, along with basic concepts common to all health careers. These concepts include: medical terminology, safety and accident prevention, infection control, standard precautions, legal responsibilities, professionalism, clinical skills such as vital signs/height/weight, and an introduction to anatomy and physiology. Oral and written skills are reinforced in this course through simulated in-school lab activities designed for the student to develop clinical skills and professional behaviors.

Prerequisite(s): None

MEDICAL TERMINOLOGY (1.0 credit)

090151

This course provides the student with the ability to identify medical terms by analyzing their components. Emphasis is placed on defining medical prefixes, root words, suffixes and abbreviations. The primary focus is on skill development, both oral and written, of the language utilized for communication in the health care professions. Students will learn medical terms for each system of the body. We will utilize system by system approach with a widened emphasis on disease & disorders.

Prerequisite(s): None but Medical Occupations is encouraged

SPORTS MEDICINE I (0.5 credit) / SPORTS MEDICINE II (0.5 credit)

090720 / 090721

This course will provide an overview of the field of sports medicine as well as expose students to fundamental skills involved in a sports medicine healthcare setting. Topics covered include an examination into the different career paths in the sports medicine field and how each medical profession contributes to a coordinated sports medicine healthcare delivery team. A cornerstone of sports medicine is risk management and injury prevention. Students will participate in skills that healthcare providers utilize to reduce injuries in sports medicine settings. The 2nd semester will provide an overview of the pathology of sports injuries and basic management skills. Students will learn about the body's response to an injury and how to apply emergency action principles and skills. An emphasis is placed on an athlete's psychological and sociological response to an injury and coping strategies utilized by healthcare professions to assist them to recovery.

Prerequisite(s): None but Medical Occupations is encouraged; Open to 10th-12th grade; Sports Medicine I is a prerequisite for Sports Medicine II

SPORTS MEDICINE III (1.0 credit)

090722

Students will study advanced principles of prevention, assessment, rehabilitation and administration by working through project-based learning projects.

Prerequisite(s): Sports Medicine II; Open to 11th-12th graders

FIRST RESPONDER (1.0 credit)

090711

Emergency Medical Responder (EMR) is an entry level Emergency Medical Services course. Topics of instruction include the EMS system, roles and responsibilities of the EMR, basic cardiac life support, as well as pathology, assessment, and care of the traumatized or acutely ill patient. Skills sessions cover patient assessment, soft tissue injury care, splinting, patient packaging, patient movement, and radio communication.

Prerequisite(s): None, but Sports Medicine I and II are encouraged; Open to 11th – 12th graders

MEDICAL ASSISTANT I (1.0 credit)

090251

This course prepares students for employment and certification. Classroom instruction includes an introduction to health care, learning how to prepare patients for the doctor, obtaining vital signs, collecting specimens (phlebotomy), performing EKGs, and assisting during exams and procedures. Students will obtain BLS CPR certification through this Medical Assistant course. Successful completion of this training results in sitting for the National Health Career Association (NHA) exam for a Certified Clinical Medical Assistant.

Prerequisite(s): Medical Occupations, Medical Terminology, First Responder, or Sports Medicine I/II; Open to 11th-12th graders

COMMUNICATION

JOURNALISM I: INTRO TO YEARBOOK & NEWSPAPER (1.0 credit)

050601

This is a beginning journalism course for students interested in writing news, feature, and opinion articles. This class will also explore modern multimedia and social media for storytelling, including photography and video, preparation for web production, and print readiness for the yearbook. The work is largely project-based, requiring both independent work and group management skills for success — a critical career skill in an ever-evolving work environment.

Prerequisite(s): None.

PUBLICATIONS I: Yearbook I (1.0 credit)

Fee: \$37

050603

Led by student editors, students produce media for publication by determining its content and design, including the yearbook and a variety of online and multimedia components for digital communication. Students will use cutting-edge graphic design software such as Adobe Edesign (InDesign and Photoshop) and other digital imaging programs to prepare their work for submission to publishing companies. Students will take photographs and apply digital imaging and pre-production skills to report, write and design all copy using computers, laptops, and iPads throughout this technical and career-prep course. DSLR Cameras are provided for student use, but staff may purchase their own. Students also gain experience with advertising, marketing, public relations, and real-world business skills and have the option to attend trips to conventions and workshops and earn recognition in state and national student media competitions. The final staff selection is based on grades, citizenship, and recommendations.

Prerequisite(s): Journalism or Photography or Instructor's waiver by application. Open to 10th and 11th graders.

PUBLICATIONS II: Yearbook II (1.0 credit)

Fee: \$37

050604

PUBLICATIONS III: Yearbook III (1.0 credit)

Fee: \$37

050699

Continuing publications students will be expected to fulfill various leadership and management roles as part of Zachary High Student Media. Students will also be expected to peer coach, edit, plan, and produce student media and school publications as advanced designers, reporters, and photographers. In addition, the advanced course includes emerging technology, career shadowing opportunities, and a wide variety of advertising, marketing, and real-world business skills.

Prerequisite(s): Publications I (Yearbook I); Publications II (Yearbook II)

PUBLICATIONS I: Newspaper I (1.0 credit)

Fee: \$37

050605

Led by student editors, this class will be responsible for the production of the school Newspaper, The Hoof Print. Students will be trained in the following areas: writing, photography, design, business, and emerging media. In addition, students will learn journalistic ethics and standards. The final staff selection is based on grades, citizenship, and recommendations. Those interested in maintaining the News website, Social Media, or Podcasting should choose this course.

Prerequisites: Journalism or Instructor's waiver by Application. Open to 10th and 11th graders.

PUBLICATIONS II: Newspaper II (1.0 credit)

Fee: \$37

050606

PUBLICATIONS III: Newspaper III (1.0 credit)

Fee: \$37

050699

Continuing Publications students will be expected to fulfill various leadership and management roles as part of Zachary High Student Media. Students are expected to peer coach when planning, drafting, and completing written and visual communications regularly, carefully examining the copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In addition, students are expected to become investigative consumers of media and technology to enhance their communication skills.

Prerequisites: Publications I (Newspaper I); Publications II (Newspaper II)

TV PRODUCTION I: WZHS (1.0 credit) Fee: \$43 312800
 Led by student producers, this course explores the fascinating world of visual storytelling using a cell phone or a DSLR camera. If you love telling stories and publishing videos on social media, this course will explain how to shoot, edit, and publish high-quality visual stories. Students also learn on professional video equipment to shoot the weekly broadcast, WZHS. In addition, they gain experience with industry-standard video editing software. In the first semester, emphasis is placed on scriptwriting, video recording, editing, converging media, and publication. They also create a commercial, public service announcement, and a sports hype video. In the second semester, they study and practice the elements of broadcast journalism, emphasizing news gathering, writing, and editing to create a reporter news package and a sports highlight package.

Prerequisite(s): Journalism, Digital Image & Motion Graphics or Instructor's waiver by Application. Open to 10th and 11th grade

TV PRODUCTION II: WZHS (1.0 credit) Fee: \$43 312805
TV PRODUCTION III: WZHS (1.0 credit) Fee: \$43 080000
TV PRODUCTION IV: WZHS (1.0 credit) Fee: \$43 080005

Continuing production students will be expected to fulfill various leadership and management roles as part of Zachary High Student Media. Students will also be expected to peer coach, edit, plan, and produce student media and school publications as advanced editors, reporters, and videographers. Emphasis is on the development of various media and video productions for a variety of audiences. Certifications. In addition to WZHS, students in this course will produce several video projects a year.

Prerequisite(s): Journalism I; Publications I (Yearbook)

COLLEGE & CAREER PREPARATION

QUEST FOR SUCCESS (1.0 credit) 080411

This course has 8 units which are carefully planned to help students progress from knowing and being aware of themselves to leading responsibly and leveraging these skills in identifying personal and career goals and planning for the future. It includes a variety of industry-aligned performance tasks that simulate the real world of work and support the development of employability skills, such as collaboration, resource management, and communication. Students will also learn about high-growth, industry sectors and career pathways.

Prerequisite(s): None

LAW STUDIES (1.0 credit) 220506

This course is designed to provide students with practical information about the law and to provide problem-solving opportunities that will assist in the development of knowledge and skills necessary to succeed in today's society. The course will include a study of the major types of law (criminal, civil, juvenile, etc.), as well as the US Constitution and major civil rights laws, as well as a focus on business and personal law.

Prerequisite(s): None

COMPUTER ARCHITECTURE I—CompTIA A+ (1.0 credit) 061111

COMPUTER ARCHITECTURE II—CompTIA Network + (1.0 credit) 310800

COMPUTER ARCHITECTURE III—CompTIA Security+ (1.0 credit) 310805

COMPUTER ARCHITECTURE IV – Internship* (1.0 credit) 061198

In this series of courses, students will be taught basic computer maintenance, repair and troubleshooting techniques. With these skills, students will develop systematic problem-solving skills, team work, workplace readiness skills, ethics, reliability, record keeping, on-site job mentoring, and phone skills. Students will also disassemble several generations of computers and reassemble them, noting similarities and differences between the various models. As each computer is disassembled and reassembled, various faults will be inserted into them, and students will have to discuss in groups what the best solutions to the problem are.

Prerequisite(s): Instructor Approval based on application and teacher recommendations; Students must have a strong interest in being a Computer Technician. Limited Seats Available.

INTRODUCTION TO SOCIOLOGY, Dual Enrollment (SOC 101) 220601
 See the course description on page 57

FOUNDATIONS OF EDUCATION, Dual Enrollment (EDCI 2030) Fall 100678
 See the course description on page 56

MULTICULTURAL LEARNING COMMUNITIES, Dual Enrollment (EDCI 2400) Spring 100677
 See the course description on page 56

DUAL ENROLLMENT OPPORTUNITIES

General Course Requirements

Students must meet the requirements set forth below:

- A. University's eligibility requirements
- B. Louisiana Board of Regents Student Eligibility Requirements for Academic Courses
This section will be replaced by the 2022-2023 BOR requirements when they are released.
 - 1. Student must have a 2.5 minimum high school GPA.

AND

- 2. Student must demonstrate subject-specific readiness in mathematics (for mathematics and science courses) or subject-specific readiness in English (for English, foreign language, history, social science, humanities, and arts survey courses) through either a minimum score on any assessment listed in the table below:

Assessment	English Minimum Score	Mathematics Minimum Score
ACT	18	19
SAT	500 ERW	510
PreACT	18	19
PSAT	25 WL	500
EOC	English II 740	Algebra I 760 or Geometry 750
LEAP 2025	English II Mastery	Geometry Mastery & Algebra II grade of C or higher
ACCUPLACER	86 Sentence Structure	70 (College Algebra)
ACCUPLACER NG	250 Writing	263 (QRAS)
ASPIRE	433	431
MAP	245	265

- C. Additional Student Eligibility Requirements: Many university DE courses have prerequisite requirements in addition to those listed in parts A and B above. See the Course Catalog descriptions for specific details.

DUAL ENROLLMENT COURSES OFFERED ON CAMPUS

****The following DE courses are taught on our campus by Zachary High School teachers for college credit.****

****The following DE courses are part of various associate's and bachelor's degree pathways.****

ENGLISH III, Dual Enrollment (CENL 1013 English Composition I (Fall)) (1.0 credit) 120601

Can be paired with **ENGLISH IV, Dual Enrollment (CENL 1023 English Composition II) – see below**

ENGLISH IV, Dual Enrollment (CENL 1013 English Composition I (Fall)) (1.0 credit) 120606

ENGLISH IV, Dual Enrollment (CENL 1023 English Composition II (Spring)) (1.0 credit) 120607

English III and IV 1013 and 1023 Dual Enrollment provides students the opportunity to earn three hours of college credit each semester through our partnership with Southeastern Louisiana University (SLU). Students will write five essays according to guidelines provided by SLU. This course requires students to function at a much higher level of performance. Heightened critical analysis skills are essential for outside reading assignments, multi-modal assessments, and more stringent writing criteria. In addition to meeting the writing requirements of SLU's own English 101 course, this is also a survey course of British Literature that provides a broad overview of literary and cultural development from the Anglo-Saxon period through the twentieth century. Students will read extensively from multiple genres of literature of major writers. Concepts covered in this course include proficiency in producing writing specific to audience and purpose; disseminating and synthesizing print, non-print, and technological sources; completing oral and written presentations; analyzing and evaluating the history of the English language; its literature, and its various literary genres; and sustaining mastery of grammar, mechanics, and usage of standard English in both written and oral form.

Prerequisite(s): University's requirements AND LA Board of Regents Student Eligibility Requirements for Academic Courses AND the following:

- ACT composite score of 19 or higher
- ACT sub-score of 18 or higher in English

ENGLISH, Introduction to Fiction, Dual Enrollment (Fall) (1.0 credit) 120614

ENGLISH, Introduction to Poetry, Dual Enrollment (Spring) (1.0 credit) 120616

This is a General Education course focused on skills for reading and writing about fiction, attention to generic conventions and critical perspectives.

Prerequisite(s): University's requirements AND LA Board of Regents Student Eligibility Requirements for Academic Courses and at least one of the following:

- minimum ACT English score of 26 and minimum ACT English and Composite sum of 53
- minimum grade of "C-" in ENGL 1001 or equivalent
- minimum score of 3 on the AP English Language exam
- junior or senior and minimum grade of "B" in previous high school English course

COLLEGE ALGEBRA, Dual Enrollment (Fall) (CMAT 1213) (1.0 credit) 160500

This course will cover the same topics that are covered in the 1st Semester of Pre-Calculus. Topics include: Solving Linear, Quadratic, Exponential, Logarithmic, Rational and Radical equations; graphing those equations; identifying and stating characteristics of functions; and being able to state domains and ranges of all functions. Students will receive 3 college credit hours at the end of this course.

Prerequisite(s): Per Southeastern Louisiana University, students must be classified as a Junior or Senior in high school to take this course or have enough credits to be considered a Junior (12.0 credits). University's requirements AND LA Board of Regents Student Eligibility Requirements for Academic Courses AND the following:

- ACT Composite score of 19 or higher
- ACT Math sub-score of 19 or higher
- ACT English sub-score of 18 or higher

TRIGONOMETRY, Dual Enrollment (Spring) (CMAT 1223) (1.0 credit) 160501

This course will cover the same topics as the 2nd Semester of Pre-Calculus. Topics include Introductions to Trig Functions; Right Triangle Trigonometry; The Unit Circle; Sine, Cosine, Tangent, Cosecant, Secant, and Tangent Graphs; Inverse Trig Functions; Trig Equations; Trig Identities; Half and Double Angle Properties; Law of Sines; and Law of Cosines. Students will receive 3 college credit hours at the end of this course.

Prerequisite(s): Per Southeastern Louisiana University, students must be classified as a Junior or Senior in high school to take this course or have enough credits to be considered a Junior (12.0 credits). University's requirements AND LA Board of Regents Student Eligibility Requirements for Academic Courses AND the following:

- ACT Composite score of 19 or higher
- ACT Math sub-score of 19 or higher
- ACT English sub-score of 18 or higher

DIFFERENTIAL CALCULUS - MATH 1530 (Fall), Dual Enrollment 160498

[LCCN: CMAT 2113 Differential Calculus] This is an LSU Integrative Learning Core (formerly General Education) approved course. Math 1530 and Math 1540 together cover the material of Math 1550. Credit will not be given for this course and MATH 1431, MATH 1550, or MATH 1551. Limits and derivatives of algebraic, exponential, logarithmic, and trigonometric functions, with applications.

Prerequisite: University's requirements AND LA Board of Regents Student Eligibility Requirements for Academic Courses AND the following:

- Minimum score of 76 on LSU ALEKS Calculus Placement Test

INTEGRAL CALCULUS - MATH 1540 (Spring), Dual Enrollment 160499

[LCCN: CMAT 2116 Integral Calculus] This is an LSU Integrative Learning Core (formerly General Education) approved course. Credit will not be given for this course and MATH 1431, MATH 1550, or MATH 1551. Integrals of algebraic, exponential, logarithmic, and trigonometric functions, with applications.

Prerequisite: University's requirements AND LA Board of Regents Student Eligibility Requirements for Academic Courses AND the following:

- minimum grade of "C-" in MATH 1530 (satisfies ALEKS Math score from BOR Table due to min ALEKS score of 76 required for MATH 1530)

US HISTORY I, The United States to 1865, Dual Enrollment (CHIS 2013 American History I) 220407

This is a General Education course focused on the comprehensive history of early America, from pre-contact period through the Civil War. Students will learn fundamentals of historical analysis by examining and writing about both primary and secondary sources.

Prerequisite(s): University's requirements AND LA Board of Regents Student Eligibility Requirements for Academic Courses

US HISTORY II, The United States from 1865 to the Present, Dual Enrollment (CHIS 2023 American History II) 220408

This is a General Education course focused on the comprehensive history of modern America, from Reconstruction to the Present. Students will learn fundamentals of historical analysis by examining and writing about both primary and secondary sources.

Prerequisite(s): University's requirements AND LA Board of Regents Student Eligibility Requirements for Academic Courses

WORLD HISTORY I, beginning to 1500, Dual Enrollment (CHIS 1113 World History I) 220450

This is a General Education course focused on developments and interactions among Asian, African, European, American, and Oceanian cultures in the pre-modern age. Students will learn fundamentals of historical analysis by examining and writing about both primary and secondary sources.

Prerequisite(s): University's requirements AND LA Board of Regents Student Eligibility Requirements for Academic Courses

WORLD HISTORY II, Since 1500, Dual Enrollment (CHIS 1123 World History II) 220451

This is a General Education course focused on the interactions among Asian, Middle Eastern, African, European, and American cultures in the modern era. Students will learn fundamentals of historical analysis by examining and writing about primary and secondary sources.

Prerequisite(s): University's requirements AND LA Board of Regents Student Eligibility Requirements for Academic Courses

FOUNDATIONS OF EDUCATION, Dual Enrollment (EDCI 2030 Teaching, Schooling, and Society) (Fall) 100678

This course introduces students to education, the teaching profession, and topics related to the history and philosophy of education with a focus on teaching in early childhood and elementary schools. The course covers topics including the classroom community, curriculum and standards, individual student needs, ethical and legal issues, and technology. In addition, students will explore social, economic, and cultural aspects of schooling, teaching, and learning. The course gives students an opportunity to engage in reflective exercises about what it means to be both a teacher and a student in our multicultural society. Students will have weekly experiences in local early childhood and elementary classrooms where they will observe and gain experience working with children.

Prerequisite(s): University's requirements AND LA Board of Regents Student Eligibility Requirements for Academic Courses

MULTICULTURAL LEARNING COMM, Dual Enrollment (EDCI 2400 Education and Diverse Populations) (Spring) 100677

This course is designed to help educators examine how race, ethnicity, and culture influence students' experiences in school and to help implement a multicultural approach to teaching. This course provides educators with the knowledge and concepts they need to develop appropriate, informed, and sensitive responses to the rich diversity of student learners in the classroom. We will explore cultural assumptions, attitudes, and values that shape our perceptions and predicate our actions. This exploration will prepare practitioners for enlightened citizenship and effective teaching in a multicultural society.

Prerequisite(s): University's requirements AND LA Board of Regents Student Eligibility Requirements for Academic Courses

ANIMAL SCIENCE, Dual Enrollment (optional in AgriScience III)

The course presents fundamental principles and functions important in animal science. The scientific underpinnings of modern animal science are presented, with emphasis on nutrition, reproduction, animal domestication and behavior, animal welfare and rights, genetics, and growth.

Prerequisite(s): University's requirements AND LA Board of Regents Student Eligibility Requirements for Academic Courses

PLANT SCIENCE, Dual Enrollment (optional in AgriScience III)

Students study basic plant morphology, classification, propagation, and crop improvement along with growth and development of crop plants. Students are introduced to soils, climate, and plant protection.

Prerequisite(s): University's requirements AND LA Board of Regents Student Eligibility Requirements for Academic Courses

DUAL ENROLLMENT COURSES OFFERED ONLINE

****The following courses are taught online by professors at different colleges and universities.****

****The following DE courses are part of various associate's and bachelor's degree pathways.****

****If students are interested in any additional online DE course not listed, see your school counselor for information.****

GENERAL BIOLOGY I, Science Majors (CBIO 1033 General Biology I), Dual Enrollment 150324

This is a General Education course for science/engineering curricula. General concepts in cellular structure, cellular metabolism, cellular communication, and genetics.

Prerequisite(s): University's requirements AND LA Board of Regents Student Eligibility Requirements for Academic Courses

- GENERAL BIOLOGY II, Science Majors (CBIO 1043 General Biology II), Dual Enrollment** 150326
 This is a General Education course for science/engineering curricula. General concepts in evolution, ecology, and the function of organisms.
Prerequisite(s): University's requirements AND LA Board of Regents Student Eligibility Requirements for Academic Courses and at least one of the following:
- minimum grade of "C-" in BIO 1201
- GENERAL CHEMISTRY I, Science Majors (CEM 1123 Chemistry I), Dual Enrollment** 150420
 This is a General Education course for science/engineering curricula. Modern chemical theories and principles; quantitative approach and problem solving; descriptive chemistry of selected elements and compounds.
Prerequisite(s): University's requirements AND LA Board of Regents Student Eligibility Requirements for Academic Courses and at least one of the following:
- minimum Math ACT score of 25 (or SAT 590)
 - minimum grade of "C-" in MATH 1021
 - credit or concurrent enrollment in MATH 1022 Trigonometry or with permission of instructor
- GENERAL CHEMISTRY II, Science Majors (CEM 1133 Chemistry II), Dual Enrollment** 150422
 This is a General Education course for science/engineering curricula. Continuation of CHEM 1201. Additional theory with emphasis on solution chemistry and a quantitative approach; descriptive chemistry of selected elements and compounds from the main groups and the first transition series.
Prerequisite(s): University's requirements AND LA Board of Regents Student Eligibility Requirements for Academic Courses AND the following:
- minimum grade of "C-" in CHEM 1201
- PHYSICS I, Dual Enrollment (CPHY 2113 Physics I (Algebra/Trig Based))** 150726
 This is an introductory physics course that introduces classical mechanics, fluid and solid physics, thermodynamics, and oscillation and wave mechanics. Students will delve into vectors, kinematics, Newton's Laws, momentum, work and energy, conservation, and will apply these basic physics principles to everyday life. Students will also learn how to solve physics problems through synthesis and analysis and the application of algebra and trigonometry skills.
Prerequisite(s): University's requirements AND LA Board of Regents Student Eligibility Requirements for Academic Courses
- AFRICAN AMERICAN HISTORY, Dual Enrollment (CHIS 2103 African American History)** 220511
 This course will provide an overview of African American history from the late fourteenth century to the present.
Prerequisite(s): University's requirements AND LA Board of Regents Student Eligibility Requirements for Academic Courses
- INTRODUCTION TO SOCIOLOGY (SOC 101), Dual Enrollment** 220601
 This is a general education course focused on sociological perspective that enables students to understand an array of societal challenges. Students learn to develop innovative opportunities and solutions to lead the educational, economic, and cultural development of southeast Louisiana and beyond.
Prerequisite(s): University's requirements AND LA Board of Regents Student Eligibility Requirements for Academic Courses
- PSYCHOLOGY, Dual Enrollment (CPSY 2013 Intro to Psychology)** 225011
 A survey of the science of behavior of man and other animals, and psychology as a biosocial science. Topics may include the scientific method, history of psychology, learning, development, personality, social psychology, and psychopathology.
Prerequisite(s): University's requirements AND LA Board of Regents Student Eligibility Requirements for Academic Courses
- INTRODUCTION TO ART, Dual Enrollment (CART 1023 Introduction to Visual Arts)** 030592
 Introduces a survey of the visual arts with emphasis on how and why works have been created in our own and earlier times. All major forms of drawing, painting, printmaking, sculpture, design and architecture are explored in basic terms.
Prerequisite(s): University's requirements AND LA Board of Regents Student Eligibility Requirements for Academic Courses
- INTRODUCTION TO MUSIC (CMUS 1013 Music Appreciation), Dual Enrollment** 030590
 A non-technical course open to all interested persons. Designed to increase the response to music through a knowledge of the art and development of perceptive listening skills. Opportunities provided to attend concerts and recitals, as well as actively listening and responding to approved concert recordings on-line.
Prerequisite(s): University's requirements AND LA Board of Regents Student Eligibility Requirements for Academic Courses

SPECIAL EDUCATION

These courses are for students who are identified as Special Education and have an IEP.

APPLIED ELA I	500051
APPLIED ELA II	500056
APPLIED ELA III	500057
APPLIED ELA IV	500058

These courses are designed to provide students with grade level and age appropriate literature materials, including poems, biographies, chapter books, fiction and non-fiction works that are adapted to the students' reading level. Students will participate in discussions to express an opinion, share ideas and information, and ask and respond to questions relevant to the topic. The course content reflects significant modification of the core curriculum to meet the individual needs of the student.

APPLIED MATH I	500052
APPLIED MATH II	500059
APPLIED MATH III	500060
APPLIED MATH IV	500061

These courses are designed to provide students with instruction related to the development of mathematical concepts, including addition, subtraction, comparing quantities, money, time, and using measurements required in daily living activities. The course content reflects significant modification of the core curriculum to meet the individual needs of the student.

APPLIED SCIENCE I	500053
APPLIED SCIENCE II	500062
APPLIED SCIENCE III	500063
APPLIED SCIENCE IV	500064

These courses will provide students with instruction related to functional science activities, including identification of objects, comparison of the physical properties and attributes of objects, knowledge of basic weather, and the understanding of plants, animals, body parts, and senses. The course content reflects significant modification of the core curriculum to meet the individual needs of the student.

APPLIED SOCIAL STUDIES I	500054
APPLIED SOCIAL STUDIES II	500065
APPLIED SOCIAL STUDIES III	500066
APPLIED SOCIAL STUDIES IV	500067

These courses are designed to provide students with instruction on skills and concepts related to events, people, and themes in the community and in history. The course content reflects significant modification of the core curriculum to meet the individual needs of the student.

STUDY SKILLS I	500100
STUDY SKILLS II	500101
STUDY SKILLS III	500102
STUDY SKILLS IV	500103

These courses are designed to assist students with learning, understanding, and reinforcing concepts and/or assignments presented in the general curriculum. Students will have the opportunity to develop and strengthen good study habits and learning strategies through various instructional methods and strategies.

TRANSITION: FOUNDATIONAL EMPLOYMENT SKILLS	500204
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This course is designed to introduce students to the transition services planning process. Instruction will include workforce-readiness skills and concepts, including general work habits (timeliness and staying on task), relationships within the work environment (listening to feedback and working with others), work attitudes (demonstrating initiative and setting personal goals), and communication skills (customer service and problem-solving).

TRANSITION: EMPLOYMENT SAMPLING I	500200
TRANSITION: EMPLOYMENT SAMPLING II	500216
TRANSITION: EMPLOYMENT SAMPLING III	500217
TRANSITION: EMPLOYMENT SAMPLING IV	500218

These courses will introduce students to a variety of occupations aligned with the 16 National career clusters. Instruction and activities will include ongoing transition assessments that explore students' vocational interests, job seeking skills, and employability skills.

TRANSITION: EMPLOYMENT I	500201
TRANSITION: EMPLOYMENT II	500219
TRANSITION: EMPLOYMENT III	500220
TRANSITION: EMPLOYMENT IV	500221

These courses are designed to allow students to apply the skills obtained in Employment Sampling on actual job sites. Instruction and activities will include job seeking skills, employability skills, competitive employment, supported employment job shadowing, volunteer work, and possible internships.

TRANSITION: EDUCATION/TRAINING I	500202
TRANSITION: EDUCATION/TRAINING II	500222
TRANSITION: EDUCATION/TRAINING III	500223
TRANSITION: EDUCATION/TRAINING IV	500224

These courses are designed to address skills that prepare students to actively explore post-secondary education options. Instruction will address various options, such as universities, community college, and vocational training programs. Activities will include completing applications, accessing disability service offices, and identifying financial aid and scholarship opportunities.

TRANSITION: INDEPENDENT LIVING I	500203
TRANSITION: INDEPENDENT LIVING II	500225
TRANSITION: INDEPENDENT LIVING III	500226
TRANSITION: INDEPENDENT LIVING IV	500227

These courses are designed to address those skills or tasks that contribute to successful independent functioning in adulthood. Instruction will include personal care, recreation and leisure, community participation, use of public transportation, and personal finances. Activities will include accessing community resources, such as vocational rehabilitation and developmental disabilities services.

STEM PATHWAYS

It is highly recommended that incoming 9th graders have a C or better in Math & Science in 8th grade in order to take a STEM course.

All students are expected to hold and maintain a 2.0 unweighted GPA in the STEM courses.

INTRODUCTION TO COMPUTATIONAL THINKING - LSU Partnership (1.0 credit) 061140

This course introduces students to the basic ideas of computational thinking and its applications to problem solving in STEM fields. Students will use an open source, Web-based programming environment to create code for simple drawings, animations and simulations, through which they learn how to use abstraction, decomposition and pattern recognition to model problems and arrive to an algorithmic solution. Students taking Algebra I concurrently with this course will benefit the most.

Prerequisite(s): None

LSU DIGITAL DESIGN & EMERGENT MEDIA

DIGITAL STORYTELLING - LSU Partnership (1.0 credit) 040241

***DOES fulfill the Art requirement for the TOPS diploma

This is a project-based learning (PBL) inspired course that utilizes a PBL assessment guide in addition to thoughtful integrated learning. Throughout the course, experimentation and the practice of storytelling through the lenses of multiple mediums allows students to develop narrative reasoning skills, while simultaneously giving them a realm to be creative and challenged. The purpose of this course is to get our students to become creators rather than just consumers. The course focuses on content creation, specifically in the realms of: Visual, Auditory, Video-graphic, and Interactive Storytelling.

Prerequisite(s): None

VIDEO GAME DESIGN – LSU Partnership (1.0 credit) 080022

The Game Design in Unity course teaches the fundamentals of designing a game using the world's most widely accessed and preferred editing engine. This course intends to prepare high school students with the industry-related skills needed for the workplace and higher learning environments. Students illustrate comprehension of game design skills and apply their knowledge using the Unity game engine. By the end of this course, they will understand the design planning process, be knowledgeable of industry-related careers, and navigate the Unity environment to create 3D games.

Prerequisite(s): Intro to Computational Thinking or Digital Storytelling is strongly recommended.

LSU PRE-ENGINEERING

INTRODUCTION TO ENGINEERING DESIGN - LSU Partnership (1.0 credit) 110801
This course is designed to introduce the profession, ethics, and diversity of the field of engineering to students in their first year of high school. The course will allow students to explore the 10 primary concentrations within engineering by listening to guest speaker lectures, working on an interactive project with a team, and presenting the results of their project to the class. Specifically, this course will emphasize that the engineer is a team worker who needs strong skills in technical problem solving, engineering design, ethical decision making, and communicating to diverse audiences.

Prerequisite(s): None

ROBOTICS – LSU Partnership (1.0 credit) 150780
ADVANCED ROBOTICS – LSU Partnership (1.0 credit) 150730

This beginning robotics course uses VEX EDR Robotics parts and RobotC software to introduce the student to basic programming, as well as problem solving strategies. This course will involve students in the development, building and programming of robots to accomplish various tasks. Students will work hands-on in teams to design, build, program, and document their progress.

Prerequisite(s): Intro to Computational Thinking or Introduction to Engineering

PRINCIPLES OF ENGINEERING – LSU Partnership (1.0 credit) 110864
This course will allow students to experience a more in-depth understanding of the 10 primary engineering disciplines that they were exposed to in the Introduction to Engineering course. Students will spend approximately 3 weeks exploring each discipline through concept lectures and hands-on projects, in which students will learn electrical circuitry, computer programming on Arduino's, Rube Goldberg machines, basic 3D modeling, and pneumatics/hydraulics.

Prerequisite(s): Introduction to Engineering

ENGINEERING DESIGN & DEVELOPMENT – LSU Partnership (1.0 credit) 110861
This course will provide students with the skills necessary to understand and interpret engineering drawings and working sketches. The student will also learn to construct 3D models and engineering drawings using computer-aided design, CAD. In addition to working on developing spatial reasoning and technical drawing skills, students will develop technical writing skills and certain soft skills through journal article reflections, work ethic lessons, and oral presentations on various topics throughout the semester.

Prerequisite(s): Introduction to Engineering

Zachary High School

STEM Pathways

LSU Digital Design and Emergent Media:

- Students are immersed in the 21st century field of digital and media production. This STEM pathway specializes in developing skills and creativity through digital programming and coding, media arts, and the web.
- Related Careers: Computer and Software Engineering, Computer Science, Graphic Design, Web Design, IT

Silver Seal	4 core classes	<ul style="list-style-type: none"> • Intro to Computational Thinking • Digital Storytelling • Programming for Digital Media • Coding for the Web
Gold Seal	4 core classes above PLUS 4 additional classes	Choose any 4: <ul style="list-style-type: none"> • Probability & Statistics AP • Video Game Design • Photography I • Calculus AB or BC AP • Data Manipulation & Analysis • General Biology I/II DE • General Chemistry I/II DE • Physics I DE

Sample Schedules:

9 th grade	10 th grade	11 th grade	12 th grade
<ul style="list-style-type: none"> • Algebra I • Government • English I • Physical Science • PE / Health / JROTC • Art elective • Intro to Computational Thinking 	<ul style="list-style-type: none"> • Geometry • World Geography • English II • Biology • PE / JROTC • Foreign Lang #1 • Digital Storytelling 	<ul style="list-style-type: none"> • Algebra II • US History • English III • Chemistry • Foreign Lang #2 • Photography I • Prog for Digital Media 	<ul style="list-style-type: none"> • World History • English IV • Physics I DE • Prob & Stats AP • Coding for the Web • Video Game Design
<ul style="list-style-type: none"> • Geometry • Govt & Politics AP • English I • Environmental Sci AP • PE / JROTC • Foreign Lang #1 • Intro to Computational Thinking <p>8th grade: Algebra I, Health</p>	<ul style="list-style-type: none"> • Algebra II • Human Geo AP • English II • Biology • Foreign Lang #2 • Art elective • Digital Storytelling 	<ul style="list-style-type: none"> • US History • English III • Chemistry • PE / Elective / JROTC • Prob & Stats AP • Prog for Digital Media • Photography I 	<ul style="list-style-type: none"> • World History AP • English IV • Physics I AP • Calculus AB AP • Coding for the Web • Video Game Design
<ul style="list-style-type: none"> • Geometry • Govt & Politics AP • English I • Environmental Sci AP • Foreign Lang #2 • Art elective • Intro to Computational Thinking <p>8th grade: Algebra I, Foreign Lang #1, Health</p>	<ul style="list-style-type: none"> • Algebra II • Human Geo AP • English II • Biology • PE / JROTC • Photography I • Digital Storytelling 	<ul style="list-style-type: none"> • US History AP • English III AP • Chemistry • PE / Elective / JROTC • Prob & Stats AP • Video Game Design • Calculus AB AP 	<ul style="list-style-type: none"> • Euro History AP • English IV AP • Physics I DE • Prog for Digital Media • Coding for the Web

LSU Pre-Engineering:

- Students are immersed in the fundamentals of various types engineering and robotics through the use of hands on projects. This STEM Pathway is designed to introduce students to the profession of engineering and to build skills necessary to understand and interpret engineering concepts.
- Related Careers: Biological, Chemical, Electrical, Mechanical, and Petroleum Engineering; Construction Management, Surveyor, Drafting

Silver Seal	4 core classes	<ul style="list-style-type: none"> • Intro to Computational Thinking • Intro to Engineering Design • Robotics • Engineering Design & Development OR Principles of Eng
Gold Seal	4 core classes above PLUS 4 additional classes	Choose any 4: <ul style="list-style-type: none"> • Environmental Science AP • Probability & Statistics AP • Biology II AP • Chemistry II AP • Physics I AP • Calculus AB or BC AP • Data Manipulation & Analysis • Engineering Design & Development • Principles of Engineering

Sample Schedules:

9 th grade	10 th grade	11 th grade	12 th grade
<ul style="list-style-type: none"> • Algebra I • Government • English I • Physical Science • PE / Health / JROTC • Foreign Lang #1 • Intro to Computational Thinking 	<ul style="list-style-type: none"> • Geometry • World Geography • English II • Biology • PE / JROTC • Foreign Lang #2 • Intro to Engineering Design 	<ul style="list-style-type: none"> • Algebra II • US History • English III • Chemistry • Art elective • Robotics • Biology II AP 	<ul style="list-style-type: none"> • Pre-Calculus • World History • English IV • Physics I AP • Prob & Stats AP • Engineering Design & Dev • Data Manip & Analysis
<ul style="list-style-type: none"> • Geometry • Govt & Politics AP • English I • PE / JROTC • Foreign Lang #1 • Environmental Sci AP • Intro to Computational Thinking 	<ul style="list-style-type: none"> • Algebra II • Human Geo AP • English II • Biology • PE / Elective / JROTC • Foreign Lang #2 • Intro to Engineering Design 	<ul style="list-style-type: none"> • Pre-Calculus • US History AP • English III • Chemistry • Art elective • Principles of Engineering • Biology II AP 	<ul style="list-style-type: none"> • World History • English IV • Calculus AB or BC AP • Physics I AP • Engineering Design & Dev • Robotics
8 th grade: Algebra I, Health			
<ul style="list-style-type: none"> • Geometry • Govt & Politics AP • English I • PE / JROTC • Foreign Lang #1 • Environmental Sci AP • Intro to Computational Thinking 	<ul style="list-style-type: none"> • Algebra II • Human Geo AP • English II • Biology • PE / Elective / JROTC • Art elective • Intro to Engineering Design 	<ul style="list-style-type: none"> • Pre-Calculus • US History AP • English III AP • Chemistry • Robotics • Physics I AP • Prob & Stats AP 	<ul style="list-style-type: none"> • World History AP • English IV AP • Calculus AB or BC AP • Engineering Design & Dev • Principles of Engineering
8 th grade: Algebra I, Foreign Lang #2, Health			

Pre-Educator Pathway:

- This pathway is for high school students who intend to pursue a career in the field of education. The ultimate mission of this pathway is to cultivate highly skilled educators by guiding young people on a path to becoming accomplished teachers, beginning in high school and extending through college and into the profession.
- Related Careers: Teacher, Childcare Worker, Substitute teacher, Professional Tutor, Para-professional

Silver Seal	4 core classes	<ul style="list-style-type: none"> • Foundations of Education DE • Multicultural Learning Communities DE • Psychology AP OR Child Development • Computer Science AP
Gold Seal	4 core classes above PLUS 4 additional classes (2 may be chosen from the list below)	Choose 2 - 4: <ul style="list-style-type: none"> • English III AP or English III DE 1013 • English IV AP or English IV DE 1013 • Probability & Statistics AP • Biology II AP • Chemistry II AP • Algebra III • Financial Literacy • US History DE 2013 or 2023 • World History DE 1113 or 1123 • CTE Internship
	Maximum of 2 classes from this list	<ul style="list-style-type: none"> • FACS I • Workplace Safety or First Responder • Media Arts I or Journalism I: Desktop Publishing • IBCA or BCA

Sample Schedules:

9 th grade	10 th grade	11 th grade	12 th grade
<ul style="list-style-type: none"> • Algebra I • Government • English I • Physical Science • PE / Health / JROTC • Foreign Lang #1 • FACS I 	<ul style="list-style-type: none"> • Geometry • World Geography • English II • Biology • PE / JROTC • Foreign Lang #2 • Workplace Safety 	<ul style="list-style-type: none"> • Algebra II • US History • Chemistry • English III • Foundations of Ed DE / Multicult Learn Com DE • Child Development • Biology II AP 	<ul style="list-style-type: none"> • World History • English IV AP • Algebra III • Computer Science AP
<ul style="list-style-type: none"> • Geometry • Govt & Politics AP • English I • Environmental Science AP • PE / JROTC • Foreign Lang #1 • IBCA <p>8th grade: Algebra I, Health</p>	<ul style="list-style-type: none"> • Algebra II • Human Geo AP • English II • Biology • PE / Elective / JROTC • Foreign Lang #2 • Media Arts I 	<ul style="list-style-type: none"> • Pre-Calculus • Chemistry • Elective • US History DE 2013 • English III DE 1013 • Foundations of Ed DE / Multicult Learn Com DE • Psychology AP 	<ul style="list-style-type: none"> • English IV • Calculus AB or BC AP • Chemistry II AP • Computer Science AP

Students are not bound to the schedules above. Please speak to your child's counselor.

Business, Associate of Science - No Specific Intended Transfer Institution
BRCC Catalog 2022 -2023

General Education Courses	Course Taken	Sem/Yr Taken	Grade Earned	Grade Req.	Hours
English Composition I (ENGL 1013)				>=C	3
English Composition II (ENGL 1023)				>=C	3
College Algebra (Math 1213)				>=C	3
Calculus for Non-Science Majors (MATH 2103) or Basic Statistics I (MATH 2303)				>=C	3
General Ed Natural Science (first in sequence)					3
General Ed Natural Science (second in sequence)					3
General Ed Natural Science (opposite from sequence)					3
General Ed History (any)					3
Introduction to Psychology (PSYC 2013) or Introduction to Sociology (SOCL 2013) or Principles of Macroeconomics (ECON 2213) ¹				>=C for ECON	3
Principles of Macroeconomics (ECON 2213) ¹ or Principles of Microeconomics (ECON 2223) ¹				>=C	3
Introduction to Visual Arts (ARTS 1023) or Music Appreciation (MUSC 1013)					3
Public Speaking (SPCH 2013) or Business Communication (BUSN 2403) ²				>=C	3
Literature & Ethnicity (ENGL 2133) or Introduction to Fiction (ENGL 2303) or Introduction to Poetry and Drama (ENGL 2313) or Major British Writers (ENGL 2123) or Major American Writers (ENGL 2173)					3
Required Courses	Course Taken	Sem/Yr Taken	Grade Earned	Grade Req.	Hours
Principles of Macroeconomics (ECON 2213) or Principles of Microeconomics (ECON 2223) or Economics of Money & Banking (ECON 2313) ¹				>=C	3
Financial Accounting III (ACCT 2113) ³ OR Financial Accounting I (ACCT 2313) ³ and Financial Accounting II (ACCT 2323) ³				>=C	3
Microcomputer Applications in Business (CSCI 2203) or Spreadsheets I (CIST 1503)				>=C	3
Basic Statistics I (MATH 2303) or Basic Statistics II (MATH 2313)				>=C	3
Approved Business Elective ⁴				>=C	3
Approved Business Elective ⁴				>=C	3
Approved Business Elective or Related Elective ⁵				>=C	3
Total Hours					60-63

¹ALL AS in Business students MUST TAKE both ECON 2213 and ECON 2223. Students who use ECON 2213 & ECON 2223 in the General Education Social Sciences category must also take ECON 2313.

²Students transferring to LSU may take BUSN 2403 in place of SPCH 2313.

³Students may choose to take ACCT 2113 in place of ACCT 2313 and ACCT 2323. Credit will not be given for both ACCT 2313 and/or ACCT 2323 and ACCT 2113. ACCT 2313 does not transfer to LSU, SLU, or SU. It is a prerequisite for ACCT 2323 which does transfer.

⁴Approved Business Electives: ACCT 2213, BUSN 1003, BUSN 2103, BUSN 2403, ECON 2313, MATH 2313

⁵Approved Business or Related Elective: Choose either one more course from the list above (footnote 4) of approved business electives OR HIST - other course in sequence. (For maximum potential transferability, it is recommended that students choose another approved business elective from the list in footnote 4)

General Science Associate of Science
BRCC Catalog 2021 - 2022

General Education Courses	Course Taken	Semester/yr taken	Grade Earned	Grade Req.
English Composition I (ENGL 1013)				>=C
English Composition II (ENGL 1023)				>=C
¹ Gen Ed math: College Algebra (MATH 1213) or Plane Trigonometry (MATH 1223) or College Algebra and Plane Trigonometry (MATH 1235) or Calculus I (MATH 2115), Calculus II (MATH 2125) or any Statistics.				>=C
Gen Ed natural science (1st in sequence) ²				>=C
Gen Ed natural science (2nd in sequence) ²				>=C
Gen Ed natural science (opposite from sequence) ²				>=C
¹ Choose first course based on your math placement scores; the second math course should be at a higher level than the first. ² Both biological & physical sciences must be taken for this degree program. If the two-course sequence are biological sciences, the opposite from sequence must be from the physical sciences (e.g. BIOL 1033/BIOL 1043 & physical science), & vice versa (e.g. CHEM 1123/CHEM 1133 or PHYS 2113/PHYS 2123 & biological science).				
Gen Ed social science (2000 level)				>=C
Gen Ed social science (2000 level)				>=C
Gen Ed fine arts				>=C
Gen Ed humanities				>=C
Gen Ed humanities				>=C
Gen Ed humanities				>=C
Total Gen Ed Courses Credits (39-43 needed)				
21 Hours of Approved Natural Science and Mathematics/Analytical Reasoning courses.				
List of approved courses below.	Course Taken	Semester/yr taken	Grade Earned	Grade Req.
ASTRO 1103				>=C
BIOL 1013, 1011, 1023, 1021, 1031, 1033, 1041, 1043, 2103, 2101, 2123, 2121, 2213, 2211, 2223, 2221, 2413*, 2513, 2703				>=C
CHEM 1003, 1121, 1123, 1131, 1133, 2211, 2213, 2221, 2223				>=C
ENSC 1103*, 2083				>=C
GEOL 1103				>=C
HLSC 1012, 1103				>=C
HORT 2053				>=C
MATH 1213, 1223, 1235, 1303, 2103, 2115, 2125, 2134, 2303, 2313, 2904				>=C
PHIL 2113				>=C
PHSC 1023, 1021, 1033, 1031				>=C
PHYS 1103, 1013, 2111, 2113, 2121, 2123, 2133, 2143, 2153				>=C
RNRE 1013*, 2033, 2103*				>=C
VTEC 1011, 1031, 1054, 1051				>=C
Total Approved Natural Science and Mathematics Courses (21 required)				
Total Hours 60				

* count as biological or physical science, NOTE: Credit not offered for both MATH 1213 or MATH 1223 and MATH 1235; BIOL 1033 and BIOL 1013; BIOL 1043 and BIOL 1023; BIOL 2103 and BIOL 2123; BIOL 1011 and 1031; BIOL 1021 and BIOL 1041

**Liberal Arts Associate of Arts
BRCC Catalog 2021-22**

Student name:

Student ID number:

General Education Courses:	Course Taken	semester/ year taken	Grade Earned	Grade Req.	Hours
English Composition I (ENGL 1013)				>=C	3
English Composition II (ENGL 1023)				>=C	3
Gen Ed math					3
Gen Ed math or PHIL 2113					3
Gen Ed social science (2000 level)					3
Gen Ed social science (2000 level)					3
Gen Ed natural science sequence					3
Gen Ed natural science sequence					3
Gen Ed natural science					3
Gen Ed fine arts					3
Gen Ed humanities					3
Gen Ed humanities					3
Gen Ed literature					3
Required Courses	Course Taken	semester/ year taken	Grade Earned	Grade Req.	Hours
SPCH (1013, 2013, 2213, 2313, 2403)					3
Any arts/humanities or social science course					3
Liberal Arts required course ¹				>=C	3
Liberal Arts required course ¹				>=C	3
Liberal Arts required course ¹				>=C	3
Liberal Arts required course ¹				>=C	3
Liberal Arts required course ¹				>=C	3
					60

¹Any arts or humanities course (ARTS, ENGL, FILM, foreign language, HIST, HUMN, MUSC, PHIL, SPCH, THTR)

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LSU-E

General Studies Degree Plan Sample

Grade 9	Grade 10
English I Algebra I Government Environmental/Physical Science Physical Education Foreign Language I IBCA	English II Geometry World Geography Biology Physical Education/Health Foreign Language II Algebra II
Grade 11	
Fall	Spring
ENGL1001 – English III MATH1020 – Adv Math CHEM1001 – Chemistry HIST2057 – US History II CMST1061 - Speech ART1440 or MUS1751 – Fine Art 1 elective	PSYC2000 – Psychology ART1440 or MUS1751 – Fine Art PSYC2070 – Developmental Psychology 2 Electives of a student’s choice 2 HS electives
Grade 12	
Fall	Spring
ENGL1002 – English IV MATH1022 – Trigonometry ENVS1126 or BIOL1001 – Environmental Science/Biology II HIST1001 – World History ENGL2025 – British Literature	SOCL2000 – Sociology 4 Electives of a student’s choice

****This is just a guide of how a degree could be obtained – it is not required that a student follow this exact path. There is room for some course exchanges – each student will be advised on their own individual path to their degree.**

LSU-E

Criminal Justice Degree Plan Sample

Grade 9	Grade 10
English I Algebra I Government Environmental/Physical Science Physical Education Foreign Language I IBCA	English II Geometry World Geography Biology Physical Education/Health Foreign Language II Algebra II
Grade 11	
Fall	Spring
ENGL1001 – English III MATH1020 – Adv Math CHEM1001 – Chemistry HIST2057 – US History II ART1440 or MUS1751 – Fine Art 2 electives	BIOL1001 – Biology II PSYC2000 – Psychology CMST1061 – Speech CJ1107 – Criminal Justice (required) POLS2051 – Government (required) 2 electives
Grade 12	
Fall	Spring
ENGL1002 – English IV MATH1425 – Statistics CHEM1002 or BIOL1002 HIST1001 – World History ENGL2025 – British Literature	CJ2131 (required) CJ2133 (required) 2 Criminal Justice Electives SOCL2001 – Sociology

****This is just a guide of how a degree could be obtained – it is not required that a student follow this exact path. There is room for some course exchanges – each student will be advised on their own individual path to their degree.**

LSU-E

Fire and Emergency Services Degree Plan Sample

Grade 9	Grade 10
English I Algebra I Government Environmental/Physical Science Physical Education Foreign Language I IBCA	English II Geometry World Geography Biology Physical Education/Health Foreign Language II Algebra II
Grade 11	
Fall	Spring
ENGL1001 – English III MATH1020 – Adv Math CHEM1001 – Chemistry FSCI1001 FSCI1101 2 electives	HIST2057 – US History II FSCI2152 FSCI2155 INDS1102 PSYC2000 – Psychology ART1440 or MUS1751 – Fine Art 1 elective
Grade 12	
Fall	Spring
ENGL1002 – English IV HIST1001 – World History I BIOL1001 – Biology II FSCI2153 FSCI2210 FSCI2502	5 Area of Concentration Courses (15 hrs) *Emergency Services Tech *Safety and Health Compliance *Fire Service Tech

****This is just a guide of how a degree could be obtained – it is not required that a student follow this exact path. There is room for some course exchanges – each student will be advised on their own individual path to their degree.**

Zachary High School Course Request 2024 – 2025

Last Name: _____ First Name: _____ Grade: _____

_____ TOPS University _____ TOPS Tech (Jump Start) Pathway: _____

ENGLISH	MATH	SCIENCE	SOCIAL STUDIES
<input type="checkbox"/> English I <input type="checkbox"/> English I (H) <input type="checkbox"/> English I Gifted <input type="checkbox"/> English II <input type="checkbox"/> English II (H) <input type="checkbox"/> English II Gifted <input type="checkbox"/> Business English <input type="checkbox"/> English III <input type="checkbox"/> English III (H) <input type="checkbox"/> English III (AP) <input type="checkbox"/> English III (DE 1013) <input type="checkbox"/> English III Gifted (AP) <input type="checkbox"/> Technical Writing <input type="checkbox"/> English IV <input type="checkbox"/> English IV (AP) <input type="checkbox"/> English IV (DE 1013) <input type="checkbox"/> English IV (DE 1023) <input type="checkbox"/> English, Intro to Fiction & Poetry (DE)	<input type="checkbox"/> Algebra I <input type="checkbox"/> Algebra I (H) <input type="checkbox"/> Geometry <input type="checkbox"/> Geometry (H) <input type="checkbox"/> Math Essentials <input type="checkbox"/> Algebra II <input type="checkbox"/> Algebra II (H) <input type="checkbox"/> Financial Literacy <input type="checkbox"/> Algebra III <input type="checkbox"/> Pre-Calculus <input type="checkbox"/> Pre-Calculus (H) <input type="checkbox"/> Prob. & Stats (AP) <input type="checkbox"/> Calculus (AP) - AB <input type="checkbox"/> Calculus (AP) - BC <input type="checkbox"/> College Algebra (DE) <input type="checkbox"/> Trigonometry (DE) <input type="checkbox"/> Differential Calculus (DE) <input type="checkbox"/> Integral Calculus (DE)	<input type="checkbox"/> Physical Science <input type="checkbox"/> Physical Science (H) <input type="checkbox"/> Biology I <input type="checkbox"/> Biology I (H) <input type="checkbox"/> Biology II (AP) <input type="checkbox"/> Anatomy & Phys (H) <input type="checkbox"/> Chemistry <input type="checkbox"/> Chemistry (H) <input type="checkbox"/> Chemistry II (AP) <input type="checkbox"/> Earth Science <input type="checkbox"/> Environmental Sci <input type="checkbox"/> Environmental Sci (AP) <input type="checkbox"/> Physics <input type="checkbox"/> Physics I (AP) <input type="checkbox"/> General Biology I (DE) <input type="checkbox"/> General Biology II (DE) <input type="checkbox"/> General Chemistry I (DE) <input type="checkbox"/> General Chemistry II (DE) <input type="checkbox"/> Physics I (DE)	<input type="checkbox"/> Government <input type="checkbox"/> Government (H) <input type="checkbox"/> US Government & Pol (AP) <input type="checkbox"/> World Geography <input type="checkbox"/> World Geography (H) <input type="checkbox"/> Human Geography (AP) <input type="checkbox"/> US History <input type="checkbox"/> US History (H) <input type="checkbox"/> US History (AP) <input type="checkbox"/> World History <input type="checkbox"/> World History (H) <input type="checkbox"/> World History (AP) <input type="checkbox"/> European History (AP) <input type="checkbox"/> Psychology (AP) <input type="checkbox"/> Psychology (DE) <input type="checkbox"/> US History I (DE) <input type="checkbox"/> US History II (DE) <input type="checkbox"/> World History I (DE) <input type="checkbox"/> World History II (DE) <input type="checkbox"/> African American Hist (DE)
JROTC / PHYS. EDUCATION	FOREIGN LANGUAGE	AGRICULTURE & TRADES	BUSINESS
<input type="checkbox"/> JROTC I <input type="checkbox"/> JROTC II <input type="checkbox"/> JROTC III <input type="checkbox"/> JROTC IV <input type="checkbox"/> Health (1/2) <input type="checkbox"/> Phys. Ed. (1/2) <input type="checkbox"/> Phys. Ed. (Year) <input type="checkbox"/> Phys. Ed. (Athletic) List sport: _____	<input type="checkbox"/> French I <input type="checkbox"/> French I (H) <input type="checkbox"/> French II <input type="checkbox"/> French II (H) <input type="checkbox"/> French III (H) <input type="checkbox"/> French IV (H) <input type="checkbox"/> Spanish I <input type="checkbox"/> Spanish I (H) <input type="checkbox"/> Spanish II <input type="checkbox"/> Spanish II (H) <input type="checkbox"/> Spanish III (H) <input type="checkbox"/> Spanish IV (H)	<input type="checkbox"/> Agriscience I <input type="checkbox"/> Agriscience II <input type="checkbox"/> Agriscience III <input type="checkbox"/> Ag Leadership <input type="checkbox"/> Animal Science (DE) <input type="checkbox"/> Plant Science (DE) <input type="checkbox"/> Workplace Safety <input type="checkbox"/> Electrical I / II (2 Units) <input type="checkbox"/> Welding I (2 Units) <input type="checkbox"/> Welding II (2 Units) <input type="checkbox"/> Welding III (2 Units)	<input type="checkbox"/> Intro to BCA (IBCA) <input type="checkbox"/> Bus Comp App (BCA) <input type="checkbox"/> Principles of Business <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> Coop Office Ed (COE) <input type="checkbox"/> Coop Marketing I (DECA) <input type="checkbox"/> Web Design (1/2) <input type="checkbox"/> Keyboarding (1/2) <input type="checkbox"/> Personal Finance (1/2) <input type="checkbox"/> Customer Service (1/2) <input type="checkbox"/> CTE Internship
VISUAL ARTS	PERFORMING ARTS	HUMAN SCIENCES	COMMUNICATIONS & CAREER
<input type="checkbox"/> Art I <input type="checkbox"/> Art II <input type="checkbox"/> Art III <input type="checkbox"/> Art IV <input type="checkbox"/> Studio Art 2D (AP) <input type="checkbox"/> Photography I <input type="checkbox"/> 3D Vis Des: Ceramics I <input type="checkbox"/> Ceramics II <input type="checkbox"/> Media Arts I <input type="checkbox"/> Digital Media II <input type="checkbox"/> Digital Media III <input type="checkbox"/> Media Arts IV: Jumbotron <input type="checkbox"/> Talented Art I/II/III/IV <input type="checkbox"/> Intro to Art (DE)	<input type="checkbox"/> Beginning Choir <input type="checkbox"/> Chorale Intermediate Choir <input type="checkbox"/> A Cappella Advanced Choir <input type="checkbox"/> Bronco Beat Prep Choir <input type="checkbox"/> Intro to Music (DE) <input type="checkbox"/> Beginning Band <input type="checkbox"/> Advanced Band <input type="checkbox"/> Symphonic Wind Ensemble <input type="checkbox"/> Jazz Ensemble <input type="checkbox"/> Percussion I <input type="checkbox"/> Percussion II <input type="checkbox"/> Guitar I <input type="checkbox"/> Guitar II <input type="checkbox"/> Guitar III <input type="checkbox"/> Advanced Orchestra	<input type="checkbox"/> Nut & Food/Adv Nut & Food <input type="checkbox"/> Pro Start I <input type="checkbox"/> Child Development <input type="checkbox"/> FACS I <input type="checkbox"/> FACS II <input type="checkbox"/> Medical Occupations <input type="checkbox"/> Medical Terminology <input type="checkbox"/> Sports Medicine I / II <input type="checkbox"/> Sports Medicine III <input type="checkbox"/> First Responder <input type="checkbox"/> Medical Assistant	<input type="checkbox"/> Journalism I-Intro to YB/NP <input type="checkbox"/> Publications I - YB <input type="checkbox"/> Publications II/III - YB <input type="checkbox"/> Publications I - NP <input type="checkbox"/> Publications II/III - NP <input type="checkbox"/> TV Production I - WZHS <input type="checkbox"/> TV Production II - WZHS <input type="checkbox"/> TV Production III/IV -WZHS <input type="checkbox"/> Quest for Success <input type="checkbox"/> Law Studies <input type="checkbox"/> Computer Architecture I <input type="checkbox"/> Computer Architecture II <input type="checkbox"/> Computer Architecture III/IV
SPECIAL EDUCATION		DUAL ENROLLMENT	STEM PATHWAYS
<input type="checkbox"/> Study Skills I <input type="checkbox"/> Study Skills II <input type="checkbox"/> Study Skills III <input type="checkbox"/> Study Skills IV	<input type="checkbox"/> Theater I, Non-performance <input type="checkbox"/> Theater I, Performance <input type="checkbox"/> Theater II <input type="checkbox"/> Theater III, IV, V <input type="checkbox"/> Technical Theater I <input type="checkbox"/> Technical Theater II <input type="checkbox"/> Technical Theater III, IV, V	<input type="checkbox"/> Intro to Sociology (DE) <input type="checkbox"/> Foundations of Educ (DE) <input type="checkbox"/> Multicult Learn Comm (DE) <input type="checkbox"/> Office Aide (max 1 hr & must be a senior)	<input type="checkbox"/> Intro to Comp Thinking <input type="checkbox"/> Digital Storytelling <input type="checkbox"/> Video Game Design <input type="checkbox"/> Intro to Engineering Design <input type="checkbox"/> Robotics <input type="checkbox"/> Advanced Robotics <input type="checkbox"/> Principles of Engineering <input type="checkbox"/> Engineering Design & Dev

Scheduling Information:

- Your selections determine what courses will be offered to students in the master schedule.
- Students are expected to select classes carefully and to maintain a firm commitment to continue enrollment in their classes.
- Course changes will not be made to accommodate extra-curricular schedules, personal, teacher, or period preferences.

Student signature _____ Date _____