

Presbyterian Pan American

Academic Handbook



Building Young Christian Leaders since 1912

Table of Contents

Mission.....	3
Goals and Objectives	4
Facilities.....	5
New Students.....	8
All Students	8
Career Pathways.....	8
Conferences	9
Clubs and Organizations	9
Student Publications.....	10
College Visitation.....	11
Transcripts	11
Academic Awards	11
High School Graduation Requirements	18
Other Learning Opportunities	20
Summer School.....	20
College Course Work - Dual High School/College Credit	21
Graduating as a Texas Scholar	22
Class Ranking.....	23
Testing Requirement for High School Graduation	23
Courses offered at Presbyterian Pan American School	25
English Language Arts and Reading.....	25
Mathematics	29
Science	32
Social Studies	36
Religious Studies.....	38
Health Education	39
Agricultural Science.....	39
Fine Arts.....	40
Physical Education	41
Financial Aid Programs for students entering college	41

Introduction

INSTITUTION: Presbyterian Pan American School is a co-educational, college preparatory boarding and day school serving students of all denominations from grades nine through twelve and high school graduates seeking to acquire English as a Second Language... It is operated as a non-profit institution of the Synod of the Sun, Presbyterian Church (U.S.A.). It is governed by a Board of Trustees, part of who are elected by the Board itself. It is related by covenant with the General Assembly of the Presbyterian Church (U.S.A.). The remaining members are elected by the Synod of the Sun and the National Presbyterian Church in Mexico. Students come from the nearby city of Kingsville, from elsewhere in the state of Texas, and the United States, the country of Mexico, Central America, and other nations.

NON-DISCRIMINATION POLICY: Presbyterian Pan American School admits students of any race, color, national or ethnic origin, religion, or qualified handicap that are otherwise eligible for admission as students, to all the rights, privileges, programs, and activities generally accorded or made available at the school. It does not discriminate on the basis of race, color, national or ethnic origin, religion, or handicap in administration of its educational policies, admission policies, financial aid program, and athletic or other school administered programs.

ACCREDITATION: The school is fully accredited by the Southern Association of Colleges and Schools. It is authorized under federal law to enroll non-immigrant alien students.

Mission

Presbyterian Pan American School is a quality four-year, coeducational college preparatory school, for young people. The school exists to: prepare young people to be leaders in their native countries and in a society that is increasingly complex, multi-cultural, and multi-lingual; provide as a mission arm of the Church, the opportunity for students to experience life in a Christian place of learning and living; assist students financially according to their economic need as they prepare for college; share with our neighbors of the Americas and the world the basic truths of freedom and democracy. The school's program is designed to meet the special needs of the students, the majority of whom are Hispanic, who are college bound, and who wish to be part of a Christian community of worship, study and work.

The primary responsibility of Pan American School is to develop students who are mature intellectually, spiritually, socially, and physically.

Fulfilling its covenant with the governing bodies of the Presbyterian Church (U.S.A.) the school seeks to develop the whole person in a multicultural community that accentuates the Christian concepts of the dignity of the individual, love of God and neighbor, and responsibility for one's actions. Furthermore, it is the purpose of the school to teach the value and dignity of any job well done by engaging all students in meaningful, productive labor for the well-being of the community through the work program.

The school has been called into being and exists to serve the Church rather than its own life, and to develop Christian leadership for all the Americas and beyond. The success of the school is to be measured in the lives of its graduates who fulfill its purpose in their lives. The work done through Pan American is an integral part of the whole life and work of the Presbyterian Church (U.S.A.) Through our school government we seek to be governed by the sovereign purpose of the Almighty God without whose Spirit we labor in vain.

Goals and Objectives

ACADEMICS: With a goal of preparing each student for a successful college experience, mastery of fundamental academic skills is stressed. Students are challenged to think clearly and critically, communicate effectively, and accurately research academic subjects.

In addition, the following attributes will be emphasized in order to maximize the educational experience for each Pan American School student:

MULTICULTURAL: The school stands at the confluence of two great American cultures—Hispanic and Anglo. Responding to God's call to draw people of all cultures closer together, Pan American truly reflects its name in all aspects of community life. Whether it is worship, study, work or recreation, the student body and staff are a tightly knit family of God's children.

CHARACTER: Each student of Pan American School is challenged to develop character traits which lead to a positive sense of self-worth and acceptance of responsibility. Such attributes as love of God and neighbor, personal integrity, responsibility for one's actions, friendliness, service, and humility are qualities that lead to transforming and productive lives.

ATMOSPHERE: Creating an atmosphere that successfully helps to shape the character, skills, beliefs, and attitudes of each student is a deeply felt responsibility among Pan American staff. Maintaining a supportive atmosphere that allows the student the freedom to make decisions and to take on the management of his or her own life is an essential tool for character building. The school regularly commends

efforts, as well as successes, by the student who sets realistic goals and attains them.

CITIZENSHIP: Responsible citizenship is encouraged through regular participation in the process of student government, Bible study, school committees, and community activities and through involvement in meaningful, productive labor. Each student gains an increased understanding of the value of individual contribution and the dignity that work can give.

DEMOCRACY: The school strives to share with each student the basic truths of freedom and democracy. These values are transmitted through formal academic training, through participation in student government, and through exposure to the actual mechanics of American government. The staff helps students understand the issues and occasionally makes available opportunities to hear candidates and office holders on the local, state and national level.

RESPONSIBILITY: The student at Pan American is encouraged to assume responsibility for cooperation with others. It is vital that the student learn how to adapt gracefully to a world of increasing change and stress. Using the simple guidelines of common sense, courtesy and honest relations with others, the student becomes a responsible citizen of the world.

Facilities

LOCATION: Adjacent to the world-famous King Ranch and located only 20 minutes from Baffin Bay on the Texas Intercoastal Waterway, the school campus is ideally placed in a semi-tropical setting. The campus is located five miles south of Kingsville, on U.S. Highway 77. Major cities are easily accessible. Corpus Christi (site of closest major airport) is less than an hour drive from the school. San Antonio is 165 miles northwest and the Mexican Border is 120 miles due south of the 670 acre campus. Padre Island National Seashore, a rustic beach area of white sands and abundant wildlife, is on the beautiful Texas Coast of the Gulf of Mexico. Driving time from Pan American School to this and other resort areas is as little over an hour.

HISTORY: The history of Presbyterian Pan American School is a long and distinguished one. The roots of the school go back to a school for girls founded by the Rev. Hiram Chamberlain, a Presbyterian minister and Miss Melinda Rankin in Brownsville, Texas in 1854.

The institutional history of the present school at Kingsville began with the granting of a charter on December 30, 1911, for the formation of the Texas-Mexican Industrial Institute for the education of Mexican boys and girls. (After the first

year, girls were no longer admitted.) The land for the school was donated by Mrs. Henrietta King, daughter of the Rev. Chamberlain, from a portion of the King Ranch. On October 1, 1924, the Presbyterian School for Mexican Girls was begun in Taft, Texas. The two schools merged in September 1957 to become Presbyterian Pan American School at Kingsville.

GROUNDS: The campus buildings draw their beauty from the natural hues of cedar, Mexican brick and tile. Designed by the noted architect O'Neil Ford of San Antonio, they reflect the cultural and physical heritage of the great South Texas range lands. The grounds are situated on 670 acres of prime ranch land that is used as grazing areas for horses and cattle. Oak, palm, and mesquites trees add their share of beauty and character to the spacious grounds.

A unique feature of Presbyterian Pan American School is the International Plaza. It is surrounded by flag poles that fly the colors of all countries represented at the school. Centered in the plaza is a tiled fountain, donated to the school by the graduating class of 1966.

CLASSROOMS: Scholastic activity is centered in the **Isabel Thomas Classroom Building**. Structured in the style of a Mexican Hacienda, the large central patio is the site of informal gatherings and school convocations. The building also houses a computer center for student instructional use.

The **Alice G. K. Kleberg Library**, housing over 30,000 volumes, adjoins the classroom building by a breezeway. It is the academic heart of the school. Furnished with comfortable chairs and individual study carrels, it provides a tranquil setting for study and research.

The **S. Brooks McLane Building**, linked by a breezeway to the other side of the classroom building, houses the administrative offices, the technology coordinator, and a reception area for visitors.

Science laboratories and classrooms occupy the **Sherwood H. Reisner Science Building**.

SOUTHWING BUILDING: Houses the office of the Campus Life Director, and additional classrooms.

DINING HALL: Meals are family-style in the large **Perry Reed Dining Hall** that seats up to 175 comfortably. Besides eating delicious, well-balanced meals within its partially glass walls, students participate in banquets and other events that require large floor space.

CHAPEL: The **Morris Chapel** and nearby **Chapel Tower** are centered at the heart of the school grounds. A Reiger pipe organ adds an elegant sound to worship services. The chapel seats 200.

ACTIVITIES AND SPORTS FACILITIES: A student activities center located in the old Student Union Building has been renovated and was reopened September 1982. A small stage used for plays and skits and an auditorium seating 100 is located in the back of the building. The front of the building contains a game room and art studio.

The **William Lee Thomas Gymnasium**, hosts indoor athletic events. Outdoor facilities accommodate a wide range of sports activities. An outdoor swimming pool and two lighted tennis courts are adjacent to the gym. Soccer and baseball playing fields, a track and an outdoor basketball court are situated nearby. Most outdoor facilities are lighted for night time use. The wide-open spaces of the South Texas range lands invite jogging and cross-country running.

The **Eldon Knox Memorial Ranch Center** included a large metal barn housing an office, a laboratory and a small apartment as well as a spacious work area and storage space for the school's farm equipment and tractors. It also includes a stable for eight horses. A greenhouse for the agricultural program is situated in this area.

LIVING FACILITIES: Living quarters for the student body are arranged in eight, modern residence halls. Some staff members also live in the dormitories.

GIRLS' DORMITORY: The dormitory is comprised of the **Libbie Shearn Moody Hall** and the **Berta Murray Hall** which has three wings. Each room is linked to a second room by a common bath forming a suite. Four wings of suites open to a spacious common lounge with a television and telephones. A fireplace provides a homey touch. The building also contains an infirmary and a laundry room. A kitchen allows for the preparation of snacks.

BOYS' DORMITORY: The dormitory is comprised of the **Clyde W. Sims Hall**, **Sam Houston Smelser Hall**, **Homer McMillan Hall**, and the **William Lewis Moody, Jr., Hall**. The **Martin G. Miller Boys' Center** contains pool and ping-pong tables, television, and comfortable furniture.

STAFF HOUSING: Four faculty and staff houses form an integral part of the north-end quadrangle. They are complemented by three additional residences, including that of the President's home, the Girls' Dorm Parent and assistant Dorm Parent Apartments, the Boys' Dorm Parent Apartment, and Men's Dormitory Apartments. The converted **Caesar Kleberg Memorial Hospital** provides facilities for visitors attending conferences or continuing education events, sponsored by

various governing bodies. The apartments at Sims Hall and Smelser Hall (mentioned above) are also available for staff housing.

New Students

A student new to the school should report to the Admissions office with the following documents.

1. A birth certificate
2. A copy of his/her academic record from the previous school signed from school personnel. A copy of his/her Confidential Student Report for the most recent test administration (students enrolling from another Texas school TAKS scores must be attached)
3. Copy of Social Security number (U.S. citizens)
4. Copy of I-20 Visa and Passport (International Students)

The Admissions Director will then direct the student to the school secretary's office where the following documents will be turned in.

1. A validated document of immunization, which has been issued by a public health clinic or one signed by a licensed physician.

***Attached are medical record sheets that must be filled out for new students enrolling at Presbyterian Pan American School.

All Students

All students are encouraged to make individual appointments with their counselor to discuss future goals. All students have access to a computer program on College Board that contains an interest inventory test, skills checklist, occupational information search, post-secondary school search, financial aid and scholarship search. This program is available in the computer labs. All students are encouraged to become familiar with College Board and its available information and service.

Career Pathways

A Career Pathway is a recommended sequence of courses related to a career focus area. As students plan for their high school career, they will select a career pathway designed to meet their academic potential and career interests. Each student will develop a four-year high school educational plan that will maximize their post-high school potential and opportunities. These pathways will help student see the connections between what they are learning in school and how these skills and concepts can lead to success in career and/or personal goals.

Students will continue to meet with their counselor throughout high school to review their progress toward achieving their goals and to further refine their academic and career plans.

Conferences

Teachers and the counselors are available for conferences with parents and students as needed. Please contact the office to set an appointment. Full-time teachers have set conference times or will coordinate with family schedules to set additional times. Part time teachers will set up conferences when needed at a mutually agreeable time. Conferences with several teachers may be arranged to discuss student progress or special concerns and needs. Please contact the Academic Counselor if parents have questions and need assistance in interpreting scores, Call the office and set up an appointment with the testing coordinator. Please do not disrupt class time to conference with a teacher or attempt to set up a conference time. Teachers can be reached through school e-mail or by leaving a message for the school secretary to relay to the teacher after class.

Clubs and Organizations

Class Officers:

Class officers will be elected each spring for the following school year. Officers will consist of President, Vice-President, and Secretary/Treasurer. Officers will work under the supervision of the class sponsor to plan activities for the class and carry out event responsibilities for the class. Students elected to leadership positions must maintain good academic, behavioral, and attendance standings with the school. Failure to do so may lead to the loss of the position. Students on probation are not eligible for leadership positions and may be asked to forfeit the positions if placed on probation while holding a leadership position.

National Honor Society:

Membership in the National Honor Society is both an honor and a responsibility. Selection is a privilege, not a right. The Academic Counselor will select the select that have shown academic excellence. The faculty will have some input on selected students, but the National Honor Society Council will make final decisions. Council in the school selects students for membership based upon certain criteria.

1. A student must have attended PPAS for the equivalent of 1 year before being considered for membership. If the student was a National Honor Society member at another school, membership information should be supplied upon enrollment.

2. Membership is open to qualified juniors and seniors.
3. Academic requirements are the same for all candidates.
4. The minimum grade point average is a cumulative 90 percent.
5. The Faculty Council evaluates students who have met the academic eligibility requirement for Leadership, Service, and Character.

To maintain membership in NHS, the student must continue to uphold the characteristics

for selection and actively participate in the planned program of the organization.

Those

members who fulfill all NHS obligations will be allowed to wear the NHS insignia at graduation.

Student Council:

Students are represented by an organization of elected students which form a group through which students may express their opinions and assist in leadership of the school. These representatives promote leadership, initiative, and self control among its members. The council will sponsor activities to promote school involvement and leadership. All activities must be approved by the sponsor and the Dean.

4-H Club

With many local youth organizations, the Kleberg-Kenedy program is one of the oldest and largest in the two county areas. The 4-H program develops both youth and adults by utilizing research-based information in creative, diverse, and hands-on educational environmental. Education is the key to the success of the program.

Project involvement emphasizes traditional values: trustworthiness, respect, responsibility, fairness, caring, and citizenship. Parental involvement brings back those long forgotten family affairs and evening get togethers. Students are able to compete in cattle raising, home making, projects and arts and crafts at the Kleberg-Kenedy Livestock Show.

Student Publications

Newspaper:

Students in the Journalism class produce a monthly newspaper. The paper is distributed to students and faculty. It gives students an outlet for the skills learned in class and highlights important concerns and events. The teacher and principal will review all articles and features for appropriateness and may remove from publication any item deemed to be in conflict with the values of the school.

Yearbook:

A staff of selected students prepares the school's yearbook under the direction of the yearbook sponsor. Sales of the yearbook begin in the spring and continue throughout the school year.

College Visitation

Seniors are allowed 1 day each semester for college visits. **Students should submit a request in writing to the Academic Counselor one week prior to the visit.** Written documentation from the college should be turned in to the office following the visit for the day to be excused.

Transcripts

PPAS is happy to provide transcripts when requested for college and scholarship application. However, it is the responsibility of the student to request the transcript in advance of the application deadline. Request should be made 1 week in advance by obtaining a "Transcript Request" from outside of the counselor's office. After the form is filled out the form must be turned in to the school secretary.

Academic Awards

PRESIDENT'S LIST, HONOR ROLL and HONORABLE MENTION: Students who have an overall average of 95 or higher for a 9-Week grading period will be listed on the President's List. Students who have an overall average of 90 but less than 95 will be listed on the Academic Honor Roll. Those with an overall average of 85 but less than 90 will be listed on the Academic Honorable Mention. Any student who fails any subject, or who is on disciplinary probation or warning, is not eligible for the academic honor rolls.

ALL ACTIVITIES HONOR ROLL AND HONORABLE MENTION: Students who meet the requirements for the President's List and Honor Roll and also achieve a grade of Excellent in work and dorm life will be placed on the All Activities Honor Roll. Students who meet the requirements for Academic Honorable Mention and have at least one grade of Excellent in work and dorm life and no lower than Satisfactory in the other area of work and dorm life will be listed on the All Activities Honorable Mention. Those students who fail any subject, academic or otherwise or have excessive tardiest or who are on disciplinary probation, are not eligible.

STUDENT OF THE MONTH: The faculty nominates students for Student of the Month for each month that classes are in session. Partial months are included with the prior or next full month of classes: August/September; October;

November/December; January/February; March; April/May. Criteria for selection include scholarship, conduct, activities, committee service, sports, and leadership. The student selected is the one who best contributed significantly to the well-being of the school community. The student of the month is featured in the Kingsville Record, and the Eagle X-Press, the school newspaper. Students are also selected to be featured in the Presbyterian Pan Americana.

NATIONAL HONOR SOCIETY: Students are selected to the John A. Mackay Chapter of the National Honor Society on the basis of scholarship, leadership, service, and character. Members are chosen from those students with a cumulative average of 85 or better.

TOEFL AWARD: Students whose first language is not English who score higher than 600 on the Test of English as A Foreign Language will be recognized as a member of the 600 Club.

Commencement Honors

The President's Award: This award is presented each year to the graduate who best demonstrates a positive attitude in every aspect of the school's programs of worship, study, and work.

The Berta Murray Award: This unique award is presented each year to a senior girl who best exemplifies the ideals of service, academic excellence, and spiritual growth. It is given in honor of Miss Berta Murray, the former president of the Presbyterian Pan American School for Mexican Girls.

Valedictorian: Presented each year to the graduate with the highest scholastic average for the three high school years. Students must have attended Pan American for at least three consecutive years to be eligible.

Salutatorian: Presented each year to the graduate with the second highest scholastic average for the three high school years. Students must have attended Presbyterian Pan American School for at least three consecutive years to be eligible.

National Honor Society: Students are elected to the John A. Mackay Chapter of the National Honor Society on the basis of scholarship, leadership, service and character. Members are chosen from those students with an 85% grade average or better.

Eagle Award: The recipient of this award shall be chosen on the basis of overall leadership potential including Christian character and service, academic stability, personal integrity, future educational plans, reputation among and regard of peers (leadership positions elected by peers).

Graduation Requirements

Presbyterian Pan American School is fully accredited by the Southern Association of Colleges and Schools. School policy requires that students at Pan American School meet the Texas State Graduation Requirements for the Recommended High School Program or the Distinguished Achievement High School program as adopted by the State Board of Education.

International Credit Transfer

All new international students are tested in English and Mathematics to determine appropriate placement in classes. Credit is determined by demonstrated knowledge of skills as reflected in the test scores. All international students are awarded two credits in their native language. Students also have the opportunity to test out of more advanced language courses for additional credit. Courses from the third year of Secondary school or the equivalent of Grade 9 in other countries may meet credit requirements for Grade 9 classes. The following criteria are required to be awarded credit:

1. The student must have a grade that is equivalent to 70 or higher in the course.
2. The course content must meet the curriculum requirements of the class offered at Presbyterian Pan American School.

Students entering Grade 9 in the 2007-2008 school years and thereafter:

A student entering Grade 9 in the 2007-2008 school years and thereafter must earn at least 26 state approved credits to complete the Recommended High School Program or the Distinguished Achievement High School Program.

In addition, a student must complete the following Bible courses: one year (one credit) of Old Testament; one year (one credit) of New Testament; one year (one credit) of Junior Seminar and one year (one credit) of a Senior Seminar. The total number of credits for Bible courses depends on the number of years that a student is enrolled at Presbyterian Pan American School.

Recommended High School Program

(a) *Core Courses.* A student must demonstrate proficiency in the following:

(1) English language arts--four credits. The credits must consist of English I, II, III, and IV (English I for Speakers of Other Languages and English II for Speakers of Other Languages may be substituted for English I and II only for immigrant students with limited English proficiency).

(2) Mathematics--four credits.

Algebra I, Geometry, Math Models, Algebra II, Pre-Calculus and Calculus.

(3) Science--four credits.

(A) One credit must be a biology credit. Students must choose two credits from the following areas. Not more than one credit may be chosen from each of the areas to satisfy this requirement.

(i) Integrated Physics and Chemistry (IPC);

(ii) Chemistry, AP Chemistry; and

(iii) Physics, Principles of Technology I, or AP Physics.

(B) IPC cannot be taken as the final or fourth year of science, but must be taken before the senior year of high school. The fourth year of science may be selected from the laboratory-based courses with the addition of Engineering and Earth and Space Science.

(C) A student entering Grade 9 beginning with the 2012-2013 school year must take three science credits, at least one from each category, from the following areas:

(i) Biology, AP Biology;

(ii) Chemistry, or AP Chemistry; and

(iii) Physics, Principles of Technology I, or AP Physics.

(D) The fourth year of science may be selected from the laboratory-based courses with the addition of Engineering and Earth and Space Science.

(4) Social studies--three and one-half credits. The credits must consist of World History Studies (one credit), World Geography Studies (one credit), United States History Studies Since Reconstruction (one credit), and United States Government (one-half credit).

- (5) Economics, with emphasis on the free enterprise system and its benefits--one-half credit.
- (6) Languages other than English--two credits. The credits earned must be for any two levels in the same language.
- (7) Physical education--one and one-half credits to include Foundations of Personal Fitness (one-half credit).
- (A) A student may not earn more than two credits in physical education toward state graduation requirements.
- (8) Health education--one-half credit.
- (9) Speech or Debate--one-half credit. The credit must consist of Communication Applications.
- (10) Technology applications--one credit, which may be satisfied by:
- (A) the following courses: Computer Science I, Computer Science II, Desktop Publishing, Digital Graphics/Animation, Multimedia, Video Technology, or Web Mastering;
- (B) the following courses in Business Education: Business Computer Information Systems I or II, Business Computer Programming, Telecommunications and Networking, or Business Image Management and Multimedia;
- (C) the following courses relating to the Texas Essential Knowledge and Skills for Technology Education/Industrial Technology Education: Computer Applications, Technology Systems (modular computer laboratory-based), Communications Graphics (modular computer laboratory-based), or Computer Multimedia and Animation Technology.
- (11) Fine arts--one credit.
- (b) Elective Courses--three and one-half credits. The credits may be selected from the list of courses specified relating to High School Graduation Requirements. All students who wish to complete the Recommended High School Program are encouraged to study each of the four foundation curriculum areas (English language arts, mathematics, science, and social studies) every year in high school.

*** Distinguished Achievement High School Program**

To meet the requirements for the Distinguished High School Program, a student must demonstrate proficiency in the same courses as the Recommended High School Program with the following changes and additions:

(6) Languages other than English--three credits. The credits earned must be for any three levels in the same language.

(c) Elective Courses—four and one-half credits. The credits may be selected from the list of courses specified relating to High School Graduation Requirements. All students who wish to complete the Distinguished Achievement High School Program are encouraged to study each of the four foundation curriculum areas (English language arts, mathematics, science, and social studies) every year in high school.

(d) Advanced measures. A student also must achieve any combination of four of the following advanced measures. Original research/projects may not be used for more than two of the four advanced measures. The measures must focus on demonstrated student performance at the college or professional level. Student performance on advanced measures must be assessed through an external review process. The student may choose from the following options:

(1) original research/project that is:

(A) judged by a panel of professionals in the field that is the focus of the project; or

(B) conducted under the direction of mentor(s) and reported to an appropriate audience; and

(C) related to the required curriculum set forth in §74.1 of this title (relating to Essential Knowledge and Skills);

(2) test data where a student receives:

(A) a score of three or above on the College Board advanced placement examination;

(B) a score of four or above on an International Baccalaureate examination; or

(C) a score on the Preliminary Scholastic Assessment Test (PSAT) that qualifies the student for recognition as a commended scholar or higher

by the National Merit Scholarship Corporation, as part of the National Hispanic Scholar Program of the College Board or as part of the National Achievement Scholarship Program for Outstanding Negro Students of the National Merit Scholarship Corporation. The PSAT score shall count as only one advanced measure regardless of the number of honors received by the student; or

(3) college academic courses, advanced technical credit courses, and dual credit courses, including local articulation, with a grade of 3.0 or higher.

Students entering Grade 9 in the 2004-2005 school year through 2006-2007 school year:

A student entering Grade 9 in the 2004-2005 school year through the 2006-2007 school year must earn at least 24 state approved credits to complete the Recommended High School Program or the Distinguished Achievement High School program.

In addition, a student must complete the following Bible courses: at least one semester (one half credit) of Old Testament; at least one semester (one half credit) of New Testament; or two semesters (one credit) of Old or New Testament; and two semesters (one credit) of a Senior Bible course. The total number of credits for Bible courses depends on the number of years that a student is enrolled at Presbyterian Pan American School. A first year senior would graduate with a minimum of one Bible course credit. A graduating senior who has been enrolled for at least three years would graduate with a minimum of two Bible course credits.

Language Requirement:

In addition to completion of the course of instruction as presented above, each student must satisfy minimum language requirements in order to receive a diploma from the school.

1. Students who are first language English dominant shall:
 - a. Achieve a minimum composite score of 800 on the Critical Reading and Writing sections of the SAT, or
 - b. Achieve a minimum score of 550 on the Test of English as a Foreign Language (TOEFL).
2. Students who are second language English learners shall:
 - a. Achieve a minimum score of 550 on the Test of English as a Foreign Language (TOEFL), or
 - b. Achieve a minimum composite score of 800 on the Critical Reading and Writing sections of the SAT.

- Students who qualify for dual credit college English classes may meet the language requirement by achieving a combined average of B or better in English 1301 and English 1302.

Special Notes:

- All English courses (English I-IV) are to be taken at Presbyterian Pan American School except for transfer students. A student cannot receive a credit for English I, II, III, or IV by taking that course at another school in advance of the appropriate academic year in which that course is offered.
- Students may be awarded English credit based on entry test scores.
- Ordinarily, students are allowed to earn a maximum of 2 credits by correspondence work or credit by exam when necessary for meeting graduation requirements. The correspondence course must be approved in advance by the Principal and Academic Counselor in consultation with the teacher of the particular discipline.
- The school will accept up to 2 credits of summer school work from an accredited school as make-up for failing grades.
- Students who score below the acceptable level required on the TOEFL during the junior year will be given extra work in English for the summer months. A letter of warning will be sent to their parents informing them of their child's status.
- Those seniors who have not successfully completed all course and language requirements for graduation will be presented as summer graduates if they have no more than one requirement to make up during the summer months. (one course credit or TOEFL requirement).
- Seniors with more than one graduation requirement to complete will not be allowed to participate in graduation or other graduating senior activities including the senior trip.

High School Graduation Requirements

Courses	Recommended High School Program	Notes
English	4	
Mathematics	4 Algebra I, Geometry, Algebra II,	<ul style="list-style-type: none"> The required number of credits in math must be taken in grades 9-12. Students who took algebra I in 8th - grade are required to take three math courses in high school. Options for the fourth math course include Math of Models

	Math of Models Pre-Calculus and Calculus	Pre Calculus or Calculus.
Science	4 Biology, Chemistry, Aquatic Science, Environmental Science and Physics	<ul style="list-style-type: none"> The required number of science credits must be taken in grades 9-12. Students who took IP&C in 9th- grade in a foreign country are required to take three science courses in high school. Recommended Program's science requirement.
World Geography	1	
U.S History	1	
World History	1	
Government	$\frac{1}{2}$	Senior level courses
Economics	$\frac{1}{2}$	Senior level courses
Physical Education	1	<ul style="list-style-type: none"> Students may earn a maximum of two (2) credits in P.E. toward graduation-including athletics. Students enrolled in the regular physical education program must take Foundations of Personal Fitness. Approved substitutes include Cross Country, Volleyball, Cheerleading, Soccer, and Basketball.
Language other than English (Foreign Language)	2 3 (Distinguished)	<ul style="list-style-type: none"> International Students will receive 2 credits of their same foreign language to meet the requirements for the Recommended High School Program. U.S. student will take classes of the same foreign language to meet requirements.
Communications Applications	$\frac{1}{2}$	<ul style="list-style-type: none"> These courses meet the requirement: Communication Applications ($\frac{1}{2}$), Debate
Fine Arts	1	<ul style="list-style-type: none"> Approved fine arts courses include art, Advanced Quilting
Additional components	5.5 / (4.5 Dist.)	<ul style="list-style-type: none"> Must be state-approved courses (electives)
Bible (New or Old Testament, Junior Smnr. Or Senior Smnr.)	Will be enrolled in one semester every year the student is enrolled.	
** Office Assistant	Counselor approval	

** Teacher Assistant	Counselor approval	
Total number of credits for graduation	26 Plus 550+ in TOEFL	

Other Learning Opportunities

Credit-by-Exam Without Prior Instruction

In accordance with the Texas Education Code, Presbyterian Pan American will administer examinations for specified courses to eligible students. Credit-by-exam will serve primarily as the vehicle for students to be given credit for a course they have not yet taken formally. The passing standard is a grade of 70+. The passing grade and credit earned on the credit-by-exam will be placed on the student's transcript and will not be used in GPA calculations.

Credit-by-Exam With Prior Instruction

Students who have engaged in study in a curriculum that cannot be matched exactly with required TEKS of a course may consider credit-by-exam. These students may have studied in a foreign country, a non-accredited school, home school, or want credit for summer enrichment courses both in and out of state. The passing standard is a grade of 70+. The passing grade and credit earned on the credit-by-exam will be placed on the student's transcript and will not be used in GPA calculations.

Summer School

Students may take summer school to make up credits for a school year. The only courses that students may not take during the summer are: English classes, Alg. II, Pre Calculus and Physics. The school must be accredited and absolutely no online school courses will be accepted unless it is our PPASail School. The Academic Counselor will decide whether the student may take a summer course. The permission letter for the student will be given after approval has been granted.

Students wishing to exercise this option should see their Testing Coordinator.

College Course Work - Dual High School/College Credit

The criteria, to earn both high school credit and college credit for certain high school courses. High school students who meet district requirements for enrolling in the course, have acceptable college placement scores on the SAT or ACT, and pass the THEA (Texas Higher Education Assessment), Accuplacer or meet the exemption requirements for THEA may enroll in the course for dual credit. A student may earn both high school credit and college credit through successful completion of approved college courses. A student will be awarded credit toward graduation. The student will be chosen by the Academic Counselor and will get approval by the Dean.

1. The student must have completed his/her junior year in high school.
2. Demonstrate good conduct to represent our school satisfactorily at Coastal Bend College.
3. The student must have an overall average for all courses of at least 80, or the student must have an average of at least an 88 in the general subject-area of the college-level course.
4. The student must meet THEA requirements or the Accuplacer exam.
5. Specific requirements and procedures are available in the Academic Counselors' office.

See your counselor for more information regarding other learning opportunities

Graduating as a Texas Scholar



1. Must have a 550 in **ITP TOEFL**
2. Have an overall numerical average of 85.00
3. Must have a total of 15 hours of community service throughout high school
4. Must have 2 recommendation letters from teachers, or administrators
5. Must write an essay "The Value of an Education"
6. The students will be selected by the committee.

GRADING POLICIES

ACADEMIC GRADE CODES: Grades at Presbyterian Pan American are reported as a numerical percentage. All grades and GPAs are computed electronically on the School Minder Administrative program. The numeric grade, GPA conversion equivalent, and description are listed below:

Numeric Average	GPA Value	Description
95 - 100	4.0	Excellent
89 - 94	3.1 -3.9	Very Good
85 - 88	3.0	Good
79 - 84	2.1 – 2.9	Good
76 - 78	2.0	Average
73 - 75	1.1 – 1.9	Average
70 - 72	1.0	Fair

Class Ranking

Classes taken at other schools will not be calculated in G.P.A. The only thing that will transfer from the previous school will be the numerical grade and credit. Ranking begins with courses taken here at Presbyterian Pan American School, including dual credit course work taken at Coastal Bend College. Rank will be determined by grade point averages (G.P.A.) of the students. Class estimated rankings are to be determined at the end of each semester due the fact that our ranking system does ranking by final term grades (Fall and Spring). No valedictorian or salutatorian will be disclosed until all final grades are turned in by all teachers.

Top Ten Percent Admissions

Applicants from accredited Texas schools who graduate in the top ten percent of their high school class shall be admitted to a general academic institution if the students meet the following conditions:

- ◆ apply no later than two years after graduating from high school;
- ◆ submit a completed application prior to filing deadlines set by the college.

See your counselor for more information.

Testing Requirement for High School Graduation

Standardized Testing

Grade 9: Students take Terra Nova Level 19

If they are ESL students they will take the SLEP, TOEFL, or RPTE

Grade 10: Students take Terra Nova Level 19

If they are ESL students they will take the SLEP, TOEFL, or RPTE

Grade 11: Students take Terra Nova Level 20

Grade 12: Students take Terra Nova Level 21/22

Each year, under the direction of the Testing Coordinator, the school will administer the following standardized testing exams:

1. **SLEP (Secondary Level English Proficiency Test)**: Non-native English speaking students take the SLEP test as a diagnostic tool at the beginning of the summer English Program. This test is also used as post test to measure growth in English competency. The SLEP test measures English language ability in two primary areas: understanding spoken English and understanding written English. The results of the test are used to make placement decisions relating to assignment in ESL classes and evaluation of students' English proficiency upon completion of ESL programs.
2. **TOEFL (Test of English as a Foreign Language)**: Non-native English students who have met the required benchmark on the SLEP test take the TOEFL. There are two types of TOEFL that are administered: in-house and ITP (Institutional Testing Program). The in-house tests are practice tests that are used to determine progress in English proficiency. A minimum score of 400 is recommended for placement into regular classes. A minimum score of 550 is required for graduation. The ITP TOEFL is for secondary school use only. Students who wish to enter a college or university in the United States must take the iBT (internet based) TOEFL. The iBT TOEFL is administered at testing centers and requires prior registration and a fee.
3. **Terra-Nova (California Achievement Test, CAT/6)**: The CAT tests are norm-referenced standardized tests which measure Reading/Language Arts, Mathematics, Science and Social Studies and provide a comparison of achievement levels to national norms. TerraNova tests are administered to all freshmen, sophomores, juniors, and seniors in the spring of each academic year.
4. **PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test)**: The PSAT/NMSQT is a standardized test that measures critical reading skills, math problem-solving skills, and writing skills. It provides practice for the SAT Reasoning Test and identifies student strengths and weaknesses on skills necessary for college. This test is administered to all juniors in October.
5. **SAT (Scholastic Aptitude Test (SAT))**: The SAT Reasoning Test is a college entrance test required for all seniors in the fall semester. This test measures skills in three areas: critical reading, math, and writing.

In addition to meeting specific course requirements listed previously, as mandated by Texas law, students must pass the ITP TOEFL with a 550 or higher or receive an 1100 in sections of SAT Critical Reading and Writing combined.

Courses offered at Presbyterian Pan American School

English Language Arts and Reading

English I for Speakers of Other Languages (One Credit).

Students enrolled in English I for Speakers of Other Languages continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. In English I, students practice all forms of writing. An emphasis is placed on organizing logical arguments with clearly expressed related definitions, theses, and evidence. Students write to persuade and to report and describe. English I students read extensively in multiple genres from world literature such as reading selected stories, dramas, novels, and poetry originally written in English or translated to English from oriental, classical Greek, European, African, South American, and North American cultures. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.

➤ **English I (One Credit).**

Students enrolled in English I continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. In English I, students practice all forms of writing. An emphasis is placed on organizing logical arguments with clearly expressed related definitions, theses, and evidence. Students write to persuade and to report and describe. English I students

read extensively in multiple genres from world literature such as reading selected stories, dramas, novels, and poetry originally written in English or translated to English from oriental, classical Greek, European, African, South American, and North American cultures. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.

➤ **English II for Speakers of Other Languages (One Credit).**

Students enrolled in English II for Speakers of Other Languages continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. In English II, students practice all forms of writing. An emphasis is placed on persuasive forms of writing such as logical arguments, expressions of opinion, and personal forms of writing. These personal forms of writing may include a response to literature, a reflective essay, or an autobiographical narrative. English II students read extensively in multiple genres from world literature such as reading selected stories, dramas, novels, and poetry originally written in English or translated to English from oriental, classical Greek, European, African, South American, and North American cultures. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.

➤ **English II (One credit)**

This course emphasizes continuing development of language and composition skills. Included within the study is identification of literary themes and forms, the use of effective reading strategies, and the on-going development of speaking/listening and viewing/representing skills. Through use of multiple writing experiences, the students work on development of ideas, voice, word choice, fluency, logical presentation of material, and the practice of appropriate conventions of language. Composition assignments include written responses to both literature and personal experiences.

In addition to process pieces, students perform in-class

➤ **English III (One Credit).**

Students enrolled in English III continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. In English III, students practice all forms of writing. An emphasis is placed on business forms of writing such as the report, the business memo, the narrative of a procedure, the summary or abstract, and the resume. English III students read extensively in multiple genres from American literature and other world literature. Periods from American literature may include the pre-colonial period, colonial and revolutionary periods, romanticism and idealism, realism and naturalism, early 20th century, and late 20th century. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.

➤ **English IV (One Credit).**

Students enrolled in English IV continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. In English IV, students are expected to write in a variety of forms, including business, personal, literary, and persuasive texts. English IV students read extensively in multiple genres from British literature and other world literature. Periods from British literature may include the old English period, medieval period, English renaissance, 17th century, 18th century, romantic period, Victorian period, and modern and post-modern period. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.

➤ **Reading I, II, III (One-Half to Three Credits).**

Reading I, II, III offers students instruction in word recognition and comprehension strategies and vocabulary to ensure that high school students have an opportunity to read with competence, confidence, and understanding. Students are given opportunities to locate information in varied sources, to read critically, to evaluate sources, and to draw supportable conclusions. Students learn how various texts are organized and how

authors choose language for effect. All of these strategies are applied in texts that cross the subject fields.

➤ **Reading Application and Study Skills (One-Half Credit).**

High school students that require or request additional honing of the study skills, especially as the students prepare for the demands of college, may enroll in the one semester course, Reading Application and Study Skills. In this course, students learn techniques for learning from texts, including studying word meanings, producing effective summaries, identifying and relating key ideas, drawing and supporting inferences, and reviewing study strategies. In addition, students will have opportunities to respond critically to literary texts. In all cases, interpretations and understandings will be presented through varying forms, including through use of available technology. Students accomplish many of the objectives through wide reading as well as use of (cross-curricular) content texts-in preparation for post secondary schooling.

➤ **Speech Communication (One Credit).**

Understanding and developing skills in oral communication are fundamental to all other learning and to all levels of human interaction. Students must understand concepts and processes involved in sending and receiving oral messages, evaluating, and using nonverbal communication, and listening for a variety of purposes. In Speech Communication, students develop communication competence in interpersonal, group, and public interaction to establish and maintain productive relationships and function effectively in social, academic, and citizenship roles.

➤ **Debate I, II, III (One to Three Credits).**

Controversial issues arise in aspects of personal, social public, and professional life in modern society. Debate and argumentation are widely used to make decisions and reduce conflict. Students who develop skills in argumentation and debate become interested in current issues, develop sound critical thinking, and sharpen communication skills. They acquire life-long skills for intelligently approaching controversial issues and clashes of opinion.

➤ **Journalism (One-Half to One Credit).**

Students enrolled in Journalism write in a variety of forms for a variety of audiences and purposes. High school students enrolled in this course are expected to plan, draft, and complete written compositions on a regular basis, carefully examining their papers

for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Journalism, students are expected to write in a variety of forms and for a variety of audiences and purposes. Students will become analytical consumers of media and technology to enhance their communication skills. Writing, technology, visual, and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Journalism will learn journalistic traditions, research self-selected topics, write journalistic texts, and learn the principles of publishing.

➤ **Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine (One-Half to One Credit).**

Students enrolled in Advanced Journalism: Yearbook I, III, III/Newspaper I, II, III/Literary Magazine communicate in a variety of forms for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Advanced Journalism: Yearbook I, III, III/Newspaper I, II, III/Literary Magazine, students are expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will learn journalistic ethics and standards. Writing, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Advanced Journalism: Yearbook I, III, III/Newspaper I, II, and III/Literary Magazine will refine and enhance their journalistic skills, research self-selected topics, plan, organize, and prepare a project(s).

Mathematics

➤ **Algebra I (One Credit).**

Students enrolled in Algebra I will acquire basic understanding in:

(1) Foundation concepts for high school mathematics. As presented in Grades K-8, the basic understandings of number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry; measurement; and probability and statistics are essential foundations for all work in high school mathematics. Students

will continue to build on this foundation as they expand their understanding through other mathematical experiences.

(2) Algebraic thinking and symbolic reasoning. Symbolic reasoning plays a critical role in algebra; symbols provide powerful ways to represent mathematical situations and to express generalizations. Students use symbols in a variety of ways to study relationships among quantities.

(3) Function concepts. A function is a fundamental mathematical concept; it expresses a special kind of relationship between two quantities. Students use functions to determine one quantity from another, to represent and model problem situations, and to analyze and interpret relationships.

(4) Relationship between equations and functions. Equations and inequalities arise as a way of asking and answering questions involving functional relationships. Students work in many situations to set up equations and inequalities and use a variety of methods to solve them.

(5) Tools for algebraic thinking. Techniques for working with functions and equations are essential in understanding underlying relationships. Students use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal), tools, and technology (including, but not limited to, calculators with graphing capabilities, data collection devices, and computers) to model mathematical situations to solve meaningful problems.

(6) Underlying mathematical processes. Many processes underlie all content areas in mathematics. As they do mathematics, students continually use problem-solving, language and communication, and reasoning (justification and proof) to make connections within and outside mathematics. Students also use multiple representations, technology, applications and modeling, and numerical fluency in problem-solving contexts.

➤ **Algebra II (One-Half to One Credit).**

(1) Foundation concepts for high school mathematics. As presented in *Grades K-8*, the basic understandings of number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry; measurement; and probability and statistics are essential foundations for all work in high school mathematics. Students continue to build on this foundation as they expand their understanding through other mathematical experiences.

(2) Algebraic thinking and symbolic reasoning. Symbolic reasoning plays a critical role in algebra; symbols provide powerful ways to represent mathematical situations and to express generalizations. Students study algebraic concepts and the relationships among them to better understand the structure of algebra.

(3) Functions, equations, and their relationship. The study of functions, equations, and their relationship is central to all of mathematics. Students perceive functions and equations as means for analyzing and understanding a broad variety of relationships and as a useful tool for expressing generalizations.

(4) Relationship between algebra and geometry. Equations and functions are algebraic tools that can be used to represent geometric curves and figures; similarly, geometric figures can illustrate algebraic relationships. Students perceive the connections between algebra and geometry and use the tools of one to help solve problems in the other.

(5) Tools for algebraic thinking. Techniques for working with functions and equations are essential in understanding underlying relationships. Students use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal), tools, and technology (including, but not limited to, calculators with graphing capabilities, data collection devices, and computers) to model mathematical situations to solve meaningful problems.

(6) Underlying mathematical processes. Many processes underlie all content areas in mathematics. As they do mathematics, students continually use problem-solving, language and communication, and reasoning (justification and proof) to make connections within and outside mathematics. Students also use multiple representations, technology, applications and modeling, and numerical fluency in problem-solving contexts.

➤ **Pre-Calculus (One-Half to One Credit).**

In Pre Calculus, students continue to build on the K-8, Algebra I, Algebra II, and Geometry foundations as they expand their understanding through other mathematical experiences. Students use symbolic reasoning and analytical methods to represent mathematical situations, to express generalizations, and to study mathematical concepts and the relationships among them. Students use functions, equations, and limits as useful tools for expressing generalizations and as means for analyzing and understanding a broad variety of mathematical relationships. Students also use functions as well as

symbolic reasoning to represent and connect ideas in geometry, probability, statistics, trigonometry, and calculus and to model physical situations. Students use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal), tools, and technology (including, but not limited to, calculators with graphing capabilities, data collection devices, and computers) to model functions and equations and solve real-life problems. As students do mathematics, they continually use problem-solving, language and communication, connections within and outside mathematics, and reasoning (justification and proof). Students also use multiple representations, technology, applications and modeling, and numerical fluency in problem-solving contexts.

➤ **Mathematical Models with Applications (One-Half to One Credit)**

In Mathematical Models with Applications, students continue to build on the K-8 and Algebra I foundations as they expand their understanding through other mathematical experiences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, to model information, and to solve problems from various disciplines. Students use mathematical methods to model and solve real-life applied problems involving money, data, chance, patterns, music, design, and science. Students use mathematical models from algebra, geometry, probability, and statistics and connections among these to solve problems from a wide variety of advanced applications in both mathematical and nonmathematical situations. Students use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal), tools, and technology (including, but not limited to, calculators with graphing capabilities, data collection devices, and computers) to link modeling techniques and purely mathematical concepts and to solve applied problems. As students do mathematics, they continually use problem-solving, language and communication, connections within and outside mathematics, and reasoning (justification and proof). Students also use multiple representations, technology, applications and modeling, and numerical fluency in problem-solving contexts.

Science

➤ **Aquatic Science (One Credit)**

Students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: components of an aquatic

ecosystem; relationships among aquatic habitats and ecosystems; roles of cycles within an aquatic environment; adaptations of aquatic organisms; changes within aquatic environments; geological phenomena and fluid dynamics effects; and origin and use of water in a watershed. Science is a way of learning about the natural world. Students should know how science has built a vast body of changing and increasing knowledge described by physical, mathematical, and conceptual models, and also should know that science may not answer all questions. A system is a collection of cycles, structures, and processes that interact. Students should understand a whole in terms of its components and how these components relate to each other and to the whole. All systems have basic properties that can be described in terms of space, time, energy, and matter. Change and constancy occur in systems and can be observed and measured as patterns. These patterns help to predict what will happen next and can change over time. Investigations are used to learn about the natural world. Students should understand that certain types of questions can be answered by investigations, and that methods, models, and conclusions built from these investigations change as new observations are made. Models of objects and events are tools for understanding the natural world and can show how systems work. They have limitations and based on new discoveries are constantly being modified to more closely reflect the natural world

➤ **Biology (One Credit).**

Students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. Students in Biology study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystems; and plants and the environment. Science is a way of learning about the natural world. Students should know how science has built a vast body of changing and increasing knowledge described by physical, mathematical, and conceptual models, and also should know that science may not answer all questions. A system is a collection of cycles, structures, and processes that interact. Students should understand a whole in terms of its components and how these components relate to each other and to the whole. All systems have basic properties that can be described in terms of space, time, energy, and matter. Change and constancy occur in systems and can be observed and measured as patterns. These patterns help to predict what will happen next and can change over time. Investigations are used to learn about the natural world. Students should understand that certain types of questions can be answered by investigations, and that methods, models, and conclusions built from these investigations change as new observations are made. Models

of objects and events are tools for understanding the natural world and can show how systems work. They have limitations and based on new discoveries are constantly being modified to more closely reflect the natural world.

➤ **Chemistry (One Credit).**

Students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: characteristics of matter; energy transformations during physical and chemical changes; atomic structure; periodic table of elements; behavior of gases; bonding; nuclear fusion and nuclear fission; oxidation-reduction reactions; chemical equations; solutes; properties of solutions; acids and bases; and chemical reactions. Students will investigate how chemistry is an integral part of our daily lives. Science is a way of learning about the natural world. Students should know how science has built a vast body of changing and increasing knowledge described by physical, mathematical, and conceptual models, and also should know that science may not answer all questions. A system is a collection of cycles, structures, and processes that interact. Students should understand a whole in terms of its components and how these components relate to each other and to the whole. All systems have basic properties that can be described in terms of space, time, energy, and matter. Change and constancy occur in systems and can be observed and measured as patterns. These patterns help to predict what will happen next and can change over time. Investigations are used to learn about the natural world. Students should understand that certain types of questions can be answered by investigations, and that methods, models, and conclusions built from these investigations change as new observations are made. Models of objects and events are tools for understanding the natural world and can show how systems work. They have limitations and based on new discoveries are constantly being modified to more closely reflect the natural world.

➤ **Environmental Systems (One Credit).**

Students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: biotic and abiotic factors in habitats; ecosystems and biomes; interrelationships among resources and an environmental system; sources and flow of energy through an environmental system; relationship between carrying capacity and changes in populations and ecosystems; and changes in environments. Science is a way of learning about the natural world. Students should know how science has built a vast body of changing and increasing knowledge

described by physical, mathematical, and conceptual models, and also should know that science may not answer all questions. A system is a collection of cycles, structures, and processes that interact. Students should understand a whole in terms of its components and how these components relate to each other and to the whole. All systems have basic properties that can be described in terms of space, time, energy, and matter. Change and constancy occur in systems and can be observed and measured as patterns. These patterns help to predict what will happen next and can change over time. Investigations are used to learn about the natural world. Students should understand that certain types of questions can be answered by investigations, and that methods, models, and conclusions built from these investigations change as new observations are made. Models of objects and events are tools for understanding the natural world and can show how systems work. They have limitations and based on new discoveries are constantly being modified to more closely reflect the natural world.

➤ **Integrated Physics and Chemistry (One Credit).**

Students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. This course integrates the disciplines of physics and chemistry in the following topics: motion, waves, energy transformations, properties of matter, changes in matter, and solution chemistry. Science is a way of learning about the natural world. Students should know how science has built a vast body of changing and increasing knowledge described by physical, mathematical, and conceptual models, and also should know that science may not answer all questions. A system is a collection of cycles, structures, and processes that interact. Students should understand a whole in terms of its components and how these components relate to each other and to the whole. All systems have basic properties that can be described in terms of space, time, energy, and matter. Change and constancy occur in systems and can be observed and measured as patterns. These patterns help to predict what will happen next and can change over time. Investigations are used to learn about the natural world. Students should understand that certain types of questions can be answered by investigations, and that methods, models, and conclusions built from these investigations change as new observations are made. Models of objects and events are tools for understanding the natural world and can show how systems work. They have limitations and based on new discoveries are constantly being modified to more closely reflect the natural world.

➤ **Physics (One Credit).**

Students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; force; thermodynamics; characteristics and behavior of waves; and quantum physics. This course provides students with a conceptual framework, factual knowledge, and analytical and scientific skills. Science is a way of learning about the natural world. Students should know how science has built a vast body of changing and increasing knowledge described by physical, mathematical, and conceptual models, and also should know that science may not answer all questions. A system is a collection of cycles, structures, and processes that interact. Students should understand a whole in terms of its components and how these components relate to each other and to the whole. All systems have basic properties that can be described in terms of space, time, energy, and matter. Change and constancy occur in systems and can be observed and measured as patterns. These patterns help to predict what will happen next and can change over time. Investigations are used to learn about the natural world. Students should understand that certain types of questions can be answered by investigations, and that methods, models, and conclusions built from these investigations change as new observations are made. Models of objects and events are tools for understanding the natural world and can show how systems work. They have limitations and based on new discoveries are constantly being modified to more closely reflect the natural world.

Social Studies

➤ United States History Studies since Reconstruction (One Credit).

In this course, which is the second part of a two-year study of U.S. history that begins in Grade 8, students study the history of the United States since Reconstruction to the present. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements including civil rights. Students examine the impact of geographic factors on major events and analyze causes and effects of the Great Depression. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and the times during which they were created. Students analyze the impact of technological innovations on the American labor movement. Students use critical-thinking

skills to explain and apply different methods that historians use to interpret the past, including points of view and historical context.

➤ **World History Studies (One Credit).**

World History Studies is the only course offering students an overview of the entire history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which democratic-republican governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

➤ **World Geography Studies (One Credit).**

In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major land forms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems throughout the world. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

➤ **United States Government (One-Half Credit).**

The focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels.

This course is the culmination of the civic and governmental content and concepts studied from Kindergarten through required secondary courses. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a democratic society, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue.

Religious Studies

➤ **Bible (Old Testament and New Testament)**

Old Testament and New Testament will teach students knowledge of biblical content, characters, poetry, and narratives that are prerequisites to understanding contemporary society and culture, including literature, art, music, mores, oratory, and public policy. It will also familiarize students with, as applicable:

- (A) the contents of the Hebrew Scriptures or New Testament;
- (B) the history of the Hebrew Scriptures or New Testament;
- (C) the literary style and structure of the Hebrew Scriptures or New Testament; an
- (D) the influence of the Hebrew Scriptures or New Testament on law, history, government, literature, art, music, customs, morals, values, and culture

Health Education

➤ Health 1, (One-Half Credit).

In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health

Agricultural Science and Technology Education

➤ Advanced Animal Science (One Credit)

Advanced Animal Science. To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences.

➤ Wildlife and Recreation Management (One-Half Credit).

To be prepared for careers in environmental and natural resource systems, students need to attain academic skills and knowledge, to acquire knowledge and skills related to environmental and natural resources and the workplace, and to develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To

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

➤ **Landscape Design, Construction, and Maintenance (One-Half Credit)**

To be prepared for careers in horticultural systems, students need to attain academic skills and knowledge, to acquire knowledge and skills related to horticultural systems and the workplace, and to develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need to have opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings.

Fine Arts

➤ **Art, Level I.**

Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

➤ **Art, Level II**

Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their

imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

Physical Education

➤ Foundations of Personal Fitness (One-Half Credit).

In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan

➤ Team Sports (One-Half Credit).

In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

After Pan American

Financial Aid Programs for students entering college

The State of Texas has developed several programs to encourage students to pursue a strong academic high school program which will adequately prepare them for further study and to face challenges in the twenty-first century work place. These programs focus on admissions, grants, tuition exemptions, and financial aid, which will enable well-prepared, eligible students to attend public and non-profit institutions of higher learning in the State of Texas.

Toward Excellence, Access, and Success (TEXAS) Grant Program

The Texas Grant Program establishes grants to cover tuition and fees to Texas public and independent colleges and universities, including community colleges and technical schools for students with financial need who successfully complete the Recommended or Distinguished Achievement High School Graduation Programs. Students who continue in college and who meet program academic standards can receive awards up to 150 semester credit hours or six years, whichever occurs first. In the first year of college, the academic standards are set by the institution. In subsequent years, the requirements are completion of at least 75 percent of the hours taken in the prior Semester, plus an overall grade point average in college of at least 2.5 on a 4.0 scale. Awards will be made through the financial office of the college. Persons interested in the program should contact the financial aid office to find out about deadlines and procedures.

Texas Educational Opportunity Grant (TEOG)

The purpose of the program is to provide a grant of money to enable well-prepared eligible students to attend public community colleges, technical colleges, or public state colleges in Texas. Students must be a Texas resident, have a financial need, enroll in the first thirty hours in college, and have not been convicted of a felony or a crime involving a controlled substance.

Other Texas Financial Aid Programs

Other scholarships, grants, and financial aid, including tuition exemption, loans, and work-study are available including a tuition rebate program from Texas public universities, the Texas B-On-Time student loan program, a loan repayment program for teachers, and the Tuition Equalization Grant (TEG). Students should begin preparing for these opportunities early in their high school years. Students should develop a portfolio, which shows evidence of high achievement in a strong academic program as well as contributions to their school and community by participating in extracurricular activities and community organizations and projects. (Reminder: Some financial aid programs require students to graduate under the Recommended High School Program.)

General Information

- Texas Financial Aid Information Center Exemption Information
- Toll free: (877) 782-7322 or 1-888-311-8881 1-800-242-3062, ext. 6387 (unmanned)
- Texas Higher Education Coordinating Board Tract sheet and links to other sources
- Web Address: www.theccb.state.tx.us Web Address: www.collegefortexans.com

- Texas Guaranteed Student Loan Corporation
- Web Address: www.AdventuresInEducation.org

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