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# CROWLEY ISD BULLETIN 411

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CISD Counseling Services  
Guidance and Academic Standards





## **CROWLEY INDEPENDENT SCHOOL DISTRICT**

### **MISSION**

The mission of the Crowley ISD School Counseling Department is to provide all students with a quality school counseling program that engages all students to reach their maximum potential through academic, career, and social/emotional development while preparing them for college and career opportunities. In partnership with staff and parents/community, we collaborate and advocate for equity, access, and success for every student to achieve a high standard of excellence.

### **VISION STATEMENT**

Through the participation of a quality school counseling program, all students in Crowley ISD are provided with a safe and nurturing environment. Students possess the knowledge and skills necessary to engage in lifelong learning experiences and achieve a high level of academic success that takes them beyond high school in order to compete in a diverse global society.

### **Goal 1: Thriving Students**

All CISD students will be equipped to thrive today and in the future.

### **Goal 2: Engaged Community**

CISD will partner with families and the community to meet the needs of all students.

### **Goal 3: Empowered Staff**

CISD will empower all staff to provide a quality education for all students.

### **Our Beliefs**

- A quality education is a human right and is an equalizer for all students.
- District transparency at all levels leads to community support and respect.
- All students deserve a voice and choice in their learning because they learn in unique ways.
- In meaningful relationships in the student learning community.
- In educating the whole child beyond the core academics.





## CROWLEY INDEPENDENT SCHOOL DISTRICT COUNSELING SERVICES

### VISION STATEMENT

All CISD students will acquire and utilize personal, social, academic, college, career, and military readiness skills to reach their unique goals and fullest potential as healthy, competent, and productive members of society.

### MISSION STATEMENT

The CISD counseling program uses planned and responsive age-specific activities to address students' goals. CISD counselors build partnerships with educators, parents, and the community to support students' educational, career, personal, and social development.

### BELIEFS

1. All students can achieve academic success given appropriate supports in safe and nurturing environments while respecting their unique and diverse needs
2. All students have dignity and value, are uniquely capable, and deserve opportunities to reach maximum potential and are supported through a comprehensive school counseling program
3. All students can grow personally when their social and emotional needs are met
4. School counselors will advocate for CISD student needs through student centered policies and procedures and maintain confidentiality as protected in law
5. CISD counselors will support students, directly and indirectly, in social-emotional learning through collaboration and consultation with students, staff, parents, guardians, and the community
6. School counselors will utilize data (behavior, attendance, and academic achievement) to identify the needs of individual students and determine the focus of the school counseling program
7. School counselors understand student personal-social developmental stages and will provide referrals as student needs exceed the professional school counselor's role

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## **CISD Board of Trustees**

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### **CISD Board Priorities**

- We value high academic achievement.
- All students can learn through a variety of instructional methods and opportunities that meet their individual needs.
- Learning is enhanced through social interaction in a diverse setting.
- We value a safe and secure learning environment.
- We value a positive workplace in which each employee is appreciated and given opportunities for professional growth.
- We respect and value the opinions of all students, employees and community members.
- We encourage open, effective and timely communication with district stakeholders.
- We support effective stewardship of public resources.

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## **FOREWORD**

The Crowley ISD Counseling Services Bulletin 411 serves as a guide to support and communicate graduation standards, academic standards, and a catalog of courses offered. The CISD Bulletin 411, is revised and published annually to apprise school personnel in the secondary division of curricular and policy changes regarding graduation requirements, course offerings, and instructional materials.

This bulletin contains (1) state and local graduation standards in compliance with State Board of Education rules; (2) official information pertinent to the instructional program; (3) state assessment requirements; (4) recommended course sequences; (5) an annotated listing of secondary courses; and (6) a referenced indices to courses.

The State Board of Education has mandated that both the Texas Essential Knowledge and Skills (TEKS) and Chapter 74, Curriculum Requirements for Graduation be implemented. Bulletin 411 provides annotated descriptions of all approved district courses, along with information on mandated requirements. For a complete listing of policies, please visit our website at:

<https://pol.tasb.org/Home/Index/1107>



# GENERAL INFORMATION

## CISD Graduate Profile

### The Community

Crowley Independent School District (CISD) serves the city of Crowley, southwest Fort Worth and portions of Johnson County. CISD encompasses more than one-third (9.7 miles) of the new Chisholm Trail Parkway and has 18 exchanges located within the district. The district enrolls over 15,000 students from diverse backgrounds. Enrollment in Crowley ISD has more than doubled in the last 15 years and is expected to increase even more with new residential and commercial development along the Chisholm Trail Parkway.

### The Curriculum

Academic programs are organized on a semester schedule. The school day is divided into 8 periods each day, with seven 50-minute periods and one 60-minute lunch period. Students meet with their home campus classes on a daily basis. Career and Technical Education (CTE) and Dual Credit programs, which are held at the district's Bill R. Johnson CTE Campus, are double blocked and meet on alternating days.

Crowley ISD's standard graduation plan is the Distinguished Level of Achievement, which requires 26 credits for graduation. Graduation requirements include: 4 credits (4 years) English; 4 credits (4 years) Mathematics; 4 credits (4 years) Science; 3 credits (3 years) Social Studies; 2 credits (2 years) World Language or Computer Programming Language; 1 credit (2 semesters) physical education; 1 credit (1 year) of fine arts; 7 credits electives. Each student must declare an endorsement (area of study) and meet the course sequence requirements of their selected program. Professional Communications is not required but is encouraged for college-bound students.

Students who are unable to meet the requirements of the Distinguished Level of Achievement graduation program have the option of opting into alternative plans but must do so only after the parent and student receives academic advising from the counselor and/or ARD committee.

Students may choose to take either the college preparatory or career-technical curriculum through the district's partnership with Tarrant Community College (TCC), Texas Southern University or other approved Dual Credit partners. Qualified students may also take college courses through UT OnRamps, which is offered through The University of Texas at Austin but instructed at NCHS.

### The Learner

#### Outcomes

- Apply critical thinking, problem solving, creativity and communication skills in every course.
- Have a variety of learning opportunities and activities.
- Participate in real-world authentic experiences in a variety of career choices and areas of interests.
- Set and monitor personal learning goals and receive mentorship to help them achieve college and career readiness.
- Feel like they matter and contribute to a diverse society.
- Utilize self-management skills to effectively communicate their social and emotional learning and their academic needs.
- Be expected to demonstrate social and emotional skills.
- Be technology proficient while upholding expectations of a digitally responsible citizen.

#### Profile

- Adapts
- Problem Solves
- Advocates
- Resilient
- Collaborates
- Self-Aware
- Communicates

- Self-Management
- Inquisitive
- Serves Others
- Thinks Critically

## **Non-Discrimination Assurance**

Crowley Independent School District does not discriminate on the basis of race, religion, color, national origin, sex or disability in providing education or providing access to benefits of education services, activities, and programs, including career and technology programs, in accordance with Title VI of the Civil Rights Act of 1964 as amended; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act.

## **Section 504**

Section 504 of the Rehabilitation Act of 1973 is a Civil Rights Act, which prohibits discrimination against individuals with a disability in any program receiving Federal financial assistance. In order to fulfill its obligation under Section 504, Crowley ISD recognizes a responsibility to avoid discrimination in policies and practices regarding its students. No discrimination against any students solely due to his/her disability will knowingly be permitted in any of the programs and practices in the school system. The school district has specific responsibilities under Section 504 which include the responsibility to identify, evaluate and, if the student is determined to be eligible under Section 504, to afford access to necessary educational accommodations. For more information regarding Section 504, contact the campus 504 coordinator.

## **Special Education Services**

Crowley ISD provides a continuum of special education services for students with disabilities. Special education services are provided according to the student's Individualized Education Plan (IEP) as per the recommendation of the Annual Review and Dismissal (ARD) Committee. For more information, please see the Crowley ISD Special Education website at <https://www.crowleyisdtx.org/specialeducation>.

## **Commencement Exercises**

To be eligible to participate in commencement activities and ceremonies, a student shall meet all state and local graduation requirements, including all applicable state testing. [See [EI](#), [EIF](#) The District shall make an exception for a student who has had only one opportunity to take an applicable end-of-course assessment and will not receive results before commencement activities begin. [SEE FMH LEGAL](#)

## **Absences/Attendance**

There are two state laws—one dealing with the required presence of school-aged children in school, e.g., compulsory attendance, the other with how a child's attendance affects the award of a student's final grade or course credit that address attendance requirements. [SEE FEC LOCAL](#)

## **Compulsory Attendance [FEA LEGAL](#)**

### *Age 19 and Older*

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If a student age 19 or older has more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing.

### *Between Ages 6 and 19*

State law requires that a student between the ages of 6 and 19 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

## **Exemptions to Compulsory Attendance**

### ***All Grade Levels***

State law allows exemptions to the compulsory attendance requirements for several types of absences if the student makes up all work. These include the following activities and events:

- Religious holy days;
- Required court appearances;
- Activities related to obtaining U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders, if the student comes to school or returns to school on the same day as the appointment. A note from the health-care provider must be submitted upon the student's arrival or return to campus; and

For students in the conservatorship (custody) of the state:

- An activity required under a court-ordered service plan; or
- Any other court-ordered activity provided it is not practicable to schedule the student's participation in the activity outside of school hours.

For children of Military Families, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments.

### ***Secondary Grade Levels***

In addition, a junior or senior student's absence of up to two days related to visiting a college or university will be considered an exemption, provided the student follows the campus procedures to verify such a visit, and makes up any work missed.

Absences of up to two days in a school year will also be considered an exemption for:

- A student serving as an early voting clerk, provided the student notifies his or her teachers, and the student receives approval from the principal prior to the absences; and
- A student serving as an election clerk, if the student makes up any work missed.

An absence of a student in grades 6–12 for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran will also be excused by the district.

## **Failure to Comply with Compulsory Attendance**

### ***All Grade Levels***

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school; from any class; from required special programs, such as additional special instruction, termed "accelerated instruction" by the state; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

### ***Age 19 and Older***

After a student age 19 or older incurs a third unexcused absence, the district will send the student a letter as required by law explaining that the district may revoke the student's enrollment for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking a student's enrollment, the district may implement a behavior improvement plan.

### ***Between Ages 6 and 19***

When a student between ages 6 and 19 incurs unexcused absences for three or more days or parts of days within a four-week period, the school will send a notice to the student's parent, as required by law, to remind the parent that it is the parent's duty to monitor his or her child's attendance and to require the student to come to school. The notice will also inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures will include a behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the district will also be initiated.

The truancy prevention facilitator for the district is the Assistant Director of Student Engagement and School Completion, Barry Smith. Each school pyramid has a designated stay-in-school coordinator that is housed at the high school within each pyramid.

A court of law may also impose penalties against a student's parent if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student is absent without excuse from school on ten or more days or parts of days within a six-month period in the same school year.

If a student ages 12–18 incurs unexcused absences on ten or more days or parts of days within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

*ACCELERATION FOR STUDENTS WHO ARE NOT BEHIND IN CREDITS*

<b>Method</b>	<b>Available For</b>	<b>Grade Needed</b>	<b>GPA Impact</b>
Credit-By-Exam Without Prior Instruction <a href="#">EHDC Legal</a>	<ul style="list-style-type: none"> <li>• A student who has not had prior instruction in a course and</li> <li>• For a course that does not require an EOC</li> </ul>	80	Grade will be noted on the transcript, but is not used in the calculation of GPA
Summer School	<ul style="list-style-type: none"> <li>• Courses not requiring an EOC and</li> <li>• Identified in the Summer School Catalog as available for Acceleration purposes</li> </ul> <p>English and math core courses may not be taken in Summer school for acceleration. Social Studies and Science courses available in summer school should be first taken by students needing remediation followed by students who are over-age and behind in credits</p>	70	Grade is used in the calculation of GPA
Texas Virtual School Network or Other District-Approved Correspondence Courses <a href="#">EHDE Legal</a>	<ul style="list-style-type: none"> <li>• Any student who wants to accelerate and has met prerequisite requirements for the course</li> </ul>	70	Grade will be noted on the transcript, but is not used in the calculation of GPA
District-Approved Web-Based Program <a href="#">EHDE Legal</a>	<p>At some middle school campuses</p> <ul style="list-style-type: none"> <li>• Limited courses that allow students to earn high school credit</li> </ul>	70	Grade will be noted on the transcript, but is not used in the calculation of GPA

**Attendance for Credit or Final Grade (Kindergarten–Grade 12)**

To receive credit or a final grade in a class, a student in kindergarten–grade 12 must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit or a final grade for the class if he or she completes a plan, approved by the principal, which allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class.

If a student attends less than 75 percent of the days a class is offered or has not completed the plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences. [See policy FEC.]

All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student’s absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will review absences incurred based on the student’s participation in board-approved extracurricular activities. These absences will be considered by the attendance committee as extenuating circumstances in accordance with the absences allowed under FM (LOCAL) if the student made up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student’s absences.
- The committee will consider whether the absences were for reasons over which the student or the student’s parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.
- The student or parent may appeal the committee’s decision to the board by following policy [FNG \(LOCAL\)](#).
- The actual number of days a student must be in attendance in order to receive credit or a final grade will depend on whether the class is for a full semester or for a full year.
- The attendance committee may impose any of the following conditions for students with excessive absences to regain credit or be awarded a final grade:
  - Completing additional assignments, as specified by the committee or teacher.
  - Attending tutorial sessions as scheduled, which may include Saturday classes or before- and after-school programs.
  - Maintaining attendance standards for the rest of the semester.
  - Taking an examination to earn credit [\[See EHDB policy\]](#)
  - Attending a flexible school day program.
  - Attending summer school to retake the course.

In all cases, the student must earn a passing grade in order to receive credit.

### Effect of Excessive Absences on Course Credit

Excessive absences are noted on the student’s transcript with an \* placed above the course grade.

Fine Arts		SE	S1	S2	Av	Cr.	<i>Note: credit will not be awarded until excessive absences are made up.</i>
1051A	Honors Art 1A	H	*78		78	0.00	
1051B	Honors Art 1B	H		*87	87	0.00	

Accompanying footnote at the bottom of the transcript will read: \* No credit given due to excessive absences.

### Home Tutored Pregnant Students Attendance [\(SEE FEA\)](#)

Attendance is compiled weekly. Pregnant students, with the appropriate medical documentation, can choose to receive [Compensatory Education Home Instruction \(CEHI\)](#), locally called the prenatal/postnatal tutoring program (FNE policies). Texas Education Agency (TEA) guidelines for this CEHI program must be followed. The guidelines require tutoring by a certified teacher in the areas the student is being tutored. This results in the student earning attendance days as outlined in the TEA guidelines. Coursework assignments must be provided by the teacher of record for the student to be tutored on a week-by-week basis so that the attendance days can also be earned on a week-by-week basis. Failure to provide the appropriate weekly coursework assignments and the subsequent grading of those assignments must not result in the student’s grade for this period being adversely influenced.

### **High School Dual Credit Attendance ([SEE EHDD](#))**

For courses taught by a Tarrant County College instructor, attendance is governed by the TCCD policy on attendance. Dual credit students are expected to attend classes according to the dual credit class schedule. Students are to contact their campus College and Career Readiness (CCR) Coordinator and their dual credit professor if they are unable to attend class.

Alerting an instructor early of attendance conflicts is critical. Students are to be considered in attendance during the semester unless otherwise informed by the CISD CCR/Dual Credit Coordinator and/or the campus CCR Coordinator. The CISD CCR/Dual Credit Coordinator and the campus CCR Coordinator will communicate updates to the campus attendance clerks as needed. Attendance will be processed by the campus attendance clerk.

For courses taught by CISD credentialed instructors, the district attendance procedures will be followed.

For Early College High School courses, attendance is taken at the alternate high school attendance-taking time

## **CAREER AND TECHNICAL EDUCATION (CTE- [SEE HERE](#) )**

Crowley ISD Career & Technical Education offers a variety of Career Focuses. Each Career Focus has a developed coherent sequence of courses to provide students with an option to receive an Endorsement with their high school diploma based on House Bill 5/Foundation Graduation Program Requirements. Each Career Focus begins with foundation courses that allow students to explore the careers and learn basic concepts and skills needed within that focus.

As students move forward in the Career Focus, they will begin to take technical courses that provide them with advanced knowledge and skills in preparation for postsecondary education and/or for jobs in their chosen career field. Many Career Focuses also prepare students to complete industry certifications that will allow them to become more employable with higher starting wages and provide them with a Performance Acknowledgement in an Endorsement.

### **Career Focuses**

For options of Career and Technical Education Career Focuses, please refer to the Career Focus charts, and course descriptions found in the Career & Technical Education tabbed section of this book.

### **Endorsements**

Endorsements consist of a related series of courses that are grouped together by interest or skill set. They provide students with in-depth knowledge of a subject area.

Students earn endorsements by successfully completing at least 26 credits that include a coherent sequence of CTE courses for four or more credits, including at least one advanced CTE course, four math credits (including at least one advanced math course), and four science credits (including at least one advanced science course).

The STEM Endorsement also requires chemistry and physics as two of the four science credits and Algebra II as one of the four math credits.

Overview of endorsements will include CTE endorsements offered at specific high school campuses and endorsements available at most high schools. The following charts will show the CTE Endorsements by career focus found in each Career Area. Information about the career focus, the coherent sequence of courses, and the schools that offer it will be found in the CTE course section of this Bulletin 100. Note the page number for each focus on the chart below.

**Business and Industry Endorsements** - Includes career focus in the following Career Areas:

- Agriculture, Food and Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Finance
- Education and Training
- Health Sciences
- Hospitality and Tourism
- Human Services
- Information Technology
- Law and Public Services
- Science, Technology, Engineering, and Math
- Transportation, Distribution, & Logistics

## Performance Acknowledgement

Students may also earn a Performance Acknowledgement by successfully passing an exam(s) for a nationally or internationally recognized business or industry certification or license.

## CLASS RANK & GPA (SEE EIC [Legal](#) - [Local](#))

The District includes in the calculation of class rank all grades earned in high school credit courses taken in grades 9 – 12.

The calculation of class rank excludes grades earned in or by:

- A local credit course;
- A course for which a pass/fail grade is assigned;
- Credit by examination, with, or without prior instruction;
- Grades earned prior to grade 9;
- Distance learning and traditional correspondence courses, and
- Dual credit courses taken through a college with which the District does not have a partnership agreement.

Beginning with students entering sixth grade in the 2019-2020 school year, grades earned in AP courses taken in middle school will be included in the calculation of high school GPA and class rank.

### Calculation of GPA

#### Un-weighted “Straight 4.0” GPA

Grade Point Average, or GPA, shall be converted to a 4.0 un-calibrated scale, which is used for demonstration of GPA calculation commonly used by colleges and universities. The following shall apply to the Un-weighted 4.0 GPA only.

100-90	A	4.0
89-80	B	3.0
79-70	C	2.0

#### Example for Calculating the Un-weighted 4.0 GPA:

A sample ninth grade schedule will be used to demonstrate how to calculate the 4.0 GPA. Each numerical semester grade will be given “grade points” based upon the scale above.

Before calculation, look up each semester grade for high school credits in the appropriate row and determine the grade points. Calculating the 4.0 GPA uses the Un-weighted 4.0 GPA table, this table converts a numerical score into an alphabetical grade with corresponding grade points similar to college transcripts. A 92 in the Un-weighted table converts to an A, this grade receives 4.0 grade points. Record the grade points for each semester’s grade for each class noting that local credit courses will not be included in the calculation. Total the grade points and total the number of grades. The Grade Point Average (GPA) is equal to the Total grade points divided by the total number of grades.

Class	Semester 1	Grade Points (GP)	Semester 2	Grade Points (GP)	4.0 GP Total
English I	89	3.0	91	4.0	7.0
Extended Algebra I	85	3.0	75	2.0	5.0
Algebra Lab (local credit)	85	Not in Calculation	75	Not in Calculation	
Pre-AP World Geo	83	3.0	78	2.0	5.0
Pre-AP Biology	95	4.0	82	3.0	7.0
Touch Data Systems			96	4.0	4.0
Professional Communication	98	4.0			4.0
PE 1A & 1B	97	4.0	100	4.0	8.0

<b>Total</b>	6 grades		6 grades		40.0
<b>GPA = GP / # of grades</b>					40.0/12 = 3.3333

**Weighted/Calibrated GPA**  
(for Class of 2012 and beyond)

Students moving into the District with like Pre/AP and advanced academic courses will receive advanced grade points as indicated on the receiving district’s transcript and course descriptions. However, only like courses weighted for Crowley ISD honor graduates may receive similar weight. The following grade point scale shall be used for the student’s weighted GPA with the weighted scale applying to the advanced high school courses as listed in Chapter 74.30. These shall include Pre-AP, AP, Dual Credit, and GATE courses taken at the high school level, and Pre-AP Algebra I at the middle school.

Beginning with students in the graduating class of 2020, the District shall convert semester grades earned in eligible courses to grade points in accordance with the following chart and shall calculate a weighted GPA:

Grade	Advanced / Dual Credit / UT OnRamps	Pre-AP	Regular	Grade	Advanced / Dual Credit / UT OnRamps	Pre-AP	Regular
100	5.0	4.5	4.0	84	3.4	2.9	2.4
99	4.9	4.4	3.9	83	3.3	2.8	2.3
98	4.8	4.3	3.8	82	3.2	2.7	2.2
97	4.7	4.2	3.7	81	3.1	2.6	2.1
96	4.6	4.1	3.6	80	3.0	2.5	2.0
95	4.5	4.0	3.5	79	2.9	2.4	1.9
94	4.4	3.9	3.4	78	2.8	2.3	1.8
93	4.3	3.8	3.3	77	2.7	2.2	1.7
92	4.2	3.7	3.2	76	2.6	2.1	1.6
91	4.1	3.6	3.1	75	2.5	2.0	1.5
90	4.0	3.5	3.0	74	2.4	1.9	1.4
89	3.9	3.4	2.9	73	2.3	1.8	1.3
88	3.8	3.3	2.8	72	2.2	1.7	1.2
87	3.7	3.2	2.7	71	2.1	1.6	1.1
86	3.6	3.1	2.6	70	2.0	1.5	1.0
85	3.5	3.0	2.5	Below 70	0	0	0



## Example for Calculating the Weighted/Calibrated GPA:

A sample ninth grade schedule will be used to demonstrate how to calculate the Weighted/Calibrated GPA. Each numerical semester grade will be given “grade points” based upon the appropriate scale above. Some courses are considered Advanced courses; this list can be found in the Appendix. Advanced courses will receive grade points from the Advanced column and all other courses will receive grade points from the Regular column. Remember that local credit courses will not be calculated in the GPA.

This Weighted/Calibrated GPA is also used for determining the student’s class rank and honor graduates. A Pre-AP English grade of 86 will receive 3.6 grade points from the Advanced column, and a regular Algebra I grade of 86 will receive 2.6 grade points from the Regular column.

To calculate the Weighted/Calibrated GPA, record the grade points for each semester’s grade for each class noting that local credit courses will not be included in the calculation. Total the grade points and total the number of grades. The Grade Point Average (GPA) is equal to the Total grade points divided by the total number of grades.

Class	Semester 1	Grade Points (GP)	Semester 2	Grade Points (GP)	GP Total
English I - <i>Regular</i>	89	2.9	91	3.1	6.0
Extended Algebra I - <i>Reg</i>	85	2.5	75	1.5	4.0
Algebra Lab ( <i>local credit</i> )	85	Not in Calculation	75	Not in Calculation	
Pre-AP World Geo - <i>Adv</i>	83	3.3	78	2.8	6.1
Pre-AP Biology - <i>Adv</i>	95	4.5	82	3.2	7.7
Touch Systems Data Entry - <i>Regular</i>			96	3.6	3.6
Professional Communication - <i>Reg</i>	98	3.8			3.8
PE 1A & 1B - <i>Reg</i>	97	3.7	100	4.0	7.7
<b>Total</b>	6 grades		6 grades		38.9
<b>GPA = GP / # of grades</b>					38.9/12 = 3.2417

### Transfers from Other School Districts

A high school student who transfers into the district will be placed on the GPA scale according to the enrollment grade-level noted in Focus. For example, a student who transfers in as a sophomore, will be placed on the GPA scale for the graduating class of 2022; a student enrolling as a freshman will have his/her GPA calculated using the scale for the graduating class of 2023.

If the student graduates with a different cohort, his/her GPA will be recalculated the fall of his/her senior year, if necessary, using the GPA scale for the respective cohort.

### **Class Rank for Application to Institutions of Higher Education**

The District shall also calculate class ranking as required by state law. The District’s eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class ranking for the purpose of automatic admission under state law per [EIC \(LEGAL\)](#).

## **COLLEGE CREDIT COURSES**

Students in grades 9–12 have opportunities to earn college credit through the following methods:

- Earning a 3, 4, or 5 on an Advanced Placement (AP) test (based on the guidelines for each college or university);
- Earning a passing score on an International Baccalaureate (IB) test;
- Enrollment in an Early College High School;
- Enrollment in Dual Credit courses;

- Enrollment in a dual enrollment course with OnRamps through a partnership with the University of Texas at Austin;
- Enrollment in an AP or dual credit course through the Texas Virtual School Network;
- Enrollment in courses taught at other colleges or universities; and
- Certain CTE courses.

Students must meet eligibility requirements to enroll in the courses above and must receive approval from the principal prior to enrollment. Depending on the student’s grade level and the course, a state-mandated end-of- course assessment may be required for graduation. All students are expected to graduate with at least 12 college credits earned during high school.

It is important to keep in mind that not all colleges and universities accept credit earned in all dual credit, dual enrollment, or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student’s desired degree plan.

### **Advanced Placement Courses with Qualifying Examination Scores of 3, 4, or 5**

Upon completion of an AP course, the student will take a College Board Advanced Placement examination over the content of the course. Students earning a 3, 4, or 5 on an AP examination will receive an advanced measure for the Distinguished Achievement Program and are eligible for a graduation Performance Acknowledgement on the Foundation Graduation Program. In addition, a student earning a 3, 4, or 5 may receive college credit upon enrollment in college. Each individual institution determines credit guidelines. The College Board link <https://apscore.collegeboard.org/creditandplacement/search-credit-policies> offers information on receiving college credit. AP course options vary among the high schools; contact the high school College and Career Readiness Coordinator to identify which of the 38 CISD offered AP courses are available at the high school. For general information about the Advanced Placement program, students and parents are encouraged to visit the following website: <http://student.collegeboard.org/>

### **COLLEGE AND CAREER READINESS CURRICULUM REQUIREMENTS FOR HOUSE BILL 18**

House Bill 18, passed during the 84<sup>th</sup> legislative session added the following requirement at middle school:

§28.016 – Provide instruction to students in grades seven or eight in preparing for high school, college, and a career. The instruction must include information on:

- the creation of a high school personal graduation plan,
- the distinguished level of achievement,
- each endorsement,
- college readiness standards, and
- potential career choices and the education required for them.

### **COMBINING SEMESTERS OF AP COURSES WITH NON-AP COURSES**

A student who is enrolled in the first semester of an AP course, fails the AP course, and enrolls in the second semester of a TEKS course may be able to combine and average both grades to earn credit for the entire course. See chart below:

<b>AP Course 1<sup>st</sup> Semester</b>	<b>TEKS Course 2<sup>nd</sup> Semester</b>	<b>Allow 1.0 credit if the average of the two semesters is equal to or greater than 70</b>
AP Human Geography	World Geography	Yes
AP Modern World History	World History	Yes
AP US History	US History	Yes
AP Physics 1	Physics	Yes
AP Chemistry	Chemistry	No
AP Biology	Biology	No
AP Environmental Science	Environmental Systems	Yes
AP Eng Lang/Eng Lit	English III or IV	Yes
AP Statistics	Statistics	Yes

## COMBINING SEMESTERS OF DUAL CREDIT COURSES WITH NON-DC COURSES

A student who is enrolled in the first semester of an DC course, fails the DC course, and enrolls in the second semester of a TEKS course may be able to average the grades in both semesters to earn credit for the entire course. See chart below:

DC Course 1 <sup>st</sup> Semester	TEKS Course 2 <sup>nd</sup> Semester	Allow 1.0 credit if the average of the two semesters is equal to or greater than 70
DC World Geography	World Geography	Yes
DC World History	World History	Yes
DC US History	US History	Yes
DC English Composition	English III or IV	Yes
DC British Literature	English IV	Yes
DC American Literature	English IV	Yes
DC Pre-Calculus	Pre-Calculus	Yes

## COMPLAINTS AND CONCERNS

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the board has adopted a standard complaint policy at [FNG \(LOCAL\)](#) in the district's policy manual. A copy of this policy may be obtained on the district's website at <http://pol.tasb.org/Policy/Code/1101?filter=FNG>.

*Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint form within the timelines established in policy [FNG \(LOCAL\)](#).*

## COURSE OFFERINGS

A secondary school may offer courses included in this document or any course for which individual approval on an experimental basis has been received, following procedures in these guidelines. Each course must be offered by the exact title and for credit as specified in Bulletin 100. Some courses are approved for use in specific schools or programs only.

The types of courses listed in this Bulletin are:

- state-credit courses (TEKS based courses, Advanced Placement (AP) or International Baccalaureate (IB) courses meeting state curriculum requirements;
- state-credit courses approved by the state as an innovative course (locally developed and not included as meeting state graduation requirements, except as elective credits); and
- local-credit courses (may not be used to meet any state requirements for graduation).

The District and/or the State Board of Education must approve all courses before they may be offered to students.

## New Course Additions & Course Deletions

Once a year, a memo is sent to principals, content directors, and other administrators with the timeline for submitting proposals for new courses. All new courses must be developed in collaboration with the director of the particular subject area.

At the same time, subject area directors will identify courses that do not have sufficient enrollment to justify their continuance or courses that are no longer appropriate. These courses will be recommended for deletion.

Upon receipt of all new course proposals and course deletions, a meeting will be held with curriculum cabinet members, budget office staff, secondary school leadership, and the course proposal authors. The proposal authors will summarize the proposed courses and answer any questions. Following approval from this representative group, a consent agenda is prepared for review by the Leadership Team.

The proposals will be submitted to the Superintendent and the Board for study and approval. Upon approval by the Board:

- Courses will be added or deleted for the following school year. New courses already included in Chapter 74 do not require TEA approval.
- New courses requiring TEA approval will be sent to TEA as an innovative course.
- Courses that are not used to meet state graduation requirements will be offered as local-credit courses.
- All new courses will be assigned a CISD course number.

- Principals, counselors, academic coordinators, content directors, and other administrators will be notified in writing of course additions and deletions. These courses will also be reflected in the course catalog listings published annually.

## Dual Credit

Students may be eligible to earn college credit while they are still in high school by enrolling in dual credit courses. A variety of dual credit options are available to students. Dual credit courses may be offered at:

- Some high school campuses with the courses taught by an approved high school or college instructor;
- Tarrant County College sites through Dual Credit Academies;
- Various campus sites; Tarrant County College District, Texas Wesleyan University, and University of Texas at Arlington taught by college instructors; and
- Online dual credit

To be eligible to enroll in college courses and also be awarded credit toward state graduation requirements, a student must meet qualifications set forth by the District and the participating institutions, choose courses approved by the District, and have the approval of the high school principal. College and Career Readiness Coordinators and CTE Coordinators are to provide students with current information regarding approved dual credit courses. To receive high school credit, the student must have a minimum grade of a “D” (equivalent to a 70 or higher) on an official college transcript. Grades in these dual credit courses will be used in computing the high school grade point average. Approved CISD dual credit courses successfully completed will receive Tier I credit.

Students enrolling in dual credit must apply for admissions and document eligibility for courses by designated deadlines. For additional information regarding dual credit, talk to the Counselor and CTE Coordinators at each campus.

Students who take a dual credit course that substitutes for one of the required End-of-Course-Examination courses must take the corresponding STAAR EOC assessment.

## Student Eligibility and Registration

To enroll in college courses, students must meet eligibility requirements by both the District and the participating institution. The Programs of Choice and CTE coordinators will provide students with information regarding dual credit courses. Once the student has met participating institution qualifications, selected a dual credit course, completed the necessary paperwork, and received approval from the high school principal, the dual credit application will be submitted to the college or university.

The student should review the class requirements and syllabus during the first week of the dual credit course. If at this time, the student determines that it is no longer feasible for him/her to complete the dual credit course requirements, the student should immediately seek counsel regarding his/her concerns. The student should immediately make an appointment with the counselor as very prompt action may prevent dire grade consequences.

When contacted by a student who is concerned about his/her dual credit course, the counselor should advise the student of the following ramifications:

- Advise the student regarding the serious consequences of failing and/or dropping a dual credit course without following required procedures and timelines.
- Dual credit course grades are used in determining the student’s Grade Point Average.
- Failure to earn at least a “D” grade (equivalent of a 70 or higher) in the dual credit course will deny the student high school equivalent credit for the designated high school course.
- Failure of credit for the high school equivalent to the dual credit may cause the student to fail to meet the course graduation requirement.

## CISD Timelines

If the student has made the decision to drop the dual credit course on or before the college drop deadline, the College and Career Readiness Coordinator will work with the high school counselor to schedule the student into the appropriate high school course or high school credit retrieval program. The student will immediately begin attending the high school class with his/her current dual credit grade.

## University Timelines

The student must immediately notify the university personnel and follow the required university procedures for dropping a dual credit course.

Each university has its own unique timeline for course withdrawal without a penalty.

Failure to contact the university and failure to follow required procedures could result in a failing grade at the university resulting in placement of the student on scholastic probation upon his/her return to the university.

## Performance Acknowledgements for [Dual Credit Courses](#)

*Dual credit courses approved by CISD are the only college courses that may be used as college courses to count as Performance Acknowledgements in the Foundation High School Program.* To qualify for this performance acknowledgement, a student must earn a 3.0 grade in a district approved college dual credit course as specified in [19 TAC 74 F\(d\) \(3\)](#). Each three-hour college credit course earns one performance acknowledgement. These courses shall provide advanced academic instruction beyond or in greater depth than the related CISD courses.

## Student Calendars

CISD and college calendars may differ. The college calendar predominates; i.e., if the college is in session, students may need to attend college classes even during CISD holidays and breaks.

## Dual Credit Grades and Weighted Grade Points

The teacher of record for all Dual Credit courses will be noted as the campus [College and Career Readiness Coordinator](#) unless taught by a credentialed CISD instructor. In that case, it will be the credentialed CISD instructor. Dual Credit grades for CISD students participating in the Dual Credit Academy will be reported by the instructors to the CISD Dual Credit Coordinator at the end of each semester for verification and then sent to the campus College and Career Readiness Coordinator. The campus data clerk will process these grades.

A student who takes approved CISD Dual Credit courses on his/her own must bring an official college or university transcript to his/her campus once the course has been completed. Students must have the approval of their principal and campus College and Career Readiness Coordinator prior to taking a Dual Credit course on their own. The campus will record the student's official final grade on the student's Academic Achievement Record. A minimum grade of "D" (equivalent of a 70 or higher) on an official transcript is needed for award of credit. **Grades in dual credit courses will be used in computing the high school grade point average.** Approved CISD dual credit courses successfully completed will receive weighted credit. **Failure of a required course may endanger graduation. Students are responsible for contacting the college for admission, tuition, fees and financial aid.**

Dual credit courses are listed by the State Board of Education as being included in the list of advanced classes identified for no pass, no play exemptions for UIL competitions in the areas of English Language Arts, Mathematics, Science, Social Studies, Economics and Languages Other than English/World Languages. By law a grade less than 70 in any of these classes does not affect a student's eligibility. In addition, House Bill 208 that is effective school year 2007-2008 states: "A student otherwise eligible to participate in an extracurricular or UIL activity is not ineligible because the student is enrolled in dual credit or concurrent enrollment courses, regardless of the location at which the course is provided."

## Concurrent Enrollment

Concurrent credit courses are college courses taken by a student and not associated with the high school or the high school curriculum. Successful completion of the course results in college credit only that will not count as fulfilling any of the high school graduation requirements.

## Concurrent Enrollment – [ONRAMPS UT Austin Program](#)

OnRamps is a dual-enrollment program that brings rigorous courses aligned with the high standards and expectations of the University of Texas at Austin. The program uses a dual-enrollment model. Using a hybrid delivery approach, students meet rigorous university-level college readiness standards and have the opportunity to earn UT Austin credit from a UT faculty member and high school credit from their local teacher. Dual enrollment through UT OnRamps allows students to earn college credit while in high school and is different from Dual Credit. OnRamps courses will transfer to any public college or university.

- The OnRamps Dual Enrollment Program allows high school students to experience college academic rigor by taking actual college exams created by a UT professor.
- Dual enrollment students receive two grades: one from the high school teacher and one from the UT professor; dual credit students receive the same grade earned in high school on their college transcripts.

□ Dual enrollment students may *choose* to have the college grade transcribed on their UT transcripts; Dual credit students' grades *will* be recorded on the college transcripts.

CISD will offer the following OnRamps courses in the 2020 – 2021 school year.

Mathematics	Science	Social Studies	English Language Arts	Computer Science	Fine Arts
<ul style="list-style-type: none"> <li>OnRamps Precalculus</li> <li>OnRamps Statistics</li> <li>OnRamps College Algebra</li> </ul>	<ul style="list-style-type: none"> <li>OnRamps Physics I</li> <li>OnRamps Physics II</li> <li>OnRamps Chemistry</li> <li>OnRamps Earth &amp; Space Science</li> </ul>	<ul style="list-style-type: none"> <li>OnRamps United States History</li> </ul>	<ul style="list-style-type: none"> <li>OnRamps Rhetoric &amp; Writing</li> </ul>	<ul style="list-style-type: none"> <li>OnRamps Computer Science</li> </ul>	<ul style="list-style-type: none"> <li>OnRamps Art IV; Pixels, Samples, Lumens, Illusion</li> </ul>

### Credit By Examination

The District offers students the opportunity to take a credit by examination (CBE) to demonstrate mastery in a subject or to earn course credit with or without prior instruction. [[Policies EHDB and EHDC](#)] CBEs are available for most courses. The District uses CBEs purchased from Texas Tech University and/or The University of Texas. The exams assess the student's mastery of the essential knowledge and skills relevant to the applicable subject. The exams are periodically reviewed by the State for alignment with essential knowledge and skills.

Successful course credit will be indicated on the transcript with the actual grade earned, but the grade will not be used in the calculation of GPA. If credit is not awarded, documentation of the examination will be placed in the student's academic achievement folder.

#### **With Prior Instruction**

A student can take a CBE when the student has had prior instruction and when:

- The student is enrolling in the District from a non-accredited school or home school; or
- The district needs to determine the proper placement of the student; or
- The student failed a subject or course; or
- The student has earned a passing grade in a subject or course but failed to earn credit due to excessive absences.
- To receive credit for the course, a student must score a 70 or above on the CBE. Examinations will assess the student's mastery of the essential knowledge and skills and will be administered according to established District procedures.

Prior to offering a student an opportunity to demonstrate mastery or to earn credit by this method, an appropriate District employee will review the student's educational record to determine whether the student has had prior instruction in the subject or course.

#### **Middle School**

Students in grades 6 – 8 who have received prior instruction in previous courses may be placed into the appropriate course or courses based upon evidence from sources such as prior performance in the subject, teacher recommendations, and scores on locally administered tests and inventories. A campus committee consisting of the principal, counselor, and classroom teachers will make placement decisions. No placement will be made without parent approval. Placement can be made for six weeks pending results from CBEs.

Students may not place out of any courses for which high school credit toward graduation is awarded unless the student takes a [CBE certified by the CISD](#). Should a parent challenge placement or request alternative placement(s) or examinations, the District may administer and recognize results of a test purchased by the parent or student from Texas Tech University or the University of Texas at Austin.

#### **High School**

Students entering the district, who have been homeschooled or are coming from unaccredited schools seeking placement/validation of grade level or coursework, may be placed in appropriate course or grade level based on the decision of a campus committee consisting of the principal, counselor, and classroom teachers. If a student is Limited-English-

Proficient, the LPAC must work in collaboration with the campus committee to determine appropriate instructional placement/validation. This placement requires parental approval. Evidence of previous classroom work, results of standardized testing, psychologists' recommendations, or records from previous setting(s) may be considered in order to determine placement. Should a parent challenge the placement, the parent may request an alternative examination. The CISD may administer and recognize results of a test purchased by the parent or student from Texas Tech University or The University of Texas at Austin. A six-week placement for observation may be made pending CBE results.

### **Without Prior Instruction**

Students can take a Credit by Exam to earn credit for a course without prior instruction. No prior instruction is defined as having no formal instruction in the specific course content and/or grade for which the examination is given. In order to receive credit, a student must earn a score of 80 or above. Award of credit for a two-semester course is based upon successful passing scores on CBEs for both semesters.

Students will only be administered the tests for which they have an official registration verified and signed by their counselor. ([See the Forms section for the CBE Form.](#)) Students cannot register to take a CBE while concurrently enrolled in the course for which they are taking the exam. There is no charge to the student for taking a CBE for purposes of acceleration. Transportation to and from the testing site is not provided by the District. CBEs are not recognized by the NCAA for athletic eligibility purposes.

### **Procedures for Taking a CBE for Acceleration**

1. Dates for Credit by Examination (CBE) testing for acceleration are [published](#) at the beginning of the school year.
2. Individual school campuses notify students via notices posted in the school, school announcements, and/or information sent home to parents.
3. Students contact their counseling office to register for CBEs and to complete the [CISD Credit by Examination Student Form](#). A student may take a CBE for a particular course only once during each testing cycle and a total of two times. Counselors must verify and sign this form.
4. The District's CBE Department orders the CBEs and sets the site(s) for the examination(s) to be administered.
5. Parents receive a notification letter indicating the time and place designated for test administration. The school counseling office also receives the information included in the parent notification letter.
6. The CBE is administered on the designated date and time.
7. The CBE is sent to be scored.
8. The CBE scores are received by the District and are provided to the campus counseling office.
9. Students receive a copy of their CBE results.
10. Counselor works with the Campus officer, Academic Achievement Record (AAR) technician for transcript history update in cases where credit is awarded.
11. The student's transcript is updated to reflect any credit(s) awarded. The CBE test score earned shall not be used for calculation of grade point average or in determining class rank, CISD Policies [EHDB and EHDC \(LOCAL\)](#). CBE test scores are coded on the student's transcript with an (E) for each examination for acceleration or a (T) to note it is for credit verification when a CBE is used for credit retrieval.

Credit by examination shall not be used to gain eligibility for participation in extracurricular activities.

See the World Languages section for unique CBE procedures that must be used for World Languages placement and course acceleration.

Credit by Exams for Algebra I, English I, English II, Biology, and US History CAN NOT be taken for acceleration with or without prior instruction. CBEs for courses requiring an EOC can only be taken for validation or retrieval.

Therefore, a student who fails a course requiring an EOC can take a CBE for the course to retrieve credit. The student would need to score a 70 or above to retrieve credit. The CBE score is recorded on the transcript and is coded with a T.

When ordering a CBE for a course requiring an EOC, the campus must include proof that the student has taken and failed the course (screenshot of grades/course history from FOCUS will suffice).

## **CREDIT RECOVERY**

A student who fails a course may retrieve credits multiple ways within the District. A student may:

- Retake the class during the school year, or

- Retake the class in the District-approved, web-based, credit-recovery program, or
- Take an approved Credit-by-Exam, or
- Retrieve credit by taking the class in summer school.

### Credit Recovery Using District-Approved, Web-Based Credit Recovery Program

A student who fails a course may be eligible to take a course in the Web-based Curriculum Program to recover credit. In order to recover credit, a student must earn a grade of 70 or higher and complete 100% of the coursework requirements. The grade earned in the Web-based Curriculum Program will be the grade placed on the student’s transcript but will not be included in the calculation of GPA.

#### GPA Impact

- The student’s original failing grade will be included on the transcript and in the calculation of GPA.
- If the recovery course is passed with a minimum grade of 70, the actual grade earned on the course will be noted on the transcript.
- The grade earned in the recovery course will not be used in the calculation of GPA.

#### Courses Requiring and End-of-Course Exam

- A student who fails a course requiring an EOC, but who passed the EOC exam will be offered the option of taking a Credit-by-Exam to recover course credit or enrolling in a web-based curriculum program.
- A student who fails Biology or U.S. History **and** fails the related EOC exam will be required to retake one or both failed semesters in a regular classroom setting. The student must earn a 70 to earn course credit. The student must also retake the EOC exam.
- A student who fails Algebra I, English I, or English II **and** fails the related EOC exam will be able to enroll in a web-based curriculum program for that course. The student must also retake the failed EOC.

	Passed Course?	Passed EOC?	Web-Based Curriculum Program Available?
Algebra I, English I, English II, US History, Biology	No	Yes	Yes
US History, Biology	No	No	No, must retake one or both failed semesters in a regular classroom setting
Algebra I, English I, English II	No	No	Yes

### Credit Recovery Using a Credit-by-Exam (CBE)

A student can take a CBE to recover credit for a failed course. To receive credit, the student must earn a score of 70 or above. The score is recorded on the student’s transcript and coded with a “T” indicating that credit is earned. The score on the CBE is not included in the calculation of GPA. The original failing grade is used in GPA calculation.

#### Summary of Credit Recovery Methods

Method	Available For	Grade Needed	GPA Impact
Retake Course	A student who fails a course <i>This is the only option for a student who fails both the course and the EOC for Biology and US History.</i>	70	Original failing grade and new grade are calculated into GPA



District-approved Web-based program	A student who fails a course not requiring an EOC, or A student who fails Biology, or US History but passes the EOC, or A student enrolled in Algebra I, English I, or English II who fails both the course and the EOC	70 (in addition 100% of coursework requirements must be met)	Grade will be noted on transcript, but will not be used in the calculation of GPA
Credit-By-Exam (provided an exam is available for the course)	Any student who fails a course regardless of whether the course requires an EOC	70	Grade will be noted on transcript, but will not be used in the calculation of GPA
Summer School	Any student who fails a course	70	Grade is used in the calculation of GPA

## DISTANCE LEARNING AND CORRESPONDENCE COURSES

### All Grade Levels

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, Internet, video-conferencing, and instructional television.

Resident students, students temporarily residing abroad, or out-of-school youth and adults are able to earn units by taking correspondence courses from another educational institution.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TxVSN), as described below, in order to earn credit in a course or subject, the student must receive written permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

All courses must have been approved by the Commissioner of Education and must include the state-required essential knowledge and skills. A school counselor must supervise the program.

Grades earned in these courses are recorded on the transcript but are not used in the calculation of GPA. Students in the 12<sup>th</sup> grade should complete these courses at least 30 days prior to graduation to be eligible for graduation at the end of the term.

### Texas Virtual School Network (TxVSN) (Secondary Grade Levels)

The Texas Virtual School Network (TxVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TxVSN to earn course credit for graduation.

Depending on the TxVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. In addition, for a student who enrolls in a TxVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment. Grades earned in these courses are recorded on the transcript but are not used in the calculation of grade point average.

## EARNING COURSE CREDIT

### Middle School Courses

A middle school student advances to the next grade if the student has an overall average of 70 on all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.

### High School Courses

A student in grades 9 – 12, or in a lower grade when a student is enrolled in a high school credit-bearing course, will earn credit for a course only if the final grade is 70 or above.

Beginning with the 2018 – 2019 school year, if a student passes one semester and fails the other semester of a two-semester course, the student will receive credit for both semesters if the combined average of the two semesters is 70 or higher. If the combined average of the two semesters is not at least a 70, the student will only receive credit for the semester with a 70 or higher. **The grades must be earned in the same school year. A school year is defined as the fall semester, spring semester, and summer semester.**

Semester 1	Semester 2	Average	Credit Earned	EOC Course	Options to Regain Credit
Pass (80)	Fail (68)	Pass (74)	1.0 for the full year	Pass	N/A
Pass (70)	Fail (68)	Fail (69)	0.5 credit for first semester only	Fail	Retake second semester and the EOC (web-based curriculum may be used for certain math and English courses)
Fail (68)	Pass (80)	Pass (74)	1.0 credit for full year	Fail	Retake EOC exam
Fail (68)	Pass (70)	Fail (69)	0.5 credit for second semester only	<i>Not an EOC Course</i>	Web-based curriculum program, <i>Credit By Exam</i> , or retake first semester

### LOTE High School Courses Taken in Middle School

A middle school LOTE course is taken over four semesters to earn one high school credit. Successful completion of the course will earn the student one credit. A half-credit is not awarded for LOTE courses taken in middle school.

Successful completion of the first half of the course (7<sup>th</sup> grade) is a prerequisite for placement into the second half in 8<sup>th</sup> grade.

Grade 7		Average	Grade 8		Average	Average for Both Years	Credit Or No Credit
1st Semester	2nd Semester	7th Grade Yearly Average	1st Semester	2nd Semester	8th Grade Yearly Average	7th & 8th Grade Average	
60	63	61.5 = 62	70	65	67.5 = 68	65	No Credit
		Failed 1 <sup>st</sup> Year			Failed 2 <sup>nd</sup> Year	Average below 70	
70	75	72.5=73	70	65	67.5=68	70.25=70	1 credit
		Passed 1st year			Failed 2nd year	Average 70	
68	70	69	70	80	75	72	1 Credit
		Failed 1 <sup>st</sup> year			Passed 2nd year	Average 72	

The technology used for the grading system rounds up a grade of .5 or above to the next whole number each time six weeks grades are posted.

\*Half credit is not awarded in LOTE in middle school. Credit may be retrieved by taking a summer school course or by using an approved Credit-By-Examination.

## END-OF-COURSE (EOC) ASSESSMENTS

[\[See STAAR Resources and Dates.\]](#)

### ENGLISH LEARNERS - [Bilingual and ESL Program](#)

A student who is an English learner is entitled to receive special services from the district.

Upon initial enrollment in any Texas district, parents are asked to complete a Home Language Survey. This survey asks questions about language use in the home by the family and the student. If any of the responses on the survey indicate a language other than English is spoken in the home and/or by the student, the student is assessed to determine the level of English proficiency.

In CISD, these initial English language proficiency assessments are usually administered at the Welcome Center (formerly Student Placement Center). The staff is trained in administering state-approved language proficiency assessments.

If the student speaks any language other than English, an assessment is administered to determine the level of proficiency in English. If the student is a Spanish-speaker, a Spanish language proficiency assessment is administered as well. This helps the school determine appropriate placement in the Dual Language program.

If a student qualifies for special language support programs, the Welcome Center makes program recommendations, which are then sent to the campus Language Proficiency Assessment Committee or LPAC.

The campus LPAC reviews the recommendations and assessment information from the Welcome Center and makes the final program placement decision as well as any linguistic accommodations needed for state-mandated assessment.

Students identified as beginning- or intermediate-level English-speaking students may be scheduled into Newcomer Programs (NP). These include International Newcomer Academy and Success High School as well as Newcomer Programs at various middle and high schools. In these programs, students take ESL (if middle school) and EngSOL I and II (if high school) as well as “sheltered” core area classes. At high school, the two EngSOL credits may substitute for English I and II credits. Students completing the Newcomer Program are moved to Transition ESL programs, if they are in middle school, or to Sheltered English programs, if they are in high school.

High school English Learners (EL) students at the advanced or advanced-high levels, as determined by the LPAC committee, may not, unless special circumstances exist, be placed in EngSOL classes, but, instead, are to be placed in Sheltered English classes. Middle school advanced or advanced-high students, on the other hand, must be served in Transition ESL programs. See the chart below for the recommended EngSOL/English course sequence for high school. More specific course information is found in the English Learner (EL) course section of this Bulletin.

#### Terminology

**EL:** English Learner

**ESL:** English as a Second Language

**LEP:** Limited English Proficient

**LPAC:** Language Proficiency Assessment Committee

**ELPS:** English Language Proficiency Standards

**ESOL:** English to Speakers of Other Languages

**SIOP/SI:** Sheltered Instruction Observation Protocol/Sheltered Instruction (Model of Instruction)

**TELPAS:** Texas English Language Proficiency Assessment System

Recommended High School ESOL/English				
<i>EL Students at Beginning/Intermediate level of English language proficiency (Newcomer Program)</i>	9	10	11	12
	English SOL NP I	English SOL NP II	English III	English IV
	Sheltered Reading NP, I-ESL	Sheltered Reading NP II-ESL		Sheltered Reading LC III-ESL*
		Prof. Comm. or Comm. App. – ESL		
		Practical Writing-ESL		
<i>EL Students at Advanced/Advanced High level of English language proficiency</i>	Sheltered English I	Sheltered English II	Sheltered English III	English IV
	Sheltered Reading, I	Sheltered Reading II		Sheltered Reading III

**English Learners (ELs) enrolled in English I or II for Speakers of Other Languages courses are required to take the STAAR English I and II assessments**

Parent permission must be secured before any language support services can be provided. The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments.

The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English language learners who qualify for services.

If a student is considered an English learner and receives special education services because of a qualifying disability, the student’s ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

**Grade-Level Classification (Grades 9–12 Only)**

After the ninth grade, students are classified according to the number of credits earned toward graduation. The following charts display the credits needed for classification and spring reclassification. Only courses counting toward state graduation credits are included; local credit courses do not count.

Reclassification occurs before the beginning of each school year, and in some special cases, at other times for state testing purposes or early graduation requirements.

Crowley ISD Grade Classification Foundation Plan with Endorsement		
All require 26 credits for Graduation		
	Grade Level Classification	Required State Course Credits Earned
Foundation with an Endorsement	9 – Freshman	0 credits
	10 – Sophomore	6 credits
	11 – Junior	12 credits
	12 – Senior	19 credits
Foundation Without an Endorsement	12 – Senior	15 credits
	22 credits required for MSHP Graduation and for FHSP Graduation w/out an Endorsement	

The chart below is for:

- Students who have repeated a grade level and have earned the required course credits for *spring semester* reclassification; or
- Seniors who are on the Foundation High School Plan (FHSP) without an endorsement.

This grade reclassification will allow senior students to be included in senior meetings to receive relevant information needed to complete senior year activities and responsibilities. The deadline for grade level reclassification is *mid-January* in order to have testing coded correctly.

Crowley ISD Grade Reclassification – Spring Semester	
Grade Level Classification	Required State Course Credits Earned
9 – Freshman (repeaters)	8 credits
10 – Sophomore (repeaters)	15 credits
11 – Junior (repeaters)	22.5 credits
12 – Senior MHSP (minimum plan) or FHSP w/o an endorsement 22 credits required	18.5 credits

Students currently enrolled in high school who have not earned the required credits needed to be on grade level and who have not been officially permitted in the Foundation High School Plan without an endorsement are to meet with their counselor to determine the various ways they may schedule courses to make up the needed graduation credits.

**Junior – Senior Reclassification during the Sixth Six-Weeks**

If a repeat 11<sup>th</sup> grade student, who did not have enough credits to be classified as a 12<sup>th</sup> grade student, has earned the credits during the spring semester to still graduate in June, then the student will need to be reclassified to the 12<sup>th</sup> grade during the 6<sup>th</sup> six-weeks. This will allow the student to be included in the final graduation class total and receive a transcript marked as a 12<sup>th</sup> grade student. A grade change form will need to be completed and submitted to the data clerk for entry by the end of the 3<sup>rd</sup> week of the 6<sup>th</sup> six-weeks.

**GRADING GUIDELINES (All Grade Levels)**

Grading guidelines will be distributed to each campus prior to the start of the school year. The guidelines for each grade level or course will be communicated and distributed to students and their parents by the classroom teacher. These guidelines establish the minimum number of assignments, projects, and examinations required for each grading period. In addition, these guidelines establish how the student’s mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.).

Grading guidelines also outline in what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade. Procedures for a student to follow after an absence will also be addressed.

**GRADUATION**

**Graduation Requirements ([SEE EIF LEGAL](#))**

Beginning with the Freshman class of 2011-2012, a student must earn passing scores on 5 End-of-Course (EOC) exams, in addition to earning all required course credits for their graduation plan, to earn a diploma. Students must meet all graduation course credit requirements and EOC requirements to be eligible for participation in the graduation ceremony. \*Requirements of the Foundation High School Program (FHSP) apply to students first entering 9th grade in the fall of 2014 and thereafter.





## STAAR End of Course Exams

*Students who first entered 9th grade in the fall of 2011 and thereafter*

English Language Arts	Math	Science	Social Studies
English I English II	Algebra I	Biology	US History

The Foundation High School Program + Endorsement requires a total of 26 credits. Grade level classification is the same for all students, regardless of graduation plan. Students are classified based on the number of academic credits they have earned at the beginning of the school year. All students who have completed 8th grade enter high school as freshmen, regardless of the number of high school credits they may have already earned through junior high, summer school, credit by exam and/or online learning.

### Requirements for a Diploma Beginning with the 2014–15 School Year

Beginning with students who entered grade 9 in the 2014–15 school year, a student must meet the following requirements to receive a high school diploma from the district:

- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE).

### Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and U.S. History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments.

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met. This may require participation of the student before, after normal school hours, or at times of the year outside normal school operations.

In limited circumstances, a student who fails to demonstrate proficiency on two or fewer of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate.

### Graduation Plans of 2018 and Beyond: HB 5 Graduation Plan

During the 83rd Texas Legislature, House Bill 5 was signed into law, which changes high school graduation requirements for students who will be freshmen during the 2014-15 school year. The bill provides more flexibility for high school students to pursue either higher education or a career pathway. It establishes one graduation plan – Foundation High School Program (FHSP) – with the opportunity to earn endorsements and performance acknowledgements.

Every student in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies.

Endorsements earned by a student will be noted on the student's transcript. The foundation graduation program also involves the term "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student's sophomore year, the student and student's parents are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student's desired college or university.

Endorsements are made up of at least four to five credits taken in a coherent sequence providing advanced or more in-depth knowledge and skills in a curriculum area. In Social Studies Arts and Humanities endorsements five social studies credits are required. A student may earn an endorsement by successfully completing:

- Curriculum requirements for the endorsement;
- Four credits in mathematics
- Four credits in science
- Two additional elective credits

Courses needed to satisfy an endorsement may also be used to satisfy foundation course requirements. Students may enroll in courses under more than one endorsement before the student's junior year.

Graduating under the foundation graduation program will also provide opportunities to earn "performance acknowledgments" that will be acknowledged on a student's transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB exam, on certain national college preparatory and readiness or college entrance exams, or for earning a state recognized or nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

Below is a snapshot of the new graduation requirements for students who will be freshmen during the 2014-15 school year and thereafter.

\*In order to obtain the distinguished level of achievement under the foundation graduation program, which will be denoted on a student's transcript and is a requirement to be considered for automatic admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits.

\*\* A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other

Distinguished Level of Achievement <b>26 CREDITS</b> (Crowley ISD Graduation Standard)	Foundation+ Endorsements <b>26 CREDITS</b>	Foundation-Only <b>22 CREDITS</b>
<p><b>4 credits English</b> – ELA I, II, III, one credit in any authorized advanced English course</p> <p><b>4 credits Mathematics</b> – Algebra I, II, Geometry, one credit in any authorized advanced math course</p> <p><b>4 credits Science</b> – Biology, IPC or advanced science course plus two additional advanced courses</p> <p><b>3 credits Social Studies</b> – U.S. History, U.S. Government (.5 credit), Economics (.5 credit), and World History</p> <p><b>2 credits World Language or Computer Programming Language</b> (Computer Science)</p> <p><b>1 credit Physical Education</b></p> <p><b>1 credit Fine Arts</b></p> <p><b>.5 credits Professional Communication</b> (optional but may be required by the College/University of your choice)</p> <p><b>7 credits in electives</b> (may include CTE or certification courses)</p> <p><b>Credit requirements specific to a least one endorsement</b></p>	<p><b>4 credits English</b> – ELA I, II, III, one credit in any authorized advanced English course</p> <p><b>4 credits Mathematics</b> – Algebra I, Geometry, two credits in any authorized advanced math course</p> <p><b>4 credits Science</b> – Biology, IPC or advanced science course plus two additional advanced courses</p> <p><b>3 credits Social Studies</b> – U.S. History, U.S. Government (.5 credit), Economics (.5 credit), and World History</p> <p><b>2 credits World Language or Computer Programming Language</b> (Computer Science)</p> <p><b>1 credit Physical Education</b></p> <p><b>1 credit Fine Arts</b></p> <p><b>.5 credit Professional Communication</b> (optional but may be required by the College/University of your choice)</p> <p><b>7 credits in electives</b> (may include CTE or certification courses)</p> <p><b>Credit requirements specific to at least one endorsement</b></p> <p style="text-align: center;"><b>ENDORSEMENTS</b></p>	<p><b>4 credits English</b> – ELA I, II, III, one credit in any authorized advanced English course</p> <p><b>3 credits Mathematics</b> – Algebra I, Geometry, one credit in any authorized advanced math course</p> <p><b>3 credits Science</b> – Biology plus either IPC, Chemistry or Physics, plus an advanced science course</p> <p><b>3 credits Social Studies</b> – U.S. History, U.S. Government (.5 credit), Economics, and World History</p> <p><b>2 credits World Language or Computer Programming Language</b> (Computer Science)</p> <p><b>1 credit Physical Education</b></p> <p><b>1 credit Fine Arts</b></p> <p><b>.5 credit Professional Communication</b> (optional but may be required by the College/University of your choice)</p> <p><b>5 credits in electives</b> (may include CTE or certification courses)</p>

STEM	BUSINESS/INDUSTRY	PUBLIC SERVICES	ARTS/HUMANITIES	MULTIDISCIPLINARY STUDIES
Advanced Math Advanced Science Computer Science Engineering	Agriculture, Food, and Natural Resources Architecture and Construction Arts, Audio/Video Technology, and Communication Business Management and Admin. Communication Hospitality and Tourism Information Technology	Education and Training Government and Public Administration Health Sciences Human Services Junior Reserve Officer Training Corp Law, Public Safety, Corrections and Security	Fine Arts Languages Social Studies	Select courses from each of the other endorsement areas. Credits in a variety of advanced courses from multiple content areas sufficient to complete the distinguished level of achievement under the foundation program

**State Assessments Required for Graduation:** English I, English II; Algebra I; Biology, US History

**Performance Acknowledgements:** **Outstanding performance:** Dual credit coursework; bilingualism/biliteracy; College Board AP; PSAT, SAT or ACT, business or industry certification/license.

campus committee, as applicable.

\*\*\* Students are required to earn two credits in the same language other than English to graduate. Any student may substitute approved computer-programming languages for these credits. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student

\*\*\*\* A student must specify upon entering grade 9 the endorsement he or she wishes to pursue.



**Foundation High School Program for Students Entering Grade 9 in 2014-2015 and Thereafter**

**Foundation Courses Required = 22 plus 4 for an Endorsement = 26 credits for graduation  
Each Endorsement is to consist of a coherent sequence of courses totaling 4 to 5 credits**

<p><b>Social Studies (4 Credits) Must consist of:</b></p> <p>World Geography Studies or OR AP Human Geography (1 credit)</p> <p>World History Studies or AP (1 credit)</p> <p>U.S. History Studies Since 1877 (1 credit), AP U.S. History, Dual Credit US History or OnRamps US History (1credit)</p> <p>U.S. Government or AP U.S. Government or Approved Dual Credit U.S. Government (1/2 credit)</p> <p>Economics or AP Microeconomics or AP Macroeconomics or Approved Dual Credit Economics (1/2 credit)</p> <p>Dual Credit courses may be substituted for the above requirements*</p> <p><i>*See Social Studies section for a complete list of dual credit substitutions.</i></p>	<p><b>Languages Other Than English (LOTE) 2 credits</b></p> <p><b>The credits may be selected from:</b></p> <p>Any two levels in the same language; or Two credits in computer programming languages selected from Computer Science I, II, and III, AP Computer Principles, or AP Computer Science A;</p> <p><b>If a student, in completing the first credit of LOTE, demonstrates that the student is unlikely to be able to complete the second credit, the student may substitute another appropriate course as follows:</b></p> <ul style="list-style-type: none"> <li>● Special Topics in Language and Culture</li> <li>● Another credit selected from a different LOTE</li> <li>● Computer programming languages</li> <li>● The determination regarding a student's ability to complete the second credit of LOTE must be agreed by:</li> <li>● The teacher of the first LOTE course, the principal or designee, and the student's parent;</li> <li>● The ARD or 504 committee, if applicable</li> </ul> <p>A student, who due to a disability, is unable to complete 2 credits in the same LOTE, may substitute a combination of 2 credits from ELA, math, science or social studies (can be from 1 area or 2 areas) or 2 credits in CTE or technology applications for the LOTE requirement. (Cannot combine a credit from the ELA, math, science, and social studies areas with a credit from the CTE/technology applications area) The determination regarding the student's ability to complete the LOTE requirement will be made by the ARD or 504 committee, as applicable.</p>	<p><b>Fine Arts (1 credit) Credit may be from the following courses:</b></p> <p>Art, Level I, II, III, or IV; Dance, Level I, II, III, or IV; Music, Level I, II, III, or IV; Music Studies</p> <p>Theatre, Level I, II, III, or IV; Musical Theatre, Level I, II, III, or IV;</p> <p>Technical Theatre, Level I, II, III, or IV; Floral Design;</p> <p>Digital Art and Animation</p> <p>3-D Modeling and Animation</p> <p><b><i>See the Fine Arts section for a complete list of all courses that fall into each of the above categories.</i></b></p>
<p><b>Physical Education (1 Credit)</b></p> <p>May be selected from the following: PE courses; or PE substitutions; or District-Approved Off Campus Programs; or Approved Dual Credit PE Courses</p>	<p><b>Health (0.5 Credit) CISD Requirement</b> May be selected from the following: Health (0.5 credit) or Principles of Health Science (1 credit) or Honors Principles of Health Science or Approved Dual Credit Health Course</p>	<p><b>Speech (0.5 Credit) CISD Requirement</b></p> <p>May be selected from the following: Communications Applications; Professional Communications; Debate I (or Honors) Public Speaking Independent Study in Speech or Approved Dual Credit Speech</p>

**Elective Credits may be selected from:**

State approved TEKS courses for grades 9 – 12;  
State approved innovative courses (these courses only meet elective requirements and will not meet state specific named course requirements); Junior Reserve Officer Training Corp (1 – 4 credits); or  
Reading I, II, and III based on assessed individual needs (up to 3 credits)

## Endorsement Requirements (graduation toolkit)

<p><b>SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (STEM)</b></p>	<p>Includes courses directly related to:</p> <ul style="list-style-type: none"> <li>● Science, including environmental science</li> <li>● Technology, including computer science</li> <li>● Engineering</li> <li>● Math</li> </ul>	<p>Must complete Algebra II, Chemistry, and Physics or Principles of Technology, and one of the following:</p> <ol style="list-style-type: none"> <li>1. A coherent sequence of courses for 4 or more credits in CTE that consists of at least 2 courses in the same career cluster and at least 1 advanced CTE course. The final course in the sequence must be selected from the STEM career cluster.</li> <li>2. A coherent sequence of four credits in selected Computer Science courses.</li> <li>3. A total of 5 credits in Math by successfully completing Algebra I, Geometry, Algebra II, and 2 additional Math courses for which Algebra II is a prerequisite.</li> <li>4. A total of 5 credits in science by successfully completing biology, chemistry, physics, and 2 additional Science courses.</li> <li>5. In addition to Algebra II, Chemistry, and Physics, a coherent sequence of 3 additional credits from no more than two of the three areas listed in 1, 2, 3, and 4 above.</li> </ol>
<p><b>BUSINESS AND INDUSTRY</b></p>	<p>Includes Courses directly related to:</p> <ul style="list-style-type: none"> <li>● Agriculture, Food, &amp; Natural Resources</li> <li>● Architecture &amp; Construction</li> <li>● Arts, Audio/Video Technology, &amp; Communications</li> <li>● Business Management &amp; Administration</li> <li>● Finance</li> <li>● Hospitality &amp; Tourism</li> <li>● Information Technology</li> <li>● Manufacturing</li> <li>● Marketing</li> <li>● Transportation, Distribution, &amp; Logistics</li> <li>● Career Pre I or II and Project-Based Research</li> </ul>	<p>Must complete one of the following:</p> <ol style="list-style-type: none"> <li>1. Coherent sequence of courses for 4 or more credits in CTE. The final course in the sequence must be selected from one of the courses listed to the left.</li> <li>2. Four English elective credits by selecting three levels in one of the following areas: <ul style="list-style-type: none"> <li>● Advanced Broadcast Journalism</li> <li>● Advanced Journalism: Newspaper</li> <li>● Advanced Journalism: Yearbook</li> <li>● Advanced Journalism: Literary Magazine</li> <li>● Debate</li> <li>● Public Speaking</li> </ul> </li> <li>1. Four technology application credits from the following: <ul style="list-style-type: none"> <li>● 3-D Modeling &amp; Animation;</li> <li>● Digital Art &amp; Animation;</li> <li>● Digital Communication in the 21<sup>st</sup> Century;</li> <li>● Digital Design &amp; Media Production;</li> <li>● Digital Video &amp; Audio Design;</li> <li>● Independent Study in Evolving/Emerging Technologies;</li> <li>● Web Communication;</li> <li>● Web Design;</li> <li>● Web Game Development</li> </ul> </li> <li>4. Coherent sequence of four credits from 1, 2, or 3.</li> </ol>

<p><b>PUBLIC SERVICE</b></p>	<p>Includes courses directly related to:</p> <ul style="list-style-type: none"> <li>● Education &amp; Training</li> <li>● Government &amp; Public Administration</li> <li>● Health Sciences</li> <li>● Human Services</li> <li>● Law, Public Safety, Corrections &amp; Security</li> </ul>	<p>Must complete one of the following:</p> <ol style="list-style-type: none"> <li>1. Coherent sequence of courses for 4 or more credits in CTE that consists of at least two courses in the same cluster and at least one advanced CTE course. The final course in the sequence must be selected from one of the courses listed to the left.</li> <li>2. Four courses in JROTC.</li> </ol>
<p><b>ARTS &amp; HUMANITIES</b></p>	<p>Includes courses directly related to:</p> <ul style="list-style-type: none"> <li>● Cultural studies</li> <li>● English Literature</li> <li>● Fine arts</li> <li>● History</li> <li>● Political science</li> <li>● World languages</li> </ul>	<p>Must complete one of the following:</p> <ol style="list-style-type: none"> <li>1. Total of 5 social studies credits</li> <li>2. Four levels of the same language in language other than English (LOTE)</li> <li>3. Two levels of the same language in LOTE</li> <li>4. Two levels of the same language in LOTE and two levels of a different language in LOTE</li> <li>5. Four levels of American Sign Language</li> <li>6. Coherent sequence of 4 credits by selecting courses from 1 or 2 categories or disciplines in fine arts or innovative courses approved by the commissioner</li> <li>7. Four English elective credits by selecting from the following: <ul style="list-style-type: none"> <li>● English IV</li> <li>● Research &amp; Technical Writing</li> <li>● Humanities</li> <li>● Communication Applications</li> <li>● AP English Literature &amp; Composition</li> <li>● AP English Language &amp; Composition</li> <li>● IB Language and Literature</li> </ul> </li> </ol>
<p><b>MULTIDISCIPLINARY</b></p>	<p>Allows a student to select courses from the curriculum of each endorsement area and earn credits in a variety of advanced courses from multiple content areas sufficient to complete the distinguished level of achievement</p>	<p>Must complete one of the following:</p> <ol style="list-style-type: none"> <li>1. Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence.</li> <li>2. Four credits in each of the four foundation subject areas to include English IV and Chemistry and/or Physics and English IV or a comparable AP or IB English course.</li> <li>3. Four credits in Advanced Placement, International Baccalaureate, or dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts.</li> </ol>

## Performance Acknowledgements

Transcripts and diplomas will include Foundation Program Performance Acknowledgements.

Students can earn performance acknowledgements for dual credit, bilingualism and biliteracy, AP or IB exams, PSAT, ACT-Plan, SAT or ACT testing, or certifications and licensures.

<p>DUAL CREDIT</p>	<p>Successful completion of:</p> <ul style="list-style-type: none"> <li>● At least 12 hours of college academic courses, including those taken for dual credit as part of the Texas core curriculum, and advanced technical courses, including locally articulated courses, with a grade of the equivalent of 3.0 or higher on a scale of 4.0; or</li> <li>● An associate degree while in high school</li> </ul>
<p>BILINGUALISM AND BILITERACY</p>	<p>Demonstrate proficiency in accordance with District grading policy in two or more languages by:</p> <ul style="list-style-type: none"> <li>● Completing all English language requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100; and</li> <li>● Satisfying one of the following:             <ul style="list-style-type: none"> <li>○ Completion of a minimum of three credits in the same language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or</li> <li>○ Demonstrate proficiency in the Texas Essential Knowledge and Skills for Level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or</li> <li>○ Completion of at least three credits in foundation subject area courses in a language other than English with a minimum GPA of 80 on a scale of 100; or</li> </ul> </li> <li>● Demonstrate proficiency in one or more languages other than English through one of the following methods:             <ul style="list-style-type: none"> <li>○ Score of 3 or higher on a College Board AP exam for a language other than English; or</li> <li>○ Score a 4 or higher on an IB exam for a higher-level language other than English course; or</li> <li>○ Performance on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent</li> </ul> </li> </ul> <p>In addition to meeting the requirements to earn a performance acknowledgement in bilingualism and biliteracy, an English language learner must also have:</p> <ul style="list-style-type: none"> <li>● Participated in and met the exit criteria for a bilingual or English as a second language (ESL) program; and</li> <li>● Scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS).</li> </ul>
<p>AP OR IB TEST</p>	<p>Earn a:</p> <ul style="list-style-type: none"> <li>● Score of 3 or above on a College Board advanced placement examination.</li> <li>● Score of 4 or above on an International Baccalaureate examination.</li> </ul>

<p style="text-align: center;">PSAT ACT-ASPIRE SAT ACT</p>	<ul style="list-style-type: none"> <li>● Score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board, or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation.</li> <li>● Achieve the ACT readiness benchmark score on at least three of the five subject tests on the ACT Aspire® examination.</li> <li>● Earn a total score of at least 1310 on the SAT®; or</li> <li>● Earn a composite score on the ACT® examination of 28 (excluding the writing sub score)</li> </ul>
<p style="text-align: center;">CERTIFICATION OR LICENSE</p>	<p>Earn a nationally or internationally recognized business or industry certification or license with:</p> <ul style="list-style-type: none"> <li>● Performance on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification; or</li> <li>● Performance on an examination sufficient to obtain a government-required credential to practice a profession.</li> </ul>

### **Distinguished Level of Achievement**

A student may earn a distinguished level of achievement by successfully completing:

- A total of four credits in mathematics, which must include Algebra II
- A total of four credits in science
- The remaining curriculum requirements
- The curriculum requirements for at least one endorsement

A student must earn a distinguished level of achievement to be eligible for top 10% automatic admission

### **Notations on Foundation Student Transcript**

The Foundation High School transcript for a student who satisfies the applicable requirements will include the following types of achievement:

- Distinguished Level of Achievement
- Endorsements, and
- Performance Acknowledgements

### **Decision Points Related to Selection of Graduation Diplomas**

Beginning in school year 2014-2015 all entering Grade 9 students will begin their high school graduation studies under the Foundation High School Program. In some cases, a student who is currently working on the following high school graduations programs (Minimum, Recommended, and Distinguish Achievement Program) may be considering a change to the Foundation High School Program rather than continuing with the graduation program he/she has been pursuing. The chart below may assist any decision making by clarifying what may or may not count toward the different graduation programs. Do also refer to the Graduation Requirement Charts in effect for the school year the student entered Grade 9 for a more comprehensive view of all the courses offered under each existing Graduation Diploma. An official form must be filled out by the student with a counselor advising the student regarding any implications of the change. See the form in the Forms section that must be complete to change to the Foundation Program.

<b>Differences in the Way Courses May be Credited Under the Various Graduation Programs</b>		
<b>Subjects</b>	<b>Foundation High School Program</b>	<b>Minimum, Recommended and DAP</b>
<b>Endorsements</b>	Sequence of 4 -5 courses with 4-5 credits focused in one of the required five endorsement areas  (see charts and information in this section)	Endorsements not required
<b>ELA</b>	AP Language and Composition or AP Literature and Composition can substitute for English III or 4 <sup>th</sup> English credit.	AP Language and Composition will count as a fourth credit of English
<b>Speech</b>	Communications Applications, Professional Communications, Public Speaking, Debate I, Independent Study in Speech, Dual Credit Speech	Communications Applications and Professional Communications, Dual Credit Speech
<b>Math</b>	After Algebra I and Geometry the third and beyond math credit may be selected from one full credit or two half credits from two different math courses; subject to prerequisites	May not combine half credits of Algebra II with a half credit from another math course.
<b>Science</b>	Third and beyond science credit may be selected from one full credit or two half credits from two different science courses, subject to prerequisites. IPC may count in any order but will not count as an advanced science course.	May not combine half credits in science. IP must be successfully completed prior to chemistry and physics.
<b>Social Studies</b>	Foundation Program/CISD requires 4 social studies credit	State requires 4 social studies credits
<b>World Languages</b>	Two years of the same Language required for all students. Some substitutions are available for students who after completing the first year, may not be able to complete the second year. Computer programming is also an option.	Minimum = no Languages Required Recommended = 2 credits in the same Language Required DAP = 3 credits in the same Language
<b>Health</b>	CISD Local requirement: requires .5 credit in Health in all Graduation Programs	
<b>PE, and Fine Arts</b>	CISD and the State requires 1 credit of PE and 1 credit of Fine Arts	
TEA'S Foundation High School Program Frequently Asked Questions may also be helpful.		

## Foundation Graduation Program Frequently Asked Questions from TEA

### General

#### 1. What does the term “required course” mean?

The term “required course” includes any course for which a student must earn credit to satisfy graduation requirements. Required courses include specific courses listed in the graduation requirements, electives, courses required for the Foundation High School Program under [§74.12](#), and courses required for endorsements under [§74.13](#).

**2. May a course satisfy both a foundation and an endorsement requirement?**

Yes. A course completed as part of the set of four courses needed to satisfy an endorsement requirement may also satisfy a requirement under the Foundation High School Program, including an elective requirement.

**3. Can AP/IB and dual credit courses satisfy elective credit requirements?**

Yes. A student may earn state elective credit for any course that is included in or aligns with the TEKS for a course identified in TAC, Chapters 110-118, 126-128, and 130 and for which a student has not already earned credit toward a specific course requirement.

**4. May a district require 26 credits for graduation for all students?**

Yes. School districts have the authority to establish requirements in addition to what the state requires of students for graduation. This is a local decision.

**5. If a specific course can be taught for more than one credit, how will the credit be applied to the new graduation requirements?**

If a student earns more than one credit for a specific course, the credit may be applied to an applicable graduation requirement and any additional credit may be applied to an elective and/or endorsement requirement. For example, if a student earns one and one-half credits for successful completion of AP Chemistry, the first credit could satisfy an advanced science requirement and the additional half credit could satisfy an elective requirement.

**6. Can a school district that requires additional credits for graduation substitute those additional required credits for Foundation High School Program requirements?**

A district has the authority to require credits in addition to those credits required by the state, but they cannot substitute courses/credits for those required by the state. 1 March 13, 2014

**7. If a school district requires a specific course beyond what the state requires, does that increase the total number of credits a student needs to graduate?**

A district has the authority to require credits in addition to those credits required by the state and can choose to increase the total number of credits students are required to earn in order to graduate. Since a district ultimately decides what courses a student enrolls in, a district also has the authority to require all students to earn credit for a specific course to satisfy an elective requirement. If a district requires a specific course to satisfy an elective requirement, the total number of credits needed to graduate would not be increased.

**8. Are there course sequence requirements under the new graduation program?**

There are no specific course sequence requirements in the new graduation program. However, districts should pay close attention to prerequisite requirements.

**9. How do prerequisites factor into the new graduation requirements?**

Prerequisites are identified in the Texas Essential Knowledge and Skills for each course. Prerequisites are requirements unless they are specifically listed as recommended prerequisites.

**10. Will the agency provide official forms to document students who choose to graduate foundation only without an endorsement?**

Yes. Forms will be available on the TEA website.

## **English**

**1. Do districts have the discretion to require English IV as the advanced English course for all students?**

Since a district ultimately decides what courses a student enrolls in, a district also has the authority to require all students to earn credit for a specific course to satisfy the advanced English requirement.

**2. Can a district limit the options available to students to satisfy the advanced English requirement?**

Districts do not have to offer every course option, but if the district does offer a course the SBOE has approved to satisfy an advanced English credit, students may not be denied the credit to satisfy that requirement.

**3. Is there a required sequence of courses for English? For example, could a student take Technical Writing then take English III?**

Please note that the State Board ruled in April 2016 that English I, II, and III must be completed prior to awarding credit for English IV. There is nothing in rule or law that delineates a specific sequence; however, districts should pay close attention to the prerequisites for each of these courses.

## Speech

### 1. Do districts have the discretion to require a speech course for all students?

Yes. Each school district is responsible for ensuring that students demonstrate proficiency in the speech skills required by [§74.11\(a\)\(3\)](#). This can be accomplished by requiring a speech course or by other means. This is a local decision.

### 2. How are school districts supposed to document a student's demonstrated proficiency of the required speech skills?

Documentation of a student's demonstrated proficiency must be included on the Academic Achievement Record (AAR). Additional guidance will be provided in the revised Minimum Standards for the AAR.

### 3. Can a district use Professional Communications to satisfy the new speech skills requirement?

Yes, school districts have the authority to use Professional Communications to meet the speech requirement. This is a local district decision.

## Mathematics

### 1. Is there still a required sequence for math? For example, does a student have to take Algebra I before taking Math Models with Applications?

No. However, districts should pay close attention to prerequisite requirements when scheduling students in math courses. Please note that prerequisites for some of the high school mathematics courses will change when the revised math TEKS are implemented in the 2015-2016 school year.

### 2. Is Algebra II a prerequisite for any other advanced math courses?

Algebra II is a prerequisite for some, but not all advanced math courses. Districts should pay close attention to the courses that may satisfy an advanced mathematics course under the foundation program and the courses that may satisfy an advanced mathematics course required for a student to earn an endorsement. Additionally, districts should pay close attention to prerequisite requirements for each advanced mathematics course.

### 3. May Math Models with Applications be offered first in the sequence of math courses offered by a district?

There is nothing in rule or law that specifically allows or prevents this for the 2014-2015 school year. However, Algebra I will be a prerequisite for Math Models with Applications when the revised TEKS are implemented in the 2015-2016 school year.

### 4. May Math Models with Applications be offered concurrently with Algebra I or geometry in the sequence of math courses offered?

There is nothing in rule or law that specifically allows or prevents this for the 2014-2015 school year. However, Algebra I will be a prerequisite for Math Models with Applications when the revised TEKS are implemented in the 2015-2016 school year. Beginning in 2015-2016, geometry and Math Models with Applications can be taken concurrently, provided the student has successfully completed Algebra I.

### 5. Is Math Models with Applications being phased out?

No. The administrative rules allow students to use credit earned in Math Models with Applications as an option for the mathematics credit required to earn an endorsement for the 2014-2015 school year only. This course will continue to be an option for students to earn the advanced credit required under the foundation program.

## Science

### 1. Does the second science credit have to be taken before the third science credit?

No. The use of the terms "second" and "third" in the rule is not intended to imply a sequence. However, districts should pay close attention to prerequisite requirements when scheduling students in science courses.

### 2. Can a student take IPC after chemistry and/or physics?

There is nothing in rule or law that specifically allows or prevents a specific course sequence. However, districts should pay close attention to prerequisite requirements for each of these courses.



**3. How can AP Physics 1 and 2 be used?**

AP Physics 1 may count as a second science credit option or a third science credit option. AP Physics 2 may count as a third science credit option only.

**4. Is there anything that prevents a district from offering a course other than biology to ninth grade students?**

The administrative rules do not prescribe a sequence. Districts should pay close attention to prerequisite requirements when scheduling students in science courses.

**5. What is considered an advanced science course?**

The State Board of Education has identified a list of science courses that may satisfy each of the advanced science courses required for graduation.

## Social Studies

**1. Do districts have the discretion to require both World Geography and World History for all students?**

Yes. School districts have the authority to establish requirements in addition to what the state requires of students for graduation. This is a local decision.

**2. Can districts place students in a semester of World Geography and a semester of World History to satisfy the combined World History/World Geography requirement?**

No. The SBOE must adopt Texas Essential Knowledge and Skills for a combined World History/World Geography course before this will be an option available to students.

## Health and Physical Education

**1. Do districts have the discretion to require a health course for all students?**

Yes. School districts have the authority to establish requirements in addition to what the state requires of students for graduation. This is a local decision.

**2. Can any TEKS-based course that includes 100 minutes of moderate to vigorous physical activity satisfy the PE requirement?**

Yes. In accordance with local district policy, the required PE credit may be earned through completion of any TEKS-based course that meets the requirement for 100 minutes of moderate to vigorous physical activity per five-day school week. Please note that such a course cannot be used to satisfy another specific graduation requirement.

**3. Can a school district add a requirement of moderate to vigorous physical activity to any TEKS-based course and award PE credit for that course?**

Yes. A school district may add a requirement for 100 minutes of moderate to vigorous physical activity per five-day school week and award PE credit for that course. Please note that such a course cannot be used to satisfy another specific graduation requirement.

## Languages Other Than English (LOTE)

**1. What courses satisfy the computer programming languages option for the LOTE graduation requirements?**

Computer Science I, II, and III may satisfy this requirement until September 1, 2016. The SBOE is expected to revisit these options at a future date. *Please note that the SBOE at its April 2016 meeting did remove the September 1, 2016 expiration date from this option*

**2. Can CTE computer programming courses satisfy the LOTE requirement?**

No. At this time only Computer Science I, II, and III may satisfy this requirement. The SBOE is expected to revisit these options at a future date.

## Fine Arts

**1. What is a community-based fine arts program?**

A community-based fine arts program is a fine arts program that provides instruction in all of the TEKS for a high school fine arts course and that is offered outside of the school day and often off-campus. Examples of community-based fine arts programs include community theatre or dance programs offered at a local dance studio.

## Technology Applications

1. **May a district continue to require a course such as technology applications for high school graduation that the state no longer requires?**

Yes. School districts have the authority to require beyond what the state requires of students for graduation. This is a local decision. If a district requires a TEKS-based course, such as a technology applications course, that is not required by the state, the course could count toward the state elective requirements.

2. **What will happen with the computer science courses if they are scheduled to “go away” in 2016?**

The computer science courses are not going away. They will continue to be course options for students. These courses are options for satisfying the languages other than English graduation requirement until September 1, 2016. *Please note that at its April 2016 meeting, the SBOE removed the September 1, 2016 expiration date.*

## Endorsement Frequently Asked Questions from TEA

### General

1. **Does every student have to graduate with an endorsement?**

No. A student may opt to graduate Foundation High School Program only without an endorsement if, after the student's sophomore year the student and the student's parent or guardian are advised by a school counselor of the specific benefits of graduating from high school with one or more endorsements and the student's parent or guardian files with a school counselor written permission, on a form adopted by the Texas Education Agency (TEA), allowing the student to graduate under the Foundation High School Program without earning an endorsement.

2. **Can a student earn more than one endorsement?**

Yes. A district must allow a student to enroll in courses under more than one endorsement before the student's junior year.

3. **Can a student change endorsement? When?**

Yes. While a district is not required to offer all endorsements, a district must allow a student to choose, at any time, to earn an endorsement other than the endorsement the student previously indicated from among the available endorsements.

4. **I'm concerned that my small district cannot offer endorsements. What endorsements should a district be able to offer?**

Without altering the courses that a school district is currently required by SBOE rule to offer, a district should be able to offer at least three of the five endorsements. Multidisciplinary (all districts are required to offer at least four courses in each foundation subject area, to include English IV, Chemistry, and/or Physics) Business and Industry (TAC, §74.3(b)(2)(G) requires a district to offer a coherent sequences of courses from at least three CTE career clusters) STEM (TAC, §74.3(b)(2)(C) requires a district to offer at least six science courses)

5. **Will all high schools be required to offer multiple endorsements, even those that focus 100% on STEM/engineering?**

No. Statute requires each school district to make available to high school students courses that allow a student to complete the curriculum requirements for at least one endorsement. A school district that offers only one endorsement curriculum must offer the multidisciplinary studies endorsement curriculum.

6. **The new graduation rules include the following statement, “This section does not entitle a student to remain enrolled to earn more than 26 credits.” Does this mean that a student cannot earn more than 26 credits?**

No. This statement means that a student is not entitled to continue earning credits to earn endorsements indefinitely. A district may permit a student to earn more than 26 credits but has the authority to deny a student's request to continue earning credits beyond the 26 if the district determines that the student has sufficient credits to graduate with an endorsement.

7. **May a course satisfy both a foundation and an endorsement requirement?**

Yes. A course completed as part of the set of four courses needed to satisfy an endorsement requirement may also satisfy a requirement under the Foundation High School Program, including an elective requirement. A student must still earn a total of 26 credits to graduate on the Foundation High School Program with an endorsement.

**8. Do districts have the authority to require Algebra II or other specific courses for all endorsements?**

Yes. School districts have the authority to establish requirements in addition to what the state requires of students for graduation. This is a local decision.

**9. Who decides what constitutes a coherent sequence of courses?**

Each local school district has the authority to determine a coherent sequence of courses and identify courses within that sequence as advanced courses for the purposes of satisfying an endorsement requirement, provided that prerequisites are followed.

**10. In some endorsement options there doesn't seem to be a clear sequence. Will the district determine the sequence in these cases?**

Yes. A school district determines the specific set of courses each student must complete to earn an endorsement, provided that prerequisites are followed and that the set of courses meets the requirements of the options listed for an endorsement in SBOE rule.

**11. Should planning be approached by picking an endorsement and then planning the courses necessary to obtain that particular endorsement, or should it be approached by first picking courses and then discovering which endorsement area the sequence fits (at a later time)?**

This is a local decision.

**12. Are students required to meet each of the options listed under an endorsement area, or they required to only meet one of the options?**

To earn an endorsement a student must complete any specific course requirements and one set of requirements identified in the endorsement rules. For example, to earn a business and industry endorsement, a student must complete the course requirements for CTE or the course requirements for English language arts electives, but not both.

**13. Under the endorsements for which CTE courses are an option, is there a list of "advanced CTE courses that are the third or higher course in a sequence"?**

There is not a list of such courses. A school district may define advanced CTE courses keeping in mind the requirement that the course be the third or higher course in a sequence.

**14. Can Career Preparation be used as the final course in a sequence for an endorsement for which there are CTE course options?**

No. Career Preparation may be used as one of the courses in the coherent sequence, but the final course must come from one of the career clusters listed in the rule. 15. If a student takes two CTE courses in his/her final semester, each from a different endorsement area, which endorsement would the student earn? If a student takes two CTE courses that align with two different endorsement areas, the local school district must determine which course is part of the coherent sequence of courses for that student. The career cluster of that course would determine which endorsement the student earns. This is a local decision.

**15. If a student takes two CTE courses in his/her final semester, each from a different endorsement area, which endorsement would the student earn?**

If a student takes two CTE courses that align with two different endorsement areas, the local school district must determine which course is part of the coherent sequence of courses for that student. The career cluster of that course would determine which endorsement the student earns. This is a local decision.

## STEM

**1. Can AP Physics I satisfy the physics requirement for the STEM endorsement?**

Yes. College Board Advanced Placement and International Baccalaureate courses may be substituted as appropriate for required courses.

**2. Can Principles of Technology satisfy the physics requirement in the STEM endorsement?**

Yes. Principles of Technology addresses all of the TEKS for physics and credit may not be earned for both physics and Principles of Technology to satisfy science credit requirements.

**3. The fifth option under the STEM endorsement says “a coherent sequence of three additional credits.” What does this mean?**

Students may earn a STEM endorsement by successfully completing Algebra II and three additional credits from no more than two of the following categories: the STEM CTE career cluster, computer science courses that may satisfy a STEM endorsement, mathematics courses beyond Algebra II, or science courses. The three additional credits must be a coherent sequence of courses as determined by the local district.

**4. Which science courses may satisfy the science option under the STEM endorsement?**

The list of science courses that may satisfy a STEM endorsement are identified in TAC §74.13(e)(5).

**5. Why is there a discrepancy between the number of courses required to earn a math STEM endorsement and the number of courses required to earn a science STEM endorsement?**

There is not a discrepancy in the number of courses. To earn a STEM endorsement in mathematics, a student must successfully complete a total of five courses: Algebra I, Geometry, Algebra II, and two additional math courses for which Algebra II is a prerequisite. To earn a STEM endorsement in science, a student must successfully complete a total of five courses: biology, chemistry, physics, and two additional science courses.

## **Business and Industry**

**1. If a student on a business and industry endorsement program chooses a computer programming language to meet the foundation program Languages Other Than English (LOTE) requirement, will these courses satisfy both the LOTE requirement and the endorsement requirement under the Information Technology career cluster?**

No. The computer programming courses that are part of CTE are not options for satisfying the LOTE requirement.

The only courses that are currently approved to satisfy the LOTE requirement are Computer Science I, II, and III. These courses may satisfy the LOTE requirement and may count toward a STEM endorsement, but not a business and industry endorsement.

A student must still earn a total of 26 credits to graduate on the Foundation High School Program with an endorsement.

## **Public Services**

**1. May a student seeking a public services endorsement who is taking a sequence of courses in the Human Services career cluster use a course from another career cluster as part of the coherent sequence of courses?**

Yes. A coherent sequence of courses may include courses from any CTE career cluster provided that the final course in the sequence is obtained from one of the CTE career clusters identified under the public services endorsement. Districts must determine locally that courses from different career clusters create a coherent sequence of courses.

## **Arts and Humanities**

**1. Is it permissible to substitute an additional arts and humanities course for the fourth science requirement if the student is pursuing an arts and humanities endorsement?**

A student pursuing an arts and humanities endorsement who has the written permission of the student’s parent may substitute an English language arts course, a social studies course, a LOTE course, or a fine arts course for the additional science credit required to earn an endorsement.

**2. Under the arts and humanities endorsement, if a student has taken English IV, can it count as part of the four English elective credits?**

Yes. A course completed as part of the set of four courses needed to satisfy an endorsement requirement may also satisfy a requirement under the Foundation High School Program, including an elective requirement. A student must still earn a total of 26 credits to graduate Foundation High School Program with an endorsement.

**3. How many social studies courses are required for a student to earn an arts and humanities endorsement?**

The social studies option under arts and humanities requires that a student complete five credits in social studies.

## Multidisciplinary Studies

1. **Under the multidisciplinary studies endorsement, what courses will satisfy the requirement for “four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation?”**

Each local school district has the authority to identify advanced courses for the purposes of satisfying an endorsement requirement, provided that they meet the definition above.

## Individual Graduation Committees Frequently Asked Questions from TEA

1. **Are all students eligible to receive an Individual Graduation Committee review?**

Only students who are classified in grade 11 or 12 during the 2014-15, 2015-16, or 2016-17 school years who have taken and have failed to achieve the end-of-course (EOC) assessment performance requirements for graduation for not more than two courses are eligible for Individual Graduation Committee (IGC) review [TEC, §28.0258(a) and (l); 19 Tex. Admin. Code § 101.3022].

2. **Are charter schools required to establish Individual Graduation Committees?**

Yes. An open-enrollment charter school is subject to the requirement to establish an individual graduation committee [TEC, §12.104(b-2)].

3. **Are students who are no longer enrolled in school eligible to receive a diploma based on Individual Graduation Committee review?**

No. Only students who are classified in grade 11 or 12 during the 2014-15, 2015-16, or 2016-17 school years and who have taken and have failed achieve with the EOC assessment performance requirements for graduation for not more than two courses are eligible for IGC review [TEC, §28.0258(a) and (l); 19 Tex. Admin. Code § 101.3022].

4. **Are students who are required to meet TAKS requirements instead of STAAR EOC requirements eligible to receive a diploma based on Individual Graduation Committee review?**

No. Eligibility under TEC, §28.0258(a) is specific to students who have taken and have failed to achieve the EOC assessment performance requirements for graduation for not more than two courses. There is no reference to other exit-level assessments in the statute.

5. **Are students who receive special education services eligible to receive an Individual Graduation Committee review?**

When a student receives special education services, the student’s ARD committee determines whether the student is required to achieve satisfactory performance on the EOC assessments. If the ARD committee determines that a student is not required to achieve satisfactory performance on the EOC assessments, the student is considered to be in compliance with assessment requirements under TEC §39.025 and an IGC review would not be necessary.

6. **Can a student who receives special education services receive the benefit of the Individual Graduation Committee review and graduate on the Recommended High School Program (RHSP)?**

Due to the change in assessment requirements applicable to students in general education as a result of SB 149, the current rule will be amended to provide that if a student who receives special education services has satisfactorily completed credit requirements for graduation under the RHSP specified in Chapter 74, as applicable, without modifications to content and the student achieved satisfactory performance on at least three EOC assessments, the student may be awarded an RHSP diploma.

7. **Can a student who receives special education services receive the benefit of the Individual Graduation Committee review and graduate on the Recommended High School Program (RHSP) or Foundation High School Program with Endorsements?**

Due to the change in assessment requirements applicable to students in general education as a result of SB 149, the current rule will be amended to provide that if a student who receives special education services has satisfactorily completed the requirements for graduation under the Foundation High School Program specified in TAC, §74.12 as well as the additional credit requirements in mathematics, science, and elective courses as specified in TAC, §74.13(e) with or without modified curriculum; satisfactorily completed the courses required for an endorsement under TAC, §74.13(f) without any modified curriculum; and the student achieved satisfactory performance on at least three EOC assessments, the student may be awarded a foundation high school program diploma with endorsement.

8. **Are students who are classified as three-year early graduates eligible to receive an Individual Graduation Committee review?**

A student may not qualify to graduate based on an IGC determination before the student's 12th grade year. In order for a student to be eligible to graduate based on an IGC determination, the student must have satisfactorily completed credit requirements for graduation specified in Chapter 74, must be classified as a 12th grade student, must have taken all required EOC assessments, and must have been provided an opportunity to retake any EOC assessments for which the student has not previously achieved satisfactory performance.

**9. Is a transfer student who was exempt from some but not all EOCs eligible to receive a diploma based on Individual Graduation Committee review?**

An 11th or 12th grade transfer student is eligible to graduate based on an IGC determination if, of the assessments the student has taken, the student has failed to achieve the EOC assessment performance requirements for graduation for not more than two courses [TEC, §28.0258(a)].

**10. For an eligible English Language Learner (ELL) who does not meet the standard on the English I EOC and who is not required to retest based on the Special Provision for English I EOC, does the failing score on English I count as one of the two EOC assessments that a student can fail and still be considered by the Individual Graduation Committee for graduation?**

Yes. An ELL student who failed the English I EOC but meets eligibility for the English I Special Provision and therefore is not required to pass English I, is eligible for IGC review if the student attempts all other required EOCs and fails to pass one additional test. The ELL would also qualify for an IGC if the student passed the English I EOC assessment but failed to pass two other EOC assessments. UPDATED

**11. If an ELL was eligible for the English I Special Provision and has passed the other four EOC assessments, does that ELL now have to receive an IGC review in order to graduate?**

No. The qualifying ELL student would not receive an IGC review in order to graduate. An ELL student who qualifies for the Special Provision only becomes eligible for IGC review by failing to pass the English I EOC assessment and one other EOC assessment. 2 October 13, 2015 UPDATED

**12. If an ELL was eligible for the English I special provision and passed all but one other test (for example English II) must the student complete remediation and a project or portfolio for both English I and the second assessment the student failed?**

Yes. If a qualifying ELL does graduate by means of an IGC, the student is required to complete IGC requirements for each course in which the student did not pass the EOC assessment. NOTE: This represents a change from the initial interpretation of SB 149.

**13. If a student fails three EOC assessments including Algebra I, but receives a score of proficient on the Texas Success Initiative (TSI) assessment for math, is the student eligible to receive an Individual Graduation Committee review?**

Yes. A student who has taken and failed to achieve the EOC assessment performance requirement for Algebra I after two attempts, but who receives a score of proficient on the TSI assessment for math is considered to have satisfied the Algebra I EOC requirement [TEC, §39.025(a-3); 19 Tex. Admin. Code § 101.3022(f)].

**14. What process should a district or charter school follow to implement Individual Graduation Committees?**

The superintendent of each school district must establish procedures for the convening of an IGC [TEC, §28.0258(c)].

**15. Who must be on an Individual Graduation Committee?**

The IGC must be composed of:

- the principal or his/her designee;
- the teacher of the course for which the student did not pass the EOC assessment;
- the department chair or lead teacher supervising the teacher of the course; and
- as applicable, the student's parent or guardian; a designated advocate; or the student, at the student's option, if the student is at least 18 years old or is an emancipated minor [TEC, §28.0258(b)].
- For the 2014-2015 school year, the school district will establish procedures for appointing alternative committee members [TEC, §28.0258(c-1)]. For subsequent school years, the commissioner will adopt rules for appointment of alternative committee members [TEC, §28.0258(c)].

**16. What are the additional requirements that the Individual Graduation Committee must recommend?**

A student's IGC is required to recommend additional requirements by which the student may qualify to graduate including additional remediation and, for each EOC assessment on which the student failed to perform satisfactorily:

- the completion of a project related to the subject area of the course that demonstrates proficiency or

- the preparation of a portfolio of work samples in the subject area of the course, including work samples from the course that demonstrate proficiency [TEC, §28.0258(f)]. 3 October 13, 2015

**17. How does an Individual Graduation Committee determine that a student is qualified to graduate?**

A student is qualified to graduate on the basis of an IGC decision only if the student:

- successfully completes the credit requirements for the foundation high school program identified by the State Board of Education or as otherwise provided by the transition plan adopted by the commissioner in TAC, §74.1021,
- successfully completes all additional requirements recommended by the IGC, and the committee's vote is unanimous [TEC, §28.0258(i)].

In determining whether a student is qualified to graduate the IGC must consider:

- the recommendation of the student's teacher in each course for which the student failed to perform satisfactorily on an EOC assessment;
- the student's grade in each course for which the student failed to perform satisfactorily on an EOC assessment;
- the student's score on each EOC assessment on which the student failed to perform satisfactorily;
- the student's performance on any additional requirements recommended by the committee;
- the number of hours of remediation that the student has attended, including attendance in a college preparatory course, if applicable, or attendance in and successful completion of a transitional college course in reading or mathematics;
- the student's school attendance rate;
- the student's satisfaction of any of the Texas Success Initiative (TSI) college readiness benchmarks prescribed by the Texas Higher Education Coordinating Board;
- the student's successful completion of a dual credit course in English, mathematics, science, or social studies; • the student's successful completion of a high school pre- Advanced Placement (AP), AP, or International Baccalaureate program course in English, mathematics, science, or social studies;
- the student's rating of advanced high on the most recent high school administration of the Texas English Language Proficiency Assessment System (TELPAS);
- the student's score of 50 or greater on a College-Level Examination Program (CLEP) examination;
- the student's score on the ACT, SAT, or Armed Services Vocational Aptitude Battery (ASVAB) test;
- the student's completion of a sequence of courses under a career and technical education program required to attain an industry-recognized credential or certificate;
- the student's overall preparedness for postsecondary success; and
- any other academic information designated for consideration by the board of trustees of the school district or charter [TEC, §28.0258(h)]. 4 October 13, 2015

**18. If the Individual Graduation Committee determines that a student is qualified to graduate, will he/she be eligible to graduate with an endorsement?**

Yes. If a student completes all of the credit requirements, the student is eligible to graduate with an endorsement. To earn an endorsement a student must demonstrate proficiency in the credit requirements for the foundation high school program, a fourth credit in mathematics, a fourth credit in science, and two additional elective credits for a total of 26 credits. As part of the 26 credits a student must complete a coherent sequence of courses for the endorsement [TAC, §74.13].

**19. If the Individual Graduation Committee determines that a student is qualified to graduate, will he/she be eligible to graduate with the distinguished level of achievement?**

Yes. If a student completes all of the credit requirements, the student is eligible to graduate with the distinguished level of achievement. To earn the distinguished level of achievement a student must demonstrate proficiency in the credit requirements for the foundation high school program, earn at least one endorsement, and successfully complete Algebra II as one of the four mathematics credit requirements [TAC, §74.11(e)].

**20. If an Individual Graduation Committee determines that a student is qualified to graduate, will the student graduate under his or her original graduation program, or does the decision default a student to a lower or different graduation program?**

The coursework that a student completes determines the graduation program that the student graduates completes. Graduation based on an IGC determination does not change the graduation program for the student.

**21. If the Individual Graduation Committee determines that a student is qualified to graduate, will he/she be**

**eligible to graduate with performance acknowledgements?**

Yes. If a student completes all of the requirements for a performance acknowledgment outlined in Texas Administrative Code (TAC) §74.14, the student is eligible to graduate with the performance acknowledgment.

**22. Is a student who is on the Minimum High School Program eligible to graduate based on an Individual Graduation Committee determination?**

Yes. To be eligible to graduate based on an IGC decision, a student must successfully complete the credit requirements for the foundation high school program identified by the State Board of Education or as otherwise provided by the transition plan adopted by the commissioner in TAC §74.1021 [TEC, §28.0258(e)(2)].

**23. Is a student who is on the Recommended High School Program or Distinguished Achievement Program (DAP) eligible to graduate based on an Individual Graduation Committee determination?**

Yes. To be eligible to graduate based on an IGC decision, a student must successfully complete the credit requirements for the foundation high school program identified by the State Board of Education or as otherwise provided by the transition plan adopted by the commissioner in TAC §74.1021 [TEC, §28.0258(e)(2)]. 5 October 13, 2015

**24. If a student does not meet the curriculum requirements for the Foundation High School Program, but does meet the curriculum requirements for the Minimum High School Program can he/she still be considered for graduation based on an Individual Graduation Committee determination?**

A student who entered grade 9 prior to the 2014-15 school year may choose to graduate under the minimum high school program. To be eligible to graduate based on an IGC decision a student must successfully complete the credit requirements for the foundation high school program identified by the State Board of Education or as otherwise provided by the transition plan adopted by the commissioner in TAC §74.1021 [TEC, §28.0258(e)(2)]. \*Note – Students who entered grade 9 in the 2014-15 school year would not be eligible to graduate from the Minimum High School Program.

**25. Do the reporting requirements identified in new TEC, §28.0259 apply to charter schools?**

Yes. New TEC, §28.0259 requires reporting through PEIMS and TEC, §12.104(b)(2)(A) requires charters to comply with PEIMS requirements.

**26. When will rules be adopted to provide guidance to districts regarding implementation of Individual Graduation Committees?**

The commissioner is required to adopt rules related to individual graduation committees including timelines and related reporting requirements, not later than the 2015-16 school year. For the 2014-15 school year, school districts have the authority to establish necessary procedures and timelines [TEC, §28.0258(c), (c-1), (i), and (i-1)].

**27. How should EOC performance be documented on the AAR if a student failed an EOC but has been permitted to graduate based on IGC review and decision?**

For each instance in which the student has failed to achieve the EOC assessment performance requirements, the AAR should reflect a “Level I” performance.

**28. Should any additional information be included on the AAR to indicate that the student graduated based on IGC review and decision?**

No. However, the district or open-enrollment charter school must maintain separate documentation of the IGC review and decision.

## **HB 5: Other Frequently Asked Questions**

### **College Preparatory Courses**

**1. Are high schools required to offer a college prep course?**

Under Section 28.014 of the Texas Education Code, each school district is required to partner with at least one institution of higher education to develop and provide college preparatory courses in English language arts and mathematics. However, each high school within the school district is not required to offer these courses.

**2. Are certain students required to enroll in college prep courses?**



No. School districts are required to provide notice to each student who meets eligibility criteria for a college preparatory course and the student’s parent or guardian regarding the benefits of enrolling in the course. However, students are not required to enroll in college preparatory courses that are required in statute.

**3. Is a student required to take the Texas Success Initiative (TSI) to determine college readiness and placement in a college prep course?**

No. A district may use performance on coursework, a college entrance examination, or the TSI to determine that the student is not ready to perform entry-level college coursework.

**4. If a district chooses to use TSI to determine college readiness and placement in a college prep course, must a district pay for the TSI for students?**

The course required under TEC, §28.014 must be available free of charge to students. Students may qualify for the course based on performance on coursework, a college entrance examination, or the TSI. If the district chooses to use only the TSI to enroll students, it cannot require payment for access to the course.

**5. Is a student required to take the TSI to determine successful completion of a college prep course?**

State law does not explicitly require or prohibit the use of testing to determine successful completion of a college prep course described in TEC, §28.014. Whether a particular test is required, whether it is required only for the purpose of awarding dual credit, or whether there is no test at all is part of the flexibility HB5 provided to each school district in working with an institution of higher education.

**6. If a district chooses to use TSI to determine successful completion of a college prep course, must a district pay for the TSI for students?**

Yes. If the district chooses to use only the TSI to determine successful completion of the course, it cannot require payment for the TSI. If other standards involving grades or other exams are used, and TSI is not required for completion of the course, the district is not required to administer or pay for the TSI.

**7. What end-of-course assessment instrument would indicate that a student does not meet college readiness standards for purposes of Texas Education Code, §28.014?**

There is no longer a state assessment that would meet this purpose. The local development process may decide to use an assessment as part of the course but is not required to do so.

**8. Can high schools offer college prep courses to students who are not in the 12th grade?**

There is not a specific requirement that a student must be in 12th grade to take a college preparatory course. However, a student may not earn credit for the college preparatory math course until after the student has completed the three mathematics credit requirements for the Foundation High School Program.

**9. Can a student who remains on the current Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP) earn credit for a college preparatory course?**

No. Administrative rules do not allow for these courses to satisfy credit requirements for students on the RHSP or DAP. However, a student on the Foundation High School Program who successfully completes a college preparatory course may use the credit earned to satisfy an advanced mathematics credit or an advanced English credit.

**10. What is the relationship between the college preparatory courses referenced in Texas Education Code, §28.014 and §39.025(b-2)?**

Texas Education Code, subsection 39.025(b-2) does not apply to a course developed under section 28.014. While both statutes use the term “college preparatory course,” they are different enactments and represent different local program options. There is currently no assessment available for a course under TEC, §39.025(b-2).

**11. If a student takes one of the college prep courses to attain college readiness, can the student take the new TSI and, if the student passes the TSI, will it satisfy the STAAR end-of-course assessment requirements as well as the TSI requirement?**

No. Neither of the college preparatory courses identified in statute satisfy the state assessment requirements for high school graduation. Additionally, TSI is not listed as a substitute for any STAAR end-of-course assessment.

**12. Can one college prep course in English satisfy both the requirements in Texas Education Code, §28.014, and in Texas Education Code, §39.025(b-2)?**

The courses described in TEC, §28.014, and TEC, §39.025(b-2), are different. There is currently no assessment available for a course under TEC, §39.025(b-2). It is anticipated that the STAAR English III and Algebra II assessments, when administered

again beginning in spring 2016, will be able to serve the purpose of an assessment related to TEC, §39.025(b-2). At this time, however, there is not a way for a district to implement the 39.025(b-2) requirement without an available assessment.

**13. Must the college preparatory English course be a full-credit course?**

No. In accordance with TAC, §74.12(b)(1), the college preparatory English course may be a half-credit course that, when paired with another half-credit from the list of allowable advanced English courses, may satisfy the advanced English requirement for graduation.

**14. Must the college preparatory mathematics course be a full-credit course?**

Yes. In accordance with TAC, §74.13(e)(4), the college preparatory mathematics course must be a full credit course. However, in accordance with TAC, §74.26, in accordance with local district policy, students who are able to successfully complete only one semester of a two-semester course can be awarded credit proportionately.

Consequently, a student may be awarded a half credit for successful completion of half of the college preparatory mathematics course. This half credit, when paired with another half credit from the list of allowable advanced mathematics courses, may satisfy the advanced mathematics requirement for students pursuing an endorsement.

## College Admission

**1. If a student is on the Foundation High School Program only and does not earn an endorsement, does the student have to attend a community college before attending a four year college?**

State law does not prohibit a student who graduates from the Foundation High School Program without an endorsement from attending a four-year college or university. However, a student graduating under the Foundation High School Program without an endorsement may not have met the eligibility requirements for a four-year college or university because colleges and universities set their own entrance requirements. A student would need to check with the specific college/university for information regarding admission requirements.

**2. Will computer science as a language other than English (LOTE) count for college admission as a foreign language?**

Colleges and universities set their own entrance requirements. Consequently, a student would need to check with the specific college/university for information regarding admission requirements.

## Personal Graduation Plans for Students under the Foundation Graduation Program

A personal graduation plan will be developed for each student who is subject to the requirements of the foundation graduation program. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four- year college or university in Texas, depending on his or her rank in class.

Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student’s personal graduation plan will denote an appropriate course sequence based on the student’s choice of endorsement.

The progression plan is used to assist students in determining their progress towards attaining the required credits to graduate. Each student will annually review the progression plan with a counselor. This review will help avoid unnecessary scheduling changes.

## Excerpts from House Bill 5 Regarding Personal Graduation Plans

### Middle School Students

A principal of a junior high or middle school shall designate a school counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan for each student enrolled in middle school who:

- does not perform satisfactorily on an assessment instrument administered; or
- is not likely to receive a high school diploma before the fifth school year following the student’s enrollment in grade level nine, as determined by the district.

A personal graduation plan under this section must:

- identify educational goals for the student;
- include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies;
- include an intensive instruction program by Section 28.0213;

- address participation of the student’s parent and guardian, including consideration of the parent’s or guardian’s educational expectations for the student; and
- provide innovative methods to promote the student’s advancement, including flexible scheduling, alternative learning environments, on-line instruction, and other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability.

### **High School Students**

The Texas Education Agency, in consultation with the Texas Workforce Commission and the Texas Higher Education Coordinating Board, shall prepare and make available to each school district in English and Spanish information that explains the advantages of the distinguished level of achievement and each of the endorsements. This information must contain an explanation:

- concerning the benefits of choosing a high school personal graduation plan that includes the distinguished level of achievement under the foundation high school program and includes one or more endorsements to enable the student to achieve a class rank in the top 10 percent for students at the campus; and
- that encourages parents to the greatest extent practicable, to have the student choose a personal graduation plan described by subsection 1).

A school district shall publish the information provided to the district under subsection (a) on the Internet website of the district and ensure that the information is available to students in grades nine and above and the parents or legal guardian of those students in the language in which the parents or legal guardians are most proficient. A district is required to provide information in this subsection in the language in which the parents or legal guardian are most proficient only if at least 20 students in a grade level primarily speak that language.

A principal of a high school shall designate a school counselor or school administrator to review personal graduation plan options with each student entering grade nine together with that student’s parent or guardian. The personal graduation options reviewed must include the distinguished level of achievement and endorsements. Before the conclusion of the school year, the student and the student’s parent or guardian must confirm and sign a personal graduation plan for the student.

A personal graduation plan under subsection (c) must identify courses that:

- promote college and workforce readiness; and
- promote career placement and advancement; and
- facilitate the student’s transition from secondary to postsecondary education.

A school district may not prevent a student and the student’s parent or guardian from confirming a personal graduation plan that includes pursuit of a distinguished level of achievement or endorsement.

A student may amend the student’s personal graduation plan after the initial confirmation of the plan. If a student amends the student’s personal graduation plan, the school shall send written notice to the student’s parents regarding the change.

Curriculum Requirements for Foundation High School Program – the State Board of Education (SBOE) by rule shall determine curriculum requirements for the foundation high school program.

A school district shall ensure that each student entering the ninth grade indicates in writing an endorsement that the student intends to earn. A district shall permit a student to choose, at any time, to earn an endorsement other than the endorsement the student previously indicated. A student may graduate under the foundation high school program without earning an endorsement if, after the student’s sophomore year:

- the student and the student’s parent or person standing in parental relation to the student are advised by a school counselor of the specific benefits of graduation from high school with one or more endorsements; and
- the student’s parent or person standing in parental relation to the student files with a school counselor written permission, on a form adopted by the agency, allowing the student to graduate under the foundation high school program without earning an endorsement.

### **Available Course Options for All Graduation Programs**

Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring in order to enroll in courses for the upcoming school year. Note that the district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Please be aware that not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the school counselor about alternatives.

### **State Rule Regarding Combining Credits in Graduation Programs**

A local school district can award credit proportionately to students who are able to successfully complete only one semester of a two-semester course. Unless the TAC specifically prohibits combining two half credits to satisfy a graduation requirement, in accordance with local district policy, a student may satisfy a graduation requirement for which there are multiple options with one-half credit of one allowable option and one-half credit of a second allowable option.

Prohibited combination credits:

- Minimum High School Program – a student may not combine a half credit of Algebra II with a half credit from another mathematics course to satisfy the final mathematics credit requirement.
- Minimum High School Program – a student may not combine a half credit of either World History Studies or World Geography Studies with a half credit from another academic elective course to satisfy the academic elective credit requirement.
- All Graduation Programs – a student may not combine a half credit of a course for which there is an end-of-course assessment with another elective to satisfy an elective credit requirements

College Board Advanced Placement Courses may substitute for required courses in appropriate areas ([TAC 74.11d](#)). To assist with the identification of appropriate crediting of AP courses, a list of all AP course substitutions is below:

### **Dual Credit Course Substitutions**

Approved CISD dual credit courses may substitute for required courses in appropriate areas and when successfully completed will receive weighted credit for the student's GPA.

### **Course Prerequisites**

A student may not be enrolled in a course that has a required prerequisite unless the student:

1. Has completed the prerequisite course(s)
2. Has demonstrated equivalent knowledge as determined by the school district; or
3. Was already enrolled in the course in an out-of-state, an out-of-country, or a Texas nonpublic school and transferred to a Texas public school prior to successfully completing the course.

A district may award credit for a course to a student who completed the course without having met the prerequisites if the student completed the course in an out-of-state, an out-of-country, or a Texas nonpublic school where there was not a prerequisite.

### **State rule regarding all graduation programs for students from out-of-state or out-of-county**

An out-of-state or out-of-country transfer student (including a foreign exchange student) or a transfer student from a Texas nonpublic school is eligible to receive a Texas Diploma, but must complete all requirements to satisfy state graduation requirements. Any course credit required that is not completed by the student before he or she enrolls in a Texas school district may be satisfied through provisions such as using correspondence courses, distance learning, and credit by examination or completing the required course.

Courses offered for dual credit in the core curriculum of an institution of higher education that cover all of the essential knowledge and skills for a course required for graduation may be substituted for courses required in the foundation curriculum and for languages other than English in all three high school graduation programs.

### **HIGHEST-RANKING GRADUATE – STATE DESIGNATION & CRITERIA**

The highest-ranking graduate is the student at each high school campus with the highest rank after all six-week grades have been posted. This student will receive a Highest-Ranking Graduate Certificate and free tuition to a Texas public college or university during both semesters of the first regular session immediately following the student's high school graduation. [See [§54.201](#) of the Texas Education Code]

After all grades have been posted, a designated individual at each campus will use the PDF form provided by TEA to print out a certificate for the graduate on at least 65 lb. stock paper. The principal and superintendent will sign the certificate.

The designated individual from each campus will also need to complete an online survey to submit the highest-ranking graduate information to TEA. There is an optional field noting the public college your highest-ranking graduate will be attending; complete this section if the information is available. TEA will forward this information to the college, and the student will not need a Declaration document.

If the name of the public college that the highest-ranking graduate will attend is not known, the designated individual from each campus will complete a Declaration PDF form. The form is available from the link on the survey. Ensure that the student receives a copy of the Declaration form to present to the college admissions office of attendance. Detailed instructions with a link to the survey will be provided annually to each campus principal by the Academic Advisement Department.

The highest-ranking graduate is not necessarily the same student as the valedictorian. The valedictorian is a local honor and is recognized based on the criteria in the **Local Graduation Honors** section on page 78. The highest-ranking graduate is a State of Texas honor and is determined based on the guidelines set forth in the Texas Education Code. For further information, see policy EIC (LOCAL).

Because the highest-ranking graduate is not known until all grades have been posted, this individual will not be recognized at the graduation ceremony. However, the Valedictorian, Salutatorian, and graduates receiving other local honors can be recognized.

Beginning with the graduating class of 2021, the Highest-Ranking Graduate will also be the student from each high school who has received the local honor of valedictorian.

## **Highest Ranking Graduate FAQs from TEA**

**Our valedictorian is not the highest-ranking graduate of their senior class because a student transferred in and has a higher GPA. Can we give the certificate to the valedictorian instead since that student has been at our high school all four years?**

You must follow your district's policy for determining the highest-ranking graduate. The law clearly states that the award should be given to the highest-ranking graduate based on policy.

**Our highest-ranking graduate is going to college out of state, and therefore won't be able to benefit from this certificate. Can we instead give it to the next student in line who will be going to a Texas public institution of higher education?**

No, the certificate should be awarded only to the highest-ranking graduate. The highest-ranking graduate, who initially chooses to go out of state or a private school, may choose to attend a Texas public college or university after their first semester.

**We have an exact tie for the highest-ranking graduate. Can we issue more than one certificate?**

You can allow for a tie between two students; however, in no circumstances should more than two awards be issued.

**My son/daughter is the valedictorian, but not the highest-ranking graduate. How do the schools determine who is the highest-ranking graduate?**

School districts set their own policy to determine class rank. It is a local decision and each school district will not have the same policy for determining class rank. If parents are concerned or want to know more about how their child is ranked, they need to contact the local school district and ask about their policy. The Texas Education Agency has absolutely no say in determining class rankings.

**How do I find a list of schools eligible for the highest-ranking graduate award?**

All public schools, charter schools accredited by TEA, and private schools accredited by the Texas Private School Accreditation Commission may provide one highest-ranking graduate per graduating class.

**How do I obtain the funds for tuition? Who provides the funds for the tuition?**

The institution of higher education you attend waives the tuition fee; therefore, no direct funds are provided.

**Does the award cover books, supplies, room and board, meal plans, etc.?**

The award only covers the cost of tuition. Tuition does not cover fees, books, supplies, room and board, meal plans or personal expenses.

**Is the college or university required to honor the tuition waiver for the 2<sup>nd</sup> semester regardless of the student's situation?**

No, the institution of higher education may have requirements such as a minimum grade point average in order to continue receiving the tuition waiver. You should verify with the college or university if they have any such requirements.

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.54.htm#54.2001>

## **HONORS LEVEL COURSES**

Honors level courses include Honors, Pre-AP, Advanced Placement (AP), International Baccalaureate (IB), Advanced Technical Credit, OnRamps Dual Enrollment, and Dual Credit Courses.

Secondary students who are formally identified as gifted/talented and those with the potential to achieve high levels are expected to take advanced level classes that are commensurate with their abilities and interests.

Middle School and High School student statements of expectations for advanced level courses, Honors Pre- AP, Advanced Placement and International Baccalaureate classes have been created. College and Career Readiness Coordinators and Counselors will discuss with students these expectations and commitment required for these courses. In accordance with state and local policy, identified

students are to be served through advanced academic offerings or the appropriate procedures are to be followed for furloughing or exiting students from the gifted program.

### **Timeline to Enroll in an Honors Level Course**

A student may enter an advanced level course sequence at the beginning of any semester based on his/her interest and identified potential.

All students taking Honors, Pre-AP, Advanced Placement, Pre-IB, International Baccalaureate, and Dual Credit courses must be enrolled in the course no later than 10 days from the first day of classes or within 10 days of the students enrolling in the school.

### **Credentials for Teachers Who Teach Honors Level Courses**

Teachers who teach Honors, Pre-AP, AP, or International Baccalaureate courses should have specialized training. Prior to providing instruction in an Honors, Pre-AP, Advanced Placement or International Baccalaureate core academic class, the teacher must complete the state mandated thirty hours of training for gifted education certification.

The training for all Honors, Pre-AP, AP and International Baccalaureate teachers will be completed through the Crowley ISD Advanced Academic Services thirty-hour academy. AP teachers should complete their hours through a weeklong AP Summer Institute, AVID Summer Institute, Laying the Foundation and 12 hours of Common Understanding/ Assessment and Identification/Nature and Needs/Social and Emotional offered by CISD Advanced Academic Services.

To maintain local certified status, annually the teacher must complete an additional six hours of gifted education staff development preceding the start of the school year. In order to ensure quality instruction and college level content, College Board requires each teacher of an AP course to submit a syllabus for approval through the AP Course Audit. Only those teachers with an approved syllabus may use the trademarked course designation of “AP”.

### **Exit Procedures for Honors Level Courses**

Prior to the end of the first six weeks of the course, a student-teacher-parent conference must be held for students failing to maintain a passing grade of 70. Options to be discussed at the conference include:

Developing a plan for the improvement of the student's performance that includes alternative instructional strategies, tutorials, and specific target dates for progress reports to student and parent; or

Exiting the student from the course and placing the student in another appropriate course.

Any recommendations to move students from Honors, Pre-AP, OnRamps, AP, Pre-IB or IB courses after the first six weeks of instruction are to be made only after a conference that includes student, teacher, parent, coordinator and principal. Final approval for any advanced level course withdrawal must be acquired from the principal.

Honors, Pre-AP, Advanced Placement (AP), OnRamps, Pre-IB and, International Baccalaureate (IB), courses are described within specific course descriptions along with requirements for admittance. The College and Career Readiness Coordinators are to be consulted regarding any dual credit course being dropped.

### **High School Courses Available in Middle School**

Certain high school courses may also be taken in middle school. These high school courses are identified in the following chart. To qualify for these courses, students must have satisfactorily completed the middle school prerequisite course(s) or have passed the appropriate Credit by Examination for the middle school prerequisite course(s). Credit toward high school graduation will be placed on the academic achievement record (transcript) upon successful completion of the courses. Grades earned in middle school will not be calculated into the student's high school grade point average (GPA), except for AP courses taken in middle school.

## **LOCAL GRADUATION HONORS**

The District will calculate class rank at the end of the fifth six-week grading period of the senior year after receiving grades for dual credit courses to determine local graduation honors. The average of the fourth and fifth six-week grades will be used as the semester grade for the purpose of determining local graduation honors.

For schools on an accelerated block schedule, the District shall calculate class rank at the end of the third nine-week grading period of the senior year. The grade for the third nine-week grading period shall be used as the semester grade for this purpose.

### **Valedictorian and Salutatorian – Local Honor & Criteria**

The valedictorian and salutatorian are the eligible students with the highest and second highest ranking, respectively at the end of the 5<sup>th</sup> six-weeks. To be eligible for such recognition, a student must:

- Have completed the Foundation Program with the distinguished level of achievement;
- Have completed 19 credits before the first day of the school year in which graduation requirements are completed; and
- Have been continuously enrolled in the same high school in the District for the two school years immediately preceding graduation.

In case of a tie in either the weighted GPAs or the weighted numerical grade averages after calculation to the thousandths place, the District shall recognize all students involved in the tie as sharing the honor and title.

Please note that once final grades are calculated, the rankings may have changed from those calculated at the end of the 5<sup>th</sup> six-weeks. However, if this occurs, this will not change the award for Valedictorian or Salutatorian.

### Latin Honors

Local class rank Latin honors at each District high school will be awarded to students completing the Recommended Program, the Advanced/Distinguished Achievement Program, or the foundation program with the distinguished level of achievement, as follows:

Summa Cum Laude - The top highest two percent of the graduating class

Magna Cum Laude - The next highest three percent of the graduating class

Cum Laude - The next highest five percent of the graduating class

To calculate the students eligible for Latin Honors:

- Obtain a class list from the Division of Technology of all seniors, not just potential graduates.
- The list is generated after the fifth six-week grades are entered and grades for dual credit courses have been received and entered.
- The same list is used to determine the Valedictorian and Salutatorian.
- From the list, calculate the top ten percent of students, rounding up. Divide the top 10% into the respective Latin Honors categories

Example:

No. of Seniors	Top 10%	Summa Cum Laude	Magna Cum Laude	Cum Laude
200	20	Top 2% = 4	Next 3% = 6	Next 5% = 10
385	$38.5 = 39$	$\text{Top } 2\% \times 385 = 7.7 = 8$	$\text{Next } 3\% \times 385 = 11.55 = 12$	$\text{Next } 5\% \times 385 = 19.25 = 19$

### Middle School Course Requirements

Course/Grade	6	7	8
English	1	1	1
Mathematics	1	1	1
Science	1	1	1
Social Studies	1	1	1
Physical Education	0.5 <sup>a</sup>	0.5 <sup>a</sup>	0.5 <sup>a</sup>
Health Education	0.5 <sup>a</sup>		
Fine Arts	1 <sup>b</sup>	B	B

Electives	0.5 <sup>c</sup>	1 – 2 <sup>c</sup>	1 – 3 <sup>c</sup>
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a – Moving to Wellness is a two-semester course required by all Grade 6 students. It fulfills both Health and Physical Education requirements.

b – The Middle School Fine Arts requirement may be satisfied by taking one TEKS-based fine arts course in art, band, choir, orchestra, or theatre arts during the students’ middle school years. It is recommended that the requirement be met in Grade 6.

c – Students may take a locally developed elective, not to exceed one semester in Grade 7 or Grade 8 or a total of 1.5 semesters in grades 6 – 8.

## Importance of Courses Taken in Middle School

Middle school courses provide a strong foundation for success in high school and beyond. Students should plan to take the most rigorous courses available at middle school while being mindful of the various advanced course offerings that will meet prerequisite requirements for the continuation of advanced coursework in high school.

## Middle School Course Acceleration

Chapter 74 of the Texas Education Code requires students to master the TEKS in all required middle school courses. If a student wishes to place out of a course, or to accelerate through a required course, a student can accomplish this by:

- successfully completing a Board approved course that compacts the curriculum or
- taking a credit-by examination (CBE) with an 80% score (70% or better with acceptable documentation of “prior instruction”) to place out of any course. See the CBE Section for additional details and policies [EHDB \(LOCAL\)](#) and [EHDC \(LOCAL\)](#).

## Middle School Course Acceleration in Social Studies

The Pre-AP social studies courses in Grades 6, 7, and 8 do not compact the required TEKS. To place out of any social studies course, a student must pass the appropriate CBE prior to advancing to the new grade-level course.

## NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) ELIGIBILITY AND PARTICIPATION INFORMATION

Please contact your district web-based coordinator before assigning student athletes to web-based courses for credit recovery or original credit.

The NCAA is made up of more than 1,100 member schools classified in three divisions (Division I has 346 schools, which are divided into two subdivisions for football, I-A and I-AA, and compete at the major-college level; Division II has 314; and Division III has 451). Division I and II schools offer athletic scholarships. Eligibility for financial aid, practice and competition at Division III schools is governed by school, conference, and other NCAA regulations.

The NCAA has established academic rules that will be used to determine whether the student-athlete may participate in sports during his/her first year in college. These rules are **not** a guide for admission to college. Each NCAA member school has its own admission requirements. Remember, meeting the NCAA rules does **not** guarantee admission to college. The student-athlete **must** still apply for admission and be accepted by the college.

## NCAA Clearinghouse

The clearinghouse evaluates the student-athlete’s academic record to determine if he/she is eligible to participate in a Division I or II college as a freshman student-athlete. The clearinghouse is not the NCAA, but an organization that performs services to determine student-athlete’s initial eligibility for the NCAA. From the NCAA clearinghouse website ([www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net)), student-athletes may access current information needed to understand the Division I and Division II eligibility requirements, register with the clearinghouse, and access individual clearinghouse records.

## Division I Academic Eligibility

To be eligible to compete in NCAA sports during the first year at a Division I school, the student must graduate high school and meet ALL the following requirements:

- Complete 16 core courses



- Four years of English
- Three years of math (Algebra I or higher)
- Two years of natural/physical science (including one year of lab science if offered by high school)
- One additional year of English, math, or natural/physical science
- Two years of social science
- Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy
- Complete 10 core courses, including seven in English, math, or natural/physical science, before the seventh semester. Once a student begins the seventh semester, the student may not repeat or replace any of those 10 courses to improve core-course GPA.
- Earn at least a 2.3 GPA in core courses.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division I sliding scale, which balances a student's test score and core-course GPA. If the student has a low test score, the student needs a higher core-course GPA to be eligible. If the student has a low core-course GPA, the student needs a higher test score to be eligible.

## Division II Academic Eligibility

To be eligible to compete in NCAA sports during the first year at a Division I school, the student must graduate high school and meet ALL the following requirements:

- Complete 16 core courses:
  - Three years of English
  - Two years of math (Algebra I or higher)
  - Two years of natural/physical science (including one year of lab science if offered by high school)
  - Three additional year of English, math, or natural/physical science
  - Two years of social science
  - Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion, or philosophy
- Earn at least a 2.2 GPA in core courses.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division II sliding scale, which balances a student's test score and core-course GPA. If the student has a low test score, the student needs a higher core-course GPA to be eligible. If the student has a low core-course GPA, the student needs a higher test score to be eligible.

## Division III Academic Eligibility

The above requirements do not apply to Division III colleges. Eligibility for financial aid, practice and competition at Division III schools is governed by school, conference, and other NCAA regulations. Contact the Division III school for complete policies.

## Classes that are not NCAA Core Courses:

- Classes in non-core areas, fine arts, or vocations such as driver education, typing, art, music, physical education, or welding.
- Personal skill classes, such as personal finance or consumer education.
- Classes taught below grade level, at a slower pace, or with less rigor or depth. These classes are often titled basic, essential, fundamental, or foundational.
- Classes that are not academic in nature, such as film appreciation, video editing, or greenhouse management.

## Courses Taken Prior to Ninth Grade

If a high school class such as Algebra I or Spanish I is taken prior to the ninth grade, the class may count for the 16 core courses if it is on the high school's list of approved core courses and is shown on the high school transcript with a grade and a credit.

## Credit-By-Exam

Courses completed through credit-by-exam will not be used in an initial-eligibility certification.

## Pass/Fail Courses

Core courses that receive a grade of "Pass" may satisfy core-course requirements if the course receives credit toward graduation.

## Studies in a Foreign Country

If a student attended a secondary school outside of the United States for all or part of grades nine through 12, different evaluation procedures will be applied to the international education documents. Original-language documents with certified translations must be submitted for evaluation.

## High School Transcripts for Clearinghouse

Transcripts should not be sent to the clearinghouse until after the junior year and must be mailed directly by the high school. Any grade corrections, course title changes, and credit additions regarding high school course work must be made before a final transcript is mailed by the high school. Once the clearinghouse receives a final transcript, it will not use an amended transcript.

All approved Crowley ISD core courses appear on the high school's list, which can be viewed at [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net). Click on "Prospective Student-Athlete" and then on "List of Approved Core Courses."

## General Information on the NCAA Clearinghouse Website

- Links to the NCAA website;
- Core-Course listings for high schools
- Online versions of *NCAA Guide for the College Bound Student Athlete*;
- Online information about Division I and Division II initial eligibility requirements;
- Online FAQs

## NCAA Contact Information

The NCAA offers information on initial eligibility standards, the Initial-Eligibility Clearinghouse, recruiting rules, and other information via a toll free number and websites:

- Online at [www.ncaa.org](http://www.ncaa.org)
- NCAA Hotline: 1.800.638.3731
- NCAA Clearinghouse Customer Service Line (M-F, 8 a.m. – 5 p.m. CST) 1.877.262.1492
- NCAA Clearinghouse 24-hour Voice Response System: 1.877.861.3003
- Students and parents have access to valuable website with information about the recruiting process and eligibility for competition at the college level
- Website: [www.corecourseGPA.com](http://www.corecourseGPA.com) (contact any coach for details)

## PLACEMENT OF STUDENTS ENTERING THE DISTRICT

### Accredited Schools

The parent or guardian of a student enrolling in the District from an accredited public, private, or parochial school shall provide evidence of prior schooling outside the District. The student will be placed initially at the grade level reached elsewhere, pending observation by the classroom teacher, guidance personnel, and the principal. On the basis of these observations and results of tests that may be administered by appropriate District personnel, the principal shall determine final grade placement.

Accredited is defined as accreditation by TEA, an equivalent agency from another state, or an accrediting association recognized by the commissioner.

### Non-Accredited Schools

A student enrolling in a District school from a nonaccredited public, private, or parochial school, including homeschools, will be placed initially at the discretion of the principal, pending observation by classroom teachers, guidance personnel, and the principal. Criteria for placement may include:

- Scores on achievement tests, which may be administered by appropriate District personnel.
- Recommendation of the sending school.
- Prior academic record
- Chronological age and social and emotional development of the student.
- Other criteria deemed appropriate by the principal.

Before granting credit, the District will validate, by a Credit by Exam (See CBE Section) or other evidence, that any course taken by a student at a nonaccredited public, private, or parochial school meets State Board requirements.

### Guidelines for All Students Transferring

- A student who has honors classes on his or her transcript from another district will be awarded honors credit if the honors course is currently taught in the CISD.
- Confer with the student to determine the content of any course in question and to the Texas Essential Knowledge and Skills if necessary. The subject program director may also be contacted for assistance. If the content equates to that of a CISD course, credit may be given.
- Students who wish to receive state credit for a course that cannot be equated with a CISD course may apply to take the credit-by-examination test when available.
- Counselors who cannot make proper determinations for courses should contact the Guidance and Counseling Department

## Conversion of Letter Grades to Numeric Grades

When a student transfers grades for properly documented courses from an accredited U.S. or foreign public or private institution, the District shall assign weight to those grades based on the categories and grade weight system used by the District if similar or equivalent courses are offered to the same class of students in the District.

Conversion of letter grades to numerical grades for students transferring into the District with letter grades are as follows:

A+ = 99	B+ = 89	C+ = 79
A = 96	B = 86	C = 76
A- = 92	B- = 82	C- = 72

If a student is transferring from a Texas school district or Texas charter school and has a “D” letter grade equivalent to a 70, credit will be awarded for the course per Texas Education Rule, 19TAC§74.26 (a)&(c).

Grades earned in non-accredited schools shall be handled in accordance with [FD \(LOCAL\)](#).

Students from non-public, out-of-state, or out-of-country schools may have transcripts that record a “D” letter grade and award credit for courses with a grade numeric value lower than the Texas passing standard of 70. Per TEA staff references to the Academic Achievement Record (AAR) Minimum Standards, section 1.15, the District has determined that for a “D” letter grade with a numeric value lower than a 70, a “P” will be recorded as the transfer grade.

Transfer students from non-accredited public, private, parochial schools or who have been home-schooled shall be offered an opportunity to demonstrate mastery in a subject or to earn course credit. (See **Credit by Exam** section on page 25)

## Q&A Provided by the TEA Division of Curriculum for a Counselor TETN, Spring 2012

- 1. How do students transferring to a Texas public school from an out-of-state, and out-of-country, or a Texas non-public school receive credit for coursework they have already completed?**

Districts are to follow the rules in TAC, §74.26 when determining what credit to award to a student transferring in from a non-Texas-public school. A school district must ensure that the records or transcripts of an out-of-state or out-of-country transfer student (including foreign exchange students) or a transfer student from a Texas nonpublic school are evaluated and that the student is placed in appropriate classes promptly. The district may use a variety of methods to verify the content of courses for which a transfer student has earned credit.

- 2. Can a school refuse to award credit earned by a student while attending a Texas charter school?**

No, Please see TAC, §74.26 (a)(1): Credit earned toward state graduation requirements by a student in an accredited school district shall be transferable and must be accepted by any other school district in the state.

- 3. Can a school refuse to award credit earned by a student while attending Texas Tech or UT Austin online school?**

No. Please see TAC, §74.26(a)(1): Credit earned toward state graduation requirements by a student in an accredited school district shall be transferable and must be accepted by any other school district in the state.

- 4. Can a school refuse to award credit earned by a student while attending another Texas public school during summer or in grades before high school?**

No, Please see TAC §74.26(a)(1): Credit earned toward state graduation requirements by a student in an accredited school district shall be transferable and must be accepted by any other school district in the state.

## Promotion and Retention

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student’s teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district.

In addition, at certain grade levels a student—with limited exceptions—will be required to pass the State of Texas Assessments of Academic Readiness (STAAR), if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.

## Elementary and Middle/Junior High Grade Levels

In order to be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessment in English or Spanish.

In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment.

If a student in grade 5 or 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. The student will instead take the corresponding EOC assessment.

If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take the applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

A student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student’s parent, will determine the additional accelerated instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous, and the student must complete additional accelerated instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE.]

Certain students—some with disabilities and some classified as English language learners—may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, school counselor, or special education director.

Parents of a student at or above grade level 3 who does not perform satisfactorily on his or her state-mandated exams will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

## **High School Grade Levels**

To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards. A student in grades 9–12 will advance to a grade level based on the number of course credits earned. Students will also have multiple opportunities to retake EOC assessments.

## **STANDARDIZED TESTING**

### **Secondary Grade Levels**

#### **SAT/ACT (Scholastic Aptitude Test and American College Test)**

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT, and more information can be obtained on these assessments from the school counselor.

Note that participation in these assessments may qualify a student to receive a performance acknowledgement on his or her transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement. A student’s performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

#### **TSI (Texas Success Initiative) Assessment**

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

#### **STAAR (State of Texas Assessments of Academic Readiness)**

##### ***Grades 3–8***

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Writing in grades 4 and 7
- Science in grades 5 and 8
- Social Studies in grade 8

Successful performance on the reading and math assessments in grades 5 and 8 is required by law, unless the student is enrolled in a reading or math course that earns high school credit and for which an end-of-course (EOC) assessment will be administered.

Students repeating grade 5 or 8 who are receiving instruction in grade 5 or 8 mathematics or reading, are required to fulfill the state testing requirements, even if the student passed the corresponding assessment the previous school year.

Students receiving mathematics or reading instruction above their enrolled grade level and taking the above-grade-level assessment may not participate in the retake of an SSI test. Only students enrolled in grade 5 or 8 who are subject to the SSI promotion requirements and who have not passed or enrolled from out-of-state after the first administration, or were absent for the first administration are eligible to participate in the second and/or third administration of the mathematics and reading assessments.

STAAR Alternate 2, for students receiving special education services who meet certain state-established criteria, will be available for eligible students, as determined by the student’s ARD committee.

### **Assessments for Middle School Students Receiving Instruction in a Different Grade Level**

Students should be administered the STAAR assessments that align to the level of TEKS instruction that they are receiving regardless of their enrolled grade level. For example, middle school grade 7 students enrolled in grade 8 level science, or CISD course *0303AB, 7<sup>th</sup> Grade Pre-AP Science, Accelerated Course* will take the grade 8 STAAR Science assessment.

Middle school students enrolled in a high school course for which an End of Course (EOC) assessment exists (English I, English II, Biology, or Algebra I) are required to take the EOC for the respective course. Passing these EOC examinations will count toward the student’s high school graduation testing requirement. Middle school students who take a STAAR EOC test in middle school will not be required to also take the corresponding STAAR grade level subject area test.

For example, a Grade 8 student enrolled in Algebra I will take the following tests:

- STAAR Grade 8 Reading
- STAAR Grade 8 Science
- STAAR Grade 8 Social Studies
- STAAR EOC Algebra

If a student in grades 5 – 8 is enrolled in a high school course that does not have a corresponding STAAR EOC assessment:

- Mathematics & Reading: - Students will be required to take their grade-level STAAR assessment when there is not a STAAR EOC assessment in the high school course they are taking. Federal law requires a student in grades 3 – 8 to annually be assessed in mathematics and reading. Therefore, a grade 8 student enrolled in Geometry will take the STAAR grade 8 mathematics assessment. If the student enrolled in this course fails the grade 8 STAAR math assessment, the student is subject to SSI as required by law and will need to retake.
- Science – Students in grades 5 and 8 are required to take their grade-level STAAR assessment in science at least once in elementary and once in middle school.
- Social Studies – Students in grade 8 who are taking a high school social studies course would not be required to take their grade-level assessment, unless they have not yet taken it, because there is no federal requirement to test social studies.
- 

### **High School Courses—End-of-Course (EOC) Assessments**

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- U.S. History

Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take a STAAR EOC assessment; fall, spring, and summer. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

STAAR Alternate 2, for students receiving special education services who meet certain criteria established by the state, will be available for eligible students, as determined by the student’s ARD committee.

An ARD committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student’s personal graduation plan.

A student who receives credit for a course taken through the Texas Virtual School Network or through a dual credit program must take the corresponding STAAR EOC assessment to fulfill the testing graduation requirement.

[Also, see **Graduation** for additional information.]

**A student who takes an EOC course and passes the EOC test, but fails the course:**

- Will take a CBE for the EOC course to acquire credit for the course. The student must score a grade of 70 or above to earn credit.
- The CBE score is recorded on the transcript and coded with a “T”, and
- The passing EOC test result is noted on the transcript

**STAAR Frequently Asked Questions (FAQs) Provided by TEA; May 2016**

**1. What are the testing requirements for a foreign exchange student? (FAQ 13)**

A foreign exchange student is required to take STAAR EOC assessments for courses in which he or she is enrolled. However, the student is not required to retest unless he or she is planning to earn a Texas high school diploma.

**2. What types of substitute assessments can students use to fulfill their STAAR graduation requirements? (FAQ 26)**

To satisfy their testing requirements for graduation, students can use multiple assessments (e.g., AP, IB, SAT, ACT) in place of STAAR EOC assessments. Details on which assessments can currently be used for this purpose are provided below:

**ACT Substitute Assessments**

Substitute Assessment	STAAR Algebra I		STAAR Biology		STAAR English I		STAAR English II		STAAR U.S. History
	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment
ACT <sup>^*</sup> - June 2015 and Before	Mathematics	22			Reading	21	Reading	21	
					Combined English/Writing	18	Combined English/Writing	18	
ACT <sup>^</sup> - September 2015 and After	Mathematics	22	Science	23	Reading	22	Reading	22	
					English	18	English	18	
Aspire 9	Mathematics	428							
Aspire 10	Mathematics	432							
PLAN	Mathematics	19							

<sup>^</sup> Satisfactory scores on ACT Reading and English or Reading and Combined English/Writing assessments may be used in place of either the STAAR English I EOC or the STAAR English II EOC, but not both.

\*To use the ACT, a student must have taken and received a satisfactory score on both sections of the ACT English language arts assessment.

**SAT Substitute Assessments**

Substitute	STAAR Algebra I		STAAR Biology		STAAR English I		STAAR English II		STAAR U.S. History
	Assessment	Passing	Assessment	Passing	Assessment	Passing	Assessment	Passing	Passing

Assessment	Assessment	Score	Score	Score	Score	Assessment	Score	
<b>PSAT 8/9 or PSAT/NMSQT in 9<sup>th</sup> Grade</b> – October 2015 and After	Mathematics	450		Evidence-Based Reading & Writing	410			
<b>PSAT 10 or PSAT/NMSQT in 10<sup>th</sup> Grade</b> – October 2015 and After	Mathematics	480		Evidence-Based Reading & Writing	430			
<b>PSAT/NMSQT in 11<sup>th</sup> Grade</b> – October 2015 and After	Mathematics	510		Evidence-Based Reading & Writing	460			
<b>PSAT – 2014 and Before</b>	Mathematics	47						
<b>SAT<sup>^</sup> - Administered March 2016 and After</b>	Mathematics	530		Evidence-Based Reading & Writing	480	Evidence-Based Reading & Writing	480	
<b>SAT<sup>^*</sup> - Administered January 2016 and Before</b>	Mathematics	500		Critical Reading Writing	500 500	Critical Reading Writing	500 500	
<b>SAT Subject Tests</b>	Math Level 1 or Level 2	600	Biology – E or Biology – M	500			U.S. History	500

^ Satisfactory scores on SAT Evidence-Based Reading and Writing or Critical Reading and Writing assessments may be used in place of either the STAAR English I EOC or the STAAR English II EOC, but not both.

\*To use the SAT administered in January 2016 or earlier, a student must have taken both the SAT Critical Reading and Writing assessment.

## AP, IB, and TSI Substitute Assessments

Substitute Assessment	STAAR Algebra I		STAAR Biology		STAAR English I		STAAR English II		STAAR U.S. History	
	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score
<b>AP</b>			Biology	3	English Language and Composition	3	English Language and Composition	3	U.S. History	3
<b>IB*</b>			Biology	4	Language A: Language & Literature	4	Language A: Language & Literature	4	History of the Americas	4
<b>TSI**</b>	Mathematics	350			Reading	351	Reading	351		
					Objective Writing/Sentence Skills	340	Objective Writing/Sentence Skills	340		



			Writing	4	Writing	4	
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\*The set passing score for the IB substitute assessments applies to both Standard Level and Higher Level examinations.

\*\* The TSI English language arts assessment is the only substitute assessment that may be used to simultaneously fulfill two EOC requirements. Satisfactory scores on the TSI English language arts assessment (Reading, Objective Writing/Sentence Skills, and Writing) may be used in place of both the STAAR English I EOC and the STAAR English II EOC requirements in those cases described by subsection (d)(1) of this section. In all other cases, a satisfactory score on an approved substitute assessment may be used in place of only one specific STAAR EOC assessment.

### **What are the STAAR graduation requirements for students who earn course credit through distance learning programs, correspondence courses, or dual credit courses? (FAQ 27)**

Students who earn Texas high school course credit through distance learning programs (e.g., the Texas Virtual School Network), correspondence courses, or dual credit courses are required to pass all five STAAR EOC assessments to fulfill their testing requirements for graduation.

#### **1. What are the STAAR graduation requirements for students who earn course credit through Advanced Placement (AP) or International Baccalaureate (IB) courses? (FAQ 28)**

Students who earn Texas high school course credit through an AP or IB course that is substituting for a TEKS-based course required for graduation (e.g., AP biology instead of TEKS-based biology) are required to take the STAAR EOC assessment. However, if the student is taking the AP or IB test, the student may be able to use the AP or IB test score instead of the STAAR EOC assessment score to fulfill his or her biology testing requirements for graduation. See the substitute assessments question above.

#### **2. What are the STAAR graduation requirements for students who earn course credit through credit by examination (CBE)? (FAQ 29)**

If a student uses CBE to gain credit for a course in which he or she has had some prior instruction based on TAC §74.24(c)(9), the student is required to pass the corresponding STAAR EOC assessment to fulfill his or her STAAR graduation requirement.

#### **3. If a student fails the course but passes the STAAR EOC assessment, is the student required to retest when he or she retakes the course? (FAQ 31)**

No. Once a student passes (meets or exceeds Level II: Satisfactory Academic Performance) a STAAR EOC assessment, the student has fulfilled that part of his or her graduation requirement and cannot retest.

#### **4. If a student fails the course and fails the STAAR EOC assessment, does the student have to wait until he or she completes the entire course before retesting? (FAQ 32)**

No. The student has already received instruction in the entire course and is eligible to retest. The district must ensure that the student is provided an opportunity to test to meet his or her graduation requirement each time the assessment is offered. STAAR Test Administration

#### **5. What testing options are available for English learners (ELs)? (FAQ 49)**

Spanish versions of STAAR are available for eligible students in grades 3–5. In addition, STAAR L, a linguistically accommodated version of STAAR, is available for eligible ELLs in grades 3–8 and high school. ELLs not eligible to take STAAR Spanish or STAAR L will take the general STAAR assessments in English but may be eligible to receive certain linguistic accommodations. Language proficiency assessment committees (LPACs) must meet annually to make and document state assessment decisions for ELLs on an individual student basis.

#### **6. What is STAAR Spanish? (FAQ 50)**

STAAR Spanish is designed to measure the knowledge and skills of students who receive academic instruction in Spanish and can best demonstrate their learning through a Spanish language assessment. STAAR Spanish assessments include passages and questions for reading and writing that are originally written in Spanish, as well as translated questions for mathematics and science. The mathematics and science questions are translated from English and adapted as necessary to ensure cultural and linguistic accessibility. Passages and questions for the reading and writing tests are developed uniquely in the Spanish language so that the Spanish language arts curriculum can be assessed in a more authentic and meaningful manner.

The English and Spanish versions of STAAR have the same test blueprint and assess the same TEKS student expectations. These documents can be found on the STAAR Resources webpage at <http://tea.texas.gov/student.assessment/staar/>.

## 7. What is STAAR L? (FAQ 53)

STAAR L is a linguistically accommodated version of the general STAAR assessments for ELs who meet participation requirements for a significant degree of linguistic accommodations. STAAR L is administered online with accommodations embedded in the online system, such as clarification of unfamiliar terms in English and text-to-speech functionality. More information is available on the STAAR L Resources webpage at <http://tea.texas.gov/student.assessment/ell/staar/>.

## 8. What is the passing standard for STAAR L? (FAQ 55)

The passing standard for STAAR L assessments is the same as the passing standard for the general STAAR assessments—Level II: Satisfactory Academic Performance. A student who scores within Level II or Level III has passed the STAAR L test, but a student who scores within Level I has not passed. More specific information about the passing standards is available on the STAAR Performance Standards webpage at <http://tea.texas.gov/student.assessment/staar/performance-standards/>.

## 9. Are ELs who are enrolled in an English I or English II for Speakers of Other Languages (ESOL I or ESOL II) course required to take the STAAR English I or English II assessments? (FAQ 57)

Yes. ELs enrolled in ESOL I or ESOL II are required to take the corresponding STAAR English I or English II assessment. However, in accordance with TAC §101.1007, eligible ELs only need to meet the passing standard on English II to fulfill their STAAR graduation requirements in English.

## 10. What is the Texas English Language Proficiency Assessment System (TELPAS)? (FAQ 58)

TELPAS assesses the progress that ELs in kindergarten through grade 12 make in acquiring the English language in the domains of listening, speaking, reading, and writing. TELPAS measures English language acquisition in alignment with the Texas English Language Proficiency Standards (ELPS) that are part of the TEKS, the state-mandated curriculum. Title III, Part A of the Elementary and Secondary Education Act requires states to conduct annual statewide English Page 11 of 12 Texas Education Agency Student Assessment Division May 2016 language proficiency assessments. More specific information is available on the TELPAS Resources webpage at <http://tea.texas.gov/student.assessment/ell/telpas/>.

## THREE YEAR/EARLY GRADUATES

Occasionally a student qualifies to graduate within three years. To qualify as a three-year graduate, the student must meet the following criteria:

- Complete state required testing;
- Be on target to earn enough credits to graduate in three years under the Foundation High School graduation program with endorsement;

Grade point averages for students who complete the high school graduation program requirements in fewer than four years will be figured according to the GPA chart in effect for the graduating class, regardless of the school year in which a student entered grade 9. [See EIC (LOCAL)] The early graduate's GPA will be used to determine the class rank within the class in which the student graduates.

A student considering an early graduation is required to meet with his/her counselor to determine if he/she has completed all requirements. A Crowley ISD Early Graduation Request Form is to be completed by the student. The student will be reclassified to a senior in the fall of his/her third year in high school. A student reclassified from 10<sup>th</sup> to 12<sup>th</sup> grade will miss his/her chance to take the PSAT for National Merit Recognition and forfeit the free opportunities to take the SAT and ACT school day test. The student will also forfeit any other junior level awards, such as the academic sweatshirt recognition.

## TIMELINE FOR DROPPING COURSES OR CHANGING SCHEDULES

Students may request a course change within the first ten days of school if on a traditional schedule, or first five days of school if on a block schedule.

An Add/Drop request made after the tenth day of class (or after five days if on a block schedule), will result in the grade of 60 being reported on the transcript and calculated into the GPA unless there are extenuating circumstances approved by the school principal or designee.

For extenuating circumstances, a course request may be made after the deadline, but no later than the 2<sup>nd</sup> or 4<sup>th</sup> six-week grading periods, with or without penalty, as determined by the principal or designee. Course changes made after the 2<sup>nd</sup> or 4<sup>th</sup> six-week grading periods will result in a 60 posted to the student's transcript.

An Add/Drop form must be completed and approved by the school principal or designee. Level changes within the same course are not considered add/drop requests.

For example, moving from Pre-AP English I to English I is a level change and would not result in a penalty. UIL eligibility may be affected. Grades earned in Pre-AP or AP courses will be transferred to the academic course without any adjustment after the 10-day (or 5 day for block schedule) deadline.

Grades earned in the first three weeks of a dropped class can affect UIL eligibility.

A change to a course requires the student to assume the responsibility for the content of the entire course on the final examination.

For dual credit course changes, please see the Dual Credit section.

## TRANSCRIPTS FOR SENIORS

Transcripts for current seniors are distributed in September/October and at the end of January.

Two transcripts are available. The student can request a transcript with a class rank or without a class rank. Both transcripts will include the student's GPA. The transcript that omits the class rank will also omit the quartile.

A final transcript will be available in June after all senior grades have been posted. See the counseling office for more information.

## UNIVERSITY INTERSCHOLASTIC LEAGUE (UIL) NO PASS, NO PLAY WAIVERS

A student shall be suspended from participation in any extracurricular activity sponsored or sanctioned by the District or the UIL after a grade evaluation period in which the student received a grade lower than a 70 in any class other than Exempt Courses. An Exempt Course is an AP, IB, OnRamps, Honors or Pre-AP, or a dual credit course in the subject areas of English language arts, mathematics, science, social studies, economics, or a language other than English. Districts can identify additional honors courses.

## WORLD LANGUAGE COURSE PLACEMENT AND ACCELERATION

Unlike the TEKS in the other subject areas, the TEKS for Languages other than English (LOTE) are not different at each level; rather they are based on proficiency levels of the same skills. Therefore, for example, successful completion of a Level III LOTE course automatically ensures mastery of the TEKS of Levels I and II.

### Initial Placement for Native Speakers

Students who have enrolled in the first level of a world language for 7<sup>th</sup> grade or 9<sup>th</sup> grade and whose Home Language Survey indicates predominant use of that language in the home, will be administered a placement test at the end of their 6<sup>th</sup> or 8<sup>th</sup> grade year to determine the appropriate placement of the LOTE in the following school year.

### Placement Tests

Based on the results of the placement exam, counselors will place the student in the most appropriate level of the language course. If the student successfully completes the course, he/she will receive credit for the course completed and any lower level course. A notation of "P" will be placed on the transcript signifying credit for the preceding courses.

*Note: Entrance levels are indicated in **bold-face type** and are determined by placement examinations. After initial placement, students are encouraged to continue their studies through the advanced levels of World Language course sequence.*

		<i>Take Level V Course</i>	<i>Take Level V Course</i>	<i>Take Level V Course</i>
↑	<i>Take Level IV Course</i>	<i>Take Level IV Course</i>	<i>Take Level IV Course</i>	<b>Placement/Successful Level IV Course Completion</b>
↑				

↑	Take Level III Course	Take Level III Course	<b>Placement/Successful Level III Course Completion</b> Grade and Credit Awarded	Grade and Credit Awarded
↑	Take Level II Course	<b>Placement/ Successful Level II Course Completion</b> Grade and Credit Awarded		"P" Credit Awarded for Level III
↑	<b>Placement/ Successful Level I Course Completion</b>  Grade and Credit Awarded			"P" Credit Awarded for Level II
↑			"P" Credit Awarded for Level I	"P" Credit Awarded for Level I
↑				

### Credit by Examination for Acceleration in World Languages

A CBE can be taken to accelerate heritage speakers who evidence language skills beyond the course in which they are initially enrolled. The student must register to take the CBE in the appropriate Language/Level. If the student passes the CBE, credit is awarded on the transcript. The actual grade earned on the CBE is recorded on the transcript. Credit is also awarded for any preceding courses, if applicable. Credit for those courses will be denoted with a "P".

#### Possible Scenarios for Credit/Acceleration at Different Language Levels Tested

Passed CBE Level I Grade and Credit Awarded	Passed CBE Level II Grade and Credit	Passed CBE Level III Grade and Credit
	"P" Credit Awarded For Level I	"P" Credit Awarded For Level II
		"P" Credit Awarded For Level I

### Credit by Examination for Retrieval

A student who has failed a language course can take a CBE to regain credit. The student must pass each semester of a course for which credit is being retrieved. The procedures for CBEs for course retrieval are the same for World Languages courses as all other courses. See the CBE section for further information.

### Course Selection Supplemental Support Instructions (PowerPoint file)

[Skyward Online Course Request Walkthrough \(PDF\)](#)

[Course Requests How To Video Tutorial.MP4](#)

### Course Descriptions

Students and parents should work together to explore CISD's course offerings. Course descriptions are arranged by subject. Each course description will feature information about the grade level and the required and recommended prerequisites that must be satisfied prior to enrollment in the course. Some courses will require an application, a fee, and/or instructor approval. Not all courses are offered at all campuses. If you choose courses that are not offered at your zoned campus, you must either apply to transfer to that school or provide your own transportation in order to participate.

## Course Selection Process

Each year, students will receive a course selection card, also known as a personal graduation plan. This document will enable the student and parent to set academic and personal goals for the year, indicate desired coursework, and provide alternate elective choices for the student if the first-choice selections are unavailable. Course selections should incorporate knowledge of graduation requirements, student interests and abilities, and desired college and career outcomes. Your course selection card will be due to your campus counselor according to the schedule provided by the campus. Please be aware of specific program and application deadlines as well as your campus registration deadlines. In April, students will have an opportunity through the course verification process to indicate any desired changes. **The priority deadline for change requests is May 1, 2021.**

## Course Applications

Beginning in the fall, you may apply for courses that have an application. Information and links to the forms are available in the counseling office. Students are encouraged to apply as soon as possible. Priority consideration will be given to applications received by dates established and communicated.

# MIDDLE SCHOOL GUIDE

## ACADEMIC AND GENERAL INFORMATION

### GRADING SYSTEM FOR GRADES 6-8

The district middle schools use a weighted numerical grading system.

A	90-100
B	80-89
C	70-79
F	Below 70

Beginning with students entering sixth grade in the 2019-2020 school year, grades earned in AP courses taken in middle school will be included in the calculation of high school GPA and class rank.

## ENROLLMENT

A student enrolling in the district for the first time must be accompanied by his/her parent(s) or legal guardian and must provide satisfactory evidence of required immunization, proof of residency (acceptable: utility bill or lease agreement), copy of birth certificate and social security card, and a withdrawal form from the previous school. To complete admission, the following demographic information is necessary: home address, home phone, mother's name, place of business and work phone, father's name, place of business and work phone, and a friend or relative's name and number in case of emergency.

For students entering CISD for the first time in grades 6-8:

The following conversion chart shall be used to enter transfer grades if the previous school does not have a conversion chart. CISD will use the conversion chart of the student's previous school if one is provided.

A+	A	A-	B+	B	B-	C+	C	C-	D	F
98	95	92	88	85	82	78	75	72	70	60

Students transferring from unaccredited schools or homeschooling shall be individually assessed. Please see the campus administrator and counselor.

## **MIDDLE SCHOOL SCHEDULE**

CISD middle school schedules are organized on an 8-period day. Students are enrolled in seven academic and elective courses. The academic courses require core courses including Math, English, Science, Social Studies, Writing (7th graders), and depending on grade level, students select 1-3 elective courses. The 8th period is an Advisory period in which all CISD MS students are enrolled in for local credit for the purpose of daily intervention and extension to support student growth.

## **PRE-ADVANCED PLACEMENT**

A student may enter the Pre-Advanced Placement /Honors course sequence at the beginning of any semester/school year based upon his/her interest and identified potential.

## **ELECTIVE COURSES**

In addition to required state courses, students must choose other courses to complete their schedules and their graduation plan.

## **COURSES EARNING HIGH SCHOOL CREDIT IN MIDDLE SCHOOL**

Students taking courses in middle school that will earn high school credit and the grade will be a part of the student's high school transcript, and the grade will calculate into the student's grade point average (GPA). Crowley ISD determines both an unweighted GPA on a 4.0 scale and a weighted GPA on a scale. A student's GPA is used in the determination of class rank and the college admissions process generally allows for students to indicate if the GPA and class ranking are weighted.

## **GIFTED AND TALENTED PROGRAM**

The Gifted and Talented (GATE) Program within the Crowley Independent School District is an integral part of the district's fundamental commitment to meet the individual needs of all students. The school district is dedicated to the development of each student's talents and abilities. In the seventh through eighth grade, gifted students are served through advanced courses.

## **SPECIAL EDUCATION PROGRAM**

Special Education courses are offered to assist eligible students in both academic and nonacademic areas. Graduation may be the successful completion of all curriculum requirements and satisfactory performance on the secondary exit-level assessment instrument, or it may be the successful completion of an individualized education program (IEP) and the criteria for graduating pursuant to an IEP. A student with disabilities may graduate by completing the same program required of non-disabled students or by completing the requirements of his/her IEP and meeting the criteria set forth by the commissioner in 19 T.A.C. 89.1070.

## **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)**

All students who enroll in this school district will complete a home language survey. If this survey indicates that a language other than English is spoken in the home or is spoken by the student, the student must be referred to the ESOL teacher for evaluation. Tests will be administered and students who are found to be limited English proficient (LEP) and are immigrants to the United States may enroll in ESOL classes. These classes are offered on the middle school campuses. The focus of ESOL classes is on intensive development of listening, speaking, reading, and writing skills in English.

## **STAAR - END OF COURSE ASSESSMENT PROGRAM**

STAAR is the state's student testing program. Over the course of the student's school career, students will be tested in the core subject areas- reading, writing, mathematics, science, and social studies. The STAAR tests for grades 3-8 will cover the same subjects and grade levels as the previous testing, the Texas Assessment of Knowledge and Skills (TAKS).

## **PSAT**

The PSAT 8/9 is given to all eighth graders in October. This test measures skills students need to be on track for success in college and careers. The PSAT 8/9 is designed for eighth and ninth graders for preparing them for SAT. It tests students on the same skills the SAT, PSAT/NMSQT, and PSAT 10 does, but it does so in a format that is most appropriate for eighth and ninth graders. It measures what they are currently learning in the eighth grade and shows them where they are in preparation for college, in addition to letting them know the areas that will need improvement, giving plenty of time to develop these areas before taking the SAT during the junior year of high school. If a student received services through special education or 504, the student

may request accommodations from the College Board. All accommodations must be approved by the College Board's Services for Students with Disabilities (SSD). You can visit this website for more information on all information of PSAT 8 --

<https://collegereadiness.collegeboard.org/psat-8-9>

## High School Graduation Plans Class of 2018 and Beyond HB 5 Graduation Requirements

Distinguished Level of Achievement <b>26 Credits</b> (CISD Graduation Standard)	Foundation + Endorsements <b>26 Credits</b>	Foundation Only <b>22 Credits</b>
<p><b>4 credits English</b> ELA I, II, III, one credit in any authorized advanced English course</p> <p><b>4 credits Mathematics</b> Algebra I, II, Geometry, one credit in any authorized advanced math course</p> <p><b>4 credits Science</b> Biology, IPC or advanced science course plus two additional advanced courses</p> <p><b>3 credits Social Studies</b> U.S. History, U.S. Government (.5 credit), Economics (.5 credit), and World History</p> <p><b>2 credits</b> World Language or Computer Programming Language (Computer Science)</p>	<p><b>4 credits English</b> ELA I, II, III, one credit in any authorized advanced English course</p> <p><b>4 credits Mathematics</b> Algebra I, II, Geometry, one credit in any authorized advanced math course</p> <p><b>4 credits Science</b> Biology, IPC or advanced science course plus two additional advanced courses</p> <p><b>3 credits Social Studies</b> U.S. History, U.S. Government (.5 credit), Economics (.5 credit), and World History</p> <p><b>2 credits</b> World Language or Computer Programming Language (Computer Science)</p>	<p><b>4 credits English</b> ELA I, II, III, one credit in any authorized advanced English course</p> <p><b>3 credits Mathematics</b> Algebra I, II, Geometry, one credit in any authorized advanced math course</p> <p><b>3 credits Science</b> Biology, IPC or advanced science course plus two additional advanced courses</p> <p><b>3 credits Social Studies</b> U.S. History, U.S. Government (.5 credit), Economics (.5 credit), and World History</p> <p><b>2 credits</b> World Language or Computer Programming Language (Computer Science)</p>
<p><b>1 credit</b> Physical Education</p> <p><b>1 credit</b> Fine Arts</p> <p><b>.5 credits</b> Professional Communication (optional but may be required by the College/University of your choice)</p> <p><b>7 credits</b> in electives (may include CTE or certification courses)</p> <p><b>Credit requirements specific to a least one endorsement</b></p>	<p><b>1 credit</b> Physical Education</p> <p><b>1 credit</b> Fine Arts</p> <p><b>.5 credits</b> Professional Communication (optional but may be required by the College/University of your choice)</p> <p><b>7 credits</b> in electives (may include CTE or certification courses)</p> <p><b>Credit requirements specific to a least one endorsement</b></p>	<p><b>1 credit</b> Physical Education</p> <p><b>1 credit</b> Fine Arts</p> <p><b>.5 credits</b> Professional Communication (optional but may be required by the College/University of your choice)</p> <p><b>5 credits</b> in electives (may include CTE or certification courses)</p>

## ENDORSEMENTS

STEM	BUSINESS/ INDUSTRY	PUBLIC SERVICES	ARTS/ HUMANITIES	MULTIDISCIPLINARY
Advanced Math Advanced Science *Programming & Software Development *Engineering Aerial Robotics (Drones) *Biomedical Science *Cybersecurity	Animal Science Applied Agricultural Engineering Plant Science Architectural Design Construction Technology (Carpentry) Design & Multimedia Arts Digital Communications Accounting & Financial Services Entrepreneurship Culinary Arts Information Technology Support & Services Networking Systems *Cybersecurity *Engineering *Programming & Software Development Automotive Distribution & Logistics	Early Learning Teaching & Training Healthcare Therapeutics Cosmetology Family & Community Services Emergency Services Law Enforcement Legal Studies *Biomedical Science	Fine Arts Languages Social Studies	Select courses from each of the other endorsement areas. Credits in a variety of advances courses from multiple content areas sufficient to complete the distinguished level of achievement under the foundation program

\*Biomedical Science can be either STEM or Public Service endorsement; \*Cybersecurity, Programming & Software Development, and Engineering can be either STEM or Business & Industry endorsement State Assessments Required for Graduation: English I, English II; Algebra I; Biology, US History

Performance Acknowledgements: Outstanding performance: Dual credit coursework; bilingualism/biliteracy; College Board AP; PSAT, SAT or ACT, business or industry certification/license



## **ENGLISH/LANGUAGE ARTS**

### **ENGLISH LANGUAGE ARTS AND READING 6**

**Course # 01060100**

#### **Grade Placement 6**

Students in this course focus on vocabulary, close reading, critical thinking, and analysis in multiple genre thematic units. Students engage in the recursive research process and use the writing process to compose multiple texts employing appropriate revising and editing conventions.

### **PRE-AP ENGLISH (HONORS) LANGUAGE AND READING 6**

**Course # 01060175**

#### **Grade Placement 6**

**1 year**

Students in this course follow the same scope and sequence and units of study as students in the regular English language arts and reading class. Students also focus on College Board skills, strategies, timed writings, and recommended novel studies to prepare them for future coursework.

### **ENGLISH LANGUAGE ARTS AND WRITING 7**

**Course # 01070110**

#### **Grade Placement 7**

**1 year**

This program for seventh graders is designed to give the students a solid foundation in English. Composition, literature, and grammar are studied throughout the year in both independent and integrated units. In composition, the focus is on the writing skills necessary for effective communication. The literature section allows the students to discuss and study poetry, a novel, selected short stories, and folk literature. Grammar units concentrate on the basic parts of speech, parts of the sentence, capitalization, and punctuation. Students in this course focus on the recursive research and writing process to compose multiple texts. Students write for a variety of audiences and purposes applying author's craft and appropriate revising and editing conventions. Overall, this program provides a well-rounded and in-depth look at language arts.

### **READING 7**

**Course # 01070400**

#### **Grade Placement 7**

This course focuses on reading comprehension strategies through a balanced literacy framework, which emphasizes focused, skill building instruction. Using reader response journals, reading logs, and other reading strategies, students will interact with a variety of genres.

### **PRE-AP ENGLISH (HONORS) LANGUAGE ARTS AND WRITING 7**

**Course # 01070115**

#### **Grade Placement 7**

**1 year**

Grade 7 students follow the same scope and sequence as students in the regular English language arts and reading class and will focus on the same units of study; however, students will have opportunities to expand and enrich the study through depth and complexity of assignments, problem solving, simulations, and independent research as appropriate.

### **PRE-AP (HONORS) READING 7**

**Course # 01070405**

#### **Grade Placement 7**

**1 year**

Students in this course focus on the recursive research and writing process to compose multiple texts. Students write for a variety of audiences and purposes applying author's craft and appropriate revising and editing conventions. Students also focus on College Board skills and timed writings to prepare them for future coursework.

### **READING LAB 7**

**Course # 01070500**

#### **Grade Placement 7**

**1 year**

Currently, students that did not meet standards on STAAR may be placed in a Reading Lab according to historical and current state assessment data. Students not placed in a Reading Lab but did not meet state required standards on STAAR will receive interventions according to campus intervention plans which may include but are not limited to pull outs, push ins, tutorials, Saturday School, extended day, Advisory, and online intervention programs. The Lab will replace an elective if it is scheduled.

### **ENGLISH LANGUAGE ARTS AND READING 8**

**Course # 01080100**

#### **Grade Placement 8**

**1 year**

This program is designed to emphasize the oral and written communication skills of all students. The general areas include extensive writing for a variety of audiences and purposes, language usage and expression (written and oral), and literature appreciation and analysis. All of these areas are designed to prepare the student for language arts in high school and improve their test scores in the language arts areas.

### **PRE-AP ENGLISH (HONORS) LANGUAGE ARTS AND READING 8**

**Course # 01080175**

#### **Grade Placement 8**

**1 year**

Follows the same scope and sequence as students in the regular English language arts and reading class and will focus on the same units of study; however, Pre-AP students will have opportunities to expand and enrich the study through depth and complexity of assignments, problem solving, simulations, and independent research as appropriate. Students should have strong reading skills since this course involves reading in depth.

### **READING LAB 8**

**Course # 01080500**

#### **Grade Placement 8**

**1 year**

Currently, students that did not meet standards on STAAR may be placed in a Reading Lab according to historical and current state assessment data. Students not placed in a Reading Lab but did not meet state required standards on STAAR will receive interventions according to campus intervention plans which may include but are not limited to pull outs, push ins, tutorials, Saturday School, extended day, Advisory, and online intervention programs. The Lab will replace an elective if it is scheduled.

## **MATHEMATICS**

### **MATHEMATICS 6**

**Course # 02060100**

#### **Grade Placement 6**

**1 year**

Sixth grade math focuses on number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations.

### **PRE-AP MATHEMATICS 6**

**Course # 02060175**

#### **Grade Placement 6**

**1 year**

Pre-AP sixth grade mathematics includes an in-depth, rigorous study of topics in sixth grade with extension 7th Grade TEKS. Emphasis is placed on operations with rational numbers, algebraic reasoning, geometry, financial literacy and proportional relationships. If students have interest in pursuing an endorsement in Project Lead the Way Pre-Engineering, Mathematics, or Computer Science, they are encouraged to take this course.

**MATHEMATICS 7****Course # 02070100****Grade Placement 7****1 year**

Seventh grade mathematics focuses on the study of the concepts and skills associated with the understanding of the place-value system, numbers and the basic operations (addition, subtraction, multiplication, and division) with fractions and decimals. Students will study problem solving techniques, measurement concepts using both metric and customary units, exponents, properties and relationships of geometric shapes, the representation of numbers including integers on a line and pairs of numbers on a coordinate plane, probability, and the use of computing devices. Emphasis is placed on acquiring problem solving skills, fractions, understanding the properties or relationships of geometric shapes, algebraic reasoning and proportionality. This course will include the appropriate graphing technology.

**PRE-AP (HONORS) MATHEMATICS 7****Course # 02070175****Grade Placement 7****1 year**

Pre-AP seventh grade mathematics includes an in-depth, rigorous study of topics in seventh grade with extension 8th Grade TEKS. Emphasis is placed on operations with rational numbers, algebraic reasoning, geometry, financial literacy and proportional relationships. This course will include the appropriate use of graphing technology. If students have interest in pursuing an endorsement in Project Lead the Way Pre-Engineering, Mathematics, or Computer Science, they are encouraged to take this course.

**MATH LAB 7****Course # TBD****Grade Placement 7****1 year**

Currently, students that did not meet standards on STAAR may be placed in a Math Lab according to historical and current state assessment data. Students not placed in a Reading Lab but did not meet state required standards on STAAR will receive interventions according to campus intervention plans which may include but are not limited to pull outs, push ins, tutorials, Saturday School, extended day, Advisory, and online intervention programs. The Lab will replace an elective if it is scheduled.

**MATHEMATICS 8****Course # 02080100****Grade Placement 8****1 year**

Is a pre-algebra course that pursues a deeper and more extensive development of numbers, fractions, and decimals. New skills are developed in integers, percent's, proportion, metric and customary measurement, and probability and statistics. The broad area of geometry is investigated through vocabulary, construction, perimeter, area, surface area, and volume. A major emphasis carried through all studies is problem solving from an algebraic stand point and cooperative learning.

**PRE-AP ALGEBRA I****Course # 02220175****Prerequisite: Pre-AP (HONORS) 7th Grade Math****Grade Placement 8****1 year**

This course will emphasize the study of linear functions. Students will use functions to represent, model, analyze, and interpret relationships in problem situations. Topics include graphing, solving equations and inequalities, and systems of linear equations. Quadratic and nonlinear functions will be introduced. This course grants high school credit. The grade of this course is calculated into a student's Grade Point Average (GPA) and will become a permanent part of the student's high school transcript. Students should take Pre-AP Algebra I if they are going to pursue endorsements in Project Lead the Way Pre-Engineering, Mathematics, or Computer Science. This course is an advanced academics course and the students will receive weighted credits in GPA calculation.

**MATH LAB 8****Course # 11080000****Grade Placement 8****1 year**

Currently, students that did not meet standards on STAAR may be placed in a Math Lab according to historical and current state assessment data. Students not placed in a Reading Lab but did not meet state required standards on STAAR will receive

interventions according to campus intervention plans which may include but are not limited to pull outs, push ins, tutorials, Saturday School, extended day, Advisory, and online intervention programs. The Lab will replace an elective if it is scheduled.

## **SCIENCE**

*All science classes are required to dedicate at least 40% of instructional time to students conducting laboratory and field investigations utilizing safe, environmentally appropriate, and ethical practices.*

### **SCIENCE 6**

**Course # 03060100**

#### **Grade Placement 6**

**1 year**

Sixth grade science is interdisciplinary, covering various aspects of science with a large portion of instructional concepts focused on physical science. Students will study matter and energy, force and motion, processes that shape the Earth, the solar system, ecosystems, and cells. Recurring themes such as constancy and change, patterns, cycles, systems, models and scale are highlighted throughout. The course will continue to develop students' scientific investigation and reasoning skills through the curriculum. Instruction will include laboratory investigations, projects, inquiry-based activities, group work, class discussions, and simulations.

### **PRE-AP (HONORS) SCIENCE 6**

**Course # 03060175**

#### **Grade Placement 6**

**1 year**

This course is designed for students who desire a rigorous, advanced curriculum that is reading and writing intensive. The 6th grade curriculum predominantly concentrates on the physical sciences, while incorporating scientific investigations and reasoning skills. Recurring themes such as constancy and change, patterns, cycles, systems, models and scale are highlighted throughout the course. Emphasis is on making connections and analyzing relationships between concepts and ideas. Students can expect writing assignments, independent projects, in depth laboratory exercises, lab reports, and outside study assignments.

### **SCIENCE 7**

**Course # 03070100**

#### **Grade Placement 7**

**1 year**

A coordinated class that covers the life, earth and physical sciences. Safe lab practices and use of the scientific methods are used in the many labs. Subjects covered include matter, periodic table, force in motion, work and machines, biology in living organisms, genetics, environmental interactions, and earth, and sun, and moon.

### **PRE-AP (HONORS) SCIENCE 7**

**Course # 03070175**

#### **Grade Placement 7**

**1 year**

This is an accelerated course in science for those who desire a more challenging curriculum. It follows the same scope and sequence as the regular Science 7.

### **SCIENCE 8**

**Course # 03080100**

#### **Grade Placement 8**

**1 year**

Is a developmentally appropriate laboratory/field/ lecture course coordinating instruction in biology, chemistry, physics, and earth/space science. The earth/space science unit introduces students to the study of the composition, structure, and processes of the earth, its geologic history, and its place in the universe. The four major branches of earth science that will be presented are geology, meteorology, oceanography and astronomy.

### **PRE-AP (HONORS) SCIENCE 8**

**Course # 03080175**

#### **Grade Placement 8**

**1 year**

Follows the same curriculum as Science 8, at a faster pace and more in depth. This course will require greater time, effort, and commitment by the student.

## **SOCIAL STUDIES**

### **WORLD CULTURES 6**

**Course # 04060100**

**Grade Placement 6**

**1 year**

This course is the study of people, places, and societies of the contemporary world. Students will describe the influence of individuals and groups on historical and contemporary events in societies and identify the locations and geographic characteristics of various societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the various societies and identify different points of view about events.

### **PRE-AP (HONORS) WORLD CULTURES 6**

**Course # 04060175**

**Grade Placement 6**

**1 year**

This Pre-AP course will follow the same topics of study that are contained in the on-level Grade 6 curriculum including the history, geography, government, and economics in the study of people, places, and societies of the contemporary world. Pre-AP students will focus on unit topics and concepts in greater depth and complexity and on the analysis of historical trends and principles.

### **TEXAS HISTORY**

**Course # 04070100**

**Grade Placement 7**

**1 year**

This course is a study of the history, geography, and development of the state of Texas from pre-historic years to the present. It emphasizes such concepts as the geographic makeup of Texas, its cultural diversity, its fight for independence and statehood, and its government.

### **PRE-AP (HONORS) TEXAS HISTORY**

**Course # 04070175**

**Grade Placement 7**

**1 year**

Students follow the same scope and sequence as students in the regular Texas History class and will focus on the same units of study; however, students will have opportunities to expand and enrich the study of the history of Texas through depth and complexity of assignments, problem solving, simulations, and independent research as appropriate. Students should have strong reading skills since this course involves reading in depth.

### **US HISTORY**

**Course # 04080100**

**Grade Placement 8**

**1 year**

This course is a study of the development of the United States of America beginning with pre-historic America through the Civil War and Reconstruction period. It emphasizes such themes as democracy, constitutional government, geography, cultural diversity, economic development, and individual responsibility. Students should have strong reading skills since this course involves reading in depth.

### **PRE-AP (HONORS) US HISTORY**

**Course # 04080175**

**Grade Placement 8**

**1 year**

This Pre-AP course will follow the same topics of study that are contained in the regular Grade 8 curriculum including the history, geography, government, and economics of the United States from the early Colonial Period through the Reconstruction Period. Pre-AP students will focus on unit topics and concepts in greater depth and complexity and on the analysis of historical trends and principles.

## REQUIRED ELECTIVES

### COLLEGE AND CAREER READINESS/ADVISORY

Course H0063001 (6) H073001 (7) H0083001(8)

Grade Placement 8

1 semester

This course is designed to guide students through the process of investigation and in the development of a college and career readiness achievement plan. Students will integrate skills from academic subjects, information technology, and interpersonal communication to make informed decisions for educational and career paths. They will use interest inventory software or other tools available to explore college and career areas of personal interest.

## HIGH SCHOOL ELECTIVES CREDIT

*These courses grant high school credit. The grade of the course is calculated into the student's Grade Point Average (GPA) and will become a permanent part of the student's high school transcript. Parents are highly encouraged to work with the teacher and regularly monitor student progress.*

### TOUCH SYSTEM DATA ENTRY

Course # 07082010

Grade Placement 6-8

.5 CREDIT

Keyboarding is designed to teach students the computer keyboard by touch. Students will enhance reading, writing, computing, communications, and reasoning skills and apply them to the business environment. It will enable students to format school assignments more quickly and accurately plus experience a greater degree of success in more advanced computer courses.

### INTERPERSONAL STUDIES

Course # 07223225

Grade Placement 7-8

.5 CREDIT

This course examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage adult roles, and pursue careers related to counseling and mental health services.

### LIFETIME NUTRITION & WELLNESS

Course # 07223280

Recommended Grade Placement 7-8

.5 CREDIT

This laboratory course allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences.

### WEB COMMUNICATIONS

Course # 07224930

Recommended Grade Placement 7-8

.5 CREDIT

This course focuses creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision making; digital citizenship; and technology operations and concepts. It is a foundational course for computer programming and information technology courses.

### MONEY MATTERS

Course # 07222420

Recommended Grade Placement 7-8

1 CREDIT

Students will investigate global economics with emphasis on the free enterprise system and its impact on consumers and businesses. Students apply critical thinking skills to analyze financial options based on current and projected economic factors. Students will gain knowledge and skills necessary to set long term financial goals based on those options. Students will determine

methods of achieving long-term financial goals through investment, tax planning, asset allocation, risk management, retirement planning, and estate planning.

**DIGITAL & INTERACTIVE MEDIA**  
**Grade Placement 8**

**Course # 07224820**  
**1 CREDIT**

Through the study of digital and interactive media and its application in information technology, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem.

**GATEWAY TO TECHNOLOGY 1: Design, Modeling & Robotics**  
**Grade Placement 6-8**

**Course # 07086000**  
**.5 CREDIT**

Offered at all middle school campuses

This course is an activities-oriented, hands-on class designed to challenge and engage the natural curiosity and imagination of middle school students. The course uses solid modeling software (a sophisticated mathematical technique for representing solid objects) as part of the design process. Utilizing this design approach, students understand how design influences their lives. Students also learn sketching techniques and use descriptive geometry as a component of design, measurement, and computer modeling. Students brainstorm, research, develop ideas, create models, test and evaluate design ideas and communicate solutions. Students also learn the fundamentals of robotics and trace the history, development, and influence of automation and robotics. They learn about mechanical systems, energy transfer, machine automation and computer control systems. Students acquire knowledge and skills in problem solving, teamwork, collaboration and innovation. If students plan to pursue Project Lead the Way Pre-Engineering High School Endorsement, they are encouraged to take this course.

**GATEWAY TO TECHNOLOGY 2: Applied Science & Technology**  
**07086001 Grade Placement 7-8**

**Course #**  
**.5**

**CREDIT** Offered at all middle school campuses

This course is an activities-oriented, hands-on class designed to challenge and engage the natural curiosity and imagination of middle school students. In this course, students will explore the science of electricity, behavior and parts of atoms, and sensing devices through hands-on projects. Students will acquire knowledge and skills in basic circuitry design and examine the impact of electricity in our lives. If students plan to pursue an Architecture, Interior Design, Construction Technology, Information Technology, Project Lead the Way Pre-Engineering, or Computer Science High School Endorsement, they are encouraged to take this course. *This course is pending CISD board approval.*

**GATEWAY TO TECHNOLOGY 3: Energy, Environment, & Flight**  
**Grade Placement 7-8**

**Course # 07086002**  
**.5 CREDIT**

Offered at all middle school campuses

This course is an activities-oriented, hands-on class designed to challenge and engage the natural curiosity and imagination of middle school students. In this course, students will use a robust robotics platform to design, build, and program a solution to solve an existing problem. Students acquire knowledge and skills in problem solving, teamwork, collaboration and innovation. If students plan to pursue an Architecture, Computer Science, Project Lead the Way Pre-Engineering, or Science High School Endorsement, they are encouraged to take this course.

**GATEWAY TO TECHNOLOGY 4: Architecture & Biomedical Sciences**  
**Grade Placement 7-8**

**Course # 07086003**  
**.5 CREDIT**

Offered at all middle school campuses

This course is an activities-oriented, hands-on class designed to challenge and engage the natural curiosity and imagination of middle school students. This course will focus on architectural basics including sustainable systems and green technology. Additionally, the course content will cover biomedical systems including the human body system and inquiry of human disease

and infection. Students acquire knowledge and skills in problem solving, teamwork, collaboration and innovation. If students plan to pursue an Architecture, Interior Design, Construction Technology, Project Lead the Way Pre-Engineering, or Health Science High School Endorsement, they are encouraged to take this course.

**PRINCIPLES OF ARTS, Audio/Visual Technology & Communications**  
**Recommended Grade Placement 8**

**Course # 0708400**  
**1 CREDIT**

In the Principles of Arts, Audio/ Video Technology & Communication course, students will gain experience in computer & technology applications and become proficient in oral and written communication. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in courses like Records & Film, Printing Technology and much more.

**PRINCIPLES OF BUSINESS, MARKETING & FINANCE**  
**Recommended Grade Placement 8**

**Course # 07082005**  
**1 CREDIT**

This course is designed to give students hands-on application in the study of Business Management, Finance, Marketing, Entrepreneurship, and Business and Information Management.

**PRINCIPLES OF HUMAN SERVICES**  
**Recommended Grade Placement 8**

**Course # 07083000**  
**1 CREDIT**

This course is designed to give students hands-on application in the Programs of Study of Education & Training and Human Services. Topics include: Child Development, Human Growth, Counseling and Mental Health, and Family and Community Services.

**PRINCIPLES OF HOSPITALITY AND TOURISM**  
**Recommended Grade Placement 8**

**Course # 07085000**  
**1 CREDIT**

This course is designed to give students hands-on application in the Program of Study of Culinary Arts and Hospitality & Tourism.

**PRINCIPLES OF APPLIED ENGINEERING**  
**Recommended Grade Placement 8**

**Course # 07228230**  
**1 CREDIT**

Principles of Applied Engineering provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will develop engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects.

**HEALTH**  
**Grade Placement 8**

**Course # 08220100**  
**.5 CREDIT**

Offered at all middle school campuses

Is a study of the concepts and skills that foster individual personal health and safety, interaction between individuals, and the skills that affect the wellbeing of people collectively. Areas of study include mental and social health, body systems, nutrition, fitness, life stages, drugs, diseases, safety, and first aid. *This course is paired with another elective from the High School Electives Credit list.*

**PRE-AP (HONORS) SPANISH I**  
**Recommended Prerequisite: 7th grade English Language Arts and Reading grade of 90 or above**  
**Grade Placement 8**

**Course # 05224150**  
**1 CREDIT**

Offered at all middle school campuses Spanish I in the eighth grade is designed for those students who will pursue AP Spanish Language and Literature in high school. This course has a strong emphasis on listening and speaking. However, reading and writing



are quickly introduced. Upon completion of this course, students should be able to understand and carry on simple conversations based on greeting, introduction, family, home, school, daily routine, shopping, etc. They should know the basic elements of grammar and be able to read and write what they can say. *Note: Students will have other opportunities to earn graduation credit in a language other than English.*

**ART I**

**Course # 06221100**

**Recommended Grade Placement 8**

**1 CREDIT**

Offered at Crowley Middle School and HF Stevens Middle School

Art I is the introductory course offered for high school graduation credit. It is required of every student who plans to take other art courses. The course emphasizes the following disciplines:

1. An understanding of art principles and elements
2. Exploring various art techniques and media methods
3. Acquainting students with artists and periods of the past and present
4. Developing art appreciation skills

Experiences are provided in life drawing and still-life drawing, painting, color, design, sculpture, and printmaking. A willingness to draw on a daily basis is expected. *Please see the district approved fee list for course fees.*

**DANCE I**

**Course # 06224100**

**Recommended Grade Placement 8**

**1 CREDIT**

Offered at HF Stevens Middle School only

Dance class fosters the exploration and appreciation of diverse dance traditions and history while developing skills of observation, analysis, expression, and reflection. The class will focus on various types of dance such as ballet, jazz, hip hop, clogging, and modern. The purpose is to increase and enhance agility, endurance, flexibility, coordination, and balance. Dance students will be encouraged to perform before an audience at the annual spring show at the end of the year. This class may serve as a preparatory class for drill/dance team tryouts. Classes must be taken in order beginning with Dance I. Prior dance experience is not required. **Students are required to purchase all black dance attire for class.**

**THEATRE ARTS I**

**Course # 06225100**

**Recommended Grade Placement 8, 9-12**

**1 CREDIT**

Offered at all middle school campuses

Theatre Arts focuses on the individualized study of acting through performance of scene work and improvisation. Students will study theatre history, literature, performance, and period styles. Advanced classes will include a study of oral interpretation of literature and classical literature from various genres. Through diverse forms of storytelling and production, students will exercise and develop creativity, intellectual curiosity, critical thinking, problem-solving, and collaborative skills. Participation and evaluation in a variety of theatrical experiences will afford students opportunities to develop an understanding of self and their role in the world. This course can satisfy the Fine Arts High School graduation requirement.

**Middle School Elective Credits**

**FINE ARTS**

**ART 6-8**

**Course #060601000(6) 070100 (7), 06080100 (8)**

**Grade Placement 6-8**

**1 year**

Includes art studies in drawing, color theory, sculpting, ceramics, crafts, and textiles. There is an overall concentration in each unit on creative expression and the use of your imagination throughout the semester course.

**ADVANCED ART 8****Course # 06080200****Prerequisite: Art 7****Grade Placement 8****1 year**

Students will design, develop and create original art works and further develop the various media skills they acquired in 7th grade art. Students could use the knowledge they gained through creating art works to understand aesthetic values, and to be able to participate in class discussions. Students will investigate information about artists, art heritage and art history. This course is limited to 28 students approved by the art teacher. This is a yearlong course. Art skills, enthusiasm for art, a prerequisite of Art 7, art grades and citizenship of the students are used in consideration for approval.

**BEGINNING BAND****Course # 06060400 (6) 06070400 (7)****Grade Placement 6-7****1 year**

This class is for students who have never been in band or have never played a band instrument. This class meets every day as a regular class. There will be occasional after-school rehearsals in preparation for semester concerts. Instruments chosen during this first year will be the instrument the students will continue on during middle school and through high school. The exceptions would be oboe and bassoon, as they will be expected to learn a second instrument for marching band in high school. The financial obligations of student instruments are the responsibility of the student's parents/guardians. This elective is a full-year course.

**BAND****Course # 06080500****Prerequisite: one or more consecutive years in band immediately prior to their current grade.****Grade Placement 8****1 year**

This class is for students who have had one or more consecutive years in band immediately prior to their current grade. Switching instruments after beginning the band is not allowed. This class meets every day as a regular class. There will be extra-curricular performances, semester concerts and competitions for groups and individuals. There will also be occasional after-school rehearsals in preparation for the semester concerts and competitions. The financial obligations of student instruments are the responsibility of the student's parents/guardians. This elective is a full-year course.

**CHOIR 6-8****Course #06060700 (6), 06070700 (7), 06080700 (8)****Grade Placement 6-8****1 year**

Is a non-auditioned vocal music organization. These students perform in four or more concerts a year. Students have the opportunity to audition for Region VII Honor Choir and UIL Solo/Ensemble contests. The choirs also compete in UIL Contest/Sight Reading and other festivals. The class focuses on music reading skills and vocal production. The choir also does community activities and public performances. If scheduling permits, our choral philosophy supports a class for boys; however, both girls and boys perform together.

**THEATER 7 OR 8****Course # 06070900 (7), 06080900 (8)****Grade Placement 7 or 8****1 year**

Is a one-year course with total emphasis on communication. During the first semester, students concentrate on listening skills, developing self-esteem, group communication and public speaking. The second semester will find students working on oral interpretation, pantomime, improvisation, and play production, as well as UIL preparation.

**LANGUAGES OTHER THAN ENGLISH (LOTE)****EXPLORATORY SPANISH****Course # 05220100****Grade Placement 6-8****1 year**

This course is an introduction to Spanish and will introduce students to the Spanish language through the development of basic language skills: listening, reading, writing, and speaking. This is accomplished through the use of target language by the teacher and the student, discovery readings, and authentic listening passages. This is not a high school credit course.

## PHYSICAL EDUCATION/ATHLETICS

### PHYSICAL EDUCATION

Course # 08080100 (M), 08081100 (F)

Grade Placement 6-8

1 year

This course will emphasize participation in physical activities that impact cardiovascular health, muscular strength and endurance, flexibility and in cooperative and team building activities. Sportsmanship will be a key part of all lessons. Sports include physical education (volleyball, soccer, flag football, softball, basketball, gym hockey, gym bowling, weightlifting, aerobics/slimnastics, and badminton) with increased emphasis on physical fitness and cardiovascular endurance activities.

### PRE-ATHLETICS

Course # 08063500 (M), 08064500 (F)

Grade Placement 6-

The student-athlete is a student first, an athlete second; and each and every practice and competition is an extension of the classroom. This is what clearly separates interscholastic athletics from all other forms of youth sports. CLASS DESCRIPTION - The 6th grade Pre-Athletics course is a Physical Education class which is designed to prepare 6th grade students for the CISD Athletic Programs. Students choosing to register for this course should anticipate daily workouts significantly more physically and mentally demanding than a regular PE course, along with increased behavior and performance standards. Our goal is to create an environment similar to the athletic programs at CISD Middle Schools to provide opportunity and experience before entering 7th grade Athletics.

### ATHLETICS 7/8

Course # 08073500 (7M), 08074500 (7F), 08083500 (8M), 08084500 (8F)

Prerequisite: Tryout and selection as well as A PHYSICAL EXAM and GRADE ELIGIBILITY are required

Grade Placement 7 or 8

1 year

The boys' athletic program includes football, basketball, and track, while the girls' athletic program consists of volleyball, basketball, and track. Both boys and girls may choose to participate in Cross Country in the fall semester. When not participating in the sport, all other athletes will be in an offseason program of physical conditioning and other related sports activities. Participation in athletics requires physical coordination, self-discipline, dedication. Athletes compete against other schools in games, tournaments, and meets. Before/after school participation is required, and extra expense may also be involved. *Students enrolled in the Athletics class are expected to try out for at least two sports including Track.*

### TENNIS TEAM

Prerequisite: A PHYSICAL EXAM and GRADE ELIGIBILITY are required.

Grade Placement 7 or 8

1 year

Is offered as an after-school program. Parents will pick up students after the practice. Students will follow University Interscholastic Rules for competition and eligibility. Tennis competition season takes place in the fall and spring. The student is responsible for supplying his/her equipment and workout apparel.

### JUNIOR CADET CORPS

Course # 10070805 (7), 10080805 (8)

Prerequisite: A PHYSICAL EXAM and GRADE ELIGIBILITY are required.

Grade Placement 6- 8

1 year

This program is designed to prepare middle school students for responsible leadership roles while making them aware of their rights and privileges as American citizens. The curriculum will include strategies to help students with communication skills, enhance social and ethical values, promote character development and physical fitness, and help develop an "appreciation of teamwork through instruction in drill and ceremonies."

## OTHER ELECTIVES

**AVID –7/8****Course # 10079000 (7), 10089070 (8)****Prerequisite: Application and selection****Grade Placement 7 or 8****1 year**

AVID stands for Advancement via Individual Determination: AVID 8 is a preparation for the ninth- through twelfth-grade system to prepare students in the academic middle — B, C, and even D students — who have the desire to go to college and the willingness to work hard. These are students who are capable of completing rigorous curriculum but are falling short of their potential. Typically, they will be the first in their families to attend college. AVID pulls these students out of unchallenging courses and puts them on the college track: acceleration instead of remediation.

**YEARBOOK 7/8****Course # 01220660 (7), 01220665 (8)****Grade Placement 7 & 8****1 Local Credit**

Yearbook is an interactive local course offered one period of the day and enrollment is limited by application. Students have an opportunity to capture a piece of the school's culture through graphic design, photography, and literary guidance. Students will gain skills in creative writing, innovative thinking, teamwork and organization as part of the yearbook staff. Applications will go out in January during course selections. Yearbook sponsors seek students that have good academic standing in English, have had or are also going to be enrolled in technology courses such as BIM and/or DIM or other related documented experience in photography and/or graphic design.

**LIBRARY/OFFICE STUDENT AIDE 8****Course # 11080100****Prerequisite: Application and interview****Grade Placement 8****1 year**

Is based on approval after application and/or interview with the student. It involves assisting in the office or library. Students assist with duties that relate to the individual they work for as an aide. Grades, citizenship, and enthusiasm of the students are used in consideration for approval. Limited enrollment.

**TEEN LEADERSHIP****Course # 10079600 (7), 10089600 (8)****Prerequisite: Application and selection****Grade Placement 7 or 8****1 semester**

Students in the Teen Leadership program develop leadership, professional, and business skills. They learn to develop a healthy self-concept, healthy relationships, communications skills, an understanding of personal image, and an understanding of the effects of peer pressure and develop skills to counteract these effects. They also learn to understand the concept of personal responsibility, parenting and citizenship. They develop understandings of Emotional Intelligences and the skills it measures, which include self-awareness, self-control, self-motivation, and social skills. This course is a great pair for Introduction to Public Speaking.

**Advanced Academic Courses**

Pre-AP (Honors) English Language Arts and Reading 7

Pre-AP (Honors) English Language

Pre-AP (Honors) Mathematics 7

Pre-AP Algebra 1

Pre-AP (Honors) Science 7

Pre-AP (Honors) Science 8

Pre-AP (Honors) Texas History 7

Pre-AP (Honors) US History 7

US History 8 (Honors)

PreAP Spanish 1

# HIGH SCHOOL GUIDE

## Scheduling and Course Selections

Course Selection will take place late in the fall or early in the spring semester of each school year. Although students will receive specific instructions during that time from middle/high school personnel, the responsibility for appropriate graduation and career choices rests with the student and parents. The counseling staff is available to assist in making decisions related to course selections.

One of the most critical functions performed by a school is obtaining the course selection of students. Based upon the course selection information, courses are scheduled, and teachers are employed for the next year; therefore, it is important that course selections be given serious consideration. After school begins, changes will only be made to correct scheduling errors or to equalize class enrollments.

**The purpose of the Course Description Guide is to provide information regarding graduation plans and courses offered to fulfill those plans, and it will be useful to those who read thoroughly and follow up with any questions. Students should take the time to read the course descriptions carefully, noting the recommended grade levels and any prerequisite course. Courses selected by students each year should follow a plan for graduation and future career goals and be based on interest and ability. The professional staff of the campus are an important support to provide guidance, information, and resources.**

We realize course registration may bring about many questions. Please feel free to call the counseling center at your middle/high school. The counselors will be glad to answer your questions.

Crowley High School	817-297-5810
Crowley Ninth Grade	817-297-5845
North Crowley High School	817-263-1250
North Crowley Ninth	817-297-5896
Crowley Middle School	817-370-5650
H.F. Stevens Middle School	817-297-5840
Summer Creek Middle School	817-297-5090

## SCHEDULE CHANGES

All schedule changes requested by the student must be initiated on the campus schedule change form and initiated by the required deadlines.

	Requested schedule change during	
	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester
Year-long Course	first five instructional days	last 2 weeks of 1 <sup>st</sup> Semester until first two instructional days
Semester Course	first five instructional days	first five instructional days of 2 <sup>nd</sup> Semester

Schedule changes after the schedule change deadline could result in a loss of credit and the possibility of a delay in graduation. If a concern about improper academic placement occurs after the schedule change deadline, a Parent-Teacher Conference must be held. If parent, teacher, and counselor and/or administrator agree that an improper academic placement has been made, after academic interventions have occurred, a schedule change may be requested and possibly granted by campus administrative approval. Any questions about schedules should be referred to the counseling office.

Schedule changes are normally made only under the conditions listed below:

1. A student fails a course.
2. A change is needed as a result of a credit earned in summer school.
3. A change is needed to balance classes during the semester.
4. A student has a schedule, which is obviously not educationally appropriate.
5. A change is needed as a result of a student being elected to or administratively assigned to an activity within the school.
6. A change will enable a senior to graduate in the senior year.
7. A change that, in the judgment of the principal, is in the best interest of the student and/or the teacher. Students must request schedule changes within the time frame established by CISD.

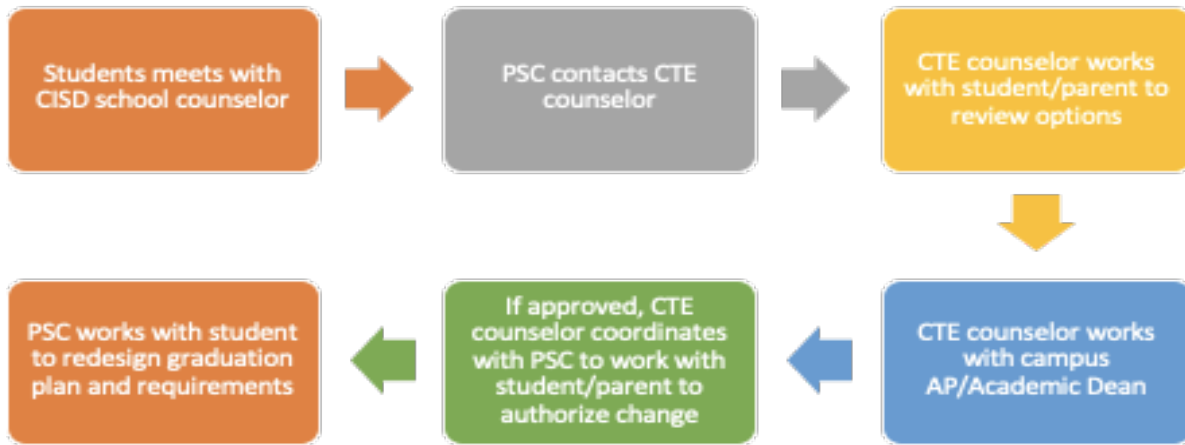
## Endorsement Changes

It is vital that students take an active role in the course selection process as they engage in academic and career planning activities. Schedule changes shall be minimal in accordance with published district guidelines. According to TEA – FAQ (see appendix):

### *Can a student change endorsements? When?*

*Yes. While a district is not required to offer all endorsements, a district must allow a student to choose, at any time, to earn an endorsement other than the endorsement the student previously indicated from among the available endorsements.*

CISD strongly encourages that all students review the courses and endorsements offered (see course catalog section). CISD intends to offer students the opportunity to enroll in courses selected (as long as the required prerequisites are met), however staffing, class sizes, and funding may determine availability. Additionally, students should make every effort possible to select courses, enroll in courses, and complete the full term of the course. After the registration window closes, course request changes may be made for extenuating circumstances. Changes made after the opening of the school year will be made for “leveling” class sizes, for administrative purposes, or for correcting errors and in accordance with the schedule change process. Please make selections carefully. Changes requested at the beginning of the school year will require students to submit a request in writing to the counselor. A personal conference with the student, parents, and the counselor is required before any requested class schedule changes will be made. Schedule changes for students with disabilities receiving special education services must be made through an ARD meeting or Amendment to the IEP. Counselors will contact the campus Special Education Department should a student receiving special education services request a schedule change. Endorsement change request shall adhere to the flowchart as follows:



## ACADEMIC AND GENERAL INFORMATION

### CISD GRADING SYSTEM FOR GRADES 9-12

Campuses use a weighted numerical grading system to calculate semester grades. In calculating GPA, additional weight is given to courses designated as Advanced Academic courses. Please see the Crowley ISD Guidance and Counseling web page for information on how to calculate GPA. The following chart reflects the CISD grading system for grades 9-12:

A	90-100
B	80-89
C	70-79
F	69 and below

## ENROLLMENT

A student enrolling in the district for the first time must be accompanied by his/her parent(s) or legal guardian and must provide satisfactory evidence of required immunization, proof of residency (*acceptable*: utility bill or lease agreement), copy of birth certificate and social security card, and a withdrawal form from the previous school. To complete admission, the following demographic information is necessary: home address, home phone, guardian(s) names, places of business and work phones, and a friend or relative's name and number in case of emergency.

### For students entering CISD for the first time in grades 9-12:

The following conversion chart shall be used to enter transfer grades if the previous school does not have a conversion chart. CISD will use the conversion chart of the student's previous school if one is provided.

A+	A	A-	B+	B	B-	C+	C	C-	D	F
98	95	92	88	85	82	78	75	72	70	60

Students transferring from unaccredited schools or homeschooling shall be individually assessed. Please see the campus counselor.

## REQUIRED COURSES

These courses are required to fulfill state educational guidelines. See the graduation plan for required courses. A course may or may not have a prerequisite – a course that must be taken prior to the course under consideration.

## ELECTIVE AND ENDORSEMENT COURSES

In addition to required state courses, students must choose other courses to complete their schedules and their graduation plan. Endorsement courses or elective credits should be chosen according to the students Personal Graduation Plan (PGP).

## ADVANCED COURSES

Advanced courses are offered to CISD students with special talents and abilities for the purpose of challenging students for higher and diverse achievement. Advanced courses are listed in the appendix of this guide. Students involved in advanced courses will be performing at a college level, including reading, writing, test taking, and self-discipline. Students must assume responsibility for considerable out-of-class reading and/or homework assignments and have well-developed reading, writing, and/or math skills. Excellent class attendance and good organizational skills are preferable for students to experience success.

Advanced Placement (AP) courses follow curriculum which is outlined by the College Board and reflects the appropriate college-level material required for success on the College Board AP exams given each spring. Each exam may have a corresponding fee and it is the responsibility of the student to inquire if their college of choice accepts advanced placement exam credit and to request that credit is given upon enrollment.

***Students enrolling in Advanced Placement courses will be required to take the Advanced Placement or Mock AP exams for each course in order to receive credit. AP exam registrations begin in the first week of school and payment will be due by the end of October. This is done in accordance with College Board deadlines.***

Students may be granted credit for college course(s) taken at Tarrant County College (TCC), University of Texas at Permian Basin, Texas Southern or other approved institutions to fulfill requirements for high school graduation. Please see Appendix E for a list of dual credit offerings. Additionally, students may take dual enrollment courses through University of Texas OnRamps or UT Tyler. These courses allow the student to be enrolled in a high school course but take a college level assessment in the spring for college credit. Approval for courses for which credit is granted is determined by the principal and the Chief Instructional Officer. Students who want dual credit must fulfill the criteria set forth in policy EHDD (Local) that includes obtaining early admission to the college with associated tuition and fees. The student pays costs associated with taking the college course and provides the district with an official college transcript showing the grade received. It is the responsibility of the student to request that TCC send a copy of the college transcript to the college of choice. For more specific information, please see the counselor.

## GIFTED AND TALENTED PROGRAM

The Gifted and Talented (GATE) Program within the Crowley Independent School District is an integral part of the district's fundamental commitment to meet the individual needs of all students. The school district is dedicated to the development of each student's talents and abilities. In the ninth through twelfth grade, gifted students are served through advanced courses.

## **SPECIAL EDUCATION PROGRAM**

Special Education courses are offered to assist eligible students in both academic and nonacademic areas. Graduation may be the successful completion of all curriculum requirements and satisfactory performance on the secondary exit-level assessment instrument, or it may be the successful completion of an individualized education program (IEP) and the criteria for graduating pursuant to an IEP. A student with disabilities may graduate by completing the same program required of non-disabled students or by completing the requirements of his/her IEP and meeting the criteria set forth by the commissioner in 19 T.A.C. 89.1070.

## **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)**

All students who enroll in this school district will complete a home language survey. If this survey indicates that a language other than English is spoken in the home or is spoken by the student, the student must be referred to the ESOL teacher for evaluation. Tests will be administered and students who are found to be limited English proficient (LEP) and are immigrants to the United States may enroll in ESOL classes. These classes are offered on the high school campuses. The focus of ESOL classes is on intensive development of listening, speaking, reading, and writing skills in English. Two years or credits of ESOL will count as the English I and II credits required for high school graduation.

## **CAREER AND TECHNICAL EDUCATION**

The Career and Technical Education (CTE) Program in CISD is dedicated to preparing young people for careers and college. CTE Programs of Study identify endorsements from secondary school to two- and four-year colleges, graduate school, the workplace, and industry certification so students can prepare for beyond high school. This program enables students to gain entry-level employment in a high-skill, high-wage job and/or to continue their education. Many of the CTE courses and endorsement courses are offered at the Bill R. Johnson CTE Center (BRJ CTEC). Students can attend their home campus and be transported to BRJ CTEC during the school day.

## **HIGH SCHOOL PE AND SUBSTITUTIONS**

According to TEA, students must earn one credit of physical education (PE) and may earn no more than four credits to satisfy state graduation requirements. Certain activities may be substituted for a PE course. Students participating in approved substitution activities for PE credit are required to participate in at least 100 minutes per five-day school week at a moderate or vigorous level. Activities allowed as PE substitutions include JROTC, athletics, marching band, cheerleading 1<sup>st</sup> semester for the first two years, drill team 1<sup>st</sup> semester for the first two years, and approved appropriate private or commercially- sponsored programs.

## **LOCAL CREDIT COURSES**

Local credits are awarded for locally developed courses that are approved for CISD credit only and are not counted toward required state graduation credits.

## **NCAA (NATIONAL COLLEGIATE ATHLETIC ASSOCIATION) ELIGIBILITY REQUIREMENTS**

To be eligible for Athletic scholarships at any NCAA Division I and II campuses during the freshman year of college, students must gain certification from the NCAA Eligibility Center showing that they meet NCAA requirements. More information can be obtained from the Counseling Office and the following website – [www.eligibilitycenter.org](http://www.eligibilitycenter.org)

## **ADDITIONAL WAYS TO EARN CREDIT**

The State Board of Education has proposed different methods by which a student may earn credit. For more information, please contact your high school's counseling center.

- **Credit by Examination (CBE) for Credit Recovery (With Prior Instruction):**

Credit by Exam is designed as an option to earn credit for those students who have attended a class, at least 55 hours (11 weeks) and received a semester average no lower than a 60. The decision to allow a student to earn Credit by Exam must be made by the attendance committee when failure of the course resulted from excessive absences. Students have the opportunity to take an exam through Texas Tech or UT Austin Correspondence School. Applications may be obtained online and approved in the high school counseling center. A score of 70 or better is required for credit. If credit is awarded, grades will be recorded on the student's transcript, computed in the credits toward graduation, and calculated in the student's overall grade average and rank in class. Fees are established by the universities. Student/Parent is responsible for fees charged by Texas Tech or UT Austin.

- **Credit by Examination (CBE) For Acceleration (Without Prior Instruction):**



Students who provide evidence of proficiency in a subject area may take a CBE for acceleration. A score of 80% is required for credit per Senate Bill 1. **Contact your counselor for more information.** If credit is awarded, grades will be recorded on the student's transcript, computed in the credits toward graduation, and calculated in the student's overall grade average and rank in class. Testing dates and registration dates for 2016-2017 are available in each campus counseling office.

- **Correspondence/Virtual Courses:**

Students in grades 9-12 are eligible to earn credits toward graduation through correspondence/virtual courses. Grades earned in correspondence/virtual courses will be recorded on the student's transcript, computed in the credits toward graduation, and calculated in the student's overall grade average and rank in class. Students may apply for these course options through their high school counseling center. Self-discipline to complete the lessons and taking the final exams within a specific time frame are important factors when considering correspondence/virtual courses.

State approved correspondence courses are offered by Texas Tech and UT Austin. Students are responsible for all course fees and textbook(s). Crowley ISD also offers courses through Connections Academy for enrichment for additional courses not offered on a Crowley ISD campus such as additional foreign languages or Advanced Placement courses. See your high school counseling center for more information.

Crowley ISD also has a full-time virtual academy, Global Prep Academy. For more information, see your high school counseling center.

## GRADE LEVEL ADVANCEMENT AND CLASSIFICATION

Grade-level classification for students in grades 9-12 shall be determined by course credits earned.

CLASSIFICATION OF STUDENTS	
Freshman	0 or more credits
Sophomore	6 or more state graduation credits
Junior	12 or more state graduation credits
Senior	19 or more state graduation credits

## TRANSCRIPTS

Students can make transcript requests in person or electronically by contacting the school registrar. If there are further questions about this process, please contact the student's respective counseling office or campus registrar. A transcript is a working document and not complete until graduation.

## STAAR - END OF COURSE ASSESSMENT PROGRAM

Starting with the 9<sup>th</sup> grade class of 2011-2012, students are required to take the STAAR EOC (State of Texas Assessments of Academic Readiness End-Of-Course) exams. Students must successfully demonstrate mastery at the end of Algebra I, United States History, English I, English II, and Biology.

## PSAT/NMSQT

This test is designed to test the verbal, mathematical, and written skills of students. This test is taken in preparation for the SAT during the junior year. National Merit Scholarships are available if the student's junior level scores qualify him/her to be a Finalist. ***ALL ninth and tenth take the PSAT*** as practice for the junior year where the scores count for scholarship consideration. This test is given only once per year in mid-October.

## PSAT 8/9

This test measures skills students need to be on track for success in college and careers. The PSAT 8/9 is given during middle school and the ***PSAT 8/9 is given during the ninth-grade year.***

## SAT/ACT

Most colleges and universities require one of two major entrance exams: The American College Testing Program (ACT) and/or the Scholastic Aptitude Test (SAT). Students usually take these at the end of the junior year or at the beginning of the senior year. Websites are [www.actstudent.org](http://www.actstudent.org) and [www.collegeboard.com](http://www.collegeboard.com)

## SAT Subject Area Tests

Some colleges require students to take the SAT subject area tests. These are subject tests given on specific SAT dates. Check with the college you plan to attend to verify whether these tests are needed for admission.

## **TSI**

The TSI Assessment is designed to help colleges determine if you are ready for college-level course work in the general areas of reading, writing and mathematics. In CISD, it is given several times at NCHS and CHS. This will occur both during the school day and on Saturdays. Additionally, it is given to 9<sup>th</sup> graders at CH9 and NC9 in the Spring semester. Please see your campus testing coordinator or counselor for more information.

## **ATTENDANCE FOR CREDIT**

To receive credit in a class, a student must attend at least 90 percent of the days the class is offered. A student who attends fewer than 90 percent of the days the class is offered may be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit.

## **HIGH SCHOOL OPPORTUNITIES FOR REPEATING A FAILED COURSE**

A student may repeat any course provided the student's grade earned in an earlier semester/year is below 70. Or, a senior who is currently enrolled in a course will not be able to mathematically make a 70 for graduation credit. In the event that a student earns a grade below 70 in a course required for graduation, he or she must repeat the course until a grade of 70 is earned in order to receive graduation credit. All grades and all credits attempted/earned are used to calculate the student's grade point averages, unweighted and weighted/calibrated. The highest grade that can be earned for a credit retrieval course is a 70. Credit retrieval in CISD may occur through the following methods:

1. Credit by Exam with prior instruction (board policy EHDB)
2. Correspondence Course
3. Summer School – based on availability of courses and Credit Retrieval Fee Schedule (see Counselor)
4. Repeating the course in the following school year
5. Online Credit retrieval courses offered at the high school based upon available courses during the instructional day or before and after school

# College and Career Preparation

What should I be doing now?

- Generation TX - Explains college and career prep: taking the right classes and tests, applying to college, and how to pay for school <http://gentx.org/>
- Know How to Go - Advice on how to go to college <http://knowhow2go.acenet.edu/>
- Adventures in Education - College application and admissions process, and tips for choosing a college <http://www.aie.org/>

Searching for a College or Career

- Apply Texas - Online application for all Texas public universities [https://www.applytexas.org/adappc/gen/c\\_start.WBX](https://www.applytexas.org/adappc/gen/c_start.WBX)
- Common Application - Online application for over 900 post-secondary institutions <http://www.commonapp.org>
- Minnie Stevens Piper - Texas colleges and universities, admissions requirements, total expenses for an academic year, financial aid data and related information, helpful hints for college bound students and a monthly calendar of various scholarship deadlines <https://comptroller.texas.gov/programs/education/misp/>
- Work in Texas - Texas job search <http://www.twc.state.tx.us>

Financial Aid and Scholarships

- FAFSA (English) Free Application for Federal Student Aid <https://studentaid.ed.gov/sa/fafsa>
- FAFSA (Spanish) <https://studentaid.ed.gov/sa/es/fafsa>
- Texas Application for State Financial Aid (Eng) <http://www.theccb.state.tx.us/DocID/PDF/12712.PDF>
- Texas Application for State Financial Aid (Spa) <http://www.theccb.state.tx.us/DocID/PDF/12713.PDF>
- Fast Web <http://www.fastweb.com>

Scholarship information

- College for All Texans - Higher education in the state of Texas, financial aid, free test prep <http://www.collegeforalltexas.com>
- College Board <http://www.collegeboard.org/>
- ACT and career and college information <http://www.actstudent.org/>
- TSI - Texas Success Initiative <http://texassuccess.org/>

Other Helpful Sites

- Khan Academy- Free video tutorials and interactive activities; also, the official test prep for SAT <https://www.khanacademy.org/>
- Common Course Numbering System - Facilitates transfer of freshman and sophomore-level college coursework between of Texas community colleges and universities <http://www.tccns.org>

## ENGLISH/LANGUAGE ARTS

### ENGLISH I

Prerequisite: None

Recommended Grade Placement: 9

Course #: 01090100

1 CREDIT

Students in this course focus on vocabulary, critical thinking, and analysis within and across increasingly complex traditional, contemporary, classical, and diverse literary and informational texts from American, British, and world sources. Students engage in the recursive research process and use the writing process to compose multiple texts employing revising and editing conventions.

### ENGLISH I PRE-AP

Prerequisite: None

Recommended Grade Placement: 9

Course #: 01090175

1 CREDIT

English 1 Pre-AP focuses on the close reading, analytical writing, and language skills needed for the study of a wide range of literary and nonfiction works to prepare students for future coursework. Students focus on vocabulary, critical thinking, and analysis within and across increasingly complex traditional, contemporary, classical, and diverse literary and informational texts from American, British, and world sources. Students engage in the recursive research process and use the writing process to compose multiple texts employing revising and editing conventions. *Pre- AP courses receive weighted GPA credit.*

### ENGLISH FOR SPEAKERS OF OTHER LANGUAGES I (ESOL I)

Prerequisite: Qualify through testing and immigrant status

Recommended Grade Placement: 9

Course #: 01220100

1 CREDIT

This course provides listening, speaking, reading, and writing activities from simple to complex in order to increase the students' comprehension and ability to express themselves. The focus will be on grammar and literature for the grade level. **This course is designed for students who are speakers of other languages who have limited English skills, have immigrant status, and have been in the United States less than three years.**

### ENGLISH II

Prerequisite: English I

Recommended Grade Placement: 10

Course #: 01100200

1 CREDIT

Students in this course focus on vocabulary, critical thinking, and analysis within and across increasingly complex traditional, contemporary, classical, and diverse literary and informational texts from world literature sources across literary periods. Students engage in the recursive research process and use the writing process to compose multiple texts employing revising and editing conventions.

### ENGLISH II PRE-AP

Prerequisite: English I

Recommended Grade Placement: 10

Course #: 01100250

1 CREDIT

English II Pre-AP requires students to apply the English 1 Pre-AP practices to a new host of complex texts—the ones students will soon encounter in AP English courses, college classes, and on the SAT. As readers, students develop a vigilant awareness of how the poet, playwright, novelist, and writer of nonfiction alike can masterfully manipulate language to serve their unique purposes. As writers, students compose more nuanced essays without losing sight of the importance of well-crafted sentences and a sense of cohesion. Students also focus on vocabulary, critical thinking, and analysis within and across increasingly complex traditional, contemporary, classical, and diverse literary and informational texts from world literature sources across literary periods. Students engage in the recursive research process and use the writing process to compose multiple texts employing revising and editing conventions. *AP courses receive weighted GPA credit.*

### ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) II

Prerequisite: Qualify through testing and immigrant status

Recommended Grade Placement: 10

Course #: 01220200

1 CREDIT

This course provides listening, speaking, reading, and writing activities from simple to complex in order to increase the students' comprehension and ability to express themselves. Each course focuses on grammar and literature for the grade level. **This course is for students who are speakers of other languages who have limited English skills, have immigrant status, and have been in the United States less than three years.**

### ENGLISH III

Prerequisite: English II

Recommended Grade Placement: 11

Course #: 01110300

1 CREDIT

Students in this course focus on vocabulary, critical thinking, and analysis within and across increasingly complex traditional, contemporary, classical, and diverse literary and informational texts from American literature sources across literary periods. Students engage in the recursive research process and use the writing process to compose multiple texts employing revising and editing conventions.

**ENGLISH LANGUAGE & COMPOSITION – AP**

Course #: 01110350

**Prerequisite: English II (Pre AP English II-highly recommended)****Recommended Grade Placement: 11****1 CREDIT**

English Language and Composition Advanced Placement aligns to an introductory college-level rhetoric and writing course which is designed to prepare the motivated student to achieve success on the AP English Language and Composition Exam. The exam is administered in May and gives the high school student the opportunity to receive up to six (6) hours college credit. At the junior level, students focus on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Students also read and analyze rhetorical elements and their effects in nonfiction texts-including images as forms of text-from a range of disciplines and historical periods. The AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. This course requires extensive reading, writing, and preparation outside of the regular school day and satisfies the English III graduation requirement. Students enrolled in Advanced Placement courses are required to take the Advanced Placement or Mock AP exams for each course in order to receive credit. *AP courses receive weighted GPA credit.*

**ENGLISH IV**

Course #: 01120400

**Prerequisite: English III****Recommended Grade Placement: 12****1 CREDIT**

Students in this course focus on vocabulary, critical thinking, and analysis within and across increasingly complex traditional, contemporary, classical, and diverse literary and informational texts from British literature sources across literary periods. Students engage in the recursive research process and use the writing process to compose multiple texts employing revising and editing conventions.

**ENGLISH LITERATURE & COMPOSITION – ADVANCED PLACEMENT**

Course #: 01120450

**Prerequisite: English III (AP English III highly recommended)****Recommended Grade Placement: 12****1 CREDIT**

English Literature and Composition Advanced Placement aligns to an introductory college-level literature and writing course which is designed to prepare the motivated student to achieve success on the AP English Literature and Composition Exam. The exam is administered in May and gives the high school student the opportunity to receive up to six (6) hours college credit. At the senior level, AP students focus on developing the skills of critical literary analysis and composition as they repeatedly analyze poetry and prose from various time periods. Students compose expository, analytical, and argumentative essays that require them to analyze and interpret literary works. The AP English Literature and Composition course provides students the opportunities to develop an appreciation of ways literature reflects and comments on a range of experiences, institutions, and social structures to achieve specific purposes and generate meanings. This course requires extensive reading, writing, and preparation outside of the regular school day and satisfies the English IV graduation requirement. **Students enrolled in Advanced Placement courses are required to take the Advanced Placement or Mock AP exams for each course in order to receive credit.** *AP courses receive weighted GPA credit. Check Appendix A for the weight*

**UNIVERSITY OF TEXAS ONRAMPS ENGLISH III/IV**

Course #: 01110315

**Prerequisite: English II and/or English III Grade Level: 11 or 12**

OnRamps English is a course in argumentation that situates rhetoric as an art of civic discourse. It is designed to enhance the student's ability to analyze the various positions held in any public debate and to advocate the student's position effectively. The student will also explore the ethics of argumentation, explaining what it means to "fairly" represent someone with whom you disagree, or how responsibility to address a community with particular values and interests. The work in this course will help a student to advance their critical writing and reading skills that are needed in success for college and professional careers. The student will have a university-level learning experience while still in high school and the opportunity to earn college credit. *Dual enrollment courses receive weighted GPA credit.*

**COLLEGE PREP FOR ENGLISH**

Course #: 11229315

**Prerequisite: Satisfactory performance on the English I and II STAAR/EOC exams and successful course completion of English III****Recommended Grade Placement: Any 12th grade student whose performance outlined in TEC 28.014 indicates the student is not on track to perform entry-level college coursework in English Language Arts.****1**

**CREDIT**

Students in this course investigate academic texts, construct supported interpretations and arguments for an authentic audience, and acquire academic habits of thought. Reading instruction focuses on students' developing critical reading skills for comprehension, interpretation, and analysis. Writing instruction focuses on students' writing a variety of effective formal and informal texts. To integrate reading and writing, students use an inquiry approach to analyze, synthesize, and make value judgments regarding text and writing. *This course is designed to prepare students for college-level English courses.* Successful completion of this course, as defined by the memorandum of understanding (MOU) with the partnering institution Tarrant County College (TCC), grants the student an exemption to the TSI requirements for reading and writing at TCC.

**JOURNALISM**

Course #: 1220600

**Prerequisite: None**

**Recommended Grade Placement: 9-12****1 CREDIT**

This course represents an overview of the field of journalism and is a writing intensive and critical thinking course. Students should have a good foundation in writing. Topics covered include the history of the American media; fundamentals of news; feature, sports and editorial writing; introductions to newspaper editing, layout and design; desktop publishing; yearbook production; and students who take this course may qualify to apply for any of the Advanced Journalism classes upon instructor approval.

**PHOTOJOURNALISM****Course #: 01220650****Prerequisite: None****Recommended Grade Placement: 9-12****.5 CREDIT**

This course offers students the opportunity to explore the fundamentals of photography with a journalistic angle. This semester course provides the basic instruction in camera techniques as related to journalism, darkroom techniques or digital editing techniques, and photo composition. Students will practice techniques of taking photographs, developing film, and printing pictures. Students with high achievement may be selected for Newspaper and/or Yearbook staff and are expected to take pictures at school related events after school and on weekends. UIL and other competitions are strongly encouraged. Students must provide their own digital camera, batteries, and flash for the course.

**ADVANCED BROADCAST JOURNALISM I - III****Course #: 01220640 (I), 01220645 (II), 01220646 (III)****Prerequisite: Journalism****Recommended Grade Placement: 10 – 12****1 CREDIT**

This course offers students the opportunity to explore the fundamentals of radio and television broadcasting with a journalistic angle. Students will practice techniques of planning, producing, directing, editing, and finalizing audio and video segments. Skills stressed are video graphic composition, lighting, organization, collaboration work, and creative/technical editing. Students will learn to write in broadcast style using scripts and storyboards. UIL and other competitions are strongly encouraged. Students may produce the daily announcement news show and many other video and audio productions.

**ADVANCED JOURNALISM - NEWSPAPER I - III****Course #: 01220621 (I), 01220622 (II), 01220623 (III)****Prerequisite: Journalism****Recommended Grade Placement: 10 – 12****1 CREDIT**

These courses are concerned primarily with publishing a school newspaper. Students study all phases of journalism including desktop publishing programs. Improving writing skills and interviewing techniques are major concerns as is all types of communication. Also included is advanced study of feature, column, editorial and sports writing. Students must apply and follow instructor guidelines. UIL and other competitions are strongly encouraged. Students will generate revenue through advertising to support the costs of newspaper production. Students must also be able to work after school and at school related events on weekends to complete deadlines.

**ADVANCED JOURNALISM - YEARBOOK I - III****Course #: 01220671 (I), 01220672 (II), 01220673 (III)****Prerequisite: Journalism****Recommended Grade Placement: 10 - 12****1 CREDIT**

This course provides the student with opportunities to study elements and processes of producing the school yearbook. Students will complete layouts, write copy, and incorporate pictures and artwork on desktop publishing programs. Other skills stressed include page planning/design, advertising sales, and photojournalism. Students should have a good foundation in writing. Students must apply and be willing to follow instructor guidelines. Students must attend a summer workshop and be willing to work a minimum of 15 hours a week outside of class to complete pages for a deadline. Students must be able to multitask and work on strict deadlines. UIL and other competitions are strongly encouraged.

**BIBLE AS LITERATURE****Course #: 01220720****Prerequisite: None****Recommended Grade Placement: 10 – 12 Elective****.5 CREDIT**

Students in this elective enrichment course learn biblical content, characters, poetry, and narratives that are prerequisites to understanding contemporary society and culture, including literature, art, music, mores, oratory, and public policy. Students familiarize themselves with the history and literary style of the Hebrew Scriptures (Old Testament) and New Testament and the influence of each on law, history, government, literature, art, music, customs, morals, values, and culture. Students also apply the foundational skills of organization, critical thinking, reading, and writing.

**CREATIVE WRITING****Course #: 01220700****Prerequisite: English II****Recommended Grade Placement: 11 – 12 Elective****.5 CREDIT**

Students in this elective course participate in an intensive writers' workshop environment. Strategies and activities include practice with and examination of a variety of genres, including short stories and poetry, development of peer and self-editing techniques, and numerous opportunities to publish. This writing course is designed especially to challenge the imagination and creativity of the student by encouraging spontaneity of expression. *This course receives weighted GPA credit.*

**LITERARY GENRES – WOMEN’S STUDIES**

Course #: 01220735

Prerequisite: English II

Recommended Grade Placement: 11 – 12 Elective

**.5 CREDIT**

Students in this elective course analyze the literary and film genres written about and by women. Works include both classical and contemporary selections, ranging from Greek and Roman writers to contemporary authors, such as Toni Morrison, Annie Dillard, Judith Viorst, Barbara Kingsolver, Maya Angelou, Amy Tan, Alice Walker, Gloria Steinem, and Betty Freidan. Students explore the history and culture of women throughout history as well as the dynamics of the American Women's Movement of the 60s and 70s. Students also explore the emotional, financial, legal, and political status of women in the world today. *This course receives weighted GPA credit.*

**HUMANITIES I – THE 1960s**

Course #: 01220800

Prerequisite: None

Recommended Grade Placement: 10-12

**.5 CREDIT**

This is an interdisciplinary course in which students recognize writing as an art form. It includes the study of the art, music, literature, social and political events of the 1960s. Humanities is a rigorous advanced academic course of study in which high school students respond to aesthetic elements in texts and other art forms through outlets such as discussions, journals, oral interpretations, and dramatizations. A companion to this course is Analysis of Visual Media. *This course receives weighted GPA credit.*

**HUMANITIES II – ANALYSIS OF VISUAL MEDIA OF THE 1960s**

Course #: 01220850

Prerequisite: Humanities I

Recommended Grade Placement: 11-12

**.5 CREDIT**

In this second semester course, Students will analyze the decade of the 1960s through the study of film, magazines, books, and works of art. Students will be expected to develop and present a major multimedia project. A companion to this course is Humanities. *This course receives weighted GPA credit.*

**COMPETITIVE SPEECH**

Course #: 01220591

Prerequisite: None

Recommended Grade Placement: 10 - 12

**1 CREDIT**

This class will focus on the academics of speech, oral interpretation, poetry, prose, original oratory, humorous interpretation, and impromptu speaking. In order to have full participation in the democratic process, students must have a good understanding of public dialogue. Students must learn the concepts and skills related to preparing and presenting public messages and to analyzing and evaluating the messages of others.

**DEBATE I**

Course #: 01220571

Prerequisite: None

Recommended Grade Placement: 9 - 12

**1 CREDIT**

Gaining a general understanding of the major forms of debate, learning to prepare and present actual debates, and studying logic and reasoning are the objectives of this course in argumentation. Students are introduced to both Lincoln Douglas and Policy debate techniques. Focus will be on research skills and critical thinking in order to prepare for UIL and TFA/NFL competition. The competitive debate teams will be formed in these classes.

**DEBATE II**

Course #: 01220572

Prerequisite: None

Recommended Grade Placement: 10 - 12

**1 CREDIT**

Gaining a general understanding of the major forms of debate, learning to prepare and present actual debates, and studying logic and reasoning are the objectives of this course in argumentation. Students continue to use both Lincoln Douglas and Policy debate techniques. Focus will be on research skills and critical thinking in order to prepare for UIL and TFA/NFL competition. The competitive debate teams will be formed in these classes. Debate II builds on the fundamentals and continues to develop debate skills. Scholarships may be earned by UIL and TFA competitions.

**DEBATE III**

Course #: 01220573

Prerequisite: None

Recommended Grade Placement: 11 - 12

**1 CREDIT**

Gaining a general understanding of the major forms of debate, learning to prepare and present actual debates, and studying logic and reasoning are the objectives of this course in argumentation. Students continue to use both Lincoln Douglas and Policy debate techniques. Focus will be on research skills and critical thinking in order to prepare for UIL and TFA/NFL competition. The competitive debate teams will be formed

in these classes. Debate III builds on the fundamentals and continues to develop debate skills. Scholarships may be earned by UIL and TFA competitions. *This course receives weighted GPA credit.*

### **PUBLIC SPEAKING I**

**Course #: 01220551**

**Prerequisite: None**

**Recommended Grade Placement: 10 - 12**

**1 CREDIT**

Public Speaking I-III are advanced speech courses designed for those students interested in competitive forensic activities who wish to compete in Texas Forensic Association and UIL public speaking tournament events. Students will develop advanced communication skills through informative and persuasive speaking, modern oratory, domestic and foreign extemporaneous speaking, argumentation and debate, and various oral interpretation events. **\*\*Students will be required to attend tournaments\*\*** Scholarships may be earned by UIL and TFA competitions.

### **PUBLIC SPEAKING II**

**Course #: 01220552**

**Prerequisite: None**

**Recommended Grade Placement: 11 - 12**

**1 CREDIT**

Public Speaking I-III are advanced speech courses designed for those students interested in competitive forensic activities who wish to compete in Texas Forensic Association and UIL public speaking tournament events. Students will develop advanced communication skills through informative and persuasive speaking, modern oratory, domestic and foreign extemporaneous speaking, argumentation and debate, and various oral interpretation events. **\*\*Students will be required to attend tournaments\*\*** Scholarships may be earned by UIL and TFA competitions.

### **PUBLIC SPEAKING III**

**Course #: 01220553**

**Prerequisite: None**

**Recommended Grade Placement 12**

**1 CREDIT**

Public Speaking I-III are advanced speech courses designed for those students interested in competitive forensic activities who wish to compete in Texas Forensic Association and UIL public speaking tournament events. Students will develop advanced communication skills through informative and persuasive speaking, modern oratory, domestic and foreign extemporaneous speaking, argumentation and debate, and various oral interpretation events **\*\*Students will be required to attend tournaments\*\*** Scholarships may be earned by UIL and TEA competitions.

### **COLLEGE READINESS AND STUDY SKILLS**

**Course #: 01220750**

**Prerequisite: None**

**Recommended Grade Placement 9 - 10**

**.5 CREDIT**

The purpose of the College Readiness and Study Skills course is to sharpen reading skills and hone study/note taking skills through cross-curricular reading. This course will help prepare students for college level work including high school AP and Pre-AP courses and will be helpful for ESL students. This course will be a companion to the Practical Writing Skills course.

### **PRACTICAL WRITING SKILLS**

**Course #:01220775**

**Prerequisite: None**

**Recommended Grade Placement 10**

**.5 CREDIT**

This course will complement the writing skills learned in English I and II by preparing students for various types of communication for school, the job market, as well as higher education. This course will emphasize the mechanics and conventions of writing and will help students apply English grammar appropriately and effectively. The Practical Writing Skills course will be a companion to the College Readiness and Study Skills course.

## **MATHEMATICS**

### **ALGEBRA I**

**Course #: 02090100**

**Prerequisite: 8<sup>th</sup> Grade Math or its equivalent**

**Recommended Grade Placement: 9**

**1 CREDIT**

Algebra I introduces basic algebraic skills in a logical order, including relations, functions, graphing, system of equations, radicals, factoring polynomials, rational equations, and quadratic functions. It emphasizes practical methods of solving first and second-degree equations and inequalities. Each section involves word problems and real-life applications using basic algebraic skills. Algebra I is the standard course for students who are on grade level. It provides a foundation for higher level mathematics courses.



**ALGEBRA I PRE-AP**

Course #: 02220175

**Prerequisite: 8th grade math or its equivalent****Recommended Grade Placement: 9****1 CREDIT**

This course covers the same content as Algebra I but in more depth and detail. By using definitions, axioms, theorems, and concepts of logic, students will study algebra as a structured system. Algebra I Pre-AP provides a foundation for higher level AP mathematics courses. *Pre-AP courses receive weighted GPA credit.*

**ALGEBRA LAB (1 LOCAL CREDIT)**

Course #:11090125

**Prerequisite: 8th grade math or its equivalent****Recommended Grade Placement: 9****1 LOCAL CREDIT**

Algebra Lab is a program designed for students who are more than one year below grade level on a standardized achievement test and failed to demonstrate mastery on one or more areas of the most recent state assessment test. The course will cover the same material as Algebra I; however, the pace of the class will be geared to allow for mastery of the material. Abstract concepts will be introduced through the use of manipulatives. Successful completion of the course will result in 1 local credit for the Lab. *Local credits will not be used in calculating GPA.*

**GEOMETRY**

Course #: 02100200

**Prerequisite: Algebra I****Recommended Grade Placement: 10****1 CREDIT**

This course is designed to emphasize the study of the properties and applications of common geometric figures in two and three dimensions. It includes the study of lines, polygons, right triangles and transformations. Inductive and deductive critical thinking skills are used in problem solving situations. Geometry also emphasizes writing proofs to solve (prove) properties of geometric figures as well as real world applications.

**GEOMETRY PRE-AP**

Course #: 02090275

**Prerequisite: Algebra I****Recommended Grade Placement: 9 – 10****1 CREDIT**

This course is designed for students who have already taken Algebra in the 8th grade. In addition to the concepts covered in the regular geometry course, this course will look into the geometry of circles in more depth and possibly study some non-Euclidean geometry. Gifted students may be challenged with various projects to accompany topics addressed in geometry. *Pre-AP courses receive weighted GPA credit.*

**ALGEBRA II**

Course #: 02110300

**Prerequisite: Algebra I****Recommended Grade Placement: 11****1 CREDIT**

A continuation of the topics studied in Algebra I, this course will extend the development of the real number system and will include a study of the complex numbers as a mathematical system. Students will study the ideas of relations and functions, with an emphasis on graphing; a variety of representations as well as a variety of techniques (including the graphing calculator) will be used to solve problems. Matrices and determinants will be introduced. The equations and graphs of conic sections will also be studied. The students who plan to attend college should study Algebra II since familiarity with mathematical concepts and an understanding of a structured approach to a discipline will be needed.

**ALGEBRA II PRE-AP**

Course #: 02100350

**Prerequisite: Algebra I****Recommended Grade Placement: 9 – 11****1 CREDIT**

*Pre-AP Algebra II is a course designed for advanced math students. In addition to the material covered in algebra, more in-depth topics such as probability, statistics, matrices and determinants will be studied.* Extensive problem solving will be stressed. *Pre- AP courses receive weighted GPA credit.*

**UNIVERSITY OF TEXAS ALGEBRA II ONRAMPS PROGRAM**

Course #:

02220401

**Prerequisite: Algebra I and Geometry****Recommended Grade Placement 10-11**

In this course, students deepen their critical thinking skills and develop their ability to persist through challenges as they explore function families: Linear, Absolute Value, Quadratic, Polynomial, Radical, Rational, Exponential, and Logarithmic. Students analyze data algebraically and with technology while developing their knowledge of properties of functions, matrices and systems of equations, and complex numbers. The pedagogy of the course, Inquiry-Based Learning, encourages students to take an active role in the construction of their learning. This learning will be accomplished by abstraction, generalization, problem-solving, and modeling. Students will experience a

high-quality curriculum designed by the faculty of the University of Texas at Austin. The student will have a university-level learning experience while still in high school with the opportunity to earn college credit. *Dual enrollment courses receive weighted GPA credit.*

**ALGEBRAIC REASONING**

**Course #: 02100280**

**Prerequisite: Algebra I**

**Recommended Grade Levels: 10**

**1 CREDIT**

In Algebraic Reasoning, students will continue to build the development of mathematical reasoning related to algebraic understandings and processes and deepen a foundation for studies in subsequent mathematics courses. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build to workforce and college readiness such as probes, measurement tools, and software tools, including spreadsheets.

**PRE-CALCULUS – PRE AP**

**Course #: 02110450**

**Prerequisite: Algebra 1, Geometry, and Algebra 2**

**Recommended Grade Placement: 11 – 12**

**1 CREDIT**

Pre-calculus – Pre AP is a comprehensive study of the properties and applications of trigonometric functions, including trigonometric ratios, their graphs, identities, and inverse functions. Other topics include conic sections, polynomial functions, exponential functions, logarithmic functions, sequences and series, complex numbers, and vectors. Students will experience a more in-depth study of the previously mentioned topics. This advanced academic course is designed for students who intend to take AP Calculus during their senior year. *Pre-AP courses receive weighted GPA credit.*

**UNIVERSITY OF TEXAS PRE-CALCULUS ONRAMPS PROGRAM**

**Course #: 02220400**

**Prerequisite: Algebra II Grade**

**Recommended Grade Placement: 11 - 12**

In Discovery Precalculus-A Creative and Connected Approach students deepen and extend their knowledge of functions, graphs, and equations from their high school algebra and geometry courses so that they can successfully work with the concepts in a rigorous university-level calculus course. This course is designed to push students well beyond “drill and kill” type exercises, with an emphasis on unpacking mathematical definitions and making logical arguments to their peers. Students will experience a high-quality curriculum designed by the faculty of the University of Texas at Austin. The student will have a university-level learning experience while still in high school *with the opportunity to earn college credit. Dual enrollment courses receive weighted GPA credit.*

**ADVANCED QUANTITATIVE REASONING (AQR)**

**Course #: 02120575**

**Prerequisite: Geometry and Algebra 2**

**Recommended Grade Placement 12**

**1 CREDIT**

This course was developed as a fourth-year math course. Its primary purpose is to prepare students for non-math-intensive college majors, for technical training, or for a range of career options in the workplace. The primary focus includes the analysis of information using statistical methods and probability, modeling change and mathematical relationships, mathematical decision making in finance and society, and spatial and geometric modeling for decision making. Students will learn to become critical consumers of the quantitative data that surround them every day, knowledgeable decision makers who use logical reasoning, and mathematical thinkers who can use their quantitative skills to solve problems related to a wide range of situations.

**STATISTICS**

**Course #**

**02120800**

**Prerequisite: Algebra 1**

**Recommended Grade Placement: 12**

**1**

**CREDIT**

In this course, students will broaden their knowledge of variability and statistical processes. Students will study sampling and experimentation, categorical and quantitative data, probability and random variables, inference, and bivariate data. Students will connect data and statistical processes to real-world situations. In addition, students will extend their knowledge of data analysis.

**STATISTICS – ADVANCED PLACEMENT**

**Course #: 02120800**

**Prerequisite: Pre-calculus or concurrent enrollment in AP Statistics and Pre-calculus**

**Recommended Grade Placement: 11 – 12**

**1 CREDIT**

AP Statistics is a course offered to students who wish to complete studies in secondary school equivalent to a one semester, introductory,

non-calculus based college course in statistics. The purpose of the course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad themes: 1) exploring data, 2) planning a study, 3) anticipating patterns, 4) statistical inference. Students who successfully complete the course and the exam may receive credit and/or advanced placement for a one-semester introductory college statistics course. **Students enrolling in Advanced Placement courses will be required to take the Advanced Placement or Mock AP exams for each course in order to receive credit.** *AP courses receive weighted GPA credit.*

#### **UNIVERSITY OF TEXAS STATISTICS ON RAMPS PROGRAM**

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**Course #: 02220402**

**Prerequisite: Algebra II**

**Recommended Grade Placement: 11-12**

**1 CREDIT**

Basic probability and data analysis for the sciences. Subjects include randomness, sampling, distributions, probability models, inference, regression, and nonlinear curve fitting. Students will experience a high quality curriculum designed by the faculty of the University of Texas at Austin. The student will have a university-level learning experience while still in high school with the opportunity to earn college credit. *Dual enrollment courses receive weighted GPA credit.*

#### **CALCULUS - ADVANCED PLACEMENT AB**

**Course #: 02120625**

**Prerequisite: Pre-calculus or Pre-calculus Pre-AP**

**Recommended Grade Placement: 12**

**1 CREDIT**

Advanced Placement Calculus AB consists of a full academic year of work in calculus and related topics comparable to one semester of calculus in colleges and universities. It is expected that students who take AP Calculus will seek college credit or placement from institutions of higher learning. The year's course will be devoted to the topics in differential and integral calculus to adequately prepare students for the Advanced Placement Calculus AB examination. This course requires a graphing utility. **Students enrolling in Advanced Placement courses will be required to take the Advanced Placement or Mock AP exams for each course in order to receive credit.** *AP courses receive weighted GPA credit.*

#### **CALCULUS – ADVANCED PLACEMENT BC**

**Course #:02120650**

**Prerequisite: Pre-calculus or Pre-calculus Pre-AP**

**Recommended Grade Placement: 12**

**1 CREDIT**

Advanced Placement Calculus BC consists of a full academic year of work in calculus and related topics comparable to two semesters of calculus in colleges and universities. It is expected that students who take AP Calculus will seek college credit or placement from institutions of higher learning. The year's course will be devoted to the topics in differential and integral calculus, as well as vectors, slope fields, polynomial approximations, and series to adequately prepare students for the Advanced Placement Calculus BC examination. This course requires a graphing utility. **Students enrolling in Advanced Placement courses will be required to take the Advanced Placement or Mock AP exams for each course in order to receive credit.** *AP courses receive weighted GPA credit.*

#### **DISCRETE MATHEMATICS FOR COMPUTER SCIENCE**

**Course #:07121990**

**Prerequisite: Alg I & Geometry**

**Recommended Grade Placement: 11-12**

**1 CREDIT**

Discrete Math provides the tools used in most areas of computer science. Mathematical topics are interwoven with computer science applications to enhance students' understanding of the introduced mathematics. Students will develop the ability to see computational problems from a mathematical perspective. Introduced to a formal system upon which mathematical reasoning is based, students will acquire the necessary knowledge to read and construct mathematical arguments (proofs), understand mathematical statements (theorems), and use mathematical problem-solving tools and strategies. Students will be introduced to discrete data structures such as sets, discrete functions, and relations and graphs and trees. Students will also be introduced to discrete probability and expectations.

#### **STATISTICS & RISK MANAGEMENT (approved for math credit from State Board of Education)**

**Course #: 07222490**

**Prerequisite: Accounting I and Algebra II**

**Recommended Grade Placement 11-12**

**1 CREDIT**

Students will use a variety of graphical and numerical techniques to analyze patterns and departures from patterns to identify and manage risk that could impact an organization. Students will use probability as a tool for anticipating and forecasting data within business models to make decisions. Students will determine the appropriateness of methods used to collect data to ensure conclusions are valid.

#### **MATHEMATICAL APPLICATIONS IN AGRICULTURE, FOOD & NATURAL RESOURCES**

**Course #: 07121980**

*(approved for math credit from State Board of Education)*

**Prerequisite: At least one prior Agriculture, Food, and Natural Resources course, and must be taken after or concurrently with Algebra II to use for fourth math credit.**

**Recommended Grade Placement: 10 - 12**

**1 CREDIT**

In this course, students will apply academic skills in mathematics, including algebra, geometry, and data analysis in the context of agriculture,

food, and natural resources. To prepare for success, students are afforded opportunities to reinforce, apply, and transfer their knowledge and skills related to mathematics in a variety of contexts.

### **COLLEGE PREP FOR MATH**

Course #: 11229310

**Prerequisite:** Satisfactory completion of Algebra 1 and the Algebra 1 EOC exam, Geometry, and a third credit of mathematics  
**Recommended Grade Placement:** Any 12th grade student whose performance outlined in TEC 28.014 indicates the student is not on track to perform entry-level college coursework in Mathematics  
**CREDIT**

The goal of this course is to develop students' quantitative and algebraic reasoning abilities, thus preparing them for college success. This course addresses a variety of mathematical topics such as numeric reasoning, functions, geometric reasoning, probabilistic reasoning, and problem solving. This course is designed to prepare students for college-level mathematics intensive courses. Successful completion of this course, as defined by the memorandum of understanding (MOU) with the partnering institution, Tarrant County College (TCC), grants the student an exemption to the TSI requirements for mathematics at TCC..

### **FINANCIAL MATHEMATICS (approved for math credit from State Board of Education)**

Course #: 07222460

**Prerequisite:** Algebra 1  
**Recommended Grade Placement:** 11 - 12

1 CREDIT

In this course, students will apply mathematics to problems arising in everyday life, society, and the workplace. Students will use a problem solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. Students will select appropriate tools such as real objects, manipulatives, paper and pencil, and technology and techniques such as mental math, estimation, and number sense to solve problems. Students will effectively communicate mathematical ideas, reasoning, and their implications using multiple representations such as symbols, diagrams, graphs, and language. Students will use mathematical relationships to generate solutions and make connections and predictions. Students will analyze mathematical relationships to connect and communicate mathematical ideas. Students will display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

## **SCIENCE**

All science classes are required to dedicate at least 40% of instructional time to students conducting laboratory and field investigations utilizing safe, environmentally appropriate, and ethical practices.

### **BIOLOGY**

Course #: 03090100

**Prerequisite:** None  
**Recommended Grade Placement:** 9 - 11

1 CREDIT

In Biology, students will conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Biology topics 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; and ecosystems and the environment.

### **BIOLOGY PRE-AP**

Course #: 03120500

**Prerequisite:** None  
**Recommended Grade Placement:** 9 - 11

1 CREDIT

This course is designed to prepare students for AP Biology. Pre-AP Biology is a comprehensive study of: 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. Extra time is required on the part of the Pre-AP student for class preparation, outside reading, writing assignments and completion of complex projects or labs with complex problem solving. *Pre-AP courses receive weighted GPA credit.*

### **INTEGRATED PHYSICS/CHEMISTRY (IPC)**

Course #: 03100300

**Prerequisite:** None  
**Recommended Grade Placement:** 9 - 10

1 CREDIT

IPC is recommended for students who need extra preparation to meet the rigors of physics and chemistry and integrates the two disciplines with a strong emphasis on calculation in: motion, waves, energy transformation, properties/changes in matter and solution chemistry. This course will fulfill the science credit requirement for the Recommended High School Plan, but not for the Distinguished Achievement Plan.

### **CHEMISTRY**

Course #: 03100200

**Prerequisite:** Algebra 1 and 1 science credit.  
**Recommended Grade Placement:** 10 - 12

1 CREDIT

In Chemistry, students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Chemistry topics include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear

chemistry. Students will investigate how chemistry is an integral part of our daily lives.

**CHEMISTRY PRE-AP**

**Course #: 03100250**

**Prerequisite: Algebra 1 and 1 science credit.**

**Recommended Grade Placement: 9 - 10**

**1 CREDIT**

Pre-AP Chemistry is designed to prepare students for AP Chemistry. This course is a faster-paced more intensive study of the theories and concepts studied in chemistry. Pre-AP Chemistry topics include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, nuclear chemistry, and scientific processes. This course is designed for the highly motivated student and utilizes content and activities that stress higher level thinking skills, a rigorous, in-depth and sophisticated laboratory-based approach and accelerated concept pacing. Extra time is required on the part of the Pre-AP student for class preparation, outside reading, writing assignments and completion of complex projects or labs with complex problem solving. *Pre-AP courses receive weighted GPA credit.*

**PHYSICS**

**Course #: 03110400**

**Prerequisite: Algebra 1 Recommended Corequisite: Concurrent enrollment in Algebra 2**

**Recommended Grade Placement: 10 - 12**

**1 CREDIT**

In Physics, students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Physics topics include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. Students who successfully complete Physics will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical-thinking skills.

**UNIVERSITY OF TEXAS ONRAMPS PHYSICS**

**Course #: 03220400**

**Prerequisite: Geometry and completion or concurrent enrollment in Algebra II Grade Level: 11**

An Algebra based (non-calculus) technical course in mechanics that fulfills a general physics requirement. Students will develop problem solving proficiency, and be able to analyze physical situations involving motion, force, energy, rotations, heat, oscillations, waves, and sound. Students will experience a high quality curriculum designed by the faculty of the University of Texas at Austin. The student will have a university-level learning experience while still in high school and the opportunity to test for college credit. *Dual enrollment courses receive weighted GPA credit. Check Appendix A for the weight.*

**UNIVERSITY OF TEXAS ONRAMPS CHEMISTRY**  
**03220401**

**Course #:**

**Prerequisite: Algebra 1**

**Grade Level: 11-12**

Introduces students to the nature of matter and energy in the physical world. Throughout the course, students will learn to think like a scientist by seeing the underlying theoretical foundations for chemistry and making intuitive arguments for how the world works that are supported by quantitative measures. Built with an intention to bring in students from a variety of different backgrounds, students in the course will learn how to successfully study science by organizing their learning around mastery and ownership of materials. Students will experience a high quality curriculum designed by the faculty of the University of Texas at Austin. The student will have a university-level learning experience while still in high school and the opportunity to test for college credit. *Dual enrollment courses receive weighted GPA credit. Check Appendix A for the weight.*

**ENVIRONMENTAL SYSTEMS**

**Course #: 03220800**

**Prerequisite: Biology and IPC or Physics**

**Recommended Grade Placement: 11 - 12**

**1 CREDIT**

In Environmental Systems, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Environmental systems topics 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.

**EARTH AND SPACE**

**Course #: 03220920**

**Prerequisite: 3 Science courses (1 may be taken concurrently) and 3 Mathematics courses (1 may be taken concurrently)**

**Recommended Grade Placement: 11 - 12**

**1 CREDIT**

Earth and Space Science is a rigorous capstone course designed to build on a student's prior scientific and academic knowledge and skills to develop understanding of Earth's system in space and time. Earth and space science has themed topics of study which include: Earth in Space and Time (Earth history), Solid Earth (the complex, interacting, dynamic subsystems linking Earth's interior to its surface), Fluid Earth, (hydrosphere, atmosphere, and cryosphere). There are three strands that are used throughout each of the themes which are: Systems, Energy and Relevance.

**ANATOMY AND PHYSIOLOGY**

Course #: 03120900

**Prerequisite: Biology and Chemistry (successful completion of both)****Recommended Grade Placement: 11 - 12****1 CREDIT**

This course will take an integrated approach to functional anatomy with emphasis on basic principles and physiological activities of different systems (skeletal, muscular, digestive, respiratory, cardiovascular, urinary, endocrine, reproductive) in mammals. Laboratory experiences will include extensive study and dissection of a mammal. The text, content, and labs are college-level and are designed for students planning to major in science in college. The goal of this course is to better prepare students for undergraduate work in life science majors such as pre-medical or pre-dental studies.

**AQUATIC SCIENCE**

Course #: 03220810

**Prerequisite: Biology and Chemistry, may be concurrently enrolled in Chemistry****Recommended Grade Placement: 10-12****1 CREDIT**

In Aquatic Science, students study the interactions of biotic and abiotic components in aquatic environments, including impacts on aquatic systems. Investigations and field work in this course may emphasize fresh water or marine aspects of aquatic science depending primarily upon the natural resources available for study near the school. Students who successfully complete Aquatic Science will acquire knowledge about a variety of aquatic systems, conduct investigations and observations of aquatic environments, work collaboratively with peers, and develop critical-thinking and problem-solving skills.

**ASTRONOMY**

Course #: 03220910

**Recommended Prerequisite: Biology****Recommended Grade Placement: 11 - 12****1 CREDIT**

In Astronomy, students conduct laboratory and field investigations, use scientific methods, and make informed decisions using critical thinking and scientific problem solving. Students study the following topics: astronomy in civilization, patterns and objects in the sky, our place in space, the moon, reasons for the seasons, planets, the sun, stars, galaxies, cosmology, and space exploration. Students who successfully complete Astronomy will acquire knowledge within a conceptual framework, conduct observations of the sky, work collaboratively, and develop critical-thinking skills.

**BIOLOGY – ADVANCED PLACEMENT**

Course #: 03120500

**Prerequisite: Biology, Chemistry (successful completion of both Pre-AP courses recommended along with good reading and organizational skills) – Will satisfy 4th Science requirement****Recommended Grade Placement: 11 - 12****1 CREDIT**

This course outline is provided by the College Board and includes all topics that are studied in a freshman college course. Students are encouraged to take the Advanced Placement Biology test for college credit at the completion of the course. The text, content, and labs are college-level and are designed for students planning to major in science in college. All students (including gifted and talented) experience lab work, which involves detailed observation, accurate recording, experimental design, manual manipulation, in-depth data interpretation, statistical analysis, and operation of technical equipment. **Students enrolling in Advanced Placement courses will be required to take the Advanced Placement or Mock AP exams for each course in order to receive credit. AP courses receive weighted GPA credit.**

**CHEMISTRY – ADVANCED PLACEMENT**

Course #: 03120600

**Prerequisite: Pre-AP Chemistry (recommended) or Chemistry****Successful completion of or concurrent enrollment in Algebra II strongly recommended along with good reading and organizational skills – Will satisfy 4th Science requirement****Recommended Grade Placement: 11 - 12****1 CREDIT**

This course is an intensified study of theories and concepts begun in Chemistry with the addition of advanced bonding theories, thermodynamics, chemical kinetics, and equilibria. As outlined by the College Board, this is a college-level course with college-level requirements and expectations. Students are encouraged to take the Advanced Placement Chemistry test for college credit at the completion of the course. The text, content, and labs are college level and are designed for students planning to major in science in college. All students (including gifted and talented) experience lab work, which involves detailed observation, accurate recording, experimental design, manual manipulation, in-depth data interpretation, statistical analysis, and operation of technical equipment. Students enrolling in Advanced Placement courses will be required to take the Advanced Placement or Mock AP exams for each course in order to receive credit. *Pre-AP courses receive weighted GPA credit.*

**ENVIRONMENTAL SCIENCE – ADVANCED PLACEMENT**

Course #: 03220875

**Recommended Prerequisite: Pre-AP Biology, Pre-AP Chemistry It is strongly recommended that the student has completed or has plans to complete Physics.****Recommended Grade Placement: 11 - 12****1 CREDIT**

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.

Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. The following themes provide a foundation for the structure of the AP Environmental Science course: Science is a process, Energy conversions underlie all ecological processes, The Earth itself is one interconnected system, Humans alter natural systems, Environmental problems have a cultural and social context, and Human survival depends on developing practices that will achieve sustainable systems. Students enrolling in Advanced Placement courses will be required to take the Advanced Placement or Mock AP exams for each course in order to receive credit. *AP courses receive weighted GPA credit.*

### **PHYSICS 1 – ADVANCED PLACEMENT**

Course #: 03120700

**Prerequisite:** Pre-AP Biology, Pre-AP Chemistry, completion or concurrent enrollment in Pre-AP Algebra II

**Recommended Grade Placement:** 11 - 12

1 CREDIT

This course follows the outline provided by the College Board for AP Physics 1. This is a college level course with college level labs. Students enrolling in Physics **should have completed Algebra II or be concurrently enrolled in Algebra II**. This is an introductory course. All students (including gifted and talented) experience lab work, which involves detailed observation, accurate recording, experimental design, manual manipulation, in-depth data interpretation, statistical analysis, and operation of technical equipment. **This course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits.** Students enrolling in Advanced Placement courses will be required to take the Advanced Placement or Mock AP exams for each course in order to receive credit. *AP courses receive weighted GPA credit.*

### **PHYSICS 2 – ADVANCED PLACEMENT**

Course #: 03120705

**Prerequisite:** Algebra II and AP Physics I

**Recommended Grade Placement:** 11 - 12

1 CREDIT

This course follows the outline provided by the College Board for AP Physics Course 2. This is a college level course with college level labs. Students are encouraged to take the Advanced Placement test for college credit at the end of the course. A familiarity with basic physics concepts will be assumed (e.g. Vectors). All students (including gifted and talented) experience lab work, which involves detailed observation, accurate recording, experimental design, manual manipulation, in-depth data interpretation, statistical analysis, and operation of technical equipment. **This course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics.** Students enrolling in Advanced Placement courses will be required to take the Advanced Placement or Mock AP exams for each course in order to receive credit. *AP courses receive weighted GPA credit.*

### **PHYSICS C – ADVANCED PLACEMENT**

Course #: 03120710

**Prerequisite:** AP Physics 1 Concurrent Enrollment in AP Calculus is strongly recommended – Will satisfy 4th Science requirement

**Recommended Grade Placement:** 12

1 CREDIT

This course is an intensified study of theories and concepts begun in Physics. As outlined by the College Board, this is a college-level course with college-level requirements and expectations. Students are encouraged to take the Advanced Placement Physics test for college credit at the completion of the course. This course focuses on mechanics and the related topics of electricity and magnetism. This heavily mathematical course will also make use of basic calculus in concept development and problem solving. The text, content, and labs are college-level and are designed for students planning to major in science or engineering in college. All students (including gifted and talented) experience lab work, which involves detailed observation, accurate recording, experimental design, manual manipulation, in-depth data interpretation, statistical analysis, and operation of technical equipment. **Students enrolling in Advanced Placement courses will be required to take the Advanced Placement or Mock AP exams for each course in order to receive credit.** *AP courses receive weighted GPA credit.*

### **ADVANCED ANIMAL SCIENCE (approved by the State Board of Education for 4th Science credit)**

Course #: 07221225

**Prerequisite:** Biology and Chemistry or IPC; Algebra and Geometry; and Small Animal Management, Equine Science or Livestock

**Production Recommended Grade Placement:** 11 - 12

1 CREDIT

A course designed to examine the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to expand one's knowledge of the scientific and technological dimensions of resources necessary for animal production.

### **ADVANCED PLANT & SOIL SCIENCE (Approved by State Board of Education for 4<sup>th</sup> science credit)**

Course #: 0722168

**Prerequisite:** Biology, Chemistry or Physics and 1 course from the Agriculture, Food, and Natural Resources Career Cluster

**Recommended Grade Placement:** 11 – 12

1 CREDIT

A course designed to examine the interrelatedness of human, scientific, and technological dimensions of plant production using the resources of land, soil, water, energy, and living organisms. Instruction is designed to expand one's knowledge of the scientific and technological dimensions of resources necessary for plant production. A course designed to examine the interrelatedness of human, scientific, and technological dimensions of plant production using the resources of land, soil, water, energy, and living organisms. Instruction is designed to expand one's knowledge of the scientific and technological dimensions of resources necessary for plant production.

### **FOOD SCIENCE (approved by the State Board of Education for science credit)**

Course #: 07225890

**Prerequisite:** Biology, Chemistry and 1 other science course. Students must have completed at least one Hospitality & Tourism course

**Recommended Grade Placement: 11 - 12****1 CREDIT**

This technical laboratory course provides foundational training in the area of food science and technology. Content addresses food science principles; nutrition and wellness; food technology; world food supply; managing multiple family, community, and career roles; and career options in nutrition, food science, and food technology. Instructional topics include diet-related disorders, diets appropriate to the life cycle and other factors, therapeutic diets, chemical and physical changes that affect food product quality, technologies used in food processing and product development, food safety and sanitation standards, market research, legal issues, and food policies. Laboratory activities utilizing research methods related to current issues in food science, technology, and nutrition are included.

**FORENSIC SCIENCE (approved by the State Board of Education for 4th science credit)****Course #: 07229300****Prerequisite: Biology and Chemistry****Recommended Grade Placement: 11 - 12****1 CREDIT**

Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood spatter analysis. Students will learn the history, legal aspects, and career options for forensic science

**MEDICAL MICROBIOLOGY (approved by the State Board of Education for 4th science credit)****Course #: 07226410****Prerequisite: Biology and Chemistry,****Recommended Grade Placement: 10 - 12****1 CREDIT**

In this course, students conduct laboratory investigations and fieldwork, use scientific methods during investigations, and make informed decisions using critical thinking and problem solving. Students will study the relationships of microorganisms to wellness and disease. They develop knowledge and skills related to disease prevention by learning the chain of infection, asepsis, and standard precautions. Pathogenic and nonpathogenic organisms will be identified to assist in the understanding of specific diseases, causative agents, and treatment options. Should be taken with Pathophysiology.

**PATHOPHYSIOLOGY (approved by the State Board of Education for 4th science credit)****Course #:07226400****Prerequisite: Biology, Chemistry, Anatomy and Physiology****Recommended Grade Placement: 11 - 12****1 CREDIT**

In this course, students conduct laboratory investigations and fieldwork, use scientific methods during investigations, and make informed decisions using critical thinking and problem solving. Students study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of diseases. Students will differentiate between normal and abnormal physiology. Should be taken with Medical Microbiology.

**SOCIAL STUDIES****WORLD GEOGRAPHY****Course #: 04090100****Prerequisite: None****Recommended Grade Placement: 9****1 CREDIT**

World Geography is the study of the earth, its regions, and the people who live in these regions. Students will study topography, weather, and climate of each region as well as the languages, customs, and ways of living of the people who inhabit these regions. In addition, the interaction of people with the environment and with each other will be studied. Students will become familiar with the relative locations of the world's continents, oceans, and countries and will learn to use maps, charts, graphs, and other methods of research used by geographers.

**AP HUMAN GEOGRAPHY – ADVANCED PLACEMENT****Course #: 04220175****Prerequisite: None****Recommended Grade Placement: 9****1 CREDIT**

The purpose of the AP Human Geography course is to introduce 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 human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. On successful completion of the course, students should have developed skills that enable them to: *Use and think about maps and spatial data, Understand and interpret the implications of associations among phenomena in places, Recognize and interpret at different scales the relationships among patterns and processes, Define regions and evaluate the regionalization process, and Characterize and analyze changing interconnections among places.* **Students enrolling in Advanced Placement courses will be required to take the Advanced Placement or Mock AP exams for each course in order to receive credit. AP courses receive weighted GPA credit.**

**WORLD HISTORY****Course #: 04100200**



**Prerequisite: None**

**Recommended Grade Placement: 11-12**

**1**

**CREDIT**

This is the story of man, his civilization and culture, his ideas and institutions from the primitive beginnings to present global challenges. It traces geopolitical, economic, and social experiences of mankind and applies them to the present. Students trace the development of Western civilization and its relationships to other great world cultures. A study of contemporary world affairs becomes an essential element of the course, as does the achievements of man in his total cultural setting.

**AP WORLD HISTORY – ADVANCED PLACEMENT**

**Course #: 04100275**

**Prerequisite: AP Human Geography highly recommended.**

**Recommended Grade Placement: 12**

**1 CREDIT**

AP World History is a one-year college-level course that examines the evolution of global processes and contacts, in interaction with different types of human societies from the earliest human societies to the present. The course highlights the impact of geography, culture, trade, religion and technology during selected historical periods. A major emphasis in this course is the extent to which contact between societies resulted in the diffusion of ideas and the impact of this interaction across geographic regions with a primary focus on non-Europeans societies. AP courses in the Social Sciences cover a greater breadth of factual information and are heavily geared towards research methodology and analysis. Students enrolling in Advanced Placement courses will be required to take the Advanced Placement or Mock AP exams for each course in order to receive credit. *AP courses receive weighted GPA credit.*

**U.S. GOVERNMENT**

**Course #: 04120400**

**Prerequisite: None**

**Recommended Grade Placement: 10**

**.5**

**CREDIT**

Students in this course examine political theory/application and governmental structures/functions at national, state, and local levels. Content includes a study of the U.S. Constitution, background, political parties, political participation, Congress, the Presidency, comparative political systems, and the rights and responsibilities of American citizenship. US Government is typically paired with Economics for full credit.

**AP U.S. GOVERNMENT - ADVANCED PLACEMENT**

**Course #: 04120450**

**Prerequisite: AP Human Geography/AP Economics highly recommended.**

**Recommended Grade Placement: 10**

**.5 CREDIT**

This course is designed for sophomores demonstrating advanced aptitude in Social Studies. It assists students to acquire a thorough and systematic comprehension of American government and politics based on an understanding of the facts, concepts, ideologies, institution, and political practices/ processes that comprise American political reality. It exceeds the regular course in both scope and depth of content. It prepares students for intermediate and advanced college courses by requiring performances equivalent to those of an introductory college course. Students may qualify for college credit based on their AP Test scores. **Students enrolling in Advanced Placement courses will be required to take the Advanced Placement or Mock AP exams for each course in order to receive credit.** *AP courses receive weighted GPA credit.*

**ECONOMICS W/ EMPHASIS ON THE FREE ENTERPRISE SYSTEM**

**Course #: 04120425**

**Prerequisite: None**

**Recommended Grade Placement: 10**

**.5 CREDIT**

Economics with Emphasis on the Free Enterprise System and Its Benefits emphasizes the American free enterprise system, government in the American economic system, American economic system and international economic relations, consumer economics, and social studies attitudes, values, and skills for citizenship. Economics is typically paired with US Government for one full credit.

**AP MACROECONOMICS – ADVANCED PLACEMENT**

**Course #: 04120475**

**Prerequisite: AP Human Geography/AP Government highly recommended.**

**Recommended Grade Placement: 10**

**.5 CREDIT**

The purpose of the AP Macroeconomics course is to give students an understanding of the free enterprise system with emphasis on the principles that apply to our capitalist economy as a whole. This course examines national income and price determination, economic performance measures, economic growth, money and banking, and international economics. The class develops an understanding of the role of government in setting and maintaining national economic goals. The textbook, content, and activities are college level, and students are encouraged to take the AP Macroeconomics exam for college credit. **Students enrolling in Advanced Placement courses will be required to take the Advanced Placement or Mock AP exams for each course in order to receive credit.** *AP courses receive weighted GPA credit.*

**U.S. HISTORY SINCE RECONSTRUCTION**

**Course #: 04110300**

**Prerequisite: None**

**Recommended Grade Placement: 11**

**1 CREDIT**

This is a history of the Credited States from Reconstruction through the present: reconstruction, populism and progressivism, the twenties

and the New Deal, the world wars, the cold war period, the VietNam war, the Watergate era, etc. Consideration is given to various aspects of Credited States history including economic patterns, foreign involvement, cultural and political attitudes, and a chronological overview of the history of the Credited States. Research and geographic skills are developed.

**AP U.S. HISTORY – ADVANCED PLACEMENT**

**Course #: 04110350**

**Prerequisite: AP World History/AP Gov./AP Econ. strongly recommended**

**Recommended Grade Placement: 11**

**1 CREDIT**

Designed for juniors demonstrating advanced aptitude in social studies, this course prepares students for intermediate and advanced college courses equivalent to those of full-year introductory college courses. Students may qualify for college credit based on AP test scores. AP U.S. History covers American history from its earliest history to the present. This course is designed to give students the analytical skills and factual knowledge necessary to deal critically with problems and materials in American history from colonization to the present. Students assess historical data, interpret problems, weigh evidence, and arrive at conclusions presented in historical scholarship. Both oral and written skills are used extensively. **Students enrolling in Advanced Placement courses will be required to take the Advanced Placement or Mock AP exams for each course in order to receive credit.** *AP courses receive weighted GPA credit.*

**UNIVERSITY OF TEXAS ONRAMPS U.S. HISTORY**

**Course #: 04110315**

**Prerequisite: None**

**Grade Level: 11**

This course surveys American history from the colonial period through the civil war during the first semester and from the end of the civil war through modern times during the second semester. Students will experience a high quality curriculum designed by the faculty of the University of Texas at Austin. The student will have a university-level learning experience while still in high school and the opportunity to test for college credit. *Dual enrollment courses receive weighted GPA credit.*

**PSYCHOLOGY**

**Course #: 04220600**

**Prerequisite: None**

**Recommended Grade Placement: 10-12**

**.5 CREDIT**

Psychology encompasses broad areas of study about human behavior and it enables the students to better understand themselves and others. The goal of this course is to create active intellectual and emotional involvement by the student, not only in learning about the science of psychology, but in life as well. It is a one semester elective course.

**PSYCHOLOGY - ADVANCED PLACEMENT**

**Course #: 04220650**

**Prerequisite: None**

**Recommended Grade Placement: 10-12**

**.5 CREDIT**

This course is designed for students demonstrating strong aptitude in social studies skills and possessing an interest in Psychology. It exceeds the regular course in both scope and depth of content. It prepares students for intermediate and advanced college courses by requiring performances equivalent to those of an introductory college course. Students may qualify for college credit based on their AP Test scores. Students should also be enrolled in Advanced Studies – Psychology for the spring semester as a continuation of the AP course. **Students enrolling in Advanced Placement courses will be required to take the Advanced Placement or Mock AP exams for each course in order to receive credit.** *Counts as elective only. AP courses receive weighted GPA credit.*

**ADVANCED STUDIES - PSYCHOLOGY**

**Course #: 04220960**

**Prerequisite: Advanced Placement Psychology**

**Recommended Grade Placement: 10-12**

**.5 CREDIT**

This course is a continuation of the AP Psychology course offered in the fall semester. It is meant to help complete the study of concepts begun in AP Psychology and help review and prepare students for the AP exam. **Students enrolling in Advanced Placement courses will be required to take the Advanced Placement or Mock AP exams for each course in order to receive credit.** *Counts as elective credit only. This course receives weighted GPA credit.*

**SOCIOLOGY**

**Course #: 04220675**

**Prerequisite: Completion of or concurrent enrollment in U.S. History**

**Recommended Grade Placement: 11 - 12**

**.5 CREDIT**

This course deals with the study of people and their interaction with one another. The processes of socialization are explained and are compared with other cultures. Students analyze cause and effects of social problems as well as cultural change in selected cultures. It involves learning about institutions found in all societies, such as the family, community organizations as well as political and social activities. *Counts as elective only*

**EUROPEAN HISTORY - ADVANCED PLACEMENT**

**Course #: 04120500**

**Prerequisite: AP World History or AP U.S. History strongly recommended**  
**Recommended Grade Placement: 11-12**

**1 CREDIT**

This course is designed for students demonstrating strong aptitude in social studies skills and possessing an interest in European history. This course prepares students for introductory and advanced level courses at a four-year university. Students may earn college credit based on AP scores. The course covers European history from the Renaissance to the present. Analytical and writing skills are stressed. Students assess historical data, weigh evidence, interpret problems and study relationships between European countries and countries affected by western European historical development. Students enrolling in Advanced Placement courses will be required to take the Advanced Placement or Mock AP exams for each course in order to receive credit. Counts as social studies elective for graduation plans. *AP courses receive weighted GPA credit.*

**COMPARATIVE GOVERNMENT - ADVANCED PLACEMENT**

**Course #: 04220452**

**Prerequisite: None**

**Recommended Grade Placement: 11-12**

**.5 CREDIT**

This course introduces students to concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. Students will study major concepts and focus on the specific politics of six countries: China, Great Britain, Iran, Mexico, Nigeria, and Russia. This course will help students understand the more abstract concepts by looking at concrete examples. **Students enrolling in Advanced Placement courses will be required to take the Advanced Placement or Mock AP exams for each course in order to receive credit.** *AP courses receive weighted GPA credit.*

**SPECIAL TOPICS IN SOCIAL STUDIES – AFRICAN AMERICAN STUDIES**

**Course #: 04220801**

**Prerequisite: None**

**Recommended Grade Placement: 11-12**

**.5 CREDIT**

In this course, students will develop an understanding of the causes, character, and consequences of the African American experience and its influence on the World, the United States, and the African American community. Students will take an in-depth look at the historical, geographical, social, political, economic, and cultural understanding of the continent of Africa; as well as a more detailed perspective of the origins and execution of such topics as the Harlem Renaissance, the Civil Rights Movement and the changing economic and social impacts of African Americans on the national culture and conscience. Students will use primary and secondary sources, participate in group work, and complete projects based on assigned topics.

**SPECIAL TOPICS IN SOCIAL STUDIES – MEXICAN-AMERICAN STUDIES**

**Course #: 04220804**

**Prerequisite: None**

**Recommended Grade Placement: 11-12**

**1 CREDIT**

Mexican-American studies is an innovative course about the history and cultural contributions of Mexican Americans. Students will explore history and culture from an interdisciplinary perspective. They will have opportunities to interact with relevant film, literature, art, and other media. The course emphasizes developments in the twentieth and twenty-first centuries – students will also engage with developments prior to the twentieth century.

**PERSONAL FINANCIAL LITERACY**

**Course #: 04220430**

**Prerequisite – None**

**Recommended Grade Placement: 10-12**

**.5 CREDIT**

This course will develop citizens who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. Students will be taught to apply critical-thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting, and college and postsecondary education and training. This course includes instruction in methods of paying for college and other postsecondary education and training along with completing the application for federal student aid provided by the U.S. Department of Education.

**LANGUAGES OTHER THAN ENGLISH**

**AMERICAN SIGN LANGUAGE I**

**Course #: 05221100**

**Prerequisite: None**

**Recommended Grade Placement 10**

**1 CREDIT**

This course introduces the vocabulary and grammar of American Sign Language and finger spelling. It also emphasizes the physical, social, and psychological aspects of the deaf experience. Upon completion, students will be able to demonstrate ASL word order, grammatical structures, and facial grammar in both signed and written form. Students also will be able to understand and carry on basic conversations.

**AMERICAN SIGN LANGUAGE II**

**Course #: 05221200**

**Prerequisite: ASL I**

**Recommended Grade Placement 11**

**1 CREDIT**

This course will include additional vocabulary and more complex grammar of ASL. There will be an emphasis on fluency and culture.

**AMERICAN SIGN LANGUAGE III**

Course #: 05221300

Prerequisite: ASL II

Recommended Grade Placement 12

1 CREDIT

This course continues signing and reading skill development using only sign language in the classroom with emphasis on grammar and fluency. Deaf literature and deaf culture will be studied and practiced.

**FRENCH I**

Course #: 05222100

Prerequisite: None

Recommended Grade Placement 9

1 CREDIT

The instruction in beginning French begins with a strong emphasis on listening and speaking. However, reading and writing are quickly introduced. Upon completion of this course, students should be able to understand and carry on simple conversations based on greeting, introductions, family, home, school, daily routine, shopping, etc. They should learn the basic elements of grammar.

**FRENCH II**

Course #: 05222200

Prerequisite: French I

Recommended Grade Placement 10

1 CREDIT

A special emphasis on culture and grammatical structure is continued as the student develops listening and speaking skills in French. Students will expand basic vocabulary and focus on a more grammar-oriented approach to language study via simple written essays and short readings.

**FRENCH II – PRE-ADVANCED PLACEMENT**

Course #: 05222250

Prerequisite: French I

Recommended Grade Placement 10

1 CREDIT

This course is intended for the serious student who wishes to master the French language. An extensive emphasis on grammatical structure and aural/oral proficiency distinguishes this course from the regular section. Students will expand basic vocabulary and cultural knowledge of the francophone world via written essays, readings, and videos. Much of the class will be conducted in French. An average of 85 or higher in French I is *highly* recommended. *Pre-AP courses receive weighted GPA credit. Check Appendix A for the weight.*

**FRENCH III – PRE-ADVANCED PLACEMENT**

Course #: 05222300

Prerequisite: French II

Recommended Grade Placement 11

1 CREDIT

This class is intended to bring the student a step closer to success on the College Board's Advanced Placement exam. It will be conducted in French. Speaking and writing will be equally emphasized. Grammatical skills are developed through daily written and oral practice in all verb tenses. The student will read French literature and write many timed essays. The study of Francophile culture continues via literature and film. An average of 85 or higher in French II Pre-AP is *highly* recommended. *Pre-AP courses receive weighted GPA credit.*

**FRENCH IV – ADVANCED PLACEMENT**

Course #: 05222400

Prerequisite: French III Pre- AP

Recommended Grade Placement 12

1 CREDIT

The AP French program offers a course description and examination in the French language. The course is intended to be roughly equivalent both in content and difficulty to a college French language class at the advanced level. **Students enrolling in Advanced Academics Courses will be required to take the Advanced Placement or Mock AP exams for each course in order to receive credit.** *AP courses receive weighted GPA credit.*

**GERMAN I**

Course #: 05223100

Prerequisite: None

Recommended Grade Placement 9

1 CREDIT

This course is designed to introduce students to the fundamentals of speaking, reading, and writing German. Students will also be exposed to the customs and culture of Germany as well as other German speaking countries.

**GERMAN II**

Course #: 05223200

Prerequisite: German I

Recommended Grade Placement 10

1 CREDIT

This course continues the study of basic German concentrating on listening, speaking, reading and writing skills. In order for students to prepare for college level classes, a firm foundation of grammar is presented.

**GERMAN II – PRE-ADVANCED PLACEMENT**

Course #: 05223250

**Prerequisite: German I**  
**Recommended Grade Placement 10****1 CREDIT**

This course is intended for the serious student who wishes to master the German language as a continuation in the study of the German language and culture. Expanded vocabulary and more complex grammatical structures are taught. Advanced concepts in reading and writing are applied. Oral communication skills are further stressed and strengthened. *Pre-AP courses receive weighted GPA credit.*

**GERMAN III – PRE-ADVANCED PLACEMENT**

Course #: 05223300

**Prerequisite: German II**  
**Recommended Grade Placement 11****1 CREDIT**

This course is a continuation of the development of reading, writing, listening, and speaking skills begun in German I and II. Functioning in everyday situations will be stressed. Students will begin to prepare for the Advanced Placement test. *Pre-AP courses receive weighted GPA credit.*

**GERMAN IV – ADVANCED PLACEMENT**

Course #: 05223400

**Prerequisite: German III Pre-AP**  
**Recommended Grade Placement 12****1 CREDIT**

The AP German program offers a course description and examination in the German language. The course is intended to be roughly equivalent both in content and difficulty to a college German language course at the advanced level. This course continues development of reading, writing, listening and speaking skills begun in German I and II. Advanced grammar and literature will be stressed. Students will be given the opportunity to take the AP German Language test. **Students enrolling in Advanced Placement courses will be required to take the Advanced Placement or Mock AP exams for each course in order to receive credit.** *AP courses receive weighted GPA credit.*

**SPANISH I**

Course #: 05224100

**Prerequisite: None**  
**Recommended Grade Placement 9****1 CREDIT**

The instruction in Spanish I initially has a strong emphasis on memorizing and using vocabulary for listening and speaking. However, reading and writing are quickly introduced. Upon completion of this course, students should be able to understand and carry on simple conversations based on greetings, introductions, family, home, school, daily routine, shopping, etc. They should know the basic elements of grammar.

**SPANISH I - PRE-ADVANCED PLACEMENT**

Course #: 05224150

**Prerequisite: None**  
**Recommended Grade Placement 9****1 CREDIT**

The instruction in Spanish I initially has a strong emphasis on memorizing and using vocabulary for listening and speaking. However, reading and writing are quickly introduced. Upon completion of this course, students should be able to understand and carry on simple conversations based on greetings, introductions, family, home, school, daily routine, shopping, etc. They should know the basic elements of grammar. *Pre-AP courses receive weighted GPA credit.*

**SPANISH II**

Course #: 05224200

**Prerequisite: Spanish I**  
**Recommended Grade Placement 9 - 10****1 CREDIT**

A special emphasis on listening and speaking is continued. In order for the students to be prepared for college level classes, a firm foundation in grammar is presented.

**SPANISH II – PRE-ADVANCED PLACEMENT**

Course #: 05224250

**Prerequisite: Spanish I**  
**Recommended Grade Placement 9 - 10****1 CREDIT**

Pre-AP II is a course designed for the student who has future plans to take Pre-AP III and eventually AP Spanish IV by enriching the course through depth and complexity. Emphasis in this class is on the spoken language. Listening, speaking, reading and writing skills are practiced. Emphasis is given to the acquisition of useful vocabulary and advanced grammar skills and concepts. Students read Spanish short stories and poems. *Pre-AP courses receive weighted GPA credit.*

**SPANISH III – PRE-ADVANCED PLACEMENT**

Course #: 05224300

**Prerequisite: Spanish II**  
**Recommended Grade Placement 10 - 11****1 CREDIT**

The Pre-AP Spanish III course will help students prepare for Spanish IV AP by enriching the course through depth and complexity. Emphasis in this class is on the spoken language. Listening, speaking, reading and writing skills are practiced. Emphasis is given to the acquisition of useful vocabulary and advanced grammar skills and concepts. Students read Spanish short stories and poems. *Pre-AP courses receive weighted GPA credit.*

**SPANISH IV – SPANISH LANGUAGE ADVANCED PLACEMENT**

**Course #: 05224400**

**Prerequisite: Spanish III Pre-AP**

**Recommended Grade Placement 11 - 12**

**1 CREDIT**

The AP Spanish program offers a course description and examination in the Spanish language. The course is intended to be roughly equivalent both in content and difficulty to a college Spanish language course at the advanced level. Upon completion of the course a student may take the advanced placement exam for college level. Advanced Placement is open enrollment. **Students enrolling in Advanced Placement courses will be required to take the Advanced Placement or Mock AP exams for each course in order to receive credit.** *AP courses receive weighted GPA credit.*

**SPANISH V – SPANISH LITERATURE ADVANCED PLACEMENT**

**Course #: 05224500**

**Prerequisite: Spanish IV**

**Recommended Grade Placement 12**

**1 CREDIT**

This course is comparable to a third year college course in advanced Spanish composition and conversation. It emphasizes the use of Spanish for active communication and encompasses aural/oral skills, reading, comprehension, grammar, composition, literature, and culture. Course content will cover a wide range of intellectual interests including the arts, history, current events, modern literature, sports, etc. Materials will include films, newspapers, magazines, short stories, and novels. The course will be conducted entirely in Spanish. **Students enrolling in Advanced Placement courses will be required to take the Advanced Placement or Mock AP exams for each course in order to receive credit.** *AP courses receive weighted GPA credit.*

**SPANISH FOR NATIVE SPANISH SPEAKERS**

**Course #: 05094100; 05094200**

**Prerequisite: Native Spanish speaker**

**Recommended Grade Placement 9**

**2 CREDITS**

This course integrates communication, culture, connections, comparisons, and communities. It incorporates the study of Hispanic language and culture and assists students in understanding and appreciating this culture. The main object is to enrich the students' total language experience by building on the language proficiency already possessed. The focus is on increasing students' ability to use Spanish flexibly, both in formal and informal situations, and on developing their literacy skills. Students receive credit for both Spanish I and Spanish II.

**FINE ARTS**

**ART I**

**Course #: 06221100**

**Prerequisite: None**

**Recommended Grade Placement 9 – 12**

**1 CREDIT**

Art I is the introductory course offered for high school graduation credit. It is required of every student who plans to take other art courses. The course emphasizes the following disciplines:

1. An understanding of art principles and elements
2. Exploring various art techniques and media methods
3. Acquainting students with artists and periods of the past and present
4. Developing art appreciation skills

Experiences are provided in life drawing and still-life drawing, painting, color, design, sculpture, and printmaking. A willingness to draw on a daily basis is expected. *Please see district approved fee list for course fees.*

**ART II**

**Course #:**

**06221200**

**Prerequisite: Art I**

**Recommended Grade Placement 10 - 12**

**1 CREDIT**

Art II is similar to Art I but on a more advanced level in each assignment with additions of silk screening and painting on canvas.

**ART CERAMICS II**

Course #: 06221210

Prerequisite: Art I

Recommended Grade Placement 10 - 12

1 CREDIT

Ceramics II students make notes from the natural environment and record interesting visual relationships in mechanical structures as sources for their ceramic designs. Students search for parallels between visual structures in their natural and human-made environments and incorporate their findings in creative ceramic works. By maintaining a sketchbook or ceramics journal, students create a valuable repository for visual fragments, precise observations, characteristics of ceramic materials, and designs for ceramic pieces. This course introduces students to basic materials and processes in ceramic construction. Students will experience hand built techniques, thrown forms, surface decorations, firing process. Students will create functional and non-functional pieces while incorporating the elements and principles of design. The origin of the use of clay through history will be emphasized in this class. Students continue preparation in the area of commercial ceramics, including slip casting and compounding glazes.

**ART III**

Course #: 06221300

Prerequisite: Art II

Recommended Grade Placement 11 - 12

1 CREDIT

The focus of the advanced level class is on depth of experience, honing of skills, and the preparation of a portfolio appropriate for students planning to continue their education in art at the college level. Students will spend an approximate 6-week block in the areas of drawing, painting, ceramics, printmaking, 3-dimensional design, and portfolio/concentration. As the emphasis is on a continuing art education, students should have an interest in art and perfecting their skills.

**ART IV**

Course #: 06221400

Prerequisite: Art II

Recommended Grade Placement 12

1 CREDIT

The focus of the advanced level class is on depth of experience, honing of skills, and the preparation of a portfolio appropriate for students planning to continue their education in art at the college level. Students will spend an approximate 6-week block in the areas of drawing, painting, ceramics, printmaking, 3-dimensional design, and portfolio/concentration. As the emphasis is on a continuing art education, students should have an interest in art and perfecting their skills. *This course receives weighted credit for GPA calculation.*

**STUDIO ART – ADVANCED PLACEMENT**

Course #: 06221500

Prerequisite: Art II

Recommended Grade Placement 11- 12

1 CREDIT

The focus of this advanced level class is for the student to present selected material from his or her personal work done during the AP course for evaluation at the end of the year by a group of artists and teachers. Students will work in the areas of drawing, painting, ceramics, printmaking, 3- dimensional design, and portfolio/concentration area. As the emphasis is on continuing art education, students should have an interest in art and perfecting their skills. Students may qualify for college credits based on their AP portfolio evaluation. **Students enrolling in Advanced Placement courses will be required to take the Advanced Placement or Mock AP exams for each course in order to receive credit.** *This course receives weighted credit for GPA calculation.*

**BAND I**

Course #: 06222100; 06222105

Prerequisite: 8<sup>th</sup> grade band experience

Recommended Grade Placement 9

1 CREDIT

Emphasis is mastery of the following disciplines: correct care and handling of the instrument, breath control, correct development of embouchure, tone articulation and fingering, marching fundamentals with physical coordination and precision, and performance. Students learn these disciplines along with music history, theory, sight-reading, and concert techniques through marching and drilling, discriminative listening, and performance. Students perform at all football games, pep rallies, etc. as well as competitions designed for high-level music programs. *The first semester of the first two levels may be used as a substitution for PE credit.*

**BAND II**

Course #: 06222200; 06222205

Prerequisite: Band I

Recommended Grade Placement 10

1 CREDIT

Emphasis is mastery of the following disciplines: correct care and handling of the instrument, breath control, correct development of embouchure, tone articulation and fingering, marching fundamentals with physical coordination and precision, and performance. Students learn these disciplines along with music history, theory, sight-reading, and concert techniques through marching and drilling, discriminative listening, and performance. Students perform at all football games, pep rallies, etc. as well as competitions designed for high-level music programs. *The first semester of the first two levels may be used as a substitution for PE credit.*

**BAND III**

Course #: 06222300

**Prerequisite: Band II****Recommended Grade Placement 11****1 CREDIT**

Emphasis is mastery of the following disciplines: correct care and handling of the instrument, breath control, correct development of embouchure, tone articulation and fingering, marching fundamentals with physical coordination and precision, and performance. Students learn these disciplines along with music history, theory, sight-reading, and concert techniques through marching and drilling, discriminative listening, and performance. Students perform at all football games, pep rallies, etc. as well as competitions designed for high-level music programs.

**BAND IV**

Course #: 06222400

**Prerequisite: Band III****Recommended Grade Placement 12****1 CREDIT**

Emphasis is mastery of the following disciplines: correct care and handling of the instrument, breath control, correct development of embouchure, tone articulation and fingering, marching fundamentals with physical coordination and precision, and performance. Students learn these disciplines along with music history, theory, sight-reading, and concert techniques through marching and drilling, discriminative listening, and performance. Students perform at all football games, pep rallies, etc. as well as competitions designed for high-level music programs. *This course receives weighted credit for GPA calculation.*

**JAZZ STUDIES I**

Course #: 06222150

**Prerequisite: Class will be set by audition only.****Recommended Grade Placement 10 – 12****1 CREDIT**

Jazz Studies is an introductory course to the style, history, and theory behind an original American genre of music. The course will include textbook study with musical instrument and vocal performance to achieve curricular goals and concert and community performances. Students will be provided with compositional and expressive experiences in the scope of the lessons. This is a year-long course.

**JAZZ STUDIES II**

Course #:

**06222250****Prerequisite: Class will be set by audition only.****Recommended Grade Placement 11 – 12****1 CREDIT**

Jazz Studies is an introductory course to the style, history, and theory behind an original American genre of music. The course will include textbook study with musical instrument and vocal performance to achieve curricular goals and concert and community performances. Students will be provided with compositional and expressive experiences in the scope of the lessons. This is a year-long course.

**JAZZ STUDIES III**

Course #: 06222350

**Prerequisite: Class will be set by audition only.****Recommended Grade Placement 12****1 CREDIT**

Jazz Studies is an introductory course to the style, history, and theory behind an original American genre of music. The course will include textbook study with musical instrument and vocal performance to achieve curricular goals and concert and community performances. Students will be provided with compositional and expressive experiences in the scope of the lessons. This is a year-long course.

**COLOR GUARD/WINTER GUARD I**

Course #: 06222500; 06222505

**Prerequisite: Tryouts, physical and medical history on file****Recommended Grade Placement 9****1 CREDIT**

Color Guard is part of the Band program. The Color Guard is a competitive group who learns dance, movement, flag, and other equipment. This group performs with the band at all football games and is a part of the competitive marching season. During the spring semester the winter guard moves indoors to compete on the local, state, and national levels. There are required summer rehearsals for this group. *The first semester of the first two levels may be used as a substitution for PE credit.*

**COLOR GUARD/WINTER GUARD II**

Course #: 06222600; 06222605

**Prerequisite: Tryouts, physical and medical history on file****Recommended Grade Placement 10****1 CREDIT**

Color Guard is part of the Band program. The Color Guard is a competitive group who learns dance, movement, flag, and other equipment. This group performs with the band at all football games and is a part of the competitive marching season. During the spring semester the winter guard moves indoors to compete on the local, state, and national levels. There are required summer rehearsals for this group. *The first*



semester of the first two levels may be used as a substitution for PE credit.

**COLOR GUARD/WINTER GUARD III**

06222700

**Prerequisite:** Tryouts, physical and medical history on file

**Recommended Grade Placement 11**

**Course #:**

**1 CREDIT**

Color Guard is part of the Band program. The Color Guard is a competitive group who learns dance, movement, flag, and other equipment. This group performs with the band at all football games and is a part of the competitive marching season. During the spring semester the winter guard moves indoors to compete on the local, state, and national levels. There are required summer rehearsals for this group

**COLOR GUARD/WINTER GUARD IV**

**Prerequisite:** Tryouts, physical and medical history on file

**Recommended Grade Placement 12**

**Course #: 06222800**

**1 CREDIT**

Color Guard is part of the Band program. The Color Guard is a competitive group who learns dance, movement, flag, and other equipment. This group performs with the band at all football games and is a part of the competitive marching season. During the spring semester the winter guard moves indoors to compete on the local, state, and national levels. There are required summer rehearsals for this group. *This course receives weighted credit for GPA calculation.*

**CHOIR I**

**Prerequisite:** None.

**Recommended Grade Placement 9 - 12**

**Course #: 06223100**

**1 CREDIT**

This course is the study of vocal and choral techniques including a study of sight singing and theory. Students compete in various levels of UIL competition as well as perform at school and other extra-curricular functions throughout the year. The elective course selection sheet will include the various choirs available. The Director will use auditions to determine final placement of choir members.

**CHOIR II**

**Prerequisite:** Choir I.

**Recommended Grade Placement 10 - 12**

**Course #: 06223200**

**1 CREDIT**

This course is the study of vocal and choral techniques including a study of sight singing and theory. Students compete in various levels of UIL competition as well as perform at school and other extra-curricular functions throughout the year. The elective course selection sheet will include the various choirs available. The Director will use auditions to determine final placement of choir members.

**CHOIR III**

**Prerequisite:** Choir II.

**Recommended Grade Placement 11-12**

**Course #: 06223300**

**1 CREDIT**

This course is the study of vocal and choral techniques including a study of sight singing and theory. Students compete in various levels of UIL competition as well as perform at school and other extra-curricular functions throughout the year. The elective course selection sheet will include the various choirs available. The Director will use auditions to determine final placement of choir members.

**CHOIR IV**

**Prerequisite:** Choir III.

**Recommended Grade Placement 12**

**Course #: 06223400**

**1 CREDIT**

This course is the study of vocal and choral techniques including a study of sight singing and theory. Students compete in various levels of UIL competition as well as perform at school and other extra-curricular functions throughout the year. The elective course selection sheet will include the various choirs available. The Director will use auditions to determine final placement of choir members. *This course receives weighted credit for GPA calculation.*

**MUSIC THEORY I**

**Prerequisite:** A minimum of two (2) years of school band or choir

**Recommended Grade Placement 11-12**

**Course #: 06222900**

**1 CREDIT**

This course is designed for students planning to enter the music field in college. Also to prepare them to take the Music Theory advanced placement exam for college credit. It will consist of the study of music notation, sight singing, ear training, musical terms, musical form, and analysis.

**MUSIC THEORY (ADVANCED PLACEMENT)**

Course #:

06222950

**Prerequisite: A minimum of two (2) years of school band or choir****Recommended Grade Placement 12****1 CREDIT**

This course is designed for students planning to enter the music field in college. Also to prepare them to take the Music Theory advanced placement exam for college credit. It will consist of the study of music notation, sight singing, ear training, musical terms, musical form, and analysis. Upon completion of Music Theory II, a student may take the advanced placement exam for college credit. **Students enrolling in Advanced Placement courses will be required to take the Advanced Placement or Mock AP exams for each course in order to receive credit.** *AP courses receive weighted GPA credit.*

**DANCE I**

Course #: 06224100

**Prerequisite: None****Recommended Grade Placement 9 - 12****1 CREDIT**

Dance class fosters the exploration and appreciation of diverse dance traditions and history while developing skills of observation, analysis, expression, and reflection. The class will focus on various types of dance such as ballet, jazz, hip hop, clogging, and modern. The purpose is to increase and enhance agility, endurance, flexibility, coordination, and balance. Dance students will be encouraged to perform before an audience at the annual spring show at the end of the year. This class may serve as a preparatory class for drill/dance team tryouts. Classes must be taken in order beginning with Dance I. Prior dance experience is not required. **Students are required to purchase all black dance attire for class.**

**DANCE II**

Course #: 06224200

**Prerequisite: None****Recommended Grade Placement 10-12****1 CREDIT**

Dance class fosters the exploration and appreciation of diverse dance traditions and history while developing skills of observation, analysis, expression, and reflection. The class will focus on various types of dance such as ballet, jazz, hip hop, clogging, and modern. The purpose is to increase and enhance agility, endurance, flexibility, coordination, and balance. Dance students will be encouraged to perform before an audience at the annual spring show at the end of the year. This class may serve as a preparatory class for drill/dance team tryouts. Classes must be taken in order beginning with Dance I. Prior dance experience is not required. **Students are required to purchase all black dance attire for class.**

**DANCE III**

Course #: 06224300

**Prerequisite: None****Recommended Grade Placement 11-12****1 CREDIT**

Dance class fosters the exploration and appreciation of diverse dance traditions and history while developing skills of observation, analysis, expression, and reflection. The class will focus on various types of dance such as ballet, jazz, hip hop, clogging, and modern. The purpose is to increase and enhance agility, endurance, flexibility, coordination, and balance. Dance students will be encouraged to perform before an audience at the annual spring show at the end of the year. This class may serve as a preparatory class for drill/dance team tryouts. Classes must be taken in order beginning with Dance I. Prior dance experience is not required. **Students are required to purchase all black dance attire for class.**

**DANCE-IV**

Course #: 06224400

**Prerequisite: None****Recommended Grade Placement 12****1 CREDIT**

Dance class fosters the exploration and appreciation of diverse dance traditions and history while developing skills of observation, analysis, expression, and reflection. The class will focus on various types of dance such as ballet, jazz, hip hop, clogging, and modern. The purpose is to increase and enhance agility, endurance, flexibility, coordination, and balance. Dance students will be encouraged to perform before an audience at the annual spring show at the end of the year. This class may serve as a preparatory class for drill/dance team tryouts. Classes must be taken in order beginning with Dance I. Prior dance experience is not required. **Students are required to purchase all black dance attire for class.** *This course receives weighted GPA credit.*

**DRILL TEAM I**

Course #: 06226100; 06226105

**Prerequisite: Tryout and selection process, physical and medical history on file.****Recommended Grade Placement 9 - 12****1 CREDIT**

This course is designed for members of the high school's drill team after successful completion of the audition process held during the previous spring. Emphasis is placed on teamwork and dancing throughout the year in performances at football halftimes, basketball halftimes, pep rallies, and other community functions. Students will learn many different styles of dance including modern, ballet, tap, jazz, novelty, kick, hip-hop, funk, and dances using various props. In the spring, drill team members will compete with other schools in dance and drill team contests, then produce and perform in a spring show and continue dancing techniques in class. **Students are required to purchase**

**items after tryouts for team use starting at the line camp. Members will be provided an order form.** Students enrolled in the drill team class will receive a PE substitution credit for the fall semester of the first two years enrolled and a fine arts credit each semester/year thereafter.

### **DRILL TEAM II**

**Course #: 06226200; 06226205**

**Prerequisite: Tryout and selection process, physical and medical history on file.**

**Recommended Grade Placement 10 - 12**

**1 CREDIT**

This course is designed for members of the high school's drill team after successful completion of the audition process held during the previous spring. Emphasis is placed on teamwork and dancing throughout the year in performances at football halftimes, basketball halftimes, pep rallies, and other community functions. Students will learn many different styles of dance including modern, ballet, tap, jazz, novelty, kick, hip-hop, funk, and dances using various props. In the spring, drill team members will compete with other schools in dance and drill team contests, then produce and perform in a spring show and continue dancing techniques in class. **Students are required to purchase items after tryouts for team use starting at the line camp. Members will be provided an order form.** Students enrolled in the drill team class will receive a PE substitution credit for the fall semester of the first two years enrolled and a fine arts credit each semester/year thereafter.

### **DRILL TEAM III**

**Course #: 06226300**

**Prerequisite: Tryout and selection process, physical and medical history on file.**

**Recommended Grade Placement 11 - 12**

**1 CREDIT**

This course is designed for members of the high school's drill team after successful completion of the audition process held during the previous spring. Emphasis is placed on teamwork and dancing throughout the year in performances at football halftimes, basketball halftimes, pep rallies, and other community functions. Students will learn many different styles of dance including modern, ballet, tap, jazz, novelty, kick, hip-hop, funk, and dances using various props. In the spring, drill team members will compete with other schools in dance and drill team contests, then produce and perform in a spring show and continue dancing techniques in class. **Students are required to purchase items after tryouts for team use starting at the line camp. Members will be provided an order form.**

### **DRILL TEAM IV**

**Course #: 06226400**

**Prerequisite: Tryout and selection process, physical and medical history on file.**

**Recommended Grade Placement 12**

**1 CREDIT**

This course is designed for members of the high school's drill team after successful completion of the audition process held during the previous spring. Emphasis is placed on teamwork and dancing throughout the year in performances at football halftimes, basketball halftimes, pep rallies, and other community functions. Students will learn many different styles of dance including modern, ballet, tap, jazz, novelty, kick, hip-hop, funk, and dances using various props. In the spring, drill team members will compete with other schools in dance and drill team contests, then produce and perform in a spring show and continue dancing techniques in class. **Students are required to purchase items after tryouts for team use starting at the line camp. Members will be provided an order form.**

### **THEATRE ARTS I**

**Course #:**

**06225100**

**Prerequisite: None**

**Recommended Grade Placement 9-12**

**1 CREDIT**

Theatre Arts focuses on the individualized study of acting through performance of scene work and improvisation. Students will study theatre history, literature, performance, and period styles. Advanced classes will include a study of oral interpretation of literature and classical literature from various genres.

### **THEATRE ARTS II**

**Course #: 06225200**

**Prerequisite: None**

**Recommended Grade Placement 10-12**

**1 CREDIT**

Theatre Arts focuses on the individualized study of acting through performance of scene work and improvisation. Students will study theatre history, literature, performance, and period styles. Advanced classes will include a study of oral interpretation of literature and classical literature from various genres.

### **THEATRE ARTS III**

**Course #: 06225300**

**Prerequisite: None**

**Recommended Grade Placement 11-12**

**1 CREDIT**

Theatre Arts focuses on the individualized study of acting through performance of scene work and improvisation. Students will study theatre history, literature, performance, and period styles. Advanced classes will include a study of oral interpretation of literature and classical literature from various genres.

### **THEATRE ARTS IV**

**Course #:**

**06225400**

**Prerequisite: None**

**Recommended Grade Placement 12****1 CREDIT**

Theatre Arts focuses on the individualized study of acting through performance of scene work and improvisation. Students will study theatre history, literature, performance, and period styles. Advanced classes will include a study of oral interpretation of literature and classical literature from various genres. *This course receives weighted credit for GPA calculation.*

**TECHNICAL THEATRE I****Course #: 06225510****Prerequisite: None****Recommended Grade Placement 10 - 12****1 CREDIT**

Students explore all areas of technical theatre, i.e. the areas of construction of set, props, costumes, and production of sound and lighting. Students will learn stage and shop safety along with tool usage by practical application through the construction and running of school productions.

**TECHNICAL THEATRE II****Course #: 06225520****Prerequisite: None****Recommended Grade Placement 11 - 12****1 CREDIT**

Students explore all areas of technical theatre, i.e. the areas of construction of set, props, costumes, and production of sound and lighting. Students will learn stage and shop safety along with tool usage by practical application through the construction and running of school productions.

**TECHNICAL THEATRE III****Course #:****06225530****Prerequisite: None****Recommended Grade Placement 12****1 CREDIT**

Students explore all areas of technical theatre, i.e. the areas of construction of set, props, costumes, and production of sound and lighting. Students will learn stage and shop safety along with tool usage by practical application through the construction and running of school productions.

**THEATRE PRODUCTION I****Course #:****06225610****Prerequisite: By audition by the director only****Recommended Grade Placement 9-12****1 CREDIT**

Theatre Production focuses on the study of acting through the performance of plays for the public. Students will produce plays for the public. Students will produce plays for performance during and after school. The Advanced Theater Production class requires rehearsals after school. Student enrollment is by audition only.

**THEATRE PRODUCTION II****Course #: 06225620****Prerequisite: By audition by the director only****Recommended Grade Placement 10 - 12****1 CREDIT**

Theatre Production focuses on the study of acting through the performance of plays for the public. Students will produce plays for the public. Students will produce plays for performance during and after school. The Advanced Theater Production class requires rehearsals after school. Student enrollment is by audition only.

**THEATRE PRODUCTION III****Course #:****06225630****Prerequisite: By audition by the director only****Recommended Grade Placement 9-12****1 CREDIT**

Theatre Production focuses on the study of acting through the performance of plays for the public. Students will produce plays for the public. Students will produce plays for performance during and after school. The Advanced Theater Production class requires rehearsals after school. Student enrollment is by audition only.

**THEATRE PRODUCTION IV****Course #: 06225640****Prerequisite: By audition by the director only****Recommended Grade Placement 12****1 CREDIT**

Theatre Production focuses on the study of acting through the performance of plays for the public. Students will produce plays for the public. Students will produce plays for performance during and after school. The Advanced Theater Production class requires rehearsals after school. Student enrollment is by audition only. *This course receives weighted credit for GPA calculation.*

# ATHLETICS/PHYSICAL EDUCATION

## ATHLETICS I-IV

**Prerequisite:** Tryout and selection process, physical and medical history on file  
**Recommended Grade Placement 9-12**

**1 CREDIT**

Competitive athletic programs are available for boys and girls throughout the school year. As a rule, students who are in athletics are required to remain in some phase of the program throughout the year. Maximum state credits that may be earned is four. **Supply Fee: See district approved fee list.**

	YEAR 1	YEAR 2	YEAR 3	YEAR 4
<b>Boys:</b>				
Baseball I, II, III, IV	Course # 08223110, 08223115	Course # 08223120, 08223125	Course # 08223130	Course # 08223140
Basketball I, II, III, IV	Course # 08223210, 08223215	Course # 08223220, 08223225	Course # 08223230	Course # 08223240
Football I, II, III, IV	Course # 08223310, 08223315	Course # 08223320, 08223325	Course # 08223330	Course # 08223340
Golf I, II, III, IV	Course # 08223410, 08223415	Course # 08223420, 08223425	Course # 08223430	Course # 08223440
Soccer I, II, III, IV	Course # 08223510, 08223515	Course # 08223520, 08223525	Course # 08223530	Course # 08223540
Swim I, II, III, IV	Course # 08223610, 08223615	Course # 08223620, 08223625	Course # 08223630	Course # 08223640
Tennis, I, II, III, IV	Course # 08223710, 08223715	Course # 08223720, 08223725	Course # 08223730	Course # 08223740
Track/Cross Country I, II, III, IV	Course # 08223810, 08223815	Course # 08223820, 08223825	Course # 08223830	Course # 08223840
<b>Girls:</b>				

Basketball I, II, III, IV	Course # 08224010, 08224015	Course # 08224020, 08224025	Course # 08224030	Course # 08224040
Fast Pitch Softball I, II, III, IV	Course # 08224410, 08224415	Course # 08224420, 08224425	Course # 08224430	Course # 08224440
Golf I, II, III, I	Course # 08224210, 08224215	Course # 08224220, 08224225	Course # 08224230	Course # 08224240
Soccer I, II, III, IV	Course # 08224310, 08224315	Course # 08224320, 08224325	Course # 08224330	Course # 08224340
Swim I, II, III, IV	Course # 08224510, 08224515	Course # 08224520, 08224525	Course # 08224530	Course # 08224540
Tennis, I, II, III, IV	Course # 08224610, 08224615	Course # 08224620, 08224625	Course # 08224630	Course # 08224640
Track/Cross Country I, II, III, IV	Course # 08224710, 08224715	Course # 08224720, 08224725	Course # 08224730	Course # 08224740
Volleyball I, II, III, IV	Course # 08224910, 08224915	Course # 08224920, 08224925	Course # 08224930	Course # 08224940

**BASIC ATHLETIC TRAINING I**

Course #: 08223901

**Prerequisite:** Application and selection process**Recommended Grade Placement 9 - 12****1 CREDIT**

This is a hands-on course that will cover current practice theories, and techniques in the care and prevention of injuries, and medical problems related to athletics. Topics include recognition of injuries, conditioning, nutrition, health and wellness, rehabilitation, first aid and CPR. Must be willing to work long hours after school and on some weekends; must be in good physical condition; must complete the application. Each student will enroll in the class and be selected as a student athletic trainer based on their performance and behavior.

**BASIC ATHLETIC TRAINING II**

Course #: 08223902

**Prerequisite:** Application and selection process**Recommended Grade Placement 10-12****1 CREDIT**

This is a hands-on course that will cover current practice theories, and techniques in the care and prevention of injuries, and medical problems related to athletics. Topics include recognition of injuries, conditioning, nutrition, health and wellness, rehabilitation, first aid and CPR. Must be willing to work long hours after school and on some weekends; must be in good physical condition; must complete the application. Each student will enroll in the class and be selected as a student athletic trainer based on their performance and behavior.

**BASIC ATHLETIC TRAINING III**

Cou

Course # 08223903

**Prerequisite:** Application and selection process**Recommended Grade Placement 11 - 12****1 CREDIT**

This is a hands-on course that will cover current practice theories, and techniques in the care and prevention of injuries, and medical problems related to athletics. Topics include recognition of injuries, conditioning, nutrition, health and wellness, rehabilitation, first aid and CPR. Must be willing to work long hours after school and on some weekends; must be in good physical condition; must complete the application. Each student will enroll in the class and be selected as a student athletic trainer based on their performance and behavior.

**BASIC ATHLETIC TRAINING IV**

Course # 08223904

**Prerequisite:** Application and selection process**Recommended Grade Placement 12****1 CREDIT**

This is a hands-on course that will cover current practice theories, and techniques in the care and prevention of injuries, and medical problems related to athletics. Topics include recognition of injuries, conditioning, nutrition, health and wellness, rehabilitation, first aid and CPR. Must be willing to work long hours after school and on some weekends; must be in good physical condition; must complete the application. Each student will enroll in the class and be selected as a student athletic trainer based on their performance and behavior.

**CHEERLEADING II**

Course # 082241; 08224125

**Prerequisite:** Prerequisite: Tryout and selection process, physical and medical history on file**Recommended Grade Placement 10****.5 PE and .5 LOCAL CREDIT**

All varsity and junior varsity cheerleaders and the mascot shall register for a cheerleading class. The class will be designed to meet the needs of the squad to handle the duties of the squad for the entire school year. Some practices will require before and/or after school hours. Practice time, pep rally planning, conditioning, aerobic training, team building, and leadership training are the basic skills that will be taught. Students enrolled in the cheerleading class will receive a PE substitution credit for the fall semester and a local credit for the spring semester the first two years enrolled and local credit each year thereafter.

**CHEERLEADING III**

Course # 08224130; 08224135

**Prerequisite:** Prerequisite: Tryout and selection process, physical and medical history on file**Recommended Grade Placement 11****.5 PE and .5 LOCAL CREDIT**

All varsity and junior varsity cheerleaders and the mascot shall register for a cheerleading class. The class will be designed to meet the needs of the squad to handle the duties of the squad for the entire school year. Some practices will require before and/or after school hours. Practice time, pep rally planning, conditioning, aerobic training, team building, and leadership training are the basic skills that will be taught. Students enrolled in the cheerleading class will receive a PE substitution credit for the fall semester and a local credit for the spring semester the first two years enrolled and local credit each year thereafter.

**CHEERLEADING IV**

Course #: 08224140

**Prerequisite: Prerequisite: Tryout and selection process, physical and medical history on file****RECOMMENDED GRADE PLACEMENT 12****1 LOCAL CREDIT**

All varsity and junior varsity cheerleaders and the mascot shall register for a cheerleading class. The class will be designed to meet the needs of the squad to handle the duties of the squad for the entire school year. Some practices will require before and/or after school hours. Practice time, pep rally planning, conditioning, aerobic training, team building, and leadership training are the basic skills that will be taught. Students enrolled in the cheerleading class will receive a PE substitution credit for the fall semester and a local credit for the spring semester the first two years enrolled and local credit each year thereafter.

**PE FOUNDATION OF PERSONAL FITNESS – GIRLS AND BOYS PHYSICAL EDUCATION****Prerequisite: None  
Recommended Grade Placement 9**Course #: 08090110  
**1 CREDIT**

This course focuses on the teaching of skills, the acquisition of knowledge, and the development of attitudes through movement. The class will include a variety of recreational activities, fitness, lifetime sports, team sports, and weight training and conditioning.

**PE OUTDOOR ADVENTURES**

Course #: 08220350

**Prerequisite: None  
Recommended Grade Placement 10-12****1 CREDIT**

Outdoor Adventures is a fun and exciting co-ed physical education course. Students are taught life-long skills by using an integrated curriculum of science, math, writing, critical thinking skills, and computer technology. The focus is on outdoor activities such as: archery, orienteering, survival skills, first aid/CPR, trip planning, angling, tackle crafts, hiking, backpacking, camping, outdoor cooking, conservation/environmental issues and certifications through the Texas Parks & Wildlife Department (TPWD) and the American Heart Association. On campus activities include: archery, angling, CPR/first aid, survival skills, trip planning, tackle crafts, and orienteering.

**PE AEROBIC ACTIVITIES**

Course #: 08220115

**Prerequisite: None  
Recommended Grade Placement 10-12****1 CREDIT**

This course focuses on the teaching of skills, the acquisition of knowledge, and the development of attitudes through movement to develop a physically-active lifestyle that improves health and enjoyment. The class will involve a variety of recreational activities that may include aerobic dance, jogging, power walking, recreational dance, and step aerobics and promote cardiovascular endurance, muscular strength and endurance, flexibility, and healthy body composition.

**PE INDIVIDUAL AND TEAM SPORTS**

Course #:

**08220220****Prerequisite: None  
Recommended Grade Placement 10-12****1 CREDIT**

This class would consist of activities that challenge the student to promote body awareness through conditioning exercises, weight training, and cardiovascular activity. Sports would include badminton, bowling, golf, gymnastics, horseshoes, table tennis, tennis, walking, and weights, and team oriented sports and activities such as basketball, flag football, floor hockey, kickball, soccer, softball, ultimate Frisbee, volleyball, and wiffleball.

**PE WEIGHT TRAINING AND CONDITIONING**

Course #: 08220120

**Prerequisite: None  
Recommended Grade Placement 10-12****1 CREDIT**

Proper lifting procedures, elementary anatomy and physiology, related to lifting, various types of lifting programs, and several cardiovascular conditioning programs are implemented in this course. **This course satisfies the knowledge and skills for Aerobic Activities PE credit.**

**OTHER ELECTIVES****AVID I**

Course #: 10099100

**Prerequisite: Application and selection process**

**Recommended Grade Placement 9****1 CREDIT**

AVID stands for Advancement via Individual Determination: AVID is a ninth- through twelfth-grade system to prepare students in the academic middle — B, C, and even D students — who have the desire to go to college and the willingness to work hard. These are students who are capable of completing rigorous curriculum but are falling short of their potential. Typically, they will be the first in their families to attend college. AVID pulls these students out of unchallenging courses and puts them on the college track: acceleration instead of remediation.

**AVID II****Course #: 10109110****Prerequisite: Application and selection process****Recommended Grade Placement 10****1 CREDIT**

AVID stands for Advancement via Individual Determination: AVID is a ninth- through twelfth-grade system to prepare students in the academic middle — B, C, and even D students — who have the desire to go to college and the willingness to work hard. These are students who are capable of completing rigorous curriculum but are falling short of their potential. Typically, they will be the first in their families to attend college. AVID pulls these students out of unchallenging courses and puts them on the college track: acceleration instead of remediation.

**AVID III****Course #:****10119111****Prerequisite: Application and selection process****Recommended Grade Placement 11****1 CREDIT**

AVID stands for Advancement via Individual Determination: AVID is a ninth- through twelfth-grade system to prepare students in the academic middle — B, C, and even D students — who have the desire to go to college and the willingness to work hard. These are students who are capable of completing rigorous curriculum but are falling short of their potential. Typically, they will be the first in their families to attend college. AVID pulls these students out of unchallenging courses and puts them on the college track: acceleration instead of remediation.

**AVID IV****Course #: 10129112****Prerequisite: Application and selection process****Recommended Grade Placement 12****1 CREDIT**

AVID stands for Advancement via Individual Determination: AVID is a ninth- through twelfth-grade system to prepare students in the academic middle — B, C, and even D students — who have the desire to go to college and the willingness to work hard. These are students who are capable of completing rigorous curriculum but are falling short of their potential. Typically, they will be the first in their families to attend college. AVID pulls these students out of unchallenging courses and puts them on the college track: acceleration instead of remediation.

**COLLEGE ENTRANCE TEST PREP****Course #: 11229300****Prerequisite: None****Recommended Grade Placement 10-12****.5 LOCAL CREDIT**

Through in-depth study and practice, this course provides students with the most efficient means of developing the various verbal and math techniques needed for a successful performance on the SAT ACT, PSAT, and other college entrance exams. Students will learn to use their time effectively to maximize their score. They will become familiar with the format of questions and the directions to each section. General test-taking strategies will be studied. This course identifies each student's strengths and weaknesses and provides directions for individual programs for the student over the semester prior to taking the test. Seniors will be given first priority in the fall semester

**COMPUTER SCIENCE I****Course #: 07222205****Prerequisite: Algebra I****Recommended Grade Placement 9-12****1 CREDIT**

Students will access, analyze, and evaluate all types of information in ways that are computable in order to solve problems that range in scope from computing a speeding ticket to instructing a robot to dance, from designing interactive, intelligent fashion garments to creating a mobile app game. Students are exposed to the vast and diverse world of computer science, working collaboratively and individually on projects and learning a variety of programming languages, both graphical and text-based, to use in implementing their solutions. This is the first in the sequence of computer science courses offered for students in the computer science program of study, STEM endorsement. This is an advanced academic course and is weighted in the GPA. *This course receives weighted GPA credit. Check Appendix A for the weight.*



## **COMPUTER SCIENCE PRINCIPLES: ADVANCED PLACEMENT**

**Recommended Grade Placement: 9**

AP Computer Science Principles is an introductory college-level computing course. Students cultivate their understanding of computer science through working with data, collaborating to solve problems, and developing computer programs as they explore concepts like creativity, abstraction, data and information, algorithms, programming, the internet, and the global impact of computing. *This course receives weighted GPA credit.*

## **COMPUTER SCIENCE ADVANCED PLACEMENT**

*(approved by State Board of Education for math credit)*

**Prerequisite: Computer Science I and successful completion or concurrent enrollment in Algebra II**

**Recommended Grade Placement 9-12**

**Course #: 07222206**

**1 CREDIT**

This course is a college-level course equivalent of a first semester computer science course in college. Students will learn and apply computer science concepts to write computer programs in the Java programming language and to prepare for the AP Computer Science A exam in May. Students should be comfortable with algebraic functions and concepts including the use of functional notation such as  $f(x) = x + 2$  and  $f(x) = g(h(x))$ , should be successful working independently, be prepared to spend 3-5 hours per week outside of the classroom working on programming assignments and accept the challenge of preparing for an AP exam. This is the second in the sequence of computer science courses offered for students in the computer science program of study, STEM endorsement. This is an advanced academic course and is weighted in the GPA. Students enrolling in Advanced Placement courses will be required to take the Advanced Placement or Mock AP exams for each course in order to receive credit. *This course receives weighted credit for GPA calculation.*

## **COMPUTER SCIENCE II**

**Course #: 07222220**

**Prerequisite: Computer Science I**

**Recommended Grade Placement 10-12**

**1 CREDIT**

This is the second in the sequence of computer science courses offered. Students will continue their learning of more advanced computer science concepts including object-oriented programming in the Java programming language. Students will learn much of the same information as contained in AP Computer Science A but without preparing for the AP exam. This is the second in the sequence of computer science courses offered for students in the computer science program of study, STEM endorsement. *This course receives weighted credit for GPA calculation.*

## **COMPUTER SCIENCE III**

**Course #: 07222230**

**Prerequisite: Advanced Computer Programming or Computer Science II**

**Recommended Grade Placement 10-12**

**1 CREDIT**

This is the third in the sequence of computer science courses offered. Students will learn additional data structures for storing and retrieving data including Sets, Maps, Lists, Stacks, Queues and Trees, and explore the advantages/disadvantages of each. Students will explore how technology impacts our lives by exploring current computer science topics such as artificial intelligence, cybersecurity and nanotechnology. In addition, students will choose computing topics of interest to research. This is the third in the sequence of computer science courses offered for students in the computer science program of study, STEM endorsement. *This course receives weighted credit for GPA calculation.*

## **GAME PROGRAMMING AND DESIGN**

**Course #: 07224940**

**Prerequisite: Algebra I**

**Recommended Grade Placement 9-12**

**1 CREDIT**

Game Programming and Design will foster student creativity and innovation by presenting students with opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve gaming problems. Through data analysis, students will include the identification of task requirements, plan search strategies, and use programming concepts to access, analyze, and evaluate information needed to design games. By acquiring programming knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will create a computer game that is presented to an evaluation panel. This course will count as an elective credit for students in the computer science program of study, STEM endorsement.

## **FRESHMEN ORIENTATION**

**Course #: 10099110**

**Prerequisite: None**

**Recommended Grade Placement 9**

**1 CREDIT**

Students will be introduced to high school through the Freshmen Orientation course. Students will learn goal setting and monitoring and to take responsibility for their own learning including how & where to get help when needed. Students will learn various skills in critical thinking, study techniques, and organizational & time management methods to equip them for success throughout high school and beyond.

**JUNIOR RESERVE OFFICERS' TRAINING CORPS I (JROTC)**

**Course #: 10220810**

**Prerequisite: Application**

**Recommended Grade Placement 9-12**

**1 CREDIT**

JROTC programs were designed to augment the service academies in producing leaders and managers for the armed forces. Each branch of the service has a specific set of courses and training which officers must complete prior to joining. This program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community, and nation. The JROTC program intends to teach cadets to appreciate the ethical values and principles that underlie good citizenship, to develop leadership potential while living and working cooperatively with others, to be able to think logically and to communicate effectively with others, both orally and in writing, to appreciate the importance of physical fitness in maintaining good health, to understand the importance of high school graduation for a successful future and learn about college and other advanced educations and employment opportunities, to develop mental management abilities, to become familiar with military history as it relates to America's culture, and understand the history, purpose, and structure of the military services, and to develop the skills necessary to work effectively as a member of a team. **1 PE Sub credit**

**JUNIOR RESERVE OFFICERS' TRAINING CORPS II (JROTC)**

**Course #: 10220820**

**Prerequisite: Application**

**Recommended Grade Placement 10-12**

**1 CREDIT**

JROTC programs were designed to augment the service academies in producing leaders and managers for the armed forces. Each branch of the service has a specific set of courses and training which officers must complete prior to joining. This program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community, and nation. The JROTC program intends to teach cadets to appreciate the ethical values and principles that underlie good citizenship, to develop leadership potential while living and working cooperatively with others, to be able to think logically and to communicate effectively with others, both orally and in writing, to appreciate the importance of physical fitness in maintaining good health, to understand the importance of high school graduation for a successful future and learn about college and other advanced educations and employment opportunities, to develop mental management abilities, to become familiar with military history as it relates to America's culture, and understand the history, purpose, and structure of the military services, and to develop the skills necessary to work effectively as a member of a team.

**JUNIOR RESERVE OFFICERS' TRAINING CORPS III (JROTC)**

**Course #: 10220830**

**Prerequisite: Application**

**Recommended Grade Placement 11-12**

**1 CREDIT**

JROTC programs were designed to augment the service academies in producing leaders and managers for the armed forces. Each branch of the service has a specific set of courses and training which officers must complete prior to joining. This program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community, and nation. The JROTC program intends to teach cadets to appreciate the ethical values and principles that underlie good citizenship, to develop leadership potential while living and working cooperatively with others, to be able to think logically and to communicate effectively with others, both orally and in writing, to appreciate the importance of physical fitness in maintaining good health, to understand the importance of high school graduation for a successful future and learn about college and other advanced educations and employment opportunities, to develop mental management abilities, to become familiar with military history as it relates to America's culture, and understand the history, purpose, and structure of the military services, and to develop the skills necessary to work effectively as a member of a team.

**JUNIOR RESERVE OFFICERS' TRAINING CORPS IV (JROTC)**

**Course #: 10220840**

**Prerequisite: Application**

**Recommended Grade Placement 12**

**1 CREDIT**

JROTC programs were designed to augment the service academies in producing leaders and managers for the armed forces. Each branch of the service has a specific set of courses and training which officers must complete prior to joining. This program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community, and nation. The JROTC program intends to teach cadets to appreciate the ethical values and principles that underlie good citizenship, to develop leadership potential while living and working cooperatively with others, to be able to think logically and to communicate effectively with others, both orally and in writing, to appreciate the importance of physical fitness in maintaining good health, to understand the importance of high school graduation for a successful future and learn about college and other advanced educations and employment opportunities, to develop mental management abilities, to become familiar with military history as it relates to America's culture, and understand the history, purpose, and structure of the military services, and to develop the skills necessary to work effectively as a member of a team.

**Mobile Application Development**

07224910

Prerequisite: None

Grade Placement 9-12

CREDIT

Course #:

1

Mobile Application Development will foster students' creativity and innovation by presenting opportunities to design, implement, and deliver meaningful projects using mobile computing devices. Students will collaborate with one another, their instructor, and various electronic communities to solve problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use software development concepts to access, analyze, and evaluate information needed to program mobile devices. By using software design knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of mobile application development through the study of development platforms, programming languages, and software design standards. Students will create a mobile app that is presented to an evaluation panel. This course will count as an elective credit for students in the computer science program of study, STEM endorsement.

**PATH TO COLLEGE & CAREER II**

10229110

Prerequisite: None

Recommended Grade Placement 10

CREDIT

Course #:

1

The Path-College/Career Prep courses help advance intellectual curiosity, conscientiousness, dependability, emotional stability, and perseverance through tasks that foster deeper levels of thinking and reasoning in the four core content areas. The course will focus on developing the habits and skills that are expected in college study and the workforce. Students will be expected to meet the rigor of the Recommended High School Plan (RHSP).

**PATH TO COLLEGE & CAREER III**

10229120

Prerequisite: None

Recommended Grade Placement 11

CREDIT

Course #:

1

The Path-College/Career Prep courses help advance intellectual curiosity, conscientiousness, dependability, emotional stability, and perseverance through tasks that foster deeper levels of thinking and reasoning in the four core content areas. The course will focus on developing the habits and skills that are expected in college study and the workforce. Students will be expected to meet the rigor of the Recommended High School Plan (RHSP).

**PATH TO COLLEGE & CAREER IV**

10229130

Prerequisite: None

Recommended Grade Placement 12

CREDIT

Course #:

1

The Path-College/Career Prep courses help advance intellectual curiosity, conscientiousness, dependability, emotional stability, and perseverance through tasks that foster deeper levels of thinking and reasoning in the four core content areas. The course will focus on developing the habits and skills that are expected in college study and the workforce. Students will be expected to meet the rigor of the Recommended High School Plan (RHSP).

**STUDENT LEADERSHIP**

10229400

Prerequisite: Application and selection process

Recommended Grade Placement 11 - 12

CREDIT

Course #:

1

This class is open to junior and senior students who want to have a positive impact on their high school. It is preferable that students be involved in Student Council or have other school leadership positions. This is a hands-on, lab-oriented class with an emphasis on group and individual projects. Leadership skills will be explored, discussed, and utilized. Among these skills will be parliamentary procedure, group dynamics, team building, goal setting, and communication. *(State credit for one year only)*

**TEEN LEADERSHIP I**

Course #:



10229600

**Prerequisite: Application and selection process**

**Recommended Grade Placement 11-12**

**CREDIT**

**1**

Students in the Teen Leadership program will learn how to feel confident about their lives, plan time wisely, build and sustain healthy relationships, effectively speak in front of a group, use their money carefully and efficiently, take responsibility for their own actions and attitudes, and develop professional leadership skills. Students who have taken Teen Leadership discovered a real bond with their classmates from all age groups and cultures. They felt prepared for future leadership roles as examples for peers and teammates able to stand out from the crowd and ready to lead the way. The program is a highly interactive experience where students have the opportunity to present speeches, participate in group discussions and activities, write journals, work on team building and self-esteem.

### **TEEN LEADERSHIP II**

**10229650**

**Prerequisite: Application and selection process**

**Recommended Grade Placement 11-12**

**CREDIT**

**Course #:**

**1**

Teen Leadership II is a program offered to upper level students who have completed and passed Teen Leadership I class requirements. This class involves the application of the lessons learned in Teen Leadership I while mentoring elementary students and participating in school and community service. Teen Leadership students are responsible for their own transportation to and from their assigned school. Students will have the opportunity to further develop their own leadership skills as well as meet and discuss with civic and community leaders about future prospects for leadership. Students must complete and return an application by the due date and have good attendance and positive teacher evaluations to be considered for this course.

## Career and Technical Education

Career and Technical Education provides the opportunities for students to take a sequence of courses in high school that prepare them for entry-level work in a career path. All CTE Programs of Study lead to either an industry certification in that area or college credit.

[CTE 101 Video](#)

[CTE Course Description Guide](#)

[CTE Programs of Study](#)

### **Animal Science Program of Study**

#### *Business and Industry Endorsement*

The Animal Science program of study focuses on the science, research, and business of animals and other living organisms. It teaches students how to apply biology and life science to real-world life processes of animals and wildlife, either in laboratories or in the field, which could include a veterinary office, a farm or ranch, or any other outdoor area harboring animal life. Students may also research and analyze the growth and destruction of species and research or diagnose diseases and injuries of animals.

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

#### Courses in this Program of Study

**PRINCIPLES OF AGRICULTURE, FOOD & NATURAL RESOURCES**

**Recommended Grade Placement 9**

**Course # 07081000**

**1 CREDIT**

This course helps students prepare for careers in agriculture, food and natural resources, students must develop academic skills and knowledge in agriculture. This course covers career opportunities, leadership, communications, and the FFA. Technical agricultural topics covered will include: soils, plants, animals, agricultural construction, food science, and welding.

**SMALL ANIMAL MANAGEMENT**  
**Recommended Grade Placement 9-11**

**Course # 07221520**  
**.5 CREDIT**

In this course, students acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. Suggested small animals which may be included in the course of study include, but are not limited to, small mammals, amphibians, reptiles, avian, dogs, and cats.

**EQUINE SCIENCE**  
**Recommended Grade Placement 9-11**

**Course # 07221500**  
**.5 CREDIT**

A course designed to develop knowledge and skills pertaining to the selection, nutrition, reproduction, health, and management of horses.

**LIVESTOCK PRODUCTION**  
**Recommended Grade Placement 10-11**

**Course # 07221530**  
**1 CREDIT**

In this course, students will examine animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. Animal species to be addressed in this course may include, but are not limited to, beef cattle, dairy cattle, swine, sheep, goats, and poultry.

**ADVANCED ANIMAL SCIENCE**  
**(approved by the State Board of Education for 4th Science credit)**

**Course # 07221225**

**Prerequisites: Biology and Chemistry or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production.**

**Recommended prerequisite: Veterinary Medical Applications.**

**Recommended Grade Placement 11-12**

**1 CREDIT**

This course is designed to examine the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to expand one's knowledge of the scientific and technological dimensions of resources necessary for animal production.

**VETERINARY MEDICAL APPLICATIONS**

**Course # 07221540**

**Prerequisite: Small Animal Management and Equine Science or Livestock Production**

**Recommended Grade Placement 11-12**

**1 CREDIT**

A course designed to review veterinary practices as they relate to both large and small animal species. Students will have the opportunity to take the Texas Veterinary Medical Association, Certified Veterinary Assistant Level I Exam

**PRACTICUM IN AGRICULTURE, FOOD & NATURAL RESOURCES**

**Course # 07221950**

**Prerequisite: At least one prior Agriculture, Food, and Natural Resources credit**

**Recommended Grade Placement 12**

**2 CREDITS**

The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources cluster. Students are required to serve in paid or unpaid internship opportunities. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

Courses in Program of Study (Prerequisites noted in course descriptions)

To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.

Entry-Level Courses	Advanced Courses
<ul style="list-style-type: none"> <li>● Principles of Agriculture, Food, and Natural Resources</li> <li>● Small Animal Management</li> <li>● Equine Science</li> </ul>	<ul style="list-style-type: none"> <li>● Livestock Production</li> <li>● Advanced Animal Science</li> <li>● Veterinary Medical Applications</li> <li>● Practicum of Agriculture, Food, and Natural Resources</li> </ul>

## Applied Agricultural Engineering Program of Study

### *Business and Industry Endorsement*

The Applied Agricultural Engineering program of study explores the occupations and educational opportunities associated with applying knowledge of engineering technology and biological science to agricultural problems concerned with power and machinery, electrification, structures, soil and water conversation, and processing agricultural products. This program of study may also include exploration into diagnosing, repairing, or overhauling farm machinery and vehicles, such as tractors, harvesters, dairy equipment, and irrigation systems.

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

### Courses in this Program of Study

#### **PRINCIPLES OF AGRICULTURE, FOOD & NATURAL RESOURCES** **Recommended Grade Placement 9**

**Course # 07081000**  
**1 CREDIT**

This course helps students prepare for careers in agriculture, food and natural resources, students must develop academic skills and knowledge in agriculture. This course covers career opportunities, leadership, communications, and the FFA. Technical agricultural topics covered will include: soils, plants, animals, agricultural construction, food science, and welding.

#### **AGRICULTURAL MECHANICS & METAL TECHNOLOGIES** **Recommended Grade Placement 10-11**

**Course # 07221710**  
**1 CREDIT**

A course designed to introduce basic theory and specialized skills in agricultural mechanics. Skills to be developed include tool identification and safe use, painting, metal working, and welding processes.

#### **AGRICULTURAL POWER SYSTEMS** **Recommended Grade Placement 10-11**

**Course # 07221760**  
**2 CREDITS**

A course designed to develop an understanding of power and control systems as related to energy sources, small and large power systems, and agricultural machinery. To prepare for careers in agricultural power, structural, and technical systems, students must attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the workplace; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations.

#### **AGRICULTURAL STRUCTURES DESIGN AND FABRICATION** **Recommended prerequisite: Agricultural Mechanics and Metal Technologies** **Recommended Grade Placement 11-12**

**Course # 07221770**  
**1 CREDIT**

In Agricultural Structures Design and Fabrication, students will explore career opportunities, entry requirements, and industry expectations. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural structures design and fabrication. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their academic knowledge and technical skills in a variety of settings.

**PRACTICUM IN AGRICULTURE, FOOD & NATURAL RESOURCES**

**Course # 07221950**

**Prerequisite: At least one prior Agriculture, Food, and Natural Resources credit**

**Recommended Grade Placement 12**

**2 CREDITS**

The practicum or Coop course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources cluster. Students are required to serve in paid or unpaid internship opportunities. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

Courses in Program of Study (Prerequisites noted in course descriptions)

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

Entry-Level Courses	Advanced Courses
<ul style="list-style-type: none"> <li>● Principles of Agriculture, Food, and Natural Resources</li> <li>● Agricultural Mechanics and Metal Technologies</li> </ul>	<ul style="list-style-type: none"> <li>● Agricultural Structures Design and Fabrication Lab (preferred course)</li> <li>● Agricultural Power Systems</li> <li>● Agricultural Equipment Design and Fabrication (preferred course)</li> <li>● Practicum in Agriculture, Food, and Natural Resources</li> </ul>

**Plant Science**

*Business and Industry Endorsement*

The Plant Science program of study focuses on the science, research, and business of plants and other living organisms. It teaches students how to apply biology and life science to real-world life processes of plants and vegetation, either in laboratories or in the field.

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

Courses in this Program of Study

**PRINCIPLES OF AGRICULTURE, FOOD & NATURAL RESOURCES**

**Course # 07081000**

**Recommended Grade Placement 9**

**1 CREDIT**

This course helps students prepare for careers in agriculture, food and natural resources, students must develop academic skills and knowledge in agriculture. This course covers career opportunities, leadership, communications, and the FFA. Technical agricultural topics covered will include: soils, plants, animals, agricultural construction, food science, and welding.

**LANDSCAPE DESIGN AND MANAGEMENT**

**Course # 07220620**

**Recommended Grade Placement 10-11**

**.5 CREDIT**



Landscape Design and Management is designed to develop an understanding of landscape design and management techniques and practices. Students will develop skills related to horticultural systems and workplace knowledge.

**TURF GRASS MANAGEMENT**  
**Recommended Grade Placement 10-11**

**Course # 07220625**  
**.5 CREDIT**

Turf Grass Management is designed to develop an understanding of turf grass management techniques and practices. Students will develop skills related to horticultural systems and workplace knowledge.

**FLORAL DESIGN**  
**(approved by State Board of Education for Fine Arts credit)**  
**Recommended Grade Placement 9-12**

**Course # 07091610**  
**1 CREDIT**

A course designed to develop skills in the design and arrangement of flowers, foliage, and related plant materials for interior locations. Students will make a variety of floral designs as well as plan a wedding, and learn the basics of running a florist. Students will have the opportunity to take a certification exam through the Texas State Florist Association.

**HORTICULTURAL SCIENCE**  
**Recommended Grade Placement 10-11**

**Course # 07221620**  
**1 CREDIT**

Horticultural Science is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production. To prepare for careers in horticultural systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticulture and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

**ADVANCED FLORAL DESIGN**  
**Course # TBD**  
**Recommended Grade Placement 11-12**

**1 CREDIT**

In this course, students build on the knowledge from the Floral Design course and are introduced to more advanced floral design concepts, with an emphasis on specialty designs and specific occasion planning. This course focuses on building skills in advanced floral design and providing students with a thorough understanding of the design elements and planning techniques used to produce unique specialty floral designs that support the goals and objectives of a specific occasion or event. Through the analysis and evaluation of various occasion and event types, students explore the design needs and expectations of clients and propose and evaluate appropriate creations. From conception to evaluation, students are challenged to create and design appropriate specialty floral designs that meet the needs of the client. Furthermore, an emphasis on budgetary adherence and entrepreneurship equips students with many of the necessary skills needed for success in floral enterprises.

**PRACTICUM IN AGRICULTURE, FOOD & NATURAL RESOURCES**  
**Prerequisite: At least one prior Agriculture, Food, and Natural Resources credit**  
**Recommended Grade Placement 12**

**Course # 07221950**  
**2 CREDITS**

The practicum or Coop course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources cluster. Students are required to serve in paid or unpaid internship opportunities. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

Courses in Program of Study (Prerequisites noted in course descriptions)



To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.

Entry-Level Courses	Advanced Courses
<ul style="list-style-type: none"> <li>Principles of Agriculture, Food, and Natural Resources</li> <li>Landscape Design &amp; Management</li> <li>Turf Grass Management</li> </ul>	<ul style="list-style-type: none"> <li>Floral Design</li> <li>Horticultural Science</li> <li>Advanced Floral Design</li> <li>Practicum in Agriculture, Food, and Natural Resources</li> </ul>

## Architectural Design

### *Business and Industry Endorsement*

This Architectural Design program of study explores the occupations and educational opportunities associated with developing, engineering, and designing building structures and facilities. This program of study may also include exploration into collecting and interpreting geographic information, researching and preparing maps, and interior design.

To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.

Courses in this Program of Study

### **ARCHITECTURAL DESIGN I**

**Course # 07224310**

**Recommended Prerequisite: Geometry**

**Recommended Grade Placement 9-10**

**1 CREDIT**

In Architectural Design, students gain knowledge and skills specific to those needed to enter a career in architecture and construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, and landscape architecture. Architectural design includes the knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for commercial or residential architectural purposes.

### **CIVIL ENGINEERING AND ARCHITECTURE**

**Course # TBD**

**Recommended Grade Placement 10-11**

**1 CREDIT**

Through both individual and collaborative team activities, projects, and problems, students problem solve as they practice common design and development protocols such as project management and peer review. Students develop skill in engineering calculations, technical representation, documentation of design solutions according to accepted technical standards, and use of current 3D architectural design and modeling software to represent and communicate solutions.

### **ARCHITECTURAL DESIGN II**

**Course # 07224410**

**Prerequisite: Architectural Design I and Geometry**

**Recommended Grade Placement 10-12**

**2 CREDITS**

In Architectural Design II, students gain advanced knowledge and skills specific to those needed to enter a career in architecture and construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, and landscape architecture. Architectural Design II includes the advanced knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for commercial or residential architectural purposes.

**PRACTICUM IN ARCHITECTURAL DESIGN**

Course # 07225810

**Prerequisite: Architectural Design II****Recommended Grade Placement 11-12****2 CREDITS**

This course is an occupationally specific course designed to provide technical instruction in architectural design. Safety and career opportunities are included in addition to work ethics and architectural design study. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency and additional and more advanced knowledge and skills.

**CAREER PREPARATION I**

Course # 07228902

**Recommended Grade Placement 11-12****2 CREDITS**

Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

Program of Study Courses (Prerequisites noted in course descriptions)

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

Entry-Level Courses	Advanced Courses
<ul style="list-style-type: none"> <li>● Architecture Design I</li> </ul>	<ul style="list-style-type: none"> <li>● Architectural Design II</li> <li>● Civil Engineering and Architecture</li> <li>● Practicum in Architectural Design</li> <li>● Career Preparation I</li> </ul>

**Construction Technology (Carpentry)***Business and Industry Endorsement*

This program of study explores the occupations and educational opportunities related to constructing, installing or repairing structures or fixtures made of wood such as concrete forms (including frameworks, partitions, joists, studding's, rafters, and stairways). This program of study may also include exploration into installing, dismantling, or moving machinery and heavy equipment according to layout plans, blueprints, or other drawings. **To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

## Courses in this Program of Study

**PRINCIPLES OF CONSTRUCTION**

Course # 07090800

**Recommended Grade Placement 9****1 CREDIT**

Principles of Construction is intended to provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools. For safety and liability considerations, limiting course enrollment to 15 students is recommended. This course also provides communication and occupation skills to assist the student in obtaining and maintaining employment.

**CONSTRUCTION TECHNOLOGY I**

Course # 07228620

**Recommended Grade Placement 10-11****2 CREDITS**

In Construction Technology, students gain knowledge and skills specific to those needed to enter the workforce as carpenters or building maintenance supervisors or prepare for a postsecondary degree in construction management, architecture, or engineering. Students acquire knowledge and skills in safety, tool usage, building materials, codes, and framing.

**CONSTRUCTION TECHNOLOGY II****Course # 07228630****Prerequisite: Construction Technology I****Recommended Grade Placement 11-12****2 CREDITS**

In Advanced Construction Technology, students gain advanced knowledge and skills specific to those needed to enter the workforce as carpenters, building maintenance technicians, or supervisors or prepare for a postsecondary degree in construction management, architecture, or engineering. Students build on the knowledge base from Construction Technology and are introduced to exterior and interior finish out skills.

**PRACTICUM IN CONSTRUCTION TECHNOLOGY****Course # 07225820****Prerequisite: Construction Technology II****Recommended Grade Placement 12****2 CREDITS**

Practicum in Construction Management is an occupationally specific course designed to provide classroom technical instruction or on-the-job training experiences. Safety and career opportunities are included in addition to work ethics and job-related study in the classroom. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

**CAREER PREPARATION I****Course # 07228902****Recommended Grade Placement 11-12****2 CREDITS**

Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

Program of Study Courses (Prerequisites noted in course descriptions)

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

Entry-Level Courses	Advanced Courses
<ul style="list-style-type: none"> <li>● Principles of Construction</li> <li>● Construction Technology I</li> </ul>	<ul style="list-style-type: none"> <li>● Construction Technology II</li> <li>● Practicum in Construction Technology</li> <li>● Career Preparation I</li> </ul>

**[Design & Multimedia Arts](#)***Business and Industry Endorsement*

The Graphic Design and Multimedia Arts program of study explores the occupations and educational opportunities associated with designing and creating graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. This program of study may also include exploration into designing clothing and accessories, and creating special effects, animation, or

other visual images using film, video, computers, or other electronic tools and media, for use in computer games, movies, music videos, and commercials.

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

Courses in this Program of Study

**Principles of Arts, Audio/Video Technology, and Communications**  
**Recommended Grade Placement 8-9**

**Course # 0708400**  
**1 CREDIT**

In the Principles of Arts, Audio/ Video Technology & Communication course, students will gain experience in computer & technology applications and become proficient in oral and written communication. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in courses like Records & Film, Printing Technology and much more.

**GRAPHIC DESIGN I**  
**Recommended Grade Placement 9-11**

**Course # 07224260**  
**1 CREDIT**

This class will give students an opportunity to express and design creative ideas visually for a growing field. Art concepts and design strategies will be explored using design principles and art elements for creating logos, magazine covers, posters and more. Students will learn to create and design artwork for projects using Adobe Photoshop.

**GRAPHIC DESIGN & ILLUSTRATION II AND LAB**  
**Prerequisite: Graphic Design & Illustration I**  
**Recommended Grade Placement 10-11**

**Course # 07224460**  
**2 CREDITS**

This advanced class will provide opportunities for students wanting to expand their skills and knowledge of graphic design. Students will use their knowledge to create projects including: food truck branding, logos, posters, magazine designs and will help the other classes with sports posters for both high schools. Students will learn and explore the t-shirt printing process and will assist the Practicum class with the design and print shop working with client projects.

**COMMERCIAL PHOTOGRAPHY I**  
**Recommended Grade Placement 9-11**

**Course # 07224360**  
**1 CREDIT**

Students will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs. Students will learn commercial composition, print-making and editing photos in Photoshop.

**COMMERCIAL PHOTOGRAPHY II with Lab**  
**Prerequisite: Commercial Photography I**  
**Recommended Grade Placement 10-11**

**Course # 07224560**  
**2 CREDITS**

A course designed to provide job-specific training for entry-level employment in the commercial photography career field. Emphasis is on basics of photography, commercial composition, print-making & finishing, and advanced skills in Adobe Photoshop and Adobe Lightroom.

**Practicum in Commercial Photography**  
**Prerequisites: Commercial Photography I and Commercial Photography II**  
**Recommended Grade Levels: 11-12**

**Course # 07224850**  
**2 CREDITS**

A course designed to provide job-specific commercial photography work study and/or internships, that affords students supervised practical application of previously acquired skills. Commercial Photography Practicum students will not only demonstrate

advanced level photography and editorial skills, but the professionalism of both working with clients, and for clients. Commercial Photography Practicum clients can be in support of CISD, private ventures, public ventures, and the community at large. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

**Practicum in Graphic Design and Illustration**  
**Prerequisites: Graphic Design & Illustration II**  
**Recommended Grade Levels: 11-12**

**Course # 07224860**  
**2 CREDITS**

In this course, students develop a technical understanding of the industry with a focus on skill proficiency and client relations. Instruction may be delivered through lab-based classroom and in field internship experiences or career preparation opportunities. The instructor works as the manager with the student on a variety of projects taken from business and industry. The course allows the student to gain experience and understanding of the field in a job-like environment. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

**CAREER PREPARATION I**  
**Recommended Grade Placement 11-12**

**Course # 07228902**  
**2 CREDITS**

Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

Program of Study Courses (Prerequisites noted in course descriptions)

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

Entry-Level Courses	Advanced Courses
<ul style="list-style-type: none"> <li>● Principles of Arts, A/V, and Communications</li> <li>● Graphic Design &amp; Illustration I</li> <li>● Commercial Photography I</li> </ul>	<ul style="list-style-type: none"> <li>● Graphic Design &amp; Illustration II</li> <li>● Commercial Photography II</li> <li>● Practicum in Graphic Design &amp; Illustration</li> <li>● Practicum in Commercial Photography</li> <li>● Career Preparation I</li> </ul>

## [Digital Communications](#)

### *Business and Industry Endorsement*

The Digital Communications program of study explores the occupations and educational opportunities associated with the production of audio and visual media formats for various purposes, such as TV broadcasts, advertising, video production, or motion pictures. This program of study may also include exploration into operating machines and equipment to record sound and images, such as microphones, sound speakers, video screens, projectors, video monitors, sound and mixing boards, and related electronic equipment.

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

## Courses in this Program of Study

### **PRINCIPLES OF ARTS, AUDIO/VIDEO TECH, & COMMUNICATIONS**

**Course # 07084000**

**Recommended Grade Placement 8-9**

**1 CREDIT**

In the Principles of Arts, Audio/ Video Technology & Communication course, students will gain experience in computer & technology applications and become proficient in oral and written communication. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in courses like Records & Film, Printing Technology and much more.

### **AUDIO/VIDEO PRODUCTION I**

**Course # 07224380**

**Recommended Grade Placement 9-11**

**1 CREDIT**

Students will be expected to develop an understanding of the industry with a focus on pre-production, post-production audio and live audio and video technical skills and concepts. Instruction will include operation of different types of cameras, audio techniques and equipment, electronic editing, graphics for TV, lighting and lighting control consoles, script writing, direction, production, and leadership training.

### **AUDIO/VIDEO PRODUCTION II AND LAB**

**Course # 07224480**

**Prerequisite: Audio Video Production I**

**Recommended Grade Placement 11-12**

**2 CREDITS**

A course designed to provide an advanced understanding of career opportunities, training requirements and skills needed to pursue a career in Audio and Video Production. Students will continue developing their skills in operating cameras, electronic editing, producing direction and writing for television/film. Working in this industry, students will be expected to have good communication and leadership skills.

### **PRACTICUM IN AUDIO/VIDEO PRODUCTION**

**Course # 07224880**

**Prerequisite: Audio Video Production II**

**Recommended Grade Placement 11-12**

**2 CREDITS**

This course allows students to develop an increasing understanding of the industry with a focus on applying pre-production, post-production and video products in a professional environment. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

Recommended Sequence of Courses (Prerequisites noted in course descriptions)

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

Entry-Level Courses	Advanced Courses
<ul style="list-style-type: none"> <li>● Principles of Arts, A/V, and Communications</li> <li>● Audio Video Production I</li> </ul>	<ul style="list-style-type: none"> <li>● Audio Video Production II</li> <li>● Practicum in Audio/Video Production</li> </ul>

## [Accounting and Financial Services](#)

*Business and Industry Endorsement*

The Accounting and Financial Services program of study teaches how to examine, analyze, and interpret financial records. Through this program of study, students will learn the skills necessary to perform financial services, prepare financial statements, interpret accounting records, give advice, or audit and evaluate statements prepared by others. This program will also introduce students to mathematical modeling tools.

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

### Courses in this Program of Study

#### **PRINCIPLES OF BUSINESS, MARKETING & FINANCE** **Recommended Grade Placement 8**

**Course # 07082005**  
**1 CREDIT**

This course is designed to give students hands-on application in the study of Business Management, Finance, Marketing, Entrepreneurship, and Business and Information Management.

#### **BUSINESS INFORMATION MANAGEMENT I** **Recommended Grade Placement 9-11**

**Course # 07222225**  
**1 CREDIT**

BIM I introduces the basic concepts and skills related to business application. Special emphasis is placed on word processing, spreadsheets, database, presentation, and integrating application software. A windows format is utilized, and Microsoft Office is the current program of choice.

#### **ACCOUNTING I** **Recommended Grade Placement 10-11**

**Course # 07222450**  
**1 CREDIT**

This course introduces general accounting concepts, principles, and procedures; emphasizes the need for financial records; provides the fundamental equation and its application to accounting procedures, including the basic steps of the accounting cycle, special journals and ledgers, work sheets, adjusting and closing entries, special problems in the purchase and sale of merchandise, notes and interest, depreciation, accruals and prepaid items, payroll records, and personal income taxes. Accounting develops the knowledge, skills, and attitudes necessary for individuals to conduct personal business or to further an education in the field of accounting. Students complete practice sets or simulations, use calculators, and process some data electronically.

#### **ACCOUNTING II** **Prerequisite: Accounting I** **Recommended Grade Placement 11-12**

**Course # 07222452**  
**1 CREDIT**

This course provides for review and further development of fundamental accounting principles with extensive use of technology; incorporates complete accounting cycle in relation to formation and dissolution of partnerships. Examines characteristics of corporate organization and ownership, including investments and distribution of earnings; includes adjustments of bad debts, depreciation, depletion of fixed assets, adjusted and accrued income, various methods of inventory control, preparation of business budgets and notes receivable and payable; provides experience in initiating and maintaining an accounting system and in analyzing, interpreting, and synthesizing managerial problems using accounting information as a tool; and develops skill in applying principles used in accounting systems and methods commonly found in business. Accounting II is designed for students interested in studying accounting at the postsecondary level or entering the workforce.

#### **PRACTICUM IN BUSINESS MANAGEMENT** **Prerequisite: Two credits in the Accounting and Financial Services or Entrepreneurship program of study** **Recommended Grade Placement 11-12**

**Course # 07227970**  
**2 CREDITS**

The practicum or Coop course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Business, Marketing & Finance cluster. Students are required to serve in paid or unpaid

internship opportunities. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

**CAREER PREPARATION I**

**Course # 07228902**

**Recommended Grade Placement 11-12**

**2 CREDITS**

Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

Recommended Sequence of Courses (Prerequisites noted in course descriptions)

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

Entry-Level Courses	Advanced Courses
<ul style="list-style-type: none"> <li>● Principles of Business, Marketing &amp; Finance</li> <li>● Business Information Management I</li> <li>● Accounting I</li> </ul>	<ul style="list-style-type: none"> <li>● Accounting II</li> <li>● Practicum in Business Management</li> <li>● Career Preparation I</li> </ul>

**Entrepreneurship**

*Business and Industry Endorsement*

This Entrepreneurship program of study teaches how to plan, direct, and coordinate the management and operations of public or private sector organizations. Through this program of study, students will learn the skills necessary to formulate policies, management daily operations, analyze management structures, and plan for the use of materials and human services.

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

Courses in this Program of Study

**PRINCIPLES OF BUSINESS, MARKETING & FINANCE**

**Course # 07082005**

**Recommended Grade Placement 8**

**1 CREDIT**

This course is designed to give students hands-on application in the study of Business Management, Finance, Marketing, Entrepreneurship, and Business and Information Management.

**BUSINESS INFORMATION MANAGEMENT I**

**Course # 07222225**

**Recommended Grade Placement 9-11**

**1 CREDIT**

BIM I introduces the basic concepts and skills related to business application. Special emphasis is placed on word processing, spreadsheets, database, presentation, and integrating application software. A windows format is utilized, and Microsoft Office is the current program of choice.



**ENTREPRENEURSHIP**  
**Recommended Grade Placement 10-11**

**Course # 07227200**  
**1 CREDIT**

Students will gain the knowledge and skills to become an entrepreneur. Students will learn the principles necessary to begin and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan and securing the finances to own and operate a business.

**PRACTICUM IN BUSINESS MANAGEMENT**

**Course # 07227970**

**Prerequisite: Two credits in the Accounting and Financial Services or Entrepreneurship program of study**

**Recommended Grade Placement 11-12**

**2 CREDITS**

The practicum or Coop course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Business, Marketing & Finance cluster. Students are required to serve in paid or unpaid internship opportunities. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

**CAREER PREPARATION I**

**Course # 07228902**

**Recommended Grade Placement 11-12**

**2 CREDITS**

Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

Recommended Sequence of Courses (Prerequisites noted in course descriptions)

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

Entry-Level Courses	Advanced Courses
<ul style="list-style-type: none"><li>Principles of Business, Marketing &amp; Finance</li><li>Business Information Management I</li><li>Entrepreneurship I</li></ul>	<ul style="list-style-type: none"><li>Entrepreneurship II</li><li>Practicum in Business Management</li><li>Career Preparation II</li></ul>

**Early Learning**

*Public Services Endorsement*

The Early Learning program of study focuses on early childhood education, which consists of instructing and supporting preschool and early elementary school students in activities that promote social, physical and intellectual growth as well as basic elements of science, art, music, and literature. This program introduces tasks necessary for planning, directing, and coordinating activities for young children.

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

Courses in this Program of Study

**PRINCIPLES OF HUMAN SERVICES**  
**Recommended Grade Placement 8**

**Course # 07083000**  
**1 CREDIT**

This course is designed to give students hands-on application in the Programs of Study of Education & Training and Human Services. Topics include: Child Development, Human Growth, Counseling and Mental Health, and Family and Community Services.

**CHILD DEVELOPMENT**  
**Recommended Grade Placement 9-10**

**Course # 07225210**  
**1 CREDIT**

This course addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

**CHILD GUIDANCE**  
**Recommended Grade Placement 11-12**

**Course # 07223320**  
**2 CREDITS**

Child Guidance is a two-credit course where students will apply their knowledge of Child Development principles to a hands-on experience at a child development center while improving their employability skills. They will practice developing and implementing activities for preschool age children at a childcare facility and earn their Child Development Associate credential.

**PRACTICUM IN EARLY LEARNING**

(This course is still in the development phase by Texas Education Agency)

**CAREER PREPARATION I**  
**Recommended Grade Placement 11-12**

**Course # 07228902**  
**2 CREDITS**

Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

Recommended Sequence of Courses (Prerequisites noted in course descriptions)

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

Entry-Level Courses	Advanced Courses
<ul style="list-style-type: none"> <li>● Principles of Human Services</li> <li>● Child Development</li> </ul>	<ul style="list-style-type: none"> <li>● Child Guidance</li> <li>● Practicum in Early Learning</li> <li>● Career Preparation I</li> </ul>

## Teaching and Training

### *Public Services Endorsement*

The Teaching and Training program of study prepares students for careers related to teaching, instruction, and creation of instructional and enrichment materials. The program of study introduces a wide variety of student groups and their corresponding needs. It familiarizes them with the processes for developing curriculum, coordinating educational content, and coaching groups and individuals.

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

### Courses in this Program of Study

#### **PRINCIPLES OF HUMAN SERVICES**

**Recommended Grade Placement 8**

**Course # 07083000**

**1 CREDIT**

This course is designed to give students hands-on application in the Programs of Study of Education & Training and Human Services. Topics include: Child Development, Human Growth, Counseling and Mental Health, and Family and Community Services.

#### **CHILD DEVELOPMENT**

**Recommended Grade Placement 9-10**

**Course # 07225210**

**1 CREDIT**

This course addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

#### **INSTRUCTIONAL PRACTICE**

**Recommended Grade Placement 11-12**

**Course # 07225510**

**2 CREDITS**

Instructional Practices in Education and Training is a field-based internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood education and exemplary educators or trainers in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel. Students will intern in a local CISD elementary, intermediate, or middle school.

#### **PRACTICUM IN EDUCATION & TRAINING**

**Prerequisite: Instructional Practice in Education & Training**

**Recommended Grade Placement 12**

**Course # 07225910**

**2 CREDITS**

Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood education and exemplary educators in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel. Students will intern in a local CISD elementary, intermediate, or middle school. A student may repeat this course once

for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

**CAREER PREPARATION I**  
**Recommended Grade Placement 11-12**

**Course # 07228902**  
**2 CREDITS**

Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

Recommended Sequence of Courses (Prerequisites noted in course descriptions)

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

Entry-Level Courses	Advanced Courses
<ul style="list-style-type: none"> <li>● Principles of Human Services</li> <li>● Child Development</li> </ul>	<ul style="list-style-type: none"> <li>● Instructional Practices</li> <li>● Practicum in Education &amp; Training</li> <li>● Career Preparation I</li> </ul>

**Healthcare Therapeutics**

*Public Services Endorsement*

The Healthcare Therapeutic program of study introduces students to occupations and educational opportunities related to diagnosing and treating acute, episodic, or chronic illness independently or as part of a healthcare team. This program of study holds students to professional high standards needed in various healthcare. Students are required to purchase uniforms and some classes have fees associated with them. Please see the board approved the listing of fees for details. Students are encouraged to participate in Health Occupations Students of American (HOSA).

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

Courses in this Program of Study

**PRINCIPLES OF HEALTH SCIENCE**  
**Recommended Grade Placement 9**

**Course # 07226000**  
**1 CREDIT**

This course is designed to give students hands-on application in the Program of Study of Health Science which includes several various industries and certifications including as a Patient Care Technician, Medical Assistant, and Pharmacy Technician. Students learn leadership skills in the health industry. Students are encouraged to participate in Health Occupations Students of American (HOSA).

**MEDICAL TERMINOLOGY**  
**Recommended Grade Placement 9-11**

**Course # 0722601**  
**1 CREDIT**

The Medical Terminology course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical

vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology. Students are encouraged to participate in Health Occupations Students of American (HOSA).

### **ANATOMY AND PHYSIOLOGY (counts as a Science credit also)**

**Course # 03120900**

**Prerequisite: Biology and a second science credit**

**Recommended Grade Placement 10 -12**

**1 CREDIT**

This course will take an integrated approach to functional anatomy with emphasis on basic principles and physiological activities of different systems (skeletal, muscular, digestive, respiratory, cardiovascular, urinary, endocrine, reproductive) in mammals. Laboratory experiences will include extensive study and dissection of a mammal. The text, content, and labs are college-level and are designed for students planning to major in science in college. The goal of this course is to better prepare students for undergraduate work in life science majors such as pre-medical, pre-dental, pre-pharmacist, nursing, athletic trainers, and other healthcare professionals that require anatomy and physiology in college. Students are encouraged to participate in Health Occupations Students of American (HOSA).

### **PHARMACOLOGY**

**Course # 07226450**

**Prerequisite: Biology and Chemistry**

**Recommended Grade Placement 11-12**

**1 CREDIT**

The Pharmacology course is designed to study the top 250 drugs and how they affect biological systems. Knowledge of the properties of therapeutic agents is vital in providing quality health care. It is an ever-changing, growing body of information that continually demands greater amounts of time and education from healthcare workers. The text, contents, and labs are college level and are designed for students preparing to take the Certified Medical Assisting exam or the Certified Pharmacy Technician exam. The goal of this course is to prepare students for dispensing, administering, and understanding the use of drugs in various healthcare fields. The goal of this course is to better prepare students for undergraduate work in life science majors such as pre-medical, pre-dental, pre-pharmacist, nursing, and other healthcare professionals that require pharmacology in college. Students are encouraged to participate in Health Occupations Students of American (HOSA).

### **HEALTH SCIENCE THEORY**

**Course # 07226100**

**Prerequisite: Biology**

**Recommended Grade Placement 10-11**

**1 CREDIT**

A course designed to develop healthcare-specific knowledge and skills in professionalism, effective communications, ethical and legal responsibilities, client care, safety, first aid, and CPR. This class will introduce various healthcare jobs including phlebotomy technician, EKG technician, medical assistant, patient care technician and pharmacy technician. This course prepares the student for the transition to clinical or work-based learning experiences in healthcare with various hands-on skills and activities. This class is a prerequisite to take practicum in health science, where certifications including Certified Patient Care Technician, Certified Pharmacy Technician, and Certified Medical Assistant are earned. Students are encouraged to participate in Health Occupations Students of American (HOSA).

### **MEDICAL MICROBIOLOGY**

**Course # 07226410**

**(approved by the State Board of Education for 4th science credit)**

**Prerequisite: Biology and Chemistry, Chemistry may be concurrent**

**Recommended Grade Placement 11 -12**

**1 CREDIT**

In this course, students conduct laboratory investigations and fieldwork, use scientific methods during investigations, and make informed decisions using critical thinking and problem-solving. Students will study the relationships of microorganisms to wellness and disease. They develop knowledge and skills related to disease prevention by learning the chain of infection, asepsis, and standard precautions. Pathogenic and nonpathogenic organisms will be identified to assist in the understanding of specific diseases, causative agents, and treatment options. The text, content, and labs are college-level and are designed for students planning to major in science in college. The goal of this course is to better prepare students for undergraduate work in life science

majors such as pre-medical, pre-dental, pre-pharmacist, nursing, and other healthcare professionals that require medical microbiology in college. Students are encouraged to participate in Health Occupations Students of American (HOSA).

**PATHOPHYSIOLOGY**

**Course # 07226400**

**(approved by the State Board of Education for 4th science credit)**

**Prerequisite: Biology and Chemistry**

**Recommended Grade Placement 11 -12**

**1 CREDIT**

In this course, students conduct laboratory investigations and fieldwork, use scientific methods during investigations, and make informed decisions using critical thinking and problem solving. Students study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of diseases. Students will differentiate between normal and abnormal physiology. Students are encouraged to participate in Health Occupations Students of American (HOSA).

**PRACTICUM IN HEALTH SCIENCE**

**Course # 07226500**

**Prerequisite: Health Science Theory and Biology**

**Recommended Grade Placement 11-12**

**2 CREDITS**

The practicum course is a paid or unpaid capstone experience for students participating in the Health Science Program of Study. Students sit to pass national exams and become a Certified Patient Care Technician, Certified Pharmacy Technician, and Certified Medical Assistant. This is an internship program for specific health professions. Students participate in a clinical internship at local healthcare facilities. Students are encouraged to participate in Health Occupations Students of American (HOSA). Students should be prepared to submit to an FBI criminal background check, random drug screening, TB testing, state fingerprint licensure, state or government-issued ID, and to present a proof of current immunizations and valid Social Security Card. Other stipulations may also be in place depending on internship requirements including but not limited to student dress and appearance. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

Recommended Sequence of Courses (Prerequisites noted in course descriptions)

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

Entry-Level Courses	Advanced Courses
<ul style="list-style-type: none"> <li>● Principles of Health Science</li> <li>● Medical Terminology</li> </ul>	<ul style="list-style-type: none"> <li>● Health Science Theory</li> <li>● Anatomy &amp; Physiology</li> <li>● Pharmacology</li> <li>● Medical Microbiology</li> <li>● Pathophysiology</li> <li>● Practicum of Health Science</li> </ul>

**Culinary Arts**

*Business & Industry Endorsement*

The Culinary Arts program of study introduces students to occupations and educational opportunities related to the planning, directing, or coordinating activities of a food and beverage organization or department. This program of study also explores opportunities involved in directing and participating in the preparation and cooking of food.

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

## Courses in this Program of Study

### **PRINCIPLES OF HOSPITALITY AND TOURISM**

**Grade Placement 8**

**Course # 07085000**

**1 CREDIT**

This course is designed to give students hands-on application in the Program of Study of Culinary Arts and Hospitality & Tourism.

### **INTRODUCTION TO CULINARY ARTS**

**Recommended Grade Placement 9-10**

**Course # 07225275**

**1 CREDIT**

Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide insight into production skills, various levels of industry management, and hospitality skills. This is an entry level course for students interested in pursuing a career in the food service industry. This course will be offered with a commercial kitchen used as a laboratory. Students are encouraged to participate in extended learning experiences which may include career and technical student organizations, and other leadership or extracurricular organizations.

### **CULINARY ARTS**

**Recommended Grade Placement 10-11**

**Course # 07225280**

**2 CREDITS**

Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification or other appropriate industry certifications. This course will be offered with a commercial kitchen used as a laboratory. Students are encouraged to participate in extended learning experiences which may include practicum hours, career and technical student organizations, and other leadership or extracurricular organizations.

### **ADVANCED CULINARY ARTS**

**07225895**

**Prerequisite: Culinary Arts**

**Recommended Grade Placement 11-12**

**Course #**

**2 CREDITS**

This course is a unique advanced course that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Advanced Culinary Arts integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing workplace. Students are taught employability skills, which include job-specific skills applicable to their training plan, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development.

### **PRACTICUM IN CULINARY ARTS**

**Prerequisite: Advanced Culinary Arts**

**Recommended Grade Placement 12**

**Course # 07225880**

**2 CREDITS**

This course is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Culinary Arts will extend content and enhance skills introduced in Culinary Arts by in-depth instruction of industry-driven standards in order to prepare students for success in higher education, certification, and/or immediate employment. Students receive hands-on practical experience in all aspects of food preparation and production. Coursework begins with food preparation techniques and progresses. Students are encouraged to participate in extended learning experiences which may include practicum hours, career and technical student organizations, and other leadership or extracurricular organizations. A student may repeat this course once for credit

provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

**CAREER PREPARATION I**  
**Recommended Grade Placement 11-12**

**Course # 07228902**  
**2 CREDITS**

Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

Recommended Sequence of Courses (Prerequisites noted in course descriptions)

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

Entry-Level Courses	Advanced Courses
<ul style="list-style-type: none"><li>• Principles of Hospitality &amp; Tourism</li><li>• Introduction to Culinary Arts</li><li>• Culinary Arts</li></ul>	<ul style="list-style-type: none"><li>• Advanced Culinary Arts</li><li>• Practicum in Culinary Arts</li><li>• Career Preparation I</li></ul>

**Cosmetology**

*Public Services Endorsement*

This program of study is the study and application of beauty treatment. Branches of specialty include hairstyling, skin care, cosmetics, and manicures/pedicures.

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

This program meets the Texas Department of Licensing and Regulation requirements for licensure upon successful completion of the course sequence and passing the state examinations at the end of Cosmetology II. Students will participate in Skills USA and also be involved in client services.

Courses in this Program of Study

**MICROBIOLOGY AND SAFETY FOR COSMETOLOGY CAREERS**  
**Recommended Grade Placement 9**

**Course # 07223105**  
**1 CREDIT**

Students will receive instruction in the microbial world, studying topics such as pathogenic and no-pathogenic microorganisms, drug resistant organisms, and emerging diseases. Students may become certified in the Occupational Safety and Health Administration (OSHA) safety training course. This course includes in depth analytical opportunity for students to problem solve health and safety in cosmetology.

**PRINCIPLES OF COSMETOLOGY DESIGN AND COLOR THEORY**  
**Recommended Grade Placement 10**

**Course # 07223205**  
**1 CREDIT**



In Principles of Cosmetology Design and Color Theory, students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Students will attain academic skills and knowledge as well as technical knowledge and skills related to cosmetology design and color theory. Students will develop knowledge and skills regarding various cosmetology design elements such as form, lines, texture, structure and illusion or depth as they relate to the art of cosmetology. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the TDLR requirements for licensure upon passing the state examination. Analysis of career opportunities, license requirements, knowledge and skills expectations, and development of workplace skills are included.

### **COSMETOLOGY I**

**Course # 07223200**

**Recommended Grade Placement 11**

**2 CREDITS**

Students coordinate the integration of academic, career, technical knowledge and provide salon services. This instructional sequenced course is designed to provide job-specific training for employment in cosmetology careers. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care. This program meets the Texas Department of Licensing and Regulation requirements for licensure upon successful completion of the course sequence and passing the state examinations at the end of Cosmetology II. Analysis of career opportunities, requirements, expectations, and development of workplace skills are included. FEE WILL BE \$625 AND MUST BE PAID BY THE LAST DAY OF THE SOPHOMORE (10TH GRADE) SCHOOL YEAR.

### **COSMETOLOGY II**

**Course # 07223300**

**Prerequisite: Cosmetology I**

**Recommended Grade Placement 12**

**3 CREDITS**

Students review academic and practical knowledge related to cosmetology. This course is designed to provide advanced skill set training as well as employment preparation for a cosmetology career. Instruction includes advanced training in sterilization and sanitation processes, hair care, nail care, and skin care. This program meets the Texas Department of Licensing and Regulation requirements for licensure upon successful completion of the course sequence and passing the state examinations. Students apply, combine, and justify knowledge and skills to a variety of settings and problems. Because of scheduling constraints for students, those interested in completing this program are encouraged to earn at least one required graduation credits outside of the regular school day/year. FEE WILL BE \$150.00 AND MUST BE PAID BY THE LAST DAY OF THE JUNIOR (11TH GRADE) SCHOOL YEAR. AN ADDITIONAL MANDATORY FEE OF \$183.00 IS REQUIRED BY END OF FIRST SEMESTER OF 12TH GRADE FOR TDLR STATE EXAM FEES AND LICENSE FEE.

**In order to complete the licensure exam for Cosmetology, students are required to take all four courses in the Cosmetology program of study.**

## **Family and Community Services**

### *Public Services Endorsement*

The Family and Community Services program of study introduces students to knowledge and skills related to social services, including child and human development and consumer sciences. Students may learn about or practice managing social and community services or teaching family and consumer sciences. Students may follow career paths in social work or therapy for children, families, or school communities.

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

Courses in this Program of Study

**PRINCIPLES OF HUMAN SERVICES**

**Course # 07083000**

**Recommended Grade Placement 8****1 CREDIT**

This course is designed to give students hands-on application in the Programs of Study of Education & Training and Human Services. Topics include: Child Development, Human Growth, Counseling and Mental Health, and Family and Community Services.

**CHILD DEVELOPMENT****Course # 07225210****Recommended Grade Placement 9-10****1 CREDIT**

This course addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

**COUNSELING AND MENTAL HEALTH****Course # 07226200****Recommended Grade Placement 10-11****1 CREDIT**

This course offers knowledge and skills necessary to pursue a counseling and mental health career through simulated environments. Students are expected to apply knowledge of ethical and legal responsibilities, limitations, and the implications of their actions. Professional integrity in counseling and mental health care is dependent on acceptance of ethical and legal responsibilities.

**FAMILY & COMMUNITY SERVICES****Course # 07223330****Recommended Grade Placement 11-12****1 CREDIT**

This laboratory-based course is designed to involve students in realistic and meaningful community-based activities through direct service experiences. Students are provided opportunities to interact and provide services to individuals, families, and the community through community or volunteer services. Emphasis is placed on developing and enhancing organizational and leadership skills and characteristics. This course is a perfect opportunity to gather experience in volunteer and service projects for college and career applications.

**PRACTICUM IN HUMAN SERVICES****Course # 07223920****Prerequisite: Two courses in the Family and Community Service program of study****Recommended Grade Placement 11-12****2 CREDITS**

Practicum in Human Services provides occupationally specific training and focuses on the development of consumer services, early childhood development and services, counseling and mental health services, and family and community services careers. Students are required to serve in paid or unpaid internship opportunities. Students must provide transportation to internship opportunities. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

**CAREER PREPARATION I****Course # 07228902****Recommended Grade Placement 11-12****2 CREDITS**

Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

Recommended Sequence of Courses (Prerequisites noted in course descriptions)

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

Entry-Level Courses	Advanced Courses
<ul style="list-style-type: none"> <li>• Principles of Human Services</li> <li>• Child Development</li> </ul>	<ul style="list-style-type: none"> <li>• Counseling and Mental Health</li> <li>• Family and Community Services</li> <li>• Practicum in Human Services</li> <li>• Career Preparation I</li> </ul>

## Information Technology Support and Services

### *Business and Industry Endorsement*

The Information Technology Support and Services program of study explores the occupations and educational opportunities associated with administering, testing, and implementing databases and applying knowledge of database management systems. This program of study may also include analyzing user requirements and problems to automate or improve existing systems and review computer system capabilities. This program of study may also include exploration into the research, design, or testing of computer or computer-related equipment for commercial, industrial, military, or scientific use.

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

### Courses in this Program of Study

#### **PRINCIPLES OF INFORMATION TECHNOLOGY**

**Course # 07084500**

**Recommended Grade Placement 9**

**1 CREDIT**

In this course, students will develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment.

#### **COMPUTER MAINTENANCE**

**Course # 07224520**

**Recommended Grade Placement 9-10**

**1 CREDIT**

Students acquire principles of computer maintenance, including electrical and electronic theory, computer hardware principles, and broad level components related to the installation, diagnosis, service, and repair of computer systems.

#### **COMPUTER TECHNICIAN PRACTICUM**

**Course # 07224725**

**Prerequisite: Computer Maintenance**

**Recommended Grade Placement 10-11**

**2 CREDITS**

In the Computer Technician Practicum, students will gain knowledge and skills in the area of computer technologies, including advanced knowledge of electrical and electronic theory, computer principles, and components related to the installation, diagnosis, service, and repair of computer-based technology systems. Students will reinforce, apply, and transfer their knowledge and skills to a variety of settings and problems. Proper use of analytical skills and application of IT concepts and standards are essential to prepare students for success in a technology-driven society. Critical thinking, IT experience, and product development may be conducted in a classroom setting with an instructor, with an industry mentor, or both.

#### **PRACTICUM INFORMATION TECHNOLOGY**

**Course # 07222240**

**Prerequisite: At least two credits of Information Technology**

**Recommended Grade Placement 12**

**2 CREDITS**

Research in IT is a project-based research course for students who have the ability to research a real-world technological problem. Students develop a project on a topic related to information technology career interests, use scientific methods of investigation to conduct in-depth research, are matched with a mentor from the business or professional community, apply information technology concepts, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge, skills, and technologies in a variety of settings.

**CAREER PREPARATION I**

**Course # 07228902**

**Recommended Grade Placement 11-12**

**2 CREDITS**

Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

Recommended Sequence of Courses (Prerequisites noted in course descriptions)

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

Entry-Level Course	Advanced Course
<ul style="list-style-type: none"> <li>● Principles of Information Technology</li> <li>● Computer Maintenance</li> </ul>	<ul style="list-style-type: none"> <li>● Practicum of Information Technology</li> <li>● Computer Technician Practicum</li> <li>● Career Preparation I</li> </ul>

**Networking Systems**

*Business and Industry Endorsement*

The Networking Systems program of study explores the occupations and educational opportunities associated with designing and implementing computer and information networks, such as local area networks (LAN), wide area networks (WAN), intranets, extranets, and other data communications networks. This program of study may also include exploration into analyzing science, engineering, and other data processing problems to implement and improve computer systems.

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

Courses in this Program of Study

**PRINCIPLES OF INFORMATION TECHNOLOGY**

**Course # 07084500**

**Recommended Grade Placement 9**

**1 CREDIT**

In this course, students will develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment.

**COMPUTER SCIENCE I**

**Course # 07222205**

**Prerequisite: Algebra I**

**Recommended Grade Placement 9-10**

**1 CREDIT**



Students will access, analyze, and evaluate all types of information in ways that are computable in order to solve problems that range in scope from computing a speeding ticket to instructing a robot to dance, from designing interactive, intelligent fashion garments to creating a mobile app game. Students are exposed to the vast and diverse world of computer science, working collaboratively and individually on projects and learning a variety of programming languages, both graphical and text-based, to use in implementing their solutions. This is the first in the sequence of computer science courses offered for students in the computer science program of study, STEM endorsement. This is an advanced academic course and is weighted in the GPA. This course receives weighted GPA credit. Check Appendix A for the weight.

### **COMPUTER MAINTENANCE**

**Course # 07224520**

**Recommended Grade Placement 9-10**

**1 CREDIT**

Students acquire principles of computer maintenance, including electrical and electronic theory, computer hardware principles, and broad level components related to the installation, diagnosis, service, and repair of computer systems.

### **AP COMPUTER SCIENCE PRINCIPLES**

**Course # 07222209**

**Recommended Grade Placement 9-10**

**1 CREDIT**

In this course, students will learn the principles that underlie the science of computing and develop the thinking skills that computer scientists use. Students will work on their own and as part of a team to creatively address real-world issues using the tools and processes of computation.

### **NETWORKING**

**Course # 07224620**

**Recommended Prerequisite: Computer Maintenance**

**Recommended Grade Placement 11-12**

**1 CREDIT**

In Networking, students will develop knowledge of the concepts and skills related to data networking technologies and practices in order to apply them to personal or career development. To prepare for success, students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

### **PRACTICUM INFORMATION TECHNOLOGY**

**Course # 07222240**

**Prerequisite: At least two credits of Information Technology**

**Recommended Grade Placement 12**

**2 CREDITS**

Research in IT is a project-based research course for students who have the ability to research a real-world technological problem. Students develop a project on a topic related to information technology career interests, use scientific methods of investigation to conduct in-depth research, are matched with a mentor from the business or professional community, apply information technology concepts, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge, skills, and technologies in a variety of settings.

### **CAREER PREPARATION I**

**Course # 07228902**

**Recommended Grade Placement 11-12**

**2 CREDITS**

Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

Recommended Sequence of Courses (Prerequisites noted in course descriptions)

To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.

Entry-Level Courses	Advanced Courses
<ul style="list-style-type: none"> <li>● Principles of Information Technology</li> <li>● Computer Maintenance</li> <li>● Computer Science I</li> <li>● AP Computer Science Principles</li> </ul>	<ul style="list-style-type: none"> <li>● Networking</li> <li>● Practicum of Information Technology</li> <li>● Career Preparation I</li> </ul>

## EMERGENCY SERVICES

### *Law and Public Service Endorsement*

The Emergency Services program of study focuses on training students to respond to emergency situations, namely medical emergencies and fire-based emergencies. Students may learn how to prevent emergencies, respond appropriately and in accordance with rules and regulations during crises, and investigate and delineate the source of the emergency.

To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.

Courses in this Program of Study

#### **PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS, & SECURITY**

**Course # 07099000**

**Recommended Grade Placement 9**

**1 CREDIT**

This course is designed to give students hands-on application in the Programs of Study of Law and Public Services. Topics include: Law Enforcement, Criminal Investigation, Court Systems, and Emergency Response.

#### **DISASTER RESPONSE**

**Course # TBD**

**Recommended Grade Placement 9-10**

**1 CREDIT**

Disaster Response includes basic training of students in disaster survival and rescue skills that would improve the ability of citizens to survive until responders or other assistance could arrive. Students will receive education, training, and volunteer service to make communities safer, stronger, and better prepared to respond to the threats of terrorism, crime, public health issues and disasters of all kinds.

#### **EMERGENCY MEDICAL TECHNICIAN BASIC**

**Course # TBD**

**Prerequisite: Biology**

**Recommended Grade Placement 11-12**

**2 CREDITS**

Emergency Medical Technician (EMT) Basic instructs students to meet and exceed standard knowledge needed to be a valid Emergency Medical Technician. The curriculum includes skills necessary for a student to provide entry level emergency medical care, life support, and ambulance service. The EMT Basic course is an introductory course to concepts, knowledge, and skills needed by EMTs in the areas of communications, transportation, and recordkeeping. Students interested in working in public safety, including fire, police, and ambulance operators will be capable of performing the job expectations of an EMT safely and effectively after the completion of this course.

**ANATOMY AND PHYSIOLOGY (counts as a Science credit also)**

Course # 03120900

**Prerequisite: Biology and a second science credit****Recommended Grade Placement 11 -12****1 CREDIT**

This course will take an integrated approach to functional anatomy with emphasis on basic principles and physiological activities of different systems (skeletal, muscular, digestive, respiratory, cardiovascular, urinary, endocrine, reproductive) in mammals. Laboratory experiences will include extensive study and dissection of a mammal. The text, content, and labs are college-level and are designed for students planning to major in science in college. The goal of this course is to better prepare students for undergraduate work in life science majors such as pre-medical or pre-dental studies.

**COUNSELING AND MENTAL HEALTH**

Course # 07226200

**Recommended Grade Placement 10-11****1 CREDIT**

This course offers knowledge and skills necessary to pursue a counseling and mental health career through simulated environments. Students are expected to apply knowledge of ethical and legal responsibilities, limitations, and the implications of their actions. Professional integrity in counseling and mental health care is dependent on acceptance of ethical and legal responsibilities.

**PRACTICUM IN LAW, PUBLIC SAFETY, CORRECTIONS, & SECURITY**

Course # TBD

**Prerequisite: At least two prior credits in Law and Public Safety Pathway****Recommended Grade Placement 12****2 CREDITS**

The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Law, Public Safety, Corrections, and Security Career Cluster. Students shall be awarded two credits for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

Recommended Sequence of Courses (Prerequisites noted in course descriptions)

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

Entry-Level Courses	Advanced Courses
<ul style="list-style-type: none"> <li>● Principles of Law, Public Safety, Corrections, and Security</li> <li>● Disaster Response</li> </ul>	<ul style="list-style-type: none"> <li>● Emergency Medical Technician -Basic</li> <li>● Anatomy and Physiology</li> <li>● Counseling and Mental Health</li> <li>● Practicum in Law, Public Safety, Corrections, and Security</li> </ul>

**LAW ENFORCEMENT***Law and Public Service Endorsement*

The Law Enforcement program of study teaches students about the development of, adherence to, and protection of various branches of law. Students may learn how to appropriately and legally respond to breaches in the law according to statutory rules and regulations as well as investigate how and why the breaches occurred.

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

Courses in this Program of Study

**PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS, & SECURITY**  
**Recommended Grade Placement 9**

**Course # 07099000**  
**1 CREDIT**

This course is designed to give students hands-on application in the Programs of Study of Law and Public Services. Topics include: Law Enforcement, Criminal Investigation, Court Systems, and Emergency Response.

**LAW ENFORCEMENT I**  
**072529110**  
**Recommended Grade Placement 10-11**

**Course #**  
**1 CREDIT**

Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. This course includes the role of constitutional law, the United States legal system, criminal law, law enforcement terminology, and the classification and elements of crime. Students can pursue national certifications in CPR (Cardiopulmonary Resuscitation) and CERT (The Community Emergency Response Team) Program.

**CRIMINAL INVESTIGATION**  
**Recommended Grade Placement 10-11**

**Course # 07229105**  
**1 CREDIT**

Criminal Investigation is a course that introduces students to the profession of criminal investigations. Students will understand basic functions of criminal investigations and procedures and will learn how to investigate or follow up during investigations. Students will learn terminology and investigative procedures related to criminal investigation, crime scene processing, evidence collection, fingerprinting, and courtroom presentation. Through case studies and simulated crime scenes, students will collect and analyze evidence such as fingerprint analysis, bodily fluids, hairs, fibers, shoe and tire impressions, bite marks, drugs, tool marks, firearms and ammunition, blood spatter, digital evidence, and other types of evidence.

**CORRECTIONAL SERVICES**  
**Recommended Grade Placement 10-11**

**Course # 07229200**  
**1 CREDIT**

In Correctional Services, students prepare for certification required for employment as a correctional officer. The student will learn the role and responsibilities of a correctional officer; discuss relevant rules, regulations, and laws; and discuss defensive tactics, restraint techniques, and first aid procedures as used in the correctional setting. The student will analyze rehabilitation and alternatives to institutionalization. Students can pursue national certifications in CPR (Cardiopulmonary Resuscitation) and CERT (The Community Emergency Response Team) Program.

**FORENSIC SCIENCE (approved by the State Board of Education for 4th science credit)**  
**Prerequisite: Biology and Chemistry**  
**Recommended Grade Placement 11 -12**

**Course # 07229300**  
**1 CREDIT**

Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood spatter analysis. Students will learn the history, legal aspects, and career options for forensic science.

**FORENSIC PSYCHOLOGY**

**Course # TBD**



**Recommended Grade Placement 10-11**

**1 CREDIT**

Forensic psychology is found at the intersection between psychology and the criminal justice system. It involves understanding criminal law in the relevant jurisdictions in order to be able to interact within the criminal justice system. It utilizes and applies basic skills developed in psychology and criminal scenarios resulting in a structured and scientific approach to investigative analysis; thereby, enabling police and law enforcement officials to predict criminal activity via scientific analysis rather than intuition. Students will learn basic structured psychological investigative techniques in question building, interviewing, criminal behavior characteristics, truth detection methodology, research methods, statistical analysis and probability forecasting.

**PRACTICUM IN LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY**

**Course # TBD**

**Prerequisite: At least two credits in Law Enforcement Pathway**

**Recommended Grade Placement 12**

**2 CREDITS**

The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Law, Public Safety, Corrections, and Security Career Cluster. Students shall be awarded two credits for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

Recommended Sequence of Courses (Prerequisites noted in course descriptions)

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

Entry-Level Courses	Advanced Courses
<ul style="list-style-type: none"> <li>● Principles of Law, Public Safety, Corrections, and Security</li> <li>● Law Enforcement I</li> <li>● Criminal Investigations</li> </ul>	<ul style="list-style-type: none"> <li>● Correctional Services</li> <li>● Forensic Psychology</li> <li>● Forensic Science</li> <li>● Practicum in Law, Public Safety, Corrections, and Security</li> </ul>

**LEGAL STUDIES**

*Law and Public Service Endorsement*

The Legal Studies program of study introduces students to the occupations and educational opportunities related to representing clients in criminal and civil litigation and other legal proceedings, as well as assisting lawyers and preparing legal documents. This program of study explores possible specializations in a single area of law.

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

Courses in this Program of Study

**PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS, & SECURITY**

**Course # 07099000**

**Recommended Grade Placement 9**

**1 CREDIT**



This course is designed to give students hands-on application in the Programs of Study of Law and Public Services. Topics include: Law Enforcement, Criminal Investigation, Court Systems, and Emergency Response.

**COURT SYSTEMS & PRACTICES**  
**Recommended Grade Placement 10-11**

**Course # 07229210**  
**1 CREDIT**

Court Services is an overview of the federal and state court systems. The course identifies the roles of judicial officers and the trial processes from pretrial to sentencing and examines the types and rules of evidence. Emphasis is placed on constitutional laws for criminal procedures such as search and seizure, stop and frisk, and interrogation. Students can pursue national certifications in CPR (Cardiopulmonary Resuscitation) and CERT (The Community Emergency Response Team) Program.

**POLITICAL SCIENCE I**  
**Recommended Grade Placement 10-11**

**Course # 07229700**  
**1 CREDIT**

This course will familiarize the student with political theory through the study of governments; public policies; and political processes, systems, and behavior.

**PRACTICUM IN LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY**  
**Prerequisite: At least two credits in Law Enforcement Pathway**  
**Recommended Grade Placement 12**

**Course # TBD**

**2 CREDITS**

The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Law, Public Safety, Corrections, and Security Career Cluster. Students shall be awarded two credits for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

**CAREER PREPARATION I**  
**Recommended Grade Placement 11-12**

**Course # 07228902**  
**2 CREDITS**

Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

Recommended Sequence of Courses (Prerequisites noted in course descriptions)

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

Entry-Level Courses	Advanced Courses
<ul style="list-style-type: none"> <li>● Principles of Law, Public Safety, Corrections, and Security</li> <li>● Court Systems and Practices</li> <li>● Political Science I</li> </ul>	<ul style="list-style-type: none"> <li>● Practicum in Law, Public Safety, Corrections, and Security</li> <li>● Career Preparation I</li> </ul>

**Aerial Robotics (Drones)**

*STEM Endorsement*

This program of study emphasizes the skills necessary to fly and program unmanned vehicles while also conducting field operations and repairs.

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

### Courses in this Program of Study

#### **INTRODUCTION TO UNMANNED AERIAL VEHICLE (UAV) FLIGHT**

**Course # TBD**

**Recommended Grade Placement 9-11**

**1 CREDIT**

The Introduction to Unmanned Aerial Vehicle (UAV) Flight course is designed to prepare students for entry-level employment or continuing education in piloting UAV operations. Principles of UAV is designed to instruct students in UAV flight navigation, industry laws and regulations, and safety regulations. Students are also exposed to mission planning procedures, environmental factors, and human factors involved in the UAV industry.

#### **PRINCIPLES OF APPLIED ENGINEERING**

**Course # 07228230**

**Recommended Grade Placement 8**

**1 CREDIT**

Principles of Applied Engineering provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will develop engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects.

#### **ROBOTICS I**

**Course # 07228930**

**Recommended Grade Placement: 9-10**

**1 CREDIT**

Students enrolled in this course will demonstrate knowledge and skills necessary for the robotics and automation industry. Through implementation of the design process, students will transfer advanced academic skills to component designs in a project-based environment. Students will build prototypes or use simulation software to test their designs. Additionally, students explore career opportunities, employer expectation, and education needs in the robotic and automation industry.

#### **ROBOTICS II**

**Course # 07228931**

**Prerequisite: Robotics I**

**Recommended Grade Placement: 10-11**

**1 CREDIT**

In this course, students will explore artificial intelligence and programming in the robotic and automation industry. Through implementation of the design process, students will transfer academic skills to component designs in a project-based environment. Students will build prototypes and use software to test their designs.

#### **PRACTICUM OF STEM**

**Course # 07228920**

**Prerequisite: Algebra I and Geometry**

**Recommended Prerequisite: Two credits in STEM Pathway**

**Recommended Grade Placement 11-12**

**2 CREDITS**

This course is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

Recommended Sequence of Courses (Prerequisites noted in course descriptions)

To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.

Entry-Level Courses	Advanced Courses
<ul style="list-style-type: none"> <li>● Principles of Applied Technology</li> <li>● Introduction to Unmanned Aerial Vehicle (UAV) Flight</li> <li>● Robotics I</li> </ul>	<ul style="list-style-type: none"> <li>● Robotics II</li> <li>● Practicum of STEM</li> </ul>

## Biomedical Science

### *Public Service or STEM Endorsement*

The Biomedical Science program of study focuses on the study of biology and medicine in order to introduce students to the knowledge and skill necessary to be successful in the healthcare field, such as researching and diagnosing diseases, pre-existing conditions, or other determinants of health. Students may also practice patient care and communication.

To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.

### Courses in this Program of Study

#### **PRINCIPLES OF BIOMEDICAL SCIENCE**

**Course # 07226004**

**Recommended Grade Placement 9**

**1 CREDIT**

Students explore concepts of Biology and Medicine to determine factors that led to the death of a fictional person. During the investigation, the students will examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. Students would be introduced to human physiology, basic biology, medicine, and research processes which will allow them to design their own experiments to solve problems. This course does not count as a science credit.

#### **HUMAN BODY SYSTEMS**

**Course # 07226300**

**Recommended Grade Placement 10-11**

**1 CREDIT**

Students examine the interactions of human body systems as they explore identity, power, movement, protection and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Manikin; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases. This course does not count as a science credit.

#### **MEDICAL INTERVENTIONS**

**Course # 07226320**

**Recommended Grade Placement: 11-12**

**1 CREDIT**

Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices and diagnostics. This course does not count as a science credit.

#### **BIOMEDICAL INNOVATION**

**Course # 07226310**

**Recommended Grade Placement: 12**

**1 CREDIT**

Students build on the knowledge and skills gained from the previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students apply their knowledge and skills to answer questions or solve problems in the biomedical sciences. This course does not count as a science credit.

**MEDICAL MICROBIOLOGY**

**Course # 07226410**

**(approved by the State Board of Education for 4th science credit)**

**Prerequisite: Biology and Chemistry, Chemistry may be concurrent**

**Recommended Grade Placement 11 -12**

**1 CREDIT**

In this course, students conduct laboratory investigations and fieldwork, use scientific methods during investigations, and make informed decisions using critical thinking and problem solving. Students will study the relationships of microorganisms to wellness and disease. They develop knowledge and skills related to disease prevention by learning the chain of infection, asepsis, and standard precautions. Pathogenic and nonpathogenic organisms will be identified to assist in the understanding of specific diseases, causative agents, and treatment options. Should be taken with Pathophysiology.

**PATHOPHYSIOLOGY (approved by the State Board of Education for 4th science credit)**

**Course # 07226400**

**Prerequisite: Biology and Chemistry**

**Recommended Grade Placement 11 -12**

**1 CREDIT**

In this course, students conduct laboratory investigations and fieldwork, use scientific methods during investigations, and make informed decisions using critical thinking and problem solving. Students study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of diseases. Students will differentiate between normal and abnormal physiology. Should be taken with Medical Microbiology.

**PRACTICUM OF STEM**

**Course # 07228920**

**Prerequisite: Algebra I and Geometry**

**Recommended Prerequisite: Two credits in STEM Pathway**

**Recommended Grade Placement 11-12**

**2 CREDITS**

This course is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

Recommended Sequence of Courses (Prerequisites noted in course descriptions)

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

Entry-Level Courses	Advanced Courses
<ul style="list-style-type: none"> <li>● Principles of Biomedical Science</li> <li>● Human Body Systems</li> </ul>	<ul style="list-style-type: none"> <li>● Medical Microbiology</li> <li>● Pathophysiology</li> <li>● Medical Interventions</li> <li>● Biomedical Innovations</li> <li>● Practicum of STEM</li> </ul>

## Cybersecurity

### *Business & Industry or STEM Endorsement*

The Cybersecurity program of study includes the occupations and educational opportunities related to planning, implementing, upgrading, or monitoring security measures for the protection of computer networks and information. This program of study may also include exploration into responding to computer security breaches and virus and administering network security measures.

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

### Courses in this Program of Study

#### **AP COMPUTER SCIENCE PRINCIPLES**

**Course # 0722209**

**Recommended Grade Placement 9-10**

**1 CREDIT**

In this course, students will learn the principles that underlie the science of computing and develop the thinking skills that computer scientists use. Students will work on their own and as part of a team to creatively address real-world issues using the tools and processes of computation.

#### **COMPUTER SCIENCE I**

**Course # 0722205**

**Prerequisite: Algebra I**

**Recommended Grade Placement 9-10**

**1 CREDIT**

Students will access, analyze, and evaluate all types of information in ways that are computable in order to solve problems that range in scope from computing a speeding ticket to instructing a robot to dance, from designing interactive, intelligent fashion garments to creating a mobile app game. Students are exposed to the vast and diverse world of computer science, working collaboratively and individually on projects and learning a variety of programming languages, both graphical and text-based, to use in implementing their solutions. This is the first in the sequence of computer science courses offered for students in the computer science program of study, STEM endorsement. This is an advanced academic course and is weighted in the GPA. This course receives weighted GPA credit. Check Appendix A for the weight.

#### **NETWORKING**

**Course # 07224620**

**Recommended Grade Placement 11-12**

**1 CREDIT**

In Networking, students will develop knowledge of the concepts and skills related to data networking technologies and practices in order to apply them to personal or career development. To prepare for success, students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

#### **FOUNDATIONS OF CYBERSECURITY**

**Course # 07224830**

**Recommended Grade Placement 9-10**

**1 CREDIT**

In this course, students will develop the knowledge and skills needed to explore fundamental concepts related to the ethics, laws, and operations of cybersecurity. Students will examine trends and operations of cyber attacks, threats, and vulnerabilities. Students will review and explore security policies designed to mitigate risks.

#### **CYBERSECURITY CAPSTONE**

**Course # 07224840**

**Prerequisite: Foundations of Cybersecurity**

**Recommended Grade Placement 11-12**

**1 CREDIT**

Students will develop the knowledge and skills needed to explore advanced concepts related to the ethics, laws, and operations of cybersecurity. Students will examine trends and operations of cyber-attacks, threats, and vulnerabilities, and students will develop

security policies to mitigate risk. The skills obtained in this course will prepare students for additional study toward industry certification.

**PRACTICUM INFORMATION TECHNOLOGY**

**Course # 07222240**

**Prerequisite: At least two credits of Cybersecurity courses**

**Recommended Grade Placement 12**

**2 CREDITS**

Research in IT is a project-based research course for students who have the ability to research a real-world technological problem. Students develop a project on a topic related to information technology career interests, use scientific methods of investigation to conduct in-depth research, are matched with a mentor from the business or professional community, apply information technology concepts, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge, skills, and technologies in a variety of settings.

Recommended Sequence of Courses (Prerequisites noted in course descriptions)

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

Entry-Level Courses	Advanced Courses
<ul style="list-style-type: none"> <li>● AP Computer Science Principles</li> <li>● Computer Science I</li> <li>● Fundamentals of Cybersecurity</li> </ul>	<ul style="list-style-type: none"> <li>● Networking</li> <li>● Cybersecurity Capstone</li> <li>● Practicum of Information Technology</li> </ul>

**Engineering**

*Business & Industry or STEM Endorsement*

The Engineering program of study focuses on the design, development, and use of engines, machines, and structures. Students will learn how to apply science, mathematical methods, and empirical evidence to the innovation, design, construction, operation, and maintenance of different manufacturing systems.

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

Courses in this Program of Study

**PRINCIPLES OF APPLIED ENGINEERING**

**Course # 07228230**

**Recommended Grade Placement 8**

**1 CREDIT**

Principles of Applied Engineering provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will develop engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects.

**INTRODUCTION TO ENGINEERING DESIGN (IED)-Project Lead the Way**

**Course # 07228000**

**Recommended Grade Placement 9-10**

**1 CREDIT**



Designed for 9th or 10th grade students and serves as the foundation for all PLTW courses, the major focus of the IED course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation. Students use 3D solid modeling design software to help them design solutions to solve proposed problems and learn how to document their work and communicate solutions to peers and members of the professional community. Students will have an opportunity to test for college credit through UT Tyler. The college course credit is for Engineering 1201: Introduction to Engineering. PLTW courses may count for college credit and will receive additional weight using the Dual Credit scale for the weighted GPA.

**ENGINEERING SCIENCE (formerly Principles of Engineering)**

**Course # 07228120**

**Prerequisite: Algebra I and Biology, Chemistry, Integrated Physics and Chemistry (IPC), or Physics.**

**Recommended prerequisite: Geometry**

**Recommended Grade Placement 10-11**

**1 CREDIT**

This survey course of engineering exposes students to major concepts they'll encounter in a postsecondary engineering course of study. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, documenting their work and communicating solutions to peers and members of the professional community. PLTW courses may count for college credit and will receive additional weight using the Dual Credit scale for the weighted GPA.

**AEROSPACE ENGINEERING (AE)-Project Lead the Way**

**Course # 07228210**

**Recommended Grade Placement 11-12**

**1 CREDIT**

Aerospace Engineering engages students in engineering design problems related to aerospace information systems, astronautics, rocketry, propulsion, the physics of space science, space life sciences, the biology of space science, principles of aeronautics, structures and materials, and systems engineering. Using 3-D design software, students work in teams utilizing hands-on activities, projects and problems and are exposed to various situations encountered by aerospace engineers. This course is designed for 11th or 12th grade students. PLTW courses may count for college credit and will receive additional weight using the Dual Credit scale for the weighted GPA.

**DIGITAL ELECTRONICS (DE) -Project Lead the Way**

**Course # 07228150**

**Prerequisite: Algebra I and Geometry**

**Recommended Grade Placement 11-12**

**1 CREDIT**

Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras and high-definition televisions. The major focus of the DE course is to expose students to the process of combinational and sequential logic design, teamwork, communication methods, engineering standards and technical documentation. This course is designed for 10th or 11th grade students. PLTW courses may count for college credit and will receive additional weight using the Dual Credit scale for the weighted GPA.

**PRACTICUM OF STEM**

**Course # 07228920**

**Prerequisite: Algebra I and Geometry**

**Recommended Prerequisite: Two credits in STEM Pathway**

**Recommended Grade Placement 11-12**

**2 CREDITS**

This course is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

Recommended Sequence of Courses (Prerequisites noted in course descriptions)



To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.

Entry-Level Courses	Advanced Courses
<ul style="list-style-type: none"> <li>Principles of Applied Engineering</li> <li>Introduction to Engineering Design</li> </ul>	<ul style="list-style-type: none"> <li>Aerospace Engineering</li> <li>Digital Electronics</li> <li>Engineering Science</li> <li>Practicum in STEM</li> </ul>

## Programming and Software Development

### *Business & Industry or STEM Endorsement*

The Programming and Software Development program of study explores the occupations and education opportunities associated with researching, designing, developing, and testing operating systems-level software, compilers, and network distribution software for medical, industrial, military, communications, aerospace, business, scientific, and general computer applications. This program of study may also include exploration into creating, modifying, and testing the codes, forms, and script that allows computer applications to run.

To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.

Courses in this Program of Study

#### **COMPUTER SCIENCE I**

**Course # 0722205**

**Prerequisite: Algebra I**

**Recommended Grade Placement 9-12**

**1 CREDIT**

Students will access, analyze, and evaluate all types of information in ways that are computable in order to solve problems that range in scope from computing a speeding ticket to instructing a robot to dance, from designing interactive, intelligent fashion garments to creating a mobile app game. Students are exposed to the vast and diverse world of computer science, working collaboratively and individually on projects and learning a variety of programming languages, both graphical and text-based, to use in implementing their solutions. This is the first in the sequence of computer science courses offered for students in the computer science program of study, STEM endorsement. This is an advanced academic course and is weighted in the GPA. This course receives weighted GPA credit.

#### **COMPUTER SCIENCE AP (approved by State Board of Education for math credit)**

**Course # 0722206**

**Prerequisite: Algebra I**

**Recommended Grade Placement 9-12**

**1 CREDIT**

This course is a college-level course equivalent of a first semester computer science course in college. Students will learn and apply computer science concepts to write computer programs in the Java programming language and to prepare for the AP Computer Science A exam in May. Students should be comfortable with algebraic functions and concepts including the use of functional notation such as  $f(x) = x + 2$  and  $f(x) = g(h(x))$ , should be successful working independently, be prepared to spend 3-5 hours per week outside of the classroom working on programming assignments and accept the challenge of preparing for an AP exam. This is the second in the sequence of computer science courses offered for students in the computer science program of study, STEM endorsement. This is an advanced academic course and is weighted in the GPA. Students enrolling in Advanced Placement courses will be required to take the Advanced Placement or Mock AP exams for each course in order to receive credit. This course receives weighted credit for GPA calculation.

**COMPUTER SCIENCE II**

Course # 07222220

**Prerequisite: Computer Science I and Algebra I****Recommended Grade Placement 10-12****1 CREDIT**

This is the second in the sequence of computer science courses offered. Students will continue their learning of more advanced computer science concepts including object-oriented programming in the Java programming language. Students will learn much of the same information as contained in AP Computer Science A but without preparing for the AP exam. This is the second in the sequence of computer science courses offered for students in the computer science program of study, STEM endorsement. This course receives weighted credit for GPA calculation.

**COMPUTER SCIENCE III**

Course # 07222230

**Prerequisite: Computer Science II or AP Computer Science A****Recommended Grade Placement 10-12****1 CREDIT**

This is the third in the sequence of computer science courses offered. Students will learn additional data structures for storing and retrieving data including Sets, Maps, Lists, Stacks, Queues and Trees, and explore the advantages/disadvantages of each. Students will explore how technology impacts our lives by exploring current computer science topics such as artificial intelligence, cybersecurity and nanotechnology. In addition, students will choose computing topics of interest to research. This is the third in the sequence of computer science courses offered for students in the computer science program of study, STEM endorsement. This course receives weighted credit for GPA calculation.

Recommended Sequence of Courses (Prerequisites noted in course descriptions)

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

Entry-Level Courses	Advanced Courses
<ul style="list-style-type: none"> <li>• Computer Science I</li> </ul>	<ul style="list-style-type: none"> <li>• Computer Science II</li> <li>• Computer Science III</li> <li>• AP Computer Science</li> </ul>

**Automotive***Business and Industry Endorsement*

The Automotive program of study teaches students how to repair automobiles and service various types of vehicles. Students may learn to collect payment for services or supplies and perform typical vehicle maintenance procedures such as lubrication, oil changes, installation of antifreeze, or replacement of accessories like wiper blades or tires.

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

NOTE: All students in this program of study are enrolled in Dual Technical Credit through Tarrant County College. Students are required to complete the application progress for dual credit.

## Courses in this Program of Study

**SMALL ENGINE TECHNOLOGY I**

Course # 07229615

**Recommended Grade Placement 9-10****1 CREDIT**

Small Engine Technology I includes knowledge of the function and maintenance of the systems and components of all types of small engines such as outdoor power equipment, motorcycles, generators, and irrigation engines. This course is designed to provide training for employment in the small engine technology industry. Instruction includes the repair and service of cooling, air, fuel, lubricating, electrical, ignition, and mechanical systems. In addition, the student will receive instruction in safety, academic, and leadership skills as well as career opportunities.

**AUTOMOTIVE TECHNOLOGY I: MAINTENANCE AND LIGHT REPAIR****Course # 07229600****Recommended Prerequisite: Small Engine Technology I****NOTE: This course must be taken concurrently with Automotive Basics****Recommended Grade Placement 11****2 CREDITS**

Automotive Technology I: Maintenance and Light Repair includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. This course includes applicable safety and environmental rules and regulations. Students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

**Automotive Basics****Course # 07220135****NOTE: This course must be taken concurrently with Automotive Technology I****Recommended Grade Placement 11****1 CREDIT**

Automotive Basics includes knowledge of the basic automotive systems and the theory and principles of the components that make up each system and how to service these systems. Automotive Basics includes applicable safety and environmental rules and regulations. In Automotive Basics, students will gain knowledge and skills in the repair, maintenance, and servicing of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

**AUTOMOTIVE TECHNOLOGY II: AUTOMOTIVE SERVICE****Course # 07229601****Prerequisite: Automotive Technology I: Automotive Basics****NOTE: This course must be taken concurrently with Advanced Transportation Systems Laboratory****Recommended Grade Placement 12****2 CREDITS**

Automotive Technology II: Automotive Service includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. Automotive Technology II: Automotive Service includes applicable safety and environmental rules and regulations. In this course, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

**ADVANCED TRANSPORTATION SYSTEMS LABORATORY****Course # TBD****Prerequisite: Automotive Technology I: Automotive Basics****NOTE: This course must be taken concurrently with Advanced Transportation Systems Laboratory****Recommended Grade Placement 12****1 CREDIT**

Recommended Sequence of Courses (Prerequisites noted in course descriptions)

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

Entry-Level Courses	Advanced Courses
<ul style="list-style-type: none"> <li>● Small Engine Technology I</li> <li>● Automotive Basics (must be taken concurrently with Automotive Technology I)</li> </ul>	<ul style="list-style-type: none"> <li>● Automotive Technology I (must be taken concurrently with Automotive Basics)</li> <li>● Automotive Technology II (must be taken concurrently with Advanced Transportation Systems Laboratory)</li> <li>● Advanced Transportation Systems Laboratory (must be taken concurrently with Automotive Technology II)</li> </ul>

## Distribution and Logistics

### *Business and Industry Endorsement*

The Distribution and Logistics program of study teaches students how to plan, coordinate, and direct people and operational plans related to distributed goods and services. Students will learn how to manage daily operations and logistics personnel.

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

Courses in this Program of Study

#### **PRINCIPLES OF DISTRIBUTION AND LOGISTICS**

**Course # 07229810**

**Recommended Grade Placement 9-10**

**1 CREDIT**

In Principles of Distribution and Logistics, students will gain knowledge and skills in the safe application, design, production, and assessment of products, services, and systems. This knowledge includes the history, laws and regulations, and common practices used in the logistics of warehousing and transportation systems. Students should apply knowledge and skills in the application, design, and production of technology as it relates to distribution and logistics industries. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings.

#### **MANAGEMENT OF TRANSPORTATION SYSTEMS**

**Course # 07229830**

**Recommended Grade Placement 10-11**

**1 CREDIT**

In Management of Transportation Systems, students will gain knowledge and skills in material handling and distribution and proper application, design, and production of technology as it relates to the transportation industries. This course includes the safe operation of tractor-trailers, forklifts, and related heavy equipment. This course will allow students to reinforce, apply, and transfer their academic knowledge and skills to management of transportation systems and associated careers.

#### **DISTRIBUTION AND LOGISTICS**

**Course # 07229820**

**Recommended Grade Placement 11-12**

**1 CREDIT**

Distribution and Logistics is designed to provide training for entry-level employment in distribution and logistics. This course focuses on the business planning and management aspects of distribution and logistics. To prepare for success, students will learn, reinforce, experience, apply, and transfer their knowledge and skills related to distribution and logistics.

#### **PRACTICUM IN DISTRIBUTION AND LOGISTICS**

**Course # 07229840**

**Prerequisite: Two credits in the Logistics Program of Study**

**Recommended Grade Placement 11-12**

**2 CREDITS**

The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the distribution and logistics industry. Students shall be awarded two credits for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

Recommended Sequence of Courses (Prerequisites noted in course descriptions)

**To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.**

Entry-Level Courses	Advanced Courses
<ul style="list-style-type: none"> <li>● Principles of Distribution and Logistics</li> <li>● Management of Transportation Systems</li> </ul>	<ul style="list-style-type: none"> <li>● Distribution and Logistics</li> <li>● Practicum of Distribution and Logistics</li> </ul>

## Glossary

**Accelerated instruction** is an intensive supplemental program designed to address the needs of an individual student in acquiring the knowledge and skills required at his or her grade level and/or as a result of a student not meeting the passing standard on a state-mandated assessment.

**Advanced Academics** includes courses, programs, assessments, services and supports that provide opportunities for students to demonstrate college and career readiness and earn postsecondary credit.

**Advanced Placement** - College level coursework designed by the College Board which provides students the potential to earn college credit with a qualifying score on an Advanced Placement exam.

**ACT-Aspire** refers to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

**ACT** refers to one of the two most frequently used college or university admissions exams: the American College Test. The test may be a requirement for admission to certain colleges or universities.

**ARD** is the admission, review, and dismissal committee convened for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

**Attendance review committee** is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

**Course Credit** A unit of measure awarded for successful completion of a course. Completion of a one-semester course typically earns one-half credit for a student.

**CTE Courses** Courses that prepare students for careers. These were once called vocational courses. The CTE stands for Career and Technical Education

**Distinguished Level of Achievement** A high level of academic achievement earned by going beyond the Foundation High School Program. It requires a total of 26 course credits, including AlgebraII, a fourth science credit and an endorsement. A student must earn this designation to be eligible for Top10 percent automatic admission to a Texas public community college or university. It is also a requirement for receiving state financial aid.

**Dual Credit** is a process by which a high school student enrolls in a college course and receives simultaneous academic credit for the course from both the college and high school.

**End-of-Course Exams (EOC)** STAAR end-of-course exams are state mandated tests given during the final weeks of a high school course. In addition to meeting graduation course requirements, students are required to pass five end-of-course exams to earn a diploma from a Texas public high school. Those Five Exams are given when a student takes EnglishI and II, Biology, Algebra I and U.S .History Courses.

**Endorsements Areas** - Areas of specialized study. The areas are: Science, Technology, Engineering and Mathematics (STEM), Business and Industry, Arts and Humanities, Public Services, Multidisciplinary Studies A district or charter that offers only one endorsement must offer Multidisciplinary Studies.

**EOC assessments** are end-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These exams will be given in English I, English II, Algebra I, Biology, and U.S. History.

**Foundation High School Program (FHSP)** The basic 22-credit graduation program for Texas Public School Students.

**IEP** is the written record of the individualized education program prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student's progress will be measured and how the parents will be kept informed; accommodations for state or district wide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

**IGC** is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

**Industry-Based Certificate** A state, national, or internationally recognized credential that aligns with the knowledge and skills standards identified by an association or government entity representing a particular profession or occupation and valued by business or industry. Examples include a credential for certified nurse aide (CNA) or the automotive service excellence (ASE) certification in the automotive industry.

**ISS** refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

**Performance Acknowledgments** Students may earn an additional acknowledgment on their transcripts because of outstanding performance in areas such as dual credit courses and bilingualism and biliteracy; on Advanced Placement, International Baccalaureate, PSAT, ACT ASPIRE®, the SAT or ACT exams; or by earning a state, nationally, or - internationally recognized business or industry certification.

**PGP** stands for Personal Graduation Plan, which is required for high school students beginning with ninth graders in the 2014–15 school year, and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

**PSAT** is the preparatory and readiness assessment for the SAT.

**SAT** refers to one of the two most frequently used college or university admissions exams: the Scholastic Aptitude Test. The test may be a requirement for admissions to certain colleges or universities.

**Section 504** is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

**STAAR** is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments, effective beginning with certain students for the 2011–2012 school year. The STAAR is the state mandated test given annually to students in grades 3-8 and in five high school courses.

**STAAR A** is an accommodated version of the STAAR that is available for certain students who receive special education services or students who have been identified as dyslexic.

**STAAR Alternate 2** is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

**STAAR Linguistically Accommodated (STAAR L)** is an alternative state-mandated assessment with linguistic accommodations designed for certain recent immigrant English language learners.

**State-mandated assessments** are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion, and passing the STAAR EOC assessments is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

**Student Code of Conduct** is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP. It outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

**TELPAS** stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English language learners make in learning the English language, and is administered for those who meet the participation requirements in kindergarten–grade 12.

**TSI assessment** is the Texas Success Initiative assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

**TxVSN** is the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors, and courses are equivalent in rigor and scope to a course taught in a <http://pol.tasb.org/Policy/Code/1101?filter=FNG> traditional classroom setting.

**UIL** refers to the University Interscholastic League, the statewide voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.



## Appendix A - Online Resources

Texas Education Agency:

Side by side graduation programs

[https://tea.texas.gov/sites/default/files/SidebySideGraduationPrograms\\_030114.pdf](https://tea.texas.gov/sites/default/files/SidebySideGraduationPrograms_030114.pdf)

Foundations high School Program Opt out agreement - English (see CISD Counselor for district form)

<https://tea.texas.gov/sites/default/files/FHSP-Endorsement-Opt-Out-Agreement.pdf>

Foundations high School Program Opt out agreement - Spanish (see CISD Counselor for district form)

<https://tea.texas.gov/sites/default/files/FHSP-Endorsement-Opt-Out-Agreement-SPANISH.pdf>

### **Texas Education Agency - Side by Side Graduation Requirements**

Reference: [https://tea.texas.gov/sites/default/files/SidebySideGraduationPrograms\\_030114.pdf](https://tea.texas.gov/sites/default/files/SidebySideGraduationPrograms_030114.pdf)

Side-by-Side Comparison: Graduation Program Options to be Implemented Beginning in 2014-2015

Discipline	Foundation HSP	*MHSP	*RHSP	*DAP
English Language Arts	<b>Four credits:</b> <ul style="list-style-type: none"> <li>English I</li> <li>English II</li> <li>English III</li> <li>An advanced English course</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>English I</li> <li>English II</li> <li>English III</li> <li>English IV or approved alternate course</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>English I</li> <li>English II</li> <li>English III</li> <li>English IV</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>English I</li> <li>English II</li> <li>English III</li> <li>English IV</li> </ul>
Mathematics	<b>Three credits:</b> <ul style="list-style-type: none"> <li>Algebra I</li> <li>Geometry</li> <li>An advanced math course</li> </ul>	<b>Three credits:</b> <ul style="list-style-type: none"> <li>Algebra I</li> <li>Geometry</li> <li>SBOE approved math course</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>Algebra I</li> <li>Algebra II</li> <li>Geometry</li> <li>An additional math credit</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>Algebra I</li> <li>Algebra II</li> <li>Geometry</li> <li>An additional math credit</li> </ul>
Science	<b>Three credits:</b> <ul style="list-style-type: none"> <li>Biology</li> <li>IPC or an advanced science course</li> <li>An advanced science course</li> </ul>	<b>Two credits:</b> <ul style="list-style-type: none"> <li>Biology</li> <li>IPC or Chemistry and Physics (one of the two serves as an academic elective)</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> <li>Physics</li> <li>An additional science credit</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> <li>Physics</li> <li>An additional science credit</li> </ul>
Social Studies	<b>Three credits:</b> <ul style="list-style-type: none"> <li>U.S. History</li> <li>U.S. Government (one-half credit)</li> <li>Economics (one-half credit)</li> <li>World History or World Geography</li> </ul>	<b>Three credits:</b> <ul style="list-style-type: none"> <li>U.S. History (one credit)</li> <li>U.S. Government (one-half credit)</li> <li>Economics (one-half credit)</li> <li>World History (one credit) or World Geography (one credit)</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>U.S. History (one credit)</li> <li>U.S. Government (one-half credit)</li> <li>Economics (one-half credit)</li> <li>World History (one credit)</li> <li>World Geography (one credit)</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>U.S. History (one credit)</li> <li>U.S. Government (one-half credit)</li> <li>Economics (one-half credit)</li> <li>World History (one credit)</li> <li>World Geography (one credit)</li> </ul>
Physical Education	<b>One credit</b>	<b>One credit</b>	<b>One credit</b>	<b>One credit</b>
Languages Other Than English	<b>Two credits in the same language</b> Two credits from Computer Science I, II, and III (other substitutions)	<b>None</b>	<b>Two credits in the same language</b>	<b>Three credits in the same language</b>
Fine Arts	<b>One credit</b>	<b>One credit</b>	<b>One credit</b>	<b>One credit</b>
Speech	<a href="#">Demonstrated proficiency in speech skills</a>	<b>One-half credit from either of the following:</b> <ul style="list-style-type: none"> <li>Communication Applications</li> <li>Professional Communications (CTE)</li> </ul>	<b>One-half credit from either of the following:</b> <ul style="list-style-type: none"> <li>Communication Applications</li> <li>Professional Communications (CTE)</li> </ul>	<b>One-half credit from either of the following:</b> <ul style="list-style-type: none"> <li>Communication Applications</li> <li>Professional Communications (CTE)</li> </ul>
Electives	<b>Five credits</b>	<b>Seven and one half credits (one must be an academic elective)</b>	<b>Five and one-half credits</b>	<b>Four and one-half credits</b>
<b>Total Credits</b>	<b>22</b>	<b>22</b>	<b>26</b>	<b>26</b>

\* Only available for students who entered grade 9 before the 2014-2015 school year

<b>Endorsements</b>	<p>A student may earn an endorsement by successfully completing</p> <ul style="list-style-type: none"> <li>• curriculum requirements for the endorsement</li> <li>• a total of four credits in mathematics</li> <li>• a total of four credits in science</li> <li>• two additional elective credits</li> </ul>
<b>STEM</b>	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> <li>• CTE courses with a final course from the STEM career cluster</li> <li>• Computer science</li> <li>• Mathematics</li> <li>• Science</li> <li>• A combination of no more than two of the categories listed above</li> </ul>
<b>Business and Industry</b>	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> <li>• CTE courses with a final course from the Agriculture, Food, &amp; Natural Resources; Architecture &amp; Construction; Arts, Audio/Video, Technology &amp; Communications; Business Management &amp; Administration; Finance; Hospitality &amp; Tourism; Information Technology; Manufacturing, Marketing; Transportation, or Distribution &amp; Logistics CTE career cluster</li> <li>• The following English electives: public speaking, debate, advanced broadcast journalism including newspaper and yearbook</li> <li>• Technology applications</li> <li>• A combination of credits from the categories listed above</li> </ul>
<b>Public Services</b>	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> <li>• CTE courses with a final course from the Education &amp; Training; Government &amp; Public Administration; Health Science, Human Services; or Law, Public Safety, Corrections, and Security career cluster</li> <li>• JROTC</li> </ul>
<b>Arts and Humanities</b>	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> <li>• Social studies</li> <li>• The same language in Languages Other Than English</li> <li>• Two levels in each of two language in Languages Other Than English</li> <li>• American Sign Language (ASL)</li> <li>• Courses from one or two categories (art, dance, music, and theater) in fine arts</li> <li>• English electives that are not part of Business and Industry</li> </ul>
<b>Multidisciplinary Studies</b>	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> <li>• Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence</li> <li>• Four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics</li> <li>• Four credits in AP, IB, or dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts</li> </ul>
<b>Total Credits w/endorsement - 26</b>	
<b>Distinguished Level of Achievement</b>	<ul style="list-style-type: none"> <li>• A total of four credits in math, including credit in Algebra II</li> <li>• A total of four credits in science</li> <li>• Completion of curriculum requirements for at least one endorsement</li> </ul>
<b>Performance Acknowledgments</b>	<ul style="list-style-type: none"> <li>• For outstanding performance             <ul style="list-style-type: none"> <li>• in a dual credit course</li> <li>• in bilingualism and biliteracy</li> <li>• on an AP test or IB exam</li> <li>• on the PSAT, the ACT-Plan, the SAT, or the ACT</li> </ul> </li> <li>• For earning a nationally or internationally recognized business or industry certification or license</li> </ul>

3/1/2014

**Texas Education Agency - Assessment Resources**

TEAS ASSESSMENT

FOR FAMILIES

FOR ADMINISTRATORS

FOR EDUCATORS

**LEARN MORE ABOUT YOUR CHILD'S SCORE**

Log in to the secure student portal to learn more about your child's score and how to help improve it.

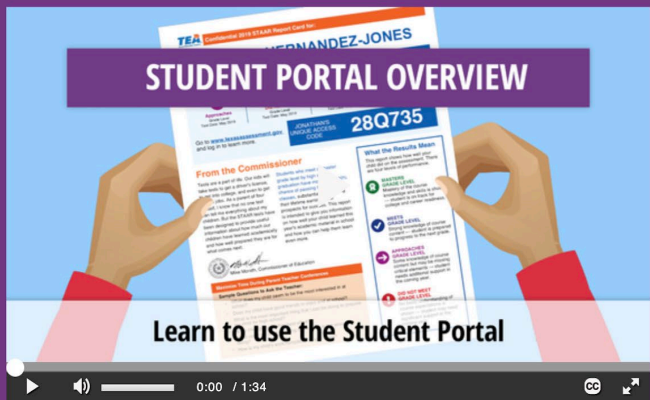
Unique Student Access Code

Student's Date of Birth

Month  Day  Year

**Log In to Student Portal**

**Find My Access Code**



VIEW TRANSCRIPT

VIDEO WITH AUDIO DESCRIPTION

<https://texasassessment.com/>

# Accountability Rating Systems

[Performance Reporting](#)

## A-F Accountability System

Select Accountability Year:

## Previous Accountability Systems

Select Accountability Year:

*Note that no state accountability ratings were assigned in 2003 and 2012.*

For questions, contact [Performance Reporting](#).

<https://rptsvr1.tea.texas.gov/perfreport/account/>



Summer 2019



[https://tea.texas.gov/sites/default/files/Graduation\\_Toolkit\\_Summer2019.pdf](https://tea.texas.gov/sites/default/files/Graduation_Toolkit_Summer2019.pdf)

## Appendix B - School Board Policy

### Instruction

EA	<a href="#">INSTRUCTIONAL GOALS AND OBJECTIVES</a>
EB	<a href="#">SCHOOL YEAR</a>
EC	<a href="#">SCHOOL DAY</a>
EEB	<a href="#">INSTRUCTIONAL ARRANGEMENTS - CLASS SIZE</a>
EEH	<a href="#">INSTRUCTIONAL ARRANGEMENTS - HOMEBOUND INSTRUCTION</a>
EEL	<a href="#">INSTRUCTIONAL ARRANGEMENTS - CONTRACTS WITH OUTSIDE AGENCIES</a>
EEM	<a href="#">INSTRUCTIONAL ARRANGEMENTS - JUVENILE RESIDENTIAL FACILITIES</a>
EF	<a href="#">INSTRUCTIONAL RESOURCES</a>
EFA	<a href="#">INSTRUCTIONAL RESOURCES - INSTRUCTIONAL MATERIALS</a>
EFB	<a href="#">INSTRUCTIONAL RESOURCES - LIBRARY MEDIA PROGRAMS</a>
EH	<a href="#">CURRICULUM DESIGN</a>
EHA	<a href="#">CURRICULUM DESIGN - BASIC INSTRUCTIONAL PROGRAM</a>
EHAA	<a href="#">BASIC INSTRUCTIONAL PROGRAM - REQUIRED INSTRUCTION (ALL LEVELS)</a>
EHAB	<a href="#">BASIC INSTRUCTIONAL PROGRAM - REQUIRED INSTRUCTION (ELEMENTARY)</a>
EHAC	<a href="#">BASIC INSTRUCTIONAL PROGRAM - REQUIRED INSTRUCTION (SECONDARY)</a>
EHAD	<a href="#">BASIC INSTRUCTIONAL PROGRAM - ELECTIVE INSTRUCTION</a>
EHB	<a href="#">CURRICULUM DESIGN - SPECIAL PROGRAMS</a>
EHBA	<a href="#">SPECIAL PROGRAMS - SPECIAL EDUCATION</a>
EHBAA	<a href="#">SPECIAL EDUCATION - IDENTIFICATION, EVALUATION, AND ELIGIBILITY</a>
EHBAB	<a href="#">SPECIAL EDUCATION - ARD COMMITTEE AND INDIVIDUALIZED EDUCATION PROGRAM</a>
EHBAC	<a href="#">SPECIAL EDUCATION - STUDENTS IN NON DISTRICT PLACEMENT</a>
EHBAD	<a href="#">SPECIAL EDUCATION - TRANSITION SERVICES</a>
EHBAE	<a href="#">SPECIAL EDUCATION - PROCEDURAL REQUIREMENTS</a>
EHBAF	<a href="#">SPECIAL EDUCATION - VIDEO/AUDIO MONITORING</a>
EHBB	<a href="#">SPECIAL PROGRAMS - GIFTED AND TALENTED STUDENTS</a>
EHBC	<a href="#">SPECIAL PROGRAMS - COMPENSATORY/ACCELERATED SERVICES</a>
EHBD	<a href="#">SPECIAL PROGRAMS - FEDERAL TITLE I</a>
EHBE	<a href="#">SPECIAL PROGRAMS - BILINGUAL EDUCATION/ESL</a>
EHBF	<a href="#">SPECIAL PROGRAMS - CAREER AND TECHNICAL EDUCATION</a>
EHBG	<a href="#">SPECIAL PROGRAMS - PREKINDERGARTEN</a>

EHBH	<a href="#">SPECIAL PROGRAMS - OTHER SPECIAL POPULATIONS</a>
EHBI	<a href="#">SPECIAL PROGRAMS - ADULT AND COMMUNITY EDUCATION</a>
EHBJ	<a href="#">SPECIAL PROGRAMS - INNOVATIVE AND MAGNET PROGRAMS</a>
EHBK	<a href="#">SPECIAL PROGRAMS - OTHER INSTRUCTIONAL INITIATIVES</a>
EHBL	<a href="#">SPECIAL PROGRAMS - HIGH SCHOOL EQUIVALENCY</a>
EHDB	<a href="#">ALTERNATIVE METHODS FOR EARNING CREDIT - CREDIT BY EXAMINATION WITH PRIOR INSTRUCTION</a>
EHDC	<a href="#">ALTERNATIVE METHODS FOR EARNING CREDIT - CREDIT BY EXAMINATION WITHOUT PRIOR INSTRUCTION</a>
EHDD	<a href="#">ALTERNATIVE METHODS FOR EARNING CREDIT - COLLEGE COURSE WORK/DUAL CREDIT</a>
EHDE	<a href="#">ALTERNATIVE METHODS FOR EARNING CREDIT - DISTANCE LEARNING</a>
EI	<a href="#">ACADEMIC ACHIEVEMENT</a>
EIA	<a href="#">ACADEMIC ACHIEVEMENT - GRADING/PROGRESS REPORTS TO PARENTS</a>
EIC	<a href="#">ACADEMIC ACHIEVEMENT - CLASS RANKING</a>
EIE	<a href="#">ACADEMIC ACHIEVEMENT - RETENTION AND PROMOTION</a>
EIF	<a href="#">ACADEMIC ACHIEVEMENT - GRADUATION</a>
EK	<a href="#">TESTING PROGRAMS</a>
EKB	<a href="#">TESTING PROGRAMS - STATE ASSESSMENT</a>
EKBA	<a href="#">STATE ASSESSMENT - ENGLISH LANGUAGE LEARNERS/LEP STUDENTS</a>
EKC	<a href="#">TESTING PROGRAMS - READING ASSESSMENT</a>
EKD	<a href="#">TESTING PROGRAMS - MATHEMATICS ASSESSMENT</a>
EL	<a href="#">CAMPUS OR PROGRAM CHARTERS</a>
ELA	<a href="#">CAMPUS OR PROGRAM CHARTERS - PARTNERSHIP CHARTERS</a>
EMB	<a href="#">MISCELLANEOUS INSTRUCTIONAL POLICIES - TEACHING ABOUT CONTROVERSIAL ISSUES</a>
EMI	<a href="#">MISCELLANEOUS INSTRUCTIONAL POLICIES - STUDY OF RELIGION</a>

### Students

FB	<a href="#">EQUAL EDUCATIONAL OPPORTUNITY</a>
FBA	<a href="#">EQUAL EDUCATIONAL OPPORTUNITY - SERVICE ANIMALS</a>
FD	<a href="#">ADMISSIONS</a>
FDA	<a href="#">ADMISSIONS - INTERDISTRICT TRANSFERS</a>
FDAA	<a href="#">INTERDISTRICT TRANSFERS - PUBLIC EDUCATION GRANTS</a>
FDB	<a href="#">ADMISSIONS - INTRADISTRICT TRANSFERS AND CLASSROOM ASSIGNMENTS</a>
FDC	<a href="#">ADMISSIONS - HOMELESS STUDENTS</a>

FDD	<a href="#"><u>ADMISSIONS - MILITARY DEPENDENTS</u></a>
FDE	<a href="#"><u>ADMISSIONS - SCHOOL SAFETY TRANSFERS</u></a>
FEA	<a href="#"><u>ATTENDANCE - COMPULSORY ATTENDANCE</u></a>
FEB	<a href="#"><u>ATTENDANCE - ATTENDANCE ACCOUNTING</u></a>
FEC	<a href="#"><u>ATTENDANCE - ATTENDANCE FOR CREDIT</u></a>
FED	<a href="#"><u>ATTENDANCE - ATTENDANCE ENFORCEMENT</u></a>
FFA	<a href="#"><u>STUDENT WELFARE - WELLNESS AND HEALTH SERVICES</u></a>
FFAA	<a href="#"><u>WELLNESS AND HEALTH SERVICES - PHYSICAL EXAMINATIONS</u></a>
FFAB	<a href="#"><u>WELLNESS AND HEALTH SERVICES - IMMUNIZATIONS</u></a>
FFAC	<a href="#"><u>WELLNESS AND HEALTH SERVICES - MEDICAL TREATMENT</u></a>
FFAD	<a href="#"><u>WELLNESS AND HEALTH SERVICES - COMMUNICABLE DISEASES</u></a>
FFAE	<a href="#"><u>WELLNESS AND HEALTH SERVICES - SCHOOL-BASED HEALTH CENTERS</u></a>
FFAF	<a href="#"><u>WELLNESS AND HEALTH SERVICES - CARE PLANS</u></a>
FFB	<a href="#"><u>STUDENT WELFARE - CRISIS INTERVENTION</u></a>
FFBA	<a href="#"><u>CRISIS INTERVENTION - TRAUMA-INFORMED CARE</u></a>
FFC	<a href="#"><u>STUDENT WELFARE - STUDENT SUPPORT SERVICES</u></a>
FFD	<a href="#"><u>STUDENT WELFARE - STUDENT INSURANCE</u></a>
FFE	<a href="#"><u>STUDENT WELFARE - STUDENT ASSISTANCE PROGRAMS/COUNSELING</u></a>
FFEA	<a href="#"><u>STUDENT ASSISTANCE PROGRAMS/COUNSELING - COMPREHENSIVE GUIDANCE PROGRAM</u></a>
FFF	<a href="#"><u>STUDENT WELFARE - STUDENT SAFETY</u></a>
FFG	<a href="#"><u>STUDENT WELFARE - CHILD ABUSE AND NEGLECT</u></a>
FFH	<a href="#"><u>STUDENT WELFARE - FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION</u></a>
FFI	<a href="#"><u>STUDENT WELFARE - FREEDOM FROM BULLYING</u></a>
FJ	<a href="#"><u>STUDENT FUNDRAISING</u></a>
FL	<a href="#"><u>STUDENT RECORDS</u></a>
FM	<a href="#"><u>STUDENT ACTIVITIES</u></a>
FMA	<a href="#"><u>STUDENT ACTIVITIES - SCHOOL-SPONSORED PUBLICATIONS</u></a>
FMF	<a href="#"><u>STUDENT ACTIVITIES - CONTESTS AND COMPETITION</u></a>
FMG	<a href="#"><u>STUDENT ACTIVITIES - TRAVEL</u></a>
FMH	<a href="#"><u>STUDENT ACTIVITIES - COMMENCEMENT</u></a>
FN	<a href="#"><u>STUDENT RIGHTS AND RESPONSIBILITIES</u></a>
FNA	<a href="#"><u>STUDENT RIGHTS AND RESPONSIBILITIES - STUDENT EXPRESSION</u></a>
FNAA	<a href="#"><u>STUDENT EXPRESSION - DISTRIBUTION OF NONSCHOOL LITERATURE</u></a>

FNAB	<a href="#"><u>STUDENT EXPRESSION - USE OF SCHOOL FACILITIES FOR NONSCHOOL PURPOSES</u></a>
FNC	<a href="#"><u>STUDENT RIGHTS AND RESPONSIBILITIES - STUDENT CONDUCT</u></a>
FNCA	<a href="#"><u>STUDENT CONDUCT - DRESS CODE</u></a>
FNCB	<a href="#"><u>STUDENT CONDUCT - CARE OF SCHOOL PROPERTY</u></a>
FNCC	<a href="#"><u>STUDENT CONDUCT - PROHIBITED ORGANIZATIONS AND HAZING</u></a>
FNCD	<a href="#"><u>STUDENT CONDUCT - TOBACCO USE AND POSSESSION</u></a>
FNCE	<a href="#"><u>STUDENT CONDUCT - PERSONAL TELECOMMUNICATIONS/ELECTRONIC DEVICES</u></a>
FNCF	<a href="#"><u>STUDENT CONDUCT - ALCOHOL AND DRUG USE</u></a>
FNCG	<a href="#"><u>STUDENT CONDUCT - WEAPONS</u></a>
FNCI	<a href="#"><u>STUDENT CONDUCT - DISRUPTIONS</u></a>
FND	<a href="#"><u>STUDENT RIGHTS AND RESPONSIBILITIES - MARRIED STUDENTS</u></a>
FNE	<a href="#"><u>STUDENT RIGHTS AND RESPONSIBILITIES - PREGNANT STUDENTS</u></a>
FNF	<a href="#"><u>STUDENT RIGHTS AND RESPONSIBILITIES - INVESTIGATIONS AND SEARCHES</u></a>
FNG	<a href="#"><u>STUDENT RIGHTS AND RESPONSIBILITIES - STUDENT AND PARENT COMPLAINTS/GRIEVANCES</u></a>
FO	<a href="#"><u>STUDENT DISCIPLINE</u></a>
FOA	<a href="#"><u>STUDENT DISCIPLINE - REMOVAL BY TEACHER OR BUS DRIVER</u></a>
FOB	<a href="#"><u>STUDENT DISCIPLINE - OUT-OF-SCHOOL SUSPENSION</u></a>
FOC	<a href="#"><u>STUDENT DISCIPLINE - PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING</u></a>
FOCA	<a href="#"><u>PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING - DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM OPERATIONS</u></a>
FOD	<a href="#"><u>STUDENT DISCIPLINE - EXPULSION</u></a>
FODA	<a href="#"><u>EXPULSION - JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM</u></a>
FOE	<a href="#"><u>STUDENT DISCIPLINE - EMERGENCY AND ALTERNATIVE PLACEMENT</u></a>
FOF	<a href="#"><u>STUDENT DISCIPLINE - STUDENTS WITH DISABILITIES</u></a>
FP	<a href="#"><u>STUDENT FEES, FINES, AND CHARGES</u></a>

## Appendix C - Texas Education Agency - Statutory Reference

### Texas House Bill 5: Foundation High School Program

Ref: <https://tea.texas.gov/academics/graduation-information/house-bill-5-foundation-high-school-program>

In 2013, House Bill 5 was adopted in the 83rd Texas Legislature, Regular Session. HB 5 - the new Foundation High School Program was adopted as the default graduation program for all students entering high school beginning in 2014-2015. The State Board of Education adopted rules related to the new Foundation High School Program in January 2014. The curriculum requirements are outlined below and can be found at <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074b.html>.

### Chapter 74. Curriculum Requirements Subchapter B. Graduation Requirements

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#### §74.11. High School Graduation Requirements.

- (a) To receive a high school diploma, a student entering Grade 9 in the 2014-2015 school year and thereafter must complete the following:
- (1) in accordance with subsection (c) of this section, requirements of the Foundation High School Program specified in §74.12 of this title (relating to Foundation High School Program);
  - (2) testing requirements for graduation as specified in Chapter 101 of this title (relating to Assessment); and
  - (3) demonstrated proficiency, as determined by the district in which the student is enrolled, in delivering clear verbal messages; choosing effective nonverbal behaviors; listening for desired results; applying valid critical-thinking and problem-solving processes; and identifying, analyzing, developing, and evaluating communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.
- (b) A school district shall clearly indicate the distinguished level of achievement under the Foundation High School Program, an endorsement, and a performance acknowledgment on the transcript or academic achievement record (AAR) of a student who satisfies the applicable requirements.
- (c) A student entering Grade 9 in the 2014-2015 school year and thereafter shall enroll in the courses necessary to complete the curriculum requirements for the Foundation High School Program specified in §74.12 of this title and the curriculum requirements for at least one endorsement specified in §74.13 of this title (relating to Endorsements).
- (d) A student may graduate under the Foundation High School Program without earning an endorsement if, after the student's sophomore year:
- (1) the student and the student's parent or person standing in parental relation to the student are advised by a school counselor of the specific benefits of graduating from high school with one or more endorsements; and
  - (2) the student's parent or person standing in parental relation to the student files with a school counselor written permission, on a form adopted by the Texas Education Agency (TEA), allowing the student to graduate under the Foundation High School Program without earning an endorsement.
- (e) A student may earn a distinguished level of achievement by successfully completing the curriculum requirements for the Foundation High School Program and the curriculum requirements for at least one endorsement required by the Texas Education Code (TEC), §28.025(b-15), including four credits in science and four credits in mathematics to include Algebra II.
- (f) An out-of-state or out-of-country transfer student (including foreign exchange students) or a transfer student from a Texas nonpublic school is eligible to receive a Texas diploma but must complete all requirements of this section to satisfy state graduation requirements. Any course credit required in this section that is not completed by the student before he or she enrolls in a Texas school district may be satisfied through the provisions of §74.23 of this title (relating to Correspondence Courses and Distance Learning) and §74.24 of this title (relating to Credit by Examination) or by completing the course or courses according to the provisions of §74.26 of this title (relating to Award of Credit).
- (g) Elective credits may be selected from the following:
- (1) high school courses not required for graduation that are listed in the following chapters of this title:
    - (A) Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading);
    - (B) Chapter 111 of this title (relating to Texas Essential Knowledge and Skills for Mathematics);
    - (C) Chapter 112 of this title (relating to Texas Essential Knowledge and Skills for Science);
    - (D) Chapter 113 of this title (relating to Texas Essential Knowledge and Skills for Social Studies);
    - (E) Chapter 114 of this title (relating to Texas Essential Knowledge and Skills for Languages Other Than English);
    - (F) Chapter 115 of this title (relating to Texas Essential Knowledge and Skills for Health Education);
    - (G) Chapter 116 of this title (relating to Texas Essential Knowledge and Skills for Physical Education);
    - (H) Chapter 117 of this title (relating to Texas Essential Knowledge and Skills for Fine Arts);
    - (I) Chapter 126 of this title (relating to Texas Essential Knowledge and Skills for Technology Applications);
    - (J) Chapter 127 of this title (relating to Texas Essential Knowledge and Skills for Career Development); and
    - (K) Chapter 130 of this title (relating to Texas Essential Knowledge and Skills for Career and Technical Education);
  - (2) state-approved innovative courses as specified in §74.27 of this title (relating to Innovative Courses and Programs);



- (3) Junior Reserve Officer Training Corps (JROTC)--one to four credits; and
- (4) Driver Education--one-half credit.
- (h) Courses offered for dual credit at or in conjunction with an institution of higher education that provide advanced academic instruction beyond, or in greater depth than, the essential knowledge and skills for the equivalent high school course required for graduation may satisfy graduation requirements, including requirements for required courses, advanced courses, and courses for elective credit as well as requirements for endorsements.
- (i) A student may not be enrolled in a course that has a required prerequisite unless:
  - (1) the student has successfully completed the prerequisite course(s);
  - (2) the student has demonstrated equivalent knowledge as determined by the school district; or
  - (3) the student was already enrolled in the course in an out-of-state, an out-of-country, or a Texas nonpublic school and transferred to a Texas public school prior to successfully completing the course.
- (j) A district may award credit for a course a student completed without meeting the prerequisites if the student completed the course in an out-of-state, an out-of-country, or a Texas nonpublic school where there was not a prerequisite.
- (k) A district shall allow a student who successfully completes AP Computer Science A or IB Computer Science Higher Level to satisfy both one advanced mathematics requirement and one language other than English requirement for graduation.
- (l) Each school district shall annually report to the TEA the names of the locally developed courses, programs, institutions of higher education, and internships in which the district's students have enrolled as authorized by the TEC, §28.002(g-1). The TEA shall make available information provided under this subsection to other districts. If a district chooses, it may submit any locally developed course for approval under §74.27 of this title as an innovative course.
- (m) Each school district shall annually report to the TEA the names of cybersecurity courses approved by the board of trustees for credit and the institutions of higher education in which the district's students have enrolled as authorized by the TEC, §28.002(g-3). The TEA shall make available information provided under this subsection to other districts. If a district chooses, it may submit any locally developed course for approval under §74.27 of this title as an innovative course.
- (n) A school district shall permit a student to comply with the curriculum requirements under the Foundation High School Program by successfully completing appropriate courses in the core curriculum of an institution of higher education (IHE). A student who has completed the core curriculum of an IHE in accordance with TEC, §61.822, as certified by the IHE in accordance with §4.28 of this title (relating to Core Curriculum):
  - (1) is considered to have earned an endorsement by successfully completing the appropriate courses for that endorsement;
  - (2) is considered to have earned a distinguished level of achievement under the Foundation High School Program; and
  - (3) is entitled to receive a high school diploma.

*Statutory Authority: The provisions of this §74.11 issued under the Texas Education Code, §§7.102(c)(4); 28.002; 28.018; and 28.025.*

*Source: The provisions of this §74.11 adopted to be effective July 8, 2014, 39 TexReg 5149; amended to be effective August 22, 2016, 41 TexReg 5040; amended to be effective August 27, 2018, 43 TexReg 4190; amended to be effective November 24, 2019, 44 TexReg 7050.*

#### **§74.12. Foundation High School Program.**

- (a) Credits. A student must earn at least 22 credits to complete the Foundation High School Program.
- (b) Core courses. A student must demonstrate proficiency in the following.
  - (1) English language arts--four credits. Two of the credits must consist of English I and II. (Students with limited English proficiency who are at the beginning or intermediate level of English language proficiency, as defined by §74.4(d) of this title (relating to English Language Proficiency Standards), may satisfy the English I and English II graduation requirements by successfully completing English I for Speakers of Other Languages and English II for Speakers of Other Languages.) A third credit must consist of English III, a comparable Advanced Placement (AP) English language arts course that does not count toward another credit required for graduation, or a comparable International Baccalaureate (IB) English language arts course that meets all the requirements in §110.33 of this title (relating to English Language Arts and Reading, English III (One Credit), Beginning with School Year 2009-2010). A fourth credit may be selected from one full credit or a combination of two half credits from two different courses, subject to prerequisite requirements, from the following courses:
    - (A) English IV;
    - (B) Independent Study in English;
    - (C) Literary Genres;
    - (D) Creative Writing;
    - (E) Research and Technical Writing;
    - (F) Humanities;
    - (G) Public Speaking III;
    - (H) Communication Applications, which must be combined with another half credit from the other courses listed in subparagraphs (A)-(G) and (I)-(S) of this paragraph;
    - (I) Oral Interpretation III;
    - (J) Debate III;
    - (K) Independent Study in Speech;

- (L) Independent Study in Journalism;
  - (M) Advanced Broadcast Journalism III;
  - (N) Advanced Journalism: Newspaper III;
  - (O) Advanced Journalism: Yearbook III;
  - (P) a comparable Advanced Placement (AP) English language arts course that does not count toward another credit required for graduation;
  - (Q) a comparable International Baccalaureate (IB) English language arts course that meets all the requirements in §110.34 of this title (relating to English Language Arts and Reading, English IV (One Credit), Beginning with School Year 2009-2010);
  - (R) after the successful completion of English I, II, and III, a locally developed English language arts course or other activity, including an apprenticeship or training hours needed to obtain an industry-recognized credential or certificate that is developed pursuant to the Texas Education Code (TEC), §28.002(g-1);
  - (S) Business English; and
  - (T) a college preparatory English language arts course that is developed pursuant to the TEC, §28.014.
- (2) Mathematics--three credits. Two of the credits must consist of Algebra I and Geometry.
- (A) The additional credit may be selected from one full credit or a combination of two half credits from two different courses, subject to prerequisite requirements, from the following courses or a credit selected from the courses listed in subparagraph (B) of this paragraph:
- (i) Mathematical Models with Applications;
  - (ii) Mathematical Applications in Agriculture, Food, and Natural Resources;
  - (iii) Digital Electronics;
  - (iv) Robotics Programming and Design;
  - (v) Financial Mathematics;
  - (vi) Applied Mathematics for Technical Professionals;
  - (vii) Accounting II;
  - (viii) Manufacturing Engineering Technology II; and
  - (ix) Robotics II.
- (B) The additional credit may be selected from one full credit or a combination of two half credits from two different courses, subject to prerequisite requirements, from the following courses:
- (i) Algebra II;
  - (ii) Precalculus;
  - (iii) Advanced Quantitative Reasoning;
  - (iv) Independent Study in Mathematics;
  - (v) Discrete Mathematics for Problem Solving;
  - (vi) Algebraic Reasoning;
  - (vii) Statistics;
  - (viii) a comparable AP mathematics course that does not count toward another credit required for graduation;
  - (ix) AP Computer Science A;
  - (x) IB Computer Science Higher Level;
  - (xi) Engineering Mathematics;
  - (xii) Statistics and Business Decision Making;
  - (xiii) Mathematics for Medical Professionals;
  - (xiv) Discrete Mathematics for Computer Science;
  - (xv) pursuant to the TEC, §28.025(b-5), after the successful completion of Algebra II, a mathematics course endorsed by an institution of higher education as a course for which the institution would award course credit or as a prerequisite for a course for which the institution would award course credit. The Texas Education Agency (TEA) shall maintain a current list of courses offered under this clause; and
  - (xvi) after the successful completion of Algebra I and Geometry, a locally developed mathematics course or other activity, including an apprenticeship or training hours needed to obtain an industry-recognized credential or certificate that is developed pursuant to the TEC, §28.002(g-1).
- (C) One credit of a two-credit IB mathematics course selected from Chapter 111 of this title (relating to Texas Essential Knowledge and Skills for Mathematics) may satisfy the additional mathematics credit.
- (3) Science--three credits. One credit must consist of Biology or a comparable AP or IB biology course.
- (A) One credit must be selected from the following laboratory-based courses:
- (i) Integrated Physics and Chemistry;
  - (ii) Chemistry;
  - (iii) Physics;
  - (iv) Principles of Technology; and
  - (v) a comparable AP or IB chemistry or physics course that does not count toward another credit required for graduation.
- (B) The additional credit may be selected from one full credit or a combination of two half credits from two different courses, subject to prerequisite requirements, from the following laboratory-based courses:

- (i) Chemistry;
  - (ii) Physics;
  - (iii) Aquatic Science;
  - (iv) Astronomy;
  - (v) Earth and Space Science;
  - (vi) Environmental Systems;
  - (vii) a comparable AP science course that does not count toward another credit required for graduation;
  - (viii) Advanced Animal Science;
  - (ix) Advanced Plant and Soil Science;
  - (x) Anatomy and Physiology;
  - (xi) Medical Microbiology;
  - (xii) Pathophysiology;
  - (xiii) Food Science;
  - (xiv) Forensic Science;
  - (xv) Biotechnology I;
  - (xvi) Biotechnology II;
  - (xvii) Principles of Technology;
  - (xviii) Scientific Research and Design;
  - (xix) Engineering Design and Problem Solving;
  - (xx) Engineering Science;
  - (xxi) pursuant to the TEC, §28.025(b-5), after the successful completion of physics, a science course endorsed by an institution of higher education as a course for which the institution would award course credit or as a prerequisite for a course for which the institution would award course credit. The TEA shall maintain a current list of courses offered under this clause;
  - (xxii) a locally developed science course or other activity, including an apprenticeship or training hours needed to obtain an industry-recognized credential or certificate that is developed pursuant to the TEC, §28.002(g-1); and
  - (xxiii) one credit of a two-credit IB science course selected from Chapter 112 of this title (relating to Texas Essential Knowledge and Skills for Science).
- (C) Credit may not be earned for both physics and Principles of Technology to satisfy science credit requirements.
- (4) Social studies--three credits. Two of the credits must consist of United States History Studies Since 1877 (one credit), United States Government (one-half credit), and Economics with Emphasis on the Free Enterprise System and Its Benefits (one-half credit). The additional credit may be selected from the following courses:
- (A) World History Studies; or
  - (B) World Geography Studies; or
  - (C) a comparable AP or IB world history or world geography course that does not count toward another credit required for graduation.
- (5) Languages other than English (LOTE)--two credits.
- (A) The credits may be selected from the following:
- (i) any two levels in the same language, including comparable AP or IB language courses that do not count toward another credit required for graduation; or
  - (ii) two credits in computer programming languages, including computer coding, to be selected from Computer Science I, II, and III, AP Computer Science Principles, AP Computer Science A, IB Computer Science Standard Level, and IB Computer Science Higher Level.
- (B) A single two-credit IB LOTE course may only satisfy one LOTE requirement.
- (C) If a student, in completing the first credit of LOTE, demonstrates that the student is unlikely to be able to complete the second credit, the student may substitute another appropriate course as follows:
- (i) Special Topics in Language and Culture;
  - (ii) World History Studies or World Geography Studies for a student who is not required to complete both by the local district;
  - (iii) another credit selected from Chapter 114 of this title (relating to Texas Essential Knowledge and Skills for Languages Other Than English); or
  - (iv) computer programming languages, including computer coding.
- (D) The determination regarding a student's ability to complete the second credit of LOTE must be agreed to by:
- (i) the teacher of the first LOTE credit course or another LOTE teacher designated by the school district, the principal or designee, and the student's parent or person standing in parental relation;
  - (ii) the student's admission, review, and dismissal (ARD) committee if the student receives special education services under the TEC, Chapter 29, Subchapter A; or
  - (iii) the committee established for the student under Section 504, Rehabilitation Act of 1973 (29 United States Code, Section 794) if the student does not receive special education services under the TEC, Chapter 29, Subchapter A, but is covered by the Rehabilitation Act of 1973.
- (E) A student, who due to a disability, is unable to complete two credits in the same language in a language other than English, may substitute a combination of two credits that are not being used to satisfy another specific graduation requirement selected

from English language arts, mathematics, science, or social studies or two credits in career and technical education or technology applications for the LOTE credit requirements. The determination regarding a student's ability to complete the LOTE credit requirements will be made by:

- (i) the student's ARD committee if the student receives special education services under the TEC, Chapter 29, Subchapter A; or
- (ii) the committee established for the student under Section 504, Rehabilitation Act of 1973 (29 United States Code, Section 794) if the student does not receive special education services under the TEC, Chapter 29, Subchapter A, but is covered by the Rehabilitation Act of 1973.

(F) A student who successfully completes a dual language immersion/two-way or dual language immersion/one-way program in accordance with §89.1210(d)(3) and (4) of this title (relating to Program Content and Design), §89.1227 of this title (relating to Minimum Requirements for Dual Language Immersion Program Model), and §89.1228 of this title (relating to Two-Way Dual Language Immersion Program Model Implementation) at an elementary school may satisfy one credit of the two credits required in a language other than English.

(i) To successfully complete a dual language immersion program, a student must:

- (I) have participated in a dual language immersion program for at least five consecutive school years;
- (II) achieve high levels of academic competence as demonstrated by performance of meets or masters grade level on the State of Texas Assessments of Academic Readiness (STAAR®) in English or Spanish, as applicable; and
- (III) achieve proficiency in both English and a language other than English as demonstrated by scores of proficient or higher in the reading and speaking domains on language proficiency or achievement tests in both languages.

(ii) The second credit of a language other than English must be in the same language as the successfully completed dual language immersion program.

(6) Physical education--one credit.

(A) The required credit may be selected from any combination of the following one-half to one credit courses:

- (i) Foundations of Personal Fitness;
- (ii) Adventure/Outdoor Education;
- (iii) Aerobic Activities; and
- (iv) Team or Individual Sports.

(B) In accordance with local district policy, the required credit may be earned through completion of any Texas essential knowledge and skills-based course that meets the requirement in subparagraph (E) of this paragraph for 100 minutes of moderate to vigorous physical activity per five-day school week and that is not being used to satisfy another specific graduation requirement.

(C) In accordance with local district policy, credit for any of the courses listed in subparagraph (A) of this paragraph may be earned through participation in the following activities:

- (i) Athletics;
- (ii) Junior Reserve Officer Training Corps (JROTC); and
- (iii) appropriate private or commercially sponsored physical activity programs conducted on or off campus. The district must apply to the commissioner of education for approval of such programs, which may be substituted for state graduation credit in physical education. Such approval may be granted under the following conditions.
  - (I) Olympic-level participation and/or competition includes a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors, and the activities involved in the program must be certified by the superintendent to be of exceptional quality. Students qualifying and participating at this level may be dismissed from school one hour per day. Students dismissed may not miss any class other than physical education.
  - (II) Private or commercially sponsored physical activities include those certified by the superintendent to be of high quality and well supervised by appropriately trained instructors. Student participation of at least five hours per week must be required. Students certified to participate at this level may not be dismissed from any part of the regular school day.

(D) In accordance with local district policy, up to one credit for any one of the courses listed in subparagraph (A) of this paragraph may be earned through participation in any of the following activities:

- (i) Drill Team;
- (ii) Marching Band; and
- (iii) Cheerleading.

(E) All substitution activities allowed in subparagraphs (B)-(D) of this paragraph must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.

(F) Credit may not be earned more than once for any course identified in subparagraph (A) of this paragraph. No more than four substitution credits may be earned through any combination of substitutions allowed in subparagraphs (B)-(D) of this paragraph.

(G) A student who is unable to participate in physical activity due to disability or illness may substitute an academic elective credit (English language arts, mathematics, science, or social studies) or a course that is offered for credit as provided by the TEC, §28.002(g-1), for the physical education credit requirement. The determination regarding a student's ability to participate in physical activity will be made by:

- (i) the student's ARD committee if the student receives special education services under the TEC, Chapter 29, Subchapter A;

- (ii) the committee established for the student under Section 504, Rehabilitation Act of 1973 (29 United States Code, Section 794) if the student does not receive special education services under the TEC, Chapter 29, Subchapter A, but is covered by the Rehabilitation Act of 1973; or
- (iii) a committee established by the school district of persons with appropriate knowledge regarding the student if each of the committees described by clauses (i) and (ii) of this subparagraph is inapplicable. This committee shall follow the same procedures required of an ARD or a Section 504 committee.

(7) Fine arts--one credit.

(A) The credit may be selected from the following courses subject to prerequisite requirements:

- (i) Art, Level I, II, III, or IV;
- (ii) Dance, Level I, II, III, or IV;
- (iii) Music, Level I, II, III, or IV;
- (iv) Music Studies;
- (v) Theatre, Level I, II, III, or IV;
- (vi) Musical Theatre, Level I, II, III, or IV;
- (vii) Technical Theatre, Level I, II, III, or IV;
- (viii) IB Film Standard or Higher Level;
- (ix) Floral Design;
- (x) Digital Art and Animation; and
- (xi) 3-D Modeling and Animation.

(B) In accordance with local district policy, credit may be earned through participation in a community-based fine arts program not provided by the school district in which the student is enrolled. The district must apply to the commissioner of education for approval of such programs, which may be substituted for state graduation credit in fine arts. Approval may be granted if the fine arts program provides instruction in the essential knowledge and skills identified for a fine arts course as defined by Chapter 117, Subchapter C, of this title (relating to High School, Adopted 2013).

(c) Elective courses--five credits. The credits must be selected from the list of courses specified in §74.11(g) or (h) of this title (relating to High School Graduation Requirements) or from a locally developed course or activity developed pursuant to the TEC, §28.002(g-1), for which a student may receive credit and that does not satisfy a specific course requirement.

(d) Substitutions. No substitutions are allowed in the Foundation High School Program, except as specified in this chapter.

*Statutory Authority: The provisions of this §74.12 issued under the Texas Education Code, §§7.102(c)(4); 28.002; 28.018; and 28.025.*

*Source: The provisions of this §74.12 adopted to be effective July 8, 2014, 39 TexReg 5149; amended to be effective August 22, 2016, 41 TexReg 5040; amended to be effective August 28, 2017, 42 TexReg 3139; amended to be effective August 27, 2018, 43 TexReg 4190; amended to be effective August 1, 2019, 44 TexReg 3802.*

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### §74.13. Endorsements.

(a) A student shall specify in writing an endorsement the student intends to earn upon entering Grade 9.

(b) A district shall permit a student to enroll in courses under more than one endorsement before the student's junior year and to choose, at any time, to earn an endorsement other than the endorsement the student previously indicated. This section does not entitle a student to remain enrolled to earn more than 26 credits.

(c) A student must earn at least 26 credits to earn an endorsement.

(d) A school district may define advanced courses and determine a coherent sequence of courses for an endorsement area, provided that prerequisites in Chapters 110- 117, 126, 127, and 130 of this title are followed.

(e) To earn an endorsement a student must demonstrate proficiency in the following.

(1) The curriculum requirements for the Foundation High School Program as defined by §74.12 of this title (relating to Foundation High School Program).

(2) A fourth credit in mathematics that may be selected from one full credit or a combination of two half credits from two different courses, subject to prerequisite requirements, from the following courses:

- (A) Algebra II;
- (B) Precalculus;
- (C) Advanced Quantitative Reasoning;
- (D) Independent Study in Mathematics;
- (E) Discrete Mathematics for Problem Solving;
- (F) Algebraic Reasoning;
- (G) Statistics;
- (H) a comparable Advanced Placement (AP) mathematics course that does not count toward another credit required for graduation;
- (I) AP Computer Science A;
- (J) International Baccalaureate (IB) Computer Science Higher Level;
- (K) Engineering Mathematics;
- (L) Statistics and Business Decision Making;

- (M) Mathematics for Medical Professionals;
- (N) Discrete Mathematics for Computer Science;
- (O) pursuant to the Texas Education Code (TEC), §28.025(b-5), after the successful completion of Algebra II, a mathematics course endorsed by an institution of higher education as a course for which the institution would award course credit or as a prerequisite for a course for which the institution would award course credit. The Texas Education Agency (TEA) shall maintain a current list of courses offered under this subparagraph; and
- (P) after the successful completion of Algebra I and Geometry, a locally developed mathematics course or other activity, including an apprenticeship or training hours needed to obtain an industry-recognized credential or certificate that is developed pursuant to the TEC, §28.002(g-1).
- (3) A student may complete a course listed in paragraph (2) of this subsection before or after completing a course listed in §74.12(b)(2)(A) of this title.
- (4) The fourth mathematics credit may be a college preparatory mathematics course that is developed and offered pursuant to the TEC, §28.014.
- (5) The fourth mathematics credit may be satisfied with one credit of a two-credit IB mathematics course selected from Chapter 111 of this title (relating to Texas Essential Knowledge and Skills for Mathematics) that does not count toward another credit required for graduation.
- (6) An additional credit in science that may be selected from one full credit or a combination of two half credits from two different courses, subject to prerequisite requirements, from the following courses:
- (A) Chemistry;
- (B) Physics;
- (C) Aquatic Science;
- (D) Astronomy;
- (E) Earth and Space Science;
- (F) Environmental Systems;
- (G) a comparable AP science course that does not count toward another credit required for graduation;
- (H) Advanced Animal Science;
- (I) Advanced Plant and Soil Science;
- (J) Anatomy and Physiology;
- (K) Medical Microbiology;
- (L) Pathophysiology;
- (M) Food Science;
- (N) Forensic Science;
- (O) Biotechnology I;
- (P) Biotechnology II;
- (Q) Principles of Technology;
- (R) Scientific Research and Design;
- (S) Engineering Design and Problem Solving;
- (T) Engineering Science;
- (U) pursuant to the TEC, §28.025(b-5), after the successful completion of physics, a science course endorsed by an institution of higher education as a course for which the institution would award course credit or as a prerequisite for a course for which the institution would award course credit. The TEA shall maintain a current list of courses offered under this subparagraph;
- (V) a locally developed science course or other activity, including an apprenticeship or training hours needed to obtain an industry-recognized credential or certificate that is developed pursuant to the TEC, §28.002(g-1);
- (W) pursuant to the TEC, §28.025(c-3), a student pursuing an arts and humanities endorsement who has the written permission of the student's parent or a person standing in parental relation to the student may substitute a course that is not being used to satisfy another specific graduation requirement selected from:
- (i) Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading);
- (ii) Chapter 113 of this title (relating to Texas Essential Knowledge and Skills for Social Studies);
- (iii) Chapter 114 of this title (relating to Texas Essential Knowledge and Skills for Languages Other Than English); or
- (iv) Chapter 117 of this title (relating to Texas Essential Knowledge and Skills for Fine Arts); and
- (X) credit may not be earned for both physics and Principles of Technology to satisfy science credit requirements.
- (Y) The fourth science credit may be satisfied with one credit of a two-credit IB science course selected from Chapter 112 of this title (relating to Texas Essential Knowledge and Skills for Science) that does not count toward another credit required for graduation.
- (7) Two additional elective credits that may be selected from the list of courses specified in §74.11(g) or (h) of this title (relating to High School Graduation Requirements).
- (f) A student may earn any of the following endorsements.
- (1) Science, technology, engineering, and mathematics (STEM). A student may earn a STEM endorsement by completing the requirements specified in subsection (e) of this section, including Algebra II, chemistry, and physics or Principles of Technology and:

(A) a coherent sequence of courses for four or more credits in career and technical education (CTE) that consists of at least two courses in the same career cluster and at least one advanced CTE course. The courses may be selected from Chapter 130 of this title (relating to Texas Essential Knowledge and Skills for Career and Technical Education), Chapter 127 of this title (relating to Texas Essential Knowledge and Skills for Career Development), or CTE innovative courses approved by the commissioner of education. The final course in the sequence must be selected from Chapter 130, Subchapter O, of this title (relating to Science, Technology, Engineering, and Mathematics) or Career Preparation I or II and Project-Based Research in Chapter 127, Subchapter B, of this title (relating to High School), if the course addresses a STEM-related field; or

(B) a coherent sequence of four credits in computer science selected from the following:

- (i) Fundamentals of Computer Science; or
- (ii) Computer Science I; or
- (iii) Computer Science II; or
- (iv) Computer Science III; or
- (v) Digital Forensics; or
- (vi) Discrete Mathematics for Computer Science; or
- (vii) Game Programming and Design; or
- (viii) Mobile Application Development; or
- (ix) Robotics Programming and Design; or
- (x) Independent Studies in Technology Applications; or
- (xi) AP Computer Science A; or
- (xii) AP Computer Science Principles; or
- (xiii) IB Computer Science, Standard Level; or
- (xiv) IB Computer Science, Higher Level; or

(C) three credits in mathematics by successfully completing Algebra II and two additional mathematics courses for which Algebra II is a prerequisite by selecting courses from subsection (e)(2) of this section; or

(D) four credits in science by successfully completing chemistry, physics, and two additional science courses by selecting courses from subsection (e)(6) of this section; or

(E) a coherent sequence of four courses in cybersecurity to consist of Foundations of Cybersecurity and Cybersecurity Capstone and two additional courses to be selected from the following:

- (i) AP Computer Science A; or
- (ii) Computer Science I; or
- (iii) AP Computer Science Principles; or
- (iv) Digital Forensics; or
- (v) Computer Maintenance; or
- (vi) Internetworking Technologies I; or
- (vii) Internetworking Technologies II; or
- (viii) Networking; or

(F) in addition to Algebra II, chemistry, and physics, a coherent sequence of three additional credits from no more than two of the categories or disciplines represented by subparagraphs (A), (B), (C), and (D) of this paragraph.

(2) Business and industry. A student may earn a business and industry endorsement by completing the requirements specified in subsection (e) of this section and:

(A) a coherent sequence of courses for four or more credits in CTE that consists of at least two courses in the same career cluster and at least one advanced CTE course. The courses may be selected from Chapter 130 of this title, Chapter 127 of this title, or CTE innovative courses approved by the commissioner. The final course in the sequence must be selected from one of the following:

- (i) Chapter 130, Subchapter A, of this title (relating to Agriculture, Food, and Natural Resources); or
- (ii) Chapter 130, Subchapter B, of this title (relating to Architecture and Construction); or
- (iii) Chapter 130, Subchapter C, of this title (relating to Arts, Audio/Video Technology, and Communications); or
- (iv) Chapter 130, Subchapter D, of this title (relating to Business Management and Administration); or
- (v) Chapter 130, Subchapter F, of this title (relating to Finance); or
- (vi) Chapter 130, Subchapter I, of this title (relating to Hospitality and Tourism); or
- (vii) Chapter 130, Subchapter K, of this title (relating to Information Technology); or
- (viii) Chapter 130, Subchapter M, of this title (relating to Manufacturing); or
- (ix) Chapter 130, Subchapter N, of this title (relating to Marketing); or
- (x) Chapter 130, Subchapter P, of this title (relating to Transportation, Distribution, and Logistics); or
- (xi) Career Preparation I or II and Project-Based Research in Chapter 127, Subchapter B, of this title if the course addresses a career from a field listed in clauses (i)-(x) of this subparagraph; or

(B) four English credits by selecting courses from Chapter 110 of this title to include three levels in one of the following areas:

- (i) public speaking; or
- (ii) debate; or
- (iii) advanced broadcast journalism; or

- (iv) advanced journalism: newspaper; or
- (v) advanced journalism: yearbook; or
- (vi) advanced journalism: literary magazine; or
- (C) four technology applications credits by selecting from the following:
  - (i) Digital Design and Media Production; or
  - (ii) Digital Art and Animation; or
  - (iii) 3-D Modeling and Animation; or
  - (iv) Digital Communications in the 21st Century; or
  - (v) Digital Video and Audio Design; or
  - (vi) Web Communications; or
  - (vii) Web Design; or
  - (viii) Web Game Development; or
  - (ix) Independent Study in Evolving/Emerging Technologies; or
- (D) a coherent sequence of four credits from subparagraph (A), (B), or (C) of this paragraph.
- (3) Public services. A student may earn a public services endorsement by completing the requirements specified in subsection (e) of this section and:
  - (A) a coherent sequence of courses for four or more credits in CTE that consists of at least two courses in the same career cluster and at least one advanced CTE course. The courses may be selected from Chapter 130 of this title, Chapter 127 of this title, or CTE innovative courses approved by the commissioner. The final course in the sequence must be selected from one of the following:
    - (i) Chapter 130, Subchapter E, of this title (relating to Education and Training); or
    - (ii) Chapter 130, Subchapter G, of this title (relating to Government and Public Administration); or
    - (iii) Chapter 130, Subchapter H, of this title (relating to Health Science); or
    - (iv) Chapter 130, Subchapter J, of this title (relating to Human Services); or
    - (v) Chapter 130, Subchapter L, of this title (relating to Law, Public Safety, Corrections, and Security); or
    - (vi) Career Preparation I or II and Project-Based Research in Chapter 127, Subchapter B, of this title if the course addresses a field from a cluster listed in clauses (i)-(v) of this subparagraph; or
  - (B) four courses in Junior Reserve Officer Training Corps (JROTC).
- (4) Arts and humanities. A student may earn an arts and humanities endorsement by completing the requirements specified in subsection (e) of this section and:
  - (A) five social studies credits by selecting courses from Chapter 113 of this title; or
  - (B) four levels of the same language in a language other than English by selecting courses in accordance with Chapter 114 of this title, which may include Advanced Language for Career Applications; or
  - (C) two levels of the same language in a language other than English and two levels of a different language in a language other than English by selecting courses in accordance with Chapter 114 of this title; or
  - (D) four levels of American sign language by selecting courses in accordance with Chapter 114 of this title; or
  - (E) a coherent sequence of four credits by selecting courses from one or two categories or disciplines in fine arts from Chapter 117 of this title or innovative courses approved by the commissioner; or
  - (F) four English credits by selecting from the following:
    - (i) English IV; or
    - (ii) Independent Study in English; or
    - (iii) Literary Genres; or
    - (iv) Creative Writing; or
    - (v) Research and Technical Writing; or
    - (vi) Humanities; or
    - (vii) Communication Applications; or
    - (viii) AP English Literature and Composition; or
    - (ix) AP English Language and Composition; or
    - (x) IB Language Studies A: Language and Literature Standard Level; or
    - (xi) IB Language Studies A: Language and Literature Higher Level; or
    - (xii) IB Language Studies A: Literature Standard Level; or
    - (xiii) IB Language Studies A: Literature Higher Level; or
    - (xiv) IB Literature and Performance Standard Level.
- (5) Multidisciplinary studies. A student may earn a multidisciplinary studies endorsement by completing the requirements specified in subsection (e) of this section and:
  - (A) four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence; or
  - (B) four credits in each of the four foundation subject areas to include chemistry and/or physics and English IV or a comparable AP or IB English course; or



(C) four credits in Advanced Placement, International Baccalaureate, or dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts.

(g) A course completed as part of the set of four courses needed to satisfy an endorsement requirement may also satisfy a requirement under §74.12(b) and (c) of this title and subsection (e)(2), (4), (5), and (6) of this section, including an elective requirement. The same course may count as part of the set of four courses for more than one endorsement.

*Statutory Authority: The provisions of this §74.13 issued under the Texas Education Code, §§7.102(c)(4); 28.002; 28.018; and 28.025.*

*Source: The provisions of this §74.13 adopted to be effective July 8, 2014, 39 TexReg 5149; amended to be effective August 22, 2016, 41 TexReg 5040; amended to be effective August 28, 2017, 42 TexReg 3139; amended to be effective August 27, 2018, 43 TexReg 4190; amended to be effective August 1, 2019, 44 TexReg 3802.*

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#### **§74.14. Performance Acknowledgments.**

(a) A student may earn a performance acknowledgment on the student's transcript for outstanding performance in a dual credit course by successfully completing:

(1) at least 12 hours of college academic courses, including those taken for dual credit as part of the Texas core curriculum, and advanced technical credit courses, including locally articulated courses, with a grade of the equivalent of 3.0 or higher on a scale of 4.0; or

(2) an associate degree while in high school.

(b) A student may earn a performance acknowledgment on the student's transcript for outstanding performance in bilingualism and biliteracy as follows.

(1) A student may earn a performance acknowledgment by demonstrating proficiency in accordance with local school district grading policy in two or more languages by:

(A) completing all English language arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100; and

(B) satisfying one of the following:

(i) completion of a minimum of three credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or

(ii) demonstrated proficiency in the Texas Essential Knowledge and Skills for Level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or

(iii) completion of at least three credits in foundation subject area courses in a language other than English with a minimum GPA of 80 on a scale of 100; or

(iv) demonstrated proficiency in one or more languages other than English through one of the following methods:

(I) a score of 3 or higher on a College Board Advanced Placement examination for a language other than English; or

(II) a score of 4 or higher on an International Baccalaureate examination for a higher-level languages other than English course; or

(III) performance on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent.

(2) In addition to meeting the requirements of paragraph (1) of this subsection, to earn a performance acknowledgment in bilingualism and biliteracy, an English language learner must also have:

(A) participated in and met the exit criteria for a bilingual or English as a second language (ESL) program; and

(B) scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS).

(c) A student may earn a performance acknowledgment on the student's transcript for outstanding performance on a College Board Advanced Placement test or International Baccalaureate examination by earning:

(1) a score of 3 or above on a College Board Advanced Placement examination; or

(2) a score of 4 or above on an International Baccalaureate examination.

(d) A student may earn a performance acknowledgment on the student's transcript for outstanding performance on an established, valid, reliable, and nationally norm-referenced preliminary college preparation assessment instrument used to measure a student's progress toward readiness for college and the workplace or on an established valid, reliable, and nationally norm-referenced assessment instrument used by colleges and universities as part of their undergraduate admissions process by:

(1) earning a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation;

(2) achieving the ACT® readiness benchmark score on at least three of the five subject tests on the ACT Aspire™ examination;

(3) earning a total score of at least 1310 on the SAT®; or

(4) earning a composite score on the ACT® examination of 28 (excluding the writing subscore).

(e) A student may earn a performance acknowledgment on the student's transcript for earning a state-recognized or nationally or internationally recognized business or industry certification or license as follows.

(1) A student may earn a performance acknowledgment with:

- (A) performance on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification; or
  - (B) performance on an examination sufficient to obtain a government-required credential to practice a profession.
- (2) Nationally or internationally recognized business or industry certification shall be defined as an industry-validated credential that complies with knowledge and skills standards promulgated by a nationally or internationally recognized business, industry, professional, or government entity representing a particular profession or occupation that is issued by or endorsed by:
- (A) a national or international business, industry, or professional organization;
  - (B) a state agency or other government entity; or
  - (C) a state-based industry association.
- (3) Certifications or licensures for performance acknowledgements shall:
- (A) be age appropriate for high school students;
  - (B) represent a student's substantial course of study and/or end-of-program knowledge and skills;
  - (C) include an industry-recognized examination or series of examinations, an industry-validated skill test, or demonstrated proficiency through documented, supervised field experience; and
  - (D) represent substantial knowledge and multiple skills needed for successful entry into a high-skill occupation.

*Statutory Authority: The provisions of this §74.14 issued under the Texas Education Code, §§7.102(c)(4); 28.002; 28.018; and 28.025.*

*Source: The provisions of this §74.14 adopted to be effective July 8, 2014, 39 TexReg 5149; amended to be effective August 22, 2016, 41 TexReg 5040; amended to be effective August 27, 2018, 43 TexReg 4190.*

<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074b.html>

## **Chapter 74. Curriculum Requirements**

### **Subchapter BB. Commissioner's Rules Concerning High School Graduation**

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#### §74.1025. Individual Graduation Committee Review.

- (a) Effective beginning with the 2014-2015 school year, in accordance with the Texas Education Code (TEC), §28.0258, §101.3022 of this title (relating to Assessment Requirements for Graduation), and the course requirements in Chapter 74, Subchapter B, of this title (relating to Graduation Requirements), a school district or an open-enrollment charter school may award a high school diploma to a student who has taken but failed to achieve the end-of-course (EOC) assessment graduation requirements for no more than two courses if the student has qualified to graduate by means of an individual graduation committee.
- (b) A school district or an open-enrollment charter school shall establish an individual graduation committee at the end of or after a student's 11th grade year to determine whether the student may qualify to graduate. A student may not qualify to graduate as a result of an individual graduation committee decision before the student's 12th grade year.
- (c) A school district or an open-enrollment charter school may not establish an initial individual graduation committee for eligible students after June 10 or before the start of the next school year. Once the individual graduation committee has been established, it is the original individual graduation committee for that student.
- (d) In order for a student to be included as a graduate in the school district's or charter school's graduation data in the school year in which the student meets the requirements provided by law to graduate under individual graduation committee provisions, an individual graduation committee must make a decision to award a diploma no later than August 31 immediately following that school year. A student who graduates as a result of an individual graduation committee decision after August 31 shall be reported in the subsequent year's graduation data.
- (e) If a student leaves a school district after an original individual graduation committee has been established and before that original individual graduation committee awards a high school diploma to the student, any other district that later enrolls the student shall request information from the student's original individual graduation committee of record and shall implement the original individual graduation committee recommendations to the extent possible.
- (f) The individual graduation committee shall consist of the following:
  - (1) the principal or principal's designee;
  - (2) for each EOC assessment instrument on which the student failed to perform satisfactorily, the teacher of the course;
  - (3) the department chair or lead teacher supervising the teacher described by paragraph (2) of this subsection; and
  - (4) as applicable:
    - (A) the student's parent or person standing in parental relation to the student;
    - (B) a designated advocate if the person described by subparagraph (A) of this paragraph is unable to serve; or
    - (C) the student, at the student's option, if the student is at least 18 years of age or is an emancipated minor.
- (g) In the event that the teacher identified in subsection (f)(2) of this section is unavailable, the principal shall designate as an alternate member of the committee a teacher certified in the subject of the EOC assessment on which the student failed to perform satisfactorily and who is most familiar with the student's performance in that subject area.
- (h) In the event that the individual identified in subsection (f)(3) of this section is unavailable, the principal shall designate as an alternate member of the committee an experienced teacher certified in the subject of the EOC assessment on which the student failed to perform satisfactorily and who is familiar with the content of and instructional practices for the applicable course.

- (i) In the event that the student's parent or person standing in parental relation to the student is unavailable to participate in the individual graduation committee, the principal shall designate an advocate with knowledge of the student to serve as an alternate member of the committee.
- (j) Each school district and open-enrollment charter school shall report through the Texas Student Data System Public Education Information Management System (TSDS PEIMS) the following:
- (1) the number of students each school year for which an individual graduation committee is established; and
  - (2) the number of students each school year who are awarded a diploma based on the decision of an individual graduation committee.
- (k) A district shall maintain documentation to support the decision of the individual graduation committee to award or not award a student a high school diploma.
- (l) This section only applies to a student classified by the school district or open-enrollment charter school as an 11th or 12th grade student in the 2014-2015 school year or thereafter.
- (m) Provisions of this section expire September 1, 2023. A student may graduate by means of an individual graduation committee if the student has qualified for an individual graduation committee under the TEC, §28.0258, and the individual graduation committee convened prior to September 1, 2023.
- (n) A student receiving special education services is not subject to the individual graduation committee requirements in the TEC, §28.0258, or the provisions of this section. As provided in §89.1070 of this title (relating to Graduation Requirements) and §101.3023 of this title (relating to Participation and Graduation Assessment Requirements for Students Receiving Special Education Services), a student's admission, review, and dismissal (ARD) committee determines whether a student is required to achieve satisfactory performance on an EOC assessment to graduate.

*Statutory Authority: The provisions of this §74.1025 issued under the Texas Education Code, §28.0258 and §28.0259.*

*Source: The provisions of this §74.1025 adopted to be effective April 19, 2016, 41 TexReg 2745; amended to be effective February 27, 2018, 43 TexReg 1090; amended to be effective February 10, 2020, 45 TexReg 893.*

#### **§74.1027. Diplomas for Certain Individuals Who Entered Grade 9 Before 2011-2012 School Year.**

- (a) Effective beginning with the 2017-2018 school year, in accordance with the Texas Education Code (TEC), §28.02541, a school district or an open-enrollment charter school may award a high school diploma to an individual who:
- (1) entered Grade 9 before the 2011-2012 school year;
  - (2) successfully completed the curriculum requirements for high school graduation applicable to the individual when the individual entered Grade 9;
  - (3) has not performed satisfactorily on an assessment instrument or a part of an assessment instrument required for high school graduation, including an alternate assessment instrument offered under TEC, §39.025(c-2);
  - (4) has been administered at least three times the required subject-areas test(s), including an alternate assessment as specified in paragraph (3) of this subsection, for which the individual has not performed satisfactorily on the exit-level assessment instrument applicable to the individual when the individual entered Grade 9; and
  - (5) meets the alternative requirements for graduation in accordance with subsection (c) of this section or the local alternative requirements approved by the board of trustees in accordance with subsection (d) of this section.
- (b) The school district or open-enrollment charter school in which the individual is enrolled or was last enrolled shall determine whether the individual may qualify to graduate and receive a high school diploma on the basis of the alternative requirements for graduation.
- (c) The alternative requirements for graduation shall permit an individual to qualify to graduate and receive a high school diploma if the individual:
- (1) has met the performance standard on an alternate assessment as specified in §101.4003 of this title (relating to Texas Assessment of Knowledge and Skills Exit-Level Alternate Assessments); (2) has performed satisfactorily on the applicable subject-area test of a state-approved high school equivalency examination in accordance with §89.43(a)(4) of this title (relating to Eligibility for a Texas Certificate of High School Equivalency);
  - (3) provides evidence of attainment of a Texas Education Agency-approved industry-recognized postsecondary license or certification; (4) provides evidence of current active duty service in the armed forces or a DD Form 214 indicating honorable or general discharge from the armed forces; or (5) has successfully completed college-level coursework and earned college credit.
- (d) With approval by the school district board of trustees, a school district may develop recommendations for local alternative requirements if the requirements would allow an individual to demonstrate proficiency in the content related to an examination for which the individual has not performed satisfactorily.

(e) A decision regarding whether the individual qualifies to graduate and receive a high school diploma is final and may not be appealed.

(f) The school district or open-enrollment charter school shall maintain documentation to support the decision to award or not award an individual a high school diploma.

(g) Provisions of this section expire September 1, 2023.

*Statutory Authority: The provisions of this §74.1027 issued under the Texas Education Code, §28.02541.*

*Source: The provisions of this §74.1027 adopted to be effective May 3, 2018, 43 TexReg 2577; amended to be effective February 10, 2020, 45 TexReg 893.*

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#### **§74.1030. Community-Based Fine Arts Programs.**

(a) In accordance with the Texas Education Code, §28.025(b-9), each school district or open-enrollment charter school may allow a student to satisfy the fine arts credit required for graduation on the foundation high school program by participating in a community-based fine arts program not provided by the district or charter school in which the student is enrolled.

(b) In accordance with local district policy, credit may be earned through participation in the community-based fine arts program only if the program meets each of the following requirements.

(1) The school district or charter school must apply to the commissioner of education for approval of the community-based fine arts program.

(2) The school district's board of trustees or charter school's governing body must certify that the program provides instruction in the essential knowledge and skills for fine arts as defined by Chapter 117, Subchapter C, of this title (relating to High School).

(3) The school district or charter school must document student completion of the approved activity.

(4) The program must be organized and monitored by appropriately trained instructors.

(5) The fine arts program may be provided on or off a school campus and outside the regular school day.

(6) Students may not be dismissed from any part of the regular school day to participate in the community-based fine arts program.

(c) The school district or charter school shall require that instructors of the community-based fine arts program provide the school entity, at its request, the information necessary to obtain the criminal history record information required for school personnel in accordance with Chapter 153, Subchapter DD, of this title (relating to Criminal History Record Information Review), if the community-based program is offered on campus.

*Statutory Authority: The provisions of this §74.1030 issued under the Texas Education Code, §28.025(b-9). Source: The provisions of this §74.1030 adopted to be effective December 28, 2014, 39 TexReg 10443.*

<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074bb.html>

## **Appendix D - Texas Essential Knowledge and Skills by Chapter**

Chapter 110. English Language Arts and Reading

Chapter 111. Mathematics

Chapter 112. Science

Chapter 113. Social Studies

Chapter 114. Languages Other Than English

Chapter 115. Health Education

Chapter 116. Physical Education

Chapter 117. Fine Arts

Chapter 126. Technology Applications

Chapter 127. Career Development

Chapter 128. Spanish Language Arts and English as a Second Language

Chapter 130. Career and Technical Education

### **TEKS-Related Documents**

English Language Proficiency Standards

Prekindergarten Guidelines

College Readiness Standards (outside source)

TEKS in Spanish

# Appendix E - Texas Education Agency - Endorsements FAQ

## General

### 1. Does every student have to graduate with an endorsement?

No. A student may opt to graduate Foundation High School Program only without an endorsement if, after the student's sophomore year the student and the student's parent or guardian are advised by a school counselor of the specific benefits of graduating from high school with one or more endorsements and the student's parent or guardian files with a school counselor written permission, on a form adopted by the Texas Education Agency (TEA), allowing the student to graduate under the Foundation High School Program without earning an endorsement.

### 2. Can a student earn more than one endorsement?

Yes. A district must allow a student to enroll in courses under more than one endorsement before the student's junior year.

### 3. Can a student change endorsements? When?

Yes. While a district is not required to offer all endorsements, a district must allow a student to choose, at any time, to earn an endorsement other than the endorsement the student previously indicated from among the available endorsements.

### 4. I'm concerned that my small district cannot offer endorsements. What endorsements should a district be able to offer?

Without altering the courses that a school district is currently required by SBOE rule to offer, a district should be able to offer at least three of the five endorsements.

Multidisciplinary (all districts are required to offer at least four courses in each foundation subject area, to include English IV, Chemistry, and/or Physics)

Business and Industry (TAC, §74.3(b)(2)(G) requires a district to offer a coherent sequences of courses from at least three CTE career clusters) STEM (TAC, §74.3(b)(2)(C) requires a district to offer at least six science courses)

### 5. Will all high schools be required to offer multiple endorsements, even those that focus 100% on STEM/engineering?

No. Statute requires each school district to make available to high school students courses that allow a student to complete the curriculum requirements for at least one endorsement. A school district that offers only one endorsement curriculum must offer the multidisciplinary studies endorsement curriculum.

### 6. The new graduation rules include the following statement, "This section does not entitle a student to remain enrolled to earn more than 26 credits." Does this mean that a student cannot earn more than 26 credits?

No. This statement means that a student is not entitled to continue earning credits to earn endorsements indefinitely. A district may permit a student to earn more than 26 credits, but has the authority to deny a student's request to continue earning credits beyond the 26 if the district determines that the student has sufficient credits to graduate with an endorsement.

### 7. May a course satisfy both a foundation and an endorsement requirement?

Yes. A course completed as part of the set of four courses needed to satisfy an endorsement requirement may also satisfy a requirement under the Foundation High School Program, including an elective requirement. A student must still earn a total of 26 credits to graduate on the Foundation High School Program with an endorsement.

**8. Do districts have the authority to require Algebra II or other specific courses for all endorsements?**

Yes. School districts have the authority to establish requirements in addition to what the state requires of students for graduation. This is a local decision.

**9. Who decides what constitutes a coherent sequence of courses?**

Each local school district has the authority to determine a coherent sequence of courses and identify courses within that sequence as advanced courses for the purposes of satisfying an endorsement requirement, provided that prerequisites are followed.

**10. In some endorsement options there doesn't seem to be a clear sequence. Will the district determine the sequence in these cases?**

Yes. A school district determines the specific set of courses each student must complete to earn an endorsement, provided that prerequisites are followed and that the set of courses meets the requirements of the options listed for an endorsement in SBOE rule.

**11. Should planning be approached by picking an endorsement and then planning the courses necessary to obtain that particular endorsement, or should it be approached by first picking courses and then discovering which endorsement area the sequence fits (at a later time)?**

This is a local decision.

**12. Are students required to meet each of the options listed under an endorsement area, or they required to only meet one of the options?**

To earn an endorsement a student must complete any specific course requirements and one set of requirements identified in the endorsement rules. For example, to earn a business and industry endorsement, a student must complete the course requirements for CTE or the course requirements for English language arts electives, but not both.

**13. Under the endorsements for which CTE courses are an option, is there a list of "advanced CTE courses that are the third or higher course in a sequence"?**

There is not a list of such courses. A school district may define advanced CTE courses keeping in mind the requirement that the course be the third or higher course in a sequence.

**14. Can Career Preparation be used as the final course in a sequence for an endorsement for which there are CTE course options?**

No. Career Preparation may be used as one of the courses in the coherent sequence, but the final course must come from one of the career clusters listed in the rule.

**15. If a student takes two CTE courses in his/her final semester, each from a different endorsement area, which endorsement would the student earn?**

If a student takes two CTE courses that align with two different endorsement areas, the local school district must determine which course is part of the coherent sequence of courses for that student. The

career cluster of that course would determine which endorsement the student earns. This is a local decision.

## STEM

### **1. Can AP Physics I satisfy the physics requirement for the STEM endorsement?**

Yes. College Board Advanced Placement and International Baccalaureate courses may be substituted as appropriate for required courses.

### **2. Can Principles of Technology satisfy the physics requirement in the STEM endorsement?**

Yes. Principles of Technology addresses all of the TEKS for physics and credit may not be earned for both physics and Principles of Technology to satisfy science credit requirements.

### **3. The fifth option under the STEM endorsement says “a coherent sequence of three additional credits.” What does this mean?**

Students may earn a STEM endorsement by successfully completing Algebra II and three additional credits from no more than two of the following categories: the STEM CTE career cluster, computer science courses that may satisfy a STEM endorsement, mathematics courses beyond Algebra II, or science courses. The three additional credits must be a coherent sequence of courses as determined by the local district.

### **4. Which science courses may satisfy the science option under the STEM endorsement?**

The list of science courses that may satisfy a STEM endorsement are identified in TAC §74.13(e)(5).

### **5. Why is there a discrepancy between the number of courses required to earn a math STEM endorsement and the number of courses required to earn a science STEM endorsement?**

There is not a discrepancy in the number of courses. To earn a STEM endorsement in mathematics, a student must successfully complete a total of five courses: Algebra I, Geometry, Algebra II, and two additional math courses for which Algebra II is a prerequisite. To earn a STEM endorsement in science, a student must successfully complete a total of five courses: biology, chemistry, physics, and two additional science courses.

## Business and Industry

### **If a student on a business and industry endorsement program chooses a computer programming language to meet the foundation program Languages Other Than English (LOTE) requirement, will these courses satisfy both the LOTE requirement and the endorsement requirement under the Information Technology career cluster?**

No. The computer programming courses that are part of CTE are not options for satisfying the LOTE requirement. The only courses that are currently approved to satisfy the LOTE requirement are Computer Science I, II, and III. These courses may satisfy the LOTE requirement and may count toward a STEM endorsement, but not a business and industry endorsement. A student must still earn a total of 26 credits to graduate on the Foundation High School Program with an endorsement.

## Public Services



**May a student seeking a public services endorsement who is taking a sequence of courses in the Human Services career cluster use a course from another career cluster as part of the coherent sequence of courses?**

Yes. A coherent sequence of courses may include courses from any CTE career cluster provided that the final course in the sequence is obtained from one of the CTE career clusters identified under the public services endorsement. Districts must determine locally that courses from different career clusters create a coherent sequence of courses.

## Arts and Humanities

**1. Is it permissible to substitute an additional arts and humanities course for the fourth science requirement if the student is pursuing an arts and humanities endorsement?**

A student pursuing an arts and humanities endorsement who has the written permission of the student's parent may substitute an English language arts course, a social studies course, a LOTE course, or a fine arts course for the additional science credit required to earn an endorsement.

**2. Under the arts and humanities endorsement, if a student has taken English IV, can it count as part of the four English elective credits?**

Yes. A course completed as part of the set of four courses needed to satisfy an endorsement requirement may also satisfy a requirement under the Foundation High School Program, including an elective requirement. A student must still earn a total of 26 credits to graduate Foundation High School Program with an endorsement.

**3. How many social studies courses are required for a student to earn an arts and humanities endorsement?**

The social studies option under arts and humanities requires that a student complete five credits in social studies.

## Multidisciplinary Studies

**Under the multidisciplinary studies endorsement, what courses will satisfy the requirement for “four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation”?**

Each local school district has the authority to identify advanced courses for the purposes of satisfying an endorsement requirement, provided that they meet the definition above.

## **Appendix F - Texas Education Agency - FAQ - [Individual Graduation Committee](#)**

### **Are all students eligible to receive an Individual Graduation Committee review?**

Only students who are classified in grade 11 or 12 between the 2014-15 and 2022-23 school years who have taken and have failed to achieve the end-of-course (EOC) assessment performance requirements for graduation for not more than two courses are eligible for Individual Graduation Committee (IGC) review. [TEC §28.0258(a) and (l); 19 TAC § 101.3022].

### **Are charter schools required to establish Individual Graduation Committees?**

Yes. An open-enrollment charter school is subject to the requirement to establish an individual graduation committee. [TEC, §12.104(b-2)].

### **Can students who did not qualify for an Individual Graduation Committee Review because they had failed more than two of the required assessments become eligible for an Individual Graduation Committee review by passing one or more of the required assessments?**

Yes. If a student who had failed more than two of the required EOC assessments subsequently meets additional assessment requirements either through retesting or by using a substitute assessment, they may become eligible for an Individual Graduation Committee review.

### **Are students who are required to meet TAKS requirements instead of STAAR EOC requirements eligible to receive a diploma based on Individual Graduation Committee review?**

No. Eligibility under TEC, §28.0258(a) is specific to students who have taken and have failed to achieve the EOC assessment performance requirements for graduation for not more than two courses. There is no reference to other exit-level assessments in the statute. Former students who are required to meet TAKS requirements may be able to receive a diploma based on a district decision under TEC §28.02541 and 19 TAC §74.1027. A separate FAQ addresses questions about this process.

### **Are students who receive special education services eligible to receive an Individual Graduation Committee review?**

When a student receives special education services, the student's ARD committee determines whether the student is required to achieve satisfactory performance on the EOC assessments. If the ARD committee determines that a student is not required to achieve satisfactory performance on the EOC assessments, the student is considered to be in compliance with assessment requirements under TEC §39.025 and an IGC review would not be necessary.

### **Are students who are classified as three-year early graduates eligible to receive an Individual Graduation Committee review?**

A student may not qualify to graduate based on an IGC determination before the student's 12<sup>th</sup> grade year. In order for a student to be eligible to graduate based on an IGC determination, the student must have satisfactorily completed credit requirements for graduation specified in Chapter 74, must be classified as a 12<sup>th</sup> grade student, and must have taken all required EOC assessments.

### **Is a transfer student who was exempt from some but not all EOCs eligible to receive a diploma based on Individual Graduation Committee review?**

An 11<sup>th</sup> or 12<sup>th</sup> grade transfer student is eligible to graduate based on an IGC determination if, of the assessments the student has taken, the student has failed to achieve the EOC assessment performance requirements for graduation for not more than two courses. [TEC, §28.0258(a)].

**For an eligible English Learner (EL) who does not meet the standard on the English I EOC and who is not required to retest based on the Special Provision for English I EOC, does the failing score on English I count as one of the two EOC assessments that a student can fail and still be considered by the Individual Graduation Committee for graduation?**

Yes. An EL student who failed the English I EOC but meets eligibility for the English I Special Provision and therefore is not required to pass English I, is eligible for IGC review if the student attempts all other required EOCs and fails to pass one additional test. The EL would also qualify for an IGC if the student passed the English I EOC assessment but failed to pass two other EOC assessments.

**If an EL was eligible for the English I Special Provision and has passed the other four EOC assessments, does that EL now have to receive an IGC review in order to graduate?**

No. The qualifying EL student would not receive need an IGC review in order to graduate. An EL student who qualifies for the Special Provision only becomes eligible for IGC review by failing to pass the English I EOC assessment and one other EOC assessment.

**If an EL was eligible for the English I special provision and passed all but one other test (for example English II) must the student complete remediation and a project or portfolio for both English I and the second assessment the student failed?**

Yes. If an EL qualifies to graduate by means of an IGC, the student is required to complete IGC requirements for each course in which the student did not pass the EOC assessment.

**If a student fails three EOC assessments including Algebra I, but receives a score of proficient on the Texas Success Initiative (TSI) assessment for math, is the student eligible to receive an Individual Graduation Committee review?**

Yes. A student who has taken and failed to achieve the EOC assessment performance requirement for Algebra I after two attempts, but who receives a score of proficient on the TSI assessment for math is considered to have satisfied the Algebra I EOC requirement. [TEC, §39.025(a-3); 19 TAC § 101.3022(f)].

**What process should a district or charter school follow to implement Individual Graduation Committees?**

The superintendent of each school district must establish procedures for the convening of an IGC. [TEC§28.0258(c)].

**Who must be on an Individual Graduation Committee?**

The IGC must be composed of:

- the principal or his/her designee;
- the teacher of the course for which the student did not pass the EOC assessment; if this teacher is not available, the principal may designate a teacher certified in the subject area who is most familiar with the student's performance in the subject area;
- the department chair or lead teacher supervising the teacher of the course; if this individual is unavailable, the principal may designate an experienced teacher certified in the subject who is familiar with the content of and instructional practices for the applicable course; and
- as applicable, the student's parent or guardian; a designated advocate; or the student, at the student's option, if the student is at least 18 years old or is an emancipated minor. [TEC, §28.0258(b)]. Please refer to 19 TAC §74.1025(g)–(i) for additional information regarding alternative individual graduation committee members.

### **What are the additional requirements that the Individual Graduation Committee must recommend?**

A student's IGC is required to recommend additional requirements by which the student may qualify to graduate including additional remediation **and**, for each EOC assessment on which the student failed to perform satisfactorily:

- the completion of a project related to the subject area of the course that demonstrates proficiency **or**
- the preparation of a portfolio of work samples in the subject area of the course, including work samples from the course that demonstrate proficiency [TEC, §28.0258(f)].

### **How does an Individual Graduation Committee determine that a student is qualified to graduate?**

A student is qualified to graduate on the basis of an IGC decision only if the student:

- successfully completes the credit requirements for the foundation high school program identified by the State Board of Education or as otherwise provided by the transition plan adopted by the commissioner in 19 TAC, §74.1021,
- the student successfully completes all additional requirements recommended by the IGC, and
- the committee's vote is unanimous. [TEC, §28.0258(i)].

In determining whether a student is qualified to graduate the IGC must consider:

- the recommendation of the student's teacher in each course for which the student failed to perform satisfactorily on an EOC assessment;
- the student's grade in each course for which the student failed to perform satisfactorily on an EOC assessment;
- the student's score on each EOC assessment on which the student failed to perform satisfactorily;
- the student's performance on any additional requirements recommended by the committee;
- the number of hours of remediation that the student has attended, including attendance in a college preparatory course, if applicable, or attendance in and successful completion of a transitional college course in reading or mathematics;
- the student's school attendance rate;
- the student's satisfaction of any of the Texas Success Initiative (TSI) college readiness benchmarks prescribed by the Texas Higher Education Coordinating Board;
- the student's successful completion of a dual credit course in English, mathematics, science, or social studies;
- the student's successful completion of a high school pre-Advanced Placement (AP), AP, or International Baccalaureate program course in English, mathematics, science, or social studies;
- the student's rating of advanced high on the most recent high school administration of the Texas English Language Proficiency Assessment System (TELPAS);
- the student's score of 50 or greater on a College-Level Examination Program (CLEP) examination;
- the student's score on the ACT, SAT, or Armed Services Vocational Aptitude Battery (ASVAB) test;
- the student's completion of a sequence of courses under a career and technical education program required to attain an industry-recognized credential or certificate;
- the student's overall preparedness for postsecondary success; and
- any other academic information designated for consideration by the board of trustees of the school district or charter. [TEC, §28.0258(h)].

**If the Individual Graduation Committee determines that a student is qualified to graduate, will the student be eligible to graduate with an endorsement?**

Yes. If a student completes all of the credit requirements, the student is eligible to graduate with an endorsement. To earn an endorsement a student must demonstrate proficiency in the credit requirements for the foundation high school program, a fourth credit in mathematics, a fourth credit in science, and two additional elective credits for a total of 26 credits. As part of the 26 credits a student must complete a coherent sequence of courses for the endorsement. [19 TAC, §74.13].

**If the Individual Graduation Committee determines that a student is qualified to graduate, will the student be eligible to graduate with the distinguished level of achievement?**

Yes. If a student completes all of the credit requirements, the student is eligible to graduate with the distinguished level of achievement. To earn the distinguished level of achievement a student must demonstrate proficiency in the credit requirements for the foundation high school program, earn at least one endorsement, and successfully complete Algebra II as one of the four mathematics credit requirements. [19 TAC, §74.11(e)].

**If an Individual Graduation Committee determines that a student is qualified to graduate, will the student graduate under their original graduation program, or does the decision default a student to a lower or different graduation program?**

The coursework that a student completes determines the graduation program that the student graduates under. Graduation based on an IGC determination does not change the graduation program for the student.

**If the Individual Graduation Committee determines that a student is qualified to graduate, will the student he/she be eligible to graduate with performance acknowledgements?**

Yes. If a student completes all of the requirements for a performance acknowledgment outlined in 19 TAC §74.14, the student is eligible to graduate with the performance acknowledgment.

**Do the reporting requirements identified in TEC, §28.0259 apply to charter schools?**

Yes. TEC §28.0259 requires reporting through PEIMS and TEC, §12.104(b)(2)(A) requires charters to comply with PEIMS requirements.

**How should EOC performance be documented on the AAR if a student failed an EOC but has been permitted to graduate based on IGC review and decision?**

For each instance in which the student has failed to achieve the EOC assessment performance requirements, the AAR should reflect a “Did Not Meet Grade Level” performance.

**Should any additional information be included on the AAR to indicate that the student graduated based on IGC review and decision?**

No. However, the district or open-enrollment charter school must maintain separate documentation of the IGC review and decision.

**Are there any timelines associated with an Individual Graduation Committee review?**

Yes. There are three key timelines that guide an individual graduation committee review.

- The law establishes that a district or open-enrollment charter school must establish an individual graduation committee for each eligible student at the end of or after the student's 11th grade year to determine whether the student may qualify to graduate as provided by this section. [TEC §28.0258(b)]
- Administrative rules specify that a district or charter school may not establish an initial individual graduation committee for eligible students after June 10 or before the start of the next school year. [19 TAC §74.1025(c)]

In order for a student to be included as a graduate in the school district's or charter school's graduation data in the school year in which the student meets the requirements, an individual graduation committee must make a decision to award a diploma no later than August 31 immediately following that school year. Please note that a student who graduates as a result of an individual graduation committee decision after August 31 shall be reported in the subsequent year's graduation data. [19 TAC §74.1025(d)]

## Appendix G - PEIMS Codes and Table - Middle School

Course	Short Description	Service ID	Dept Cd
01060100	ELAR 6	03200510	01
01060125	ELAR 6 ESL	03210530	01
01060175	ELAR 6 PAP	03200510	01
01070110	ELA W 7	03200540	EN
01070115	ELA W 7 PAP	03200540	EN
01070400	Reading 7	03273440	EN
01070405	Reading 7 PAP	03273440	EN
01070500	Reading Lab 7	03273420	EN
01080100	ELAR 8	03200530	EN
01080125	ELAR 8 ESL	03200500	EN
01080175	ELAR 8 PAP	03200530	EN
01080500	Reading Lab 8	03273430	EN
01220660	Yearbook MS7	82700001	LC
01220665	Yearbook MS8	83800002	LC
02060100	Math 6	02640060	03
02060175	Math 6 PAP	02640060	MA
02070100	Math 7	03103000	MA
02070175	Math 7 PAP	03103000	MA
02080100	Math 8	03103100	MA
02080175	Math 8 PAP	03103100	MA
02220175	Algebra 1 PAP	03100500	MA
03060100	Science 6	03060600	04
03060175	Science 6 PAP	03060600	04
03070100	Science 7	03060700	SC
03070175	Science 7 PAP	03060700	SC
03080100	Science 8	03060800	SC
03080175	Science 8 PAP	03060800	SC
04060100	World Culture 6	02660060	SS
04060175	W Culture 6 PAP	02660060	SS
04070100	Texas History 7	03343000	SS
04070175	Tx Hist 7 PAP	03343000	SS
04080100	US History 8	03343100	SS
04080175	US Hist 8 PAP	03343100	SS
05224150	Spanish 1 PAP	03440100	FL
05784100	Explor Spanish	03443000	FL
06060100	Art 6	03154110	FA
06060400	Band 6	03154130	FA
06060401	Begin Band 6	03154130	FA
06060700	Choir 6	03154131	FA

06070100	Art 7	03154210	FA
06070400	Band 7	03154130	FA
06070401	Begin Band 7	03154130	FA
06070600	Dance 7	03154120	FA
06070700	Choir 7	03151000	FA
06070900	Theater 7	03154140	FA
06080100	Art 8	03154310	FA
06080200	Art 8 Advanced	03154310	FA
06080500	Band 8	03154230	FA
06080501	Band Begin 8	03154130	FA
06080700	Choir 8	03154331	FA
06080900	Theater 8	03154240	FA
06221100	Art 1	03500100	FA
06224100	Dance 1	03830100	FA
06225100	Theater 1	03250100	FA
07060100	Tech Apps 6	02670060	MS
07060200	Invest Careers	12700400	
07082005	Prin BMF	13011200	CTE
07082010	Touch Sys Data	13011300	CTE
07083000	Prin Human Svs	13024200	CTE
07085000	Prin Hosp&Tour	13022200	CTE
07086000	Gate Tech 1 DMR	N1303756	CTE
07086001	Gate Tech 2 AST	N1303757	CTE
07086002	Gate Tech 3 EEF	N1303758	CTE
07086003	Gate Tech 4 ABS	N1303759	CTE
07090800	Prin of Const.	13004220	CTE
07222225	Busi Info Man 1	13011400	CTE
07222420	Money Matters	13016200	CTE
07223225	Interper Study	13024400	CTE
07223280	Lifetime Nutrit	13024500	CTE
07224820	Digital Media	13027800	CTE
07226000	Prin Health Sci	13020200	CTE
07228230	Prin App. Engin	13036200	CTE
08060100	PE 6 M	02530003	PE
08061100	PE 6 F	02530003	PE
08063500	Pre-Athlet 6 M	02850000	PE
08064500	Pre-Athlet 6 F	02850000	PE
08070100	PE 7 M	03823000	PE
08071100	PE 7 F	03823000	PE
08073500	Athletic 7 M	03823000	PE
08074500	Athletics 7 F	03823000	PE



08080100	PE 8 M	03823000	PE
08081100	PE 8 F	03823000	PE
08083500	Athletics 8 M	03823000	PE
08084500	Athletics 8 F	03823000	PE
08220100	Health	03810100	HE
09070100	Impact 7	85000009	SE
09079110	Reading 7 A	03273440	SE
09079120	ELAR 7 A	03200520	EN
09079210	Math 7 A	03103000	SE
09079310	Science 7 A	03060700	SE
09079410	Tx History 7 A	03343000	SE
09080100	Impact 8	85000009	SE
09080210	Math 8 M	03103100	MA
09089110	Reading 8 A	03273450	SE
09089120	ELAR 8 A	03200530	EN
09089210	Math 8 A	03103100	MA
09089310	Science 8 A	03060800	SC
09089410	Amer Hist 8 A	03343100	SS
09091100	English 1 A	03220107	SE
09092101	Algebra 1 A	03100507	SE
09093100	Biology A	03010207	SE
09094100	World Geog A	03320100	SE
09097100	Funt Academic A	SE000001	SE
09104200	World History A	03340400	SS
09105200	Art A	SE000001	SE
09222100	Algebra 1 A	03100507	SE
09222200	Geometry A	03100700	MA
09226100	Partners in PE	85000100	LC
10060805	Jr Cadet Corp 6		PE
10070805	Jr Cadet Corp 7	85000710	PE
10079000	AVID 7	85000790	MS
10079600	Teen Leadersh 7	84000600	MS
10080805	Jr Cadet Corp 8	85000810	PE
10089010	AVID 8	85000890	MS
10089600	Teen Leadersh 8	84000600	MS
11070000	Math Lab 7	84100M70	03
11080000	Math Lab 8	84100M80	03
11080100	Lib Offi Aide	85000002	
81070100	ST ELAR 7	03200520	EN
81070150	ST ELA W 7	03200540	EN
81070550	ST Reading 7	03273440	EN

81080100	ST ELAR 8	03200530	EN
82070100	ST Math 7	03103000	MA
82080100	ST Math 8	03103100	MA
83070100	ST Science 7	03060700	SC
83080100	ST Science 8	03060800	SC
84070100	ST TX Hist 7	03343000	SS
84080100	ST Ameri Hist 8	03343100	SS
GP010700	GP ELAR 7th	03200520	EN
GP010705	GP GATE Lang 7	03200540	EN
GP010800	GP ELAR 8th	03200530	EN
GP010805	GP GATE ELAR 8	03200500	EN
GP020700	GP Math 7th	03103000	MA
GP020800	GP Math 8th	03103100	MA
GP020900	GP Algebra I	03100500	MA
GP020905	GP PAP Alg I	03100500	MA
GP021000	GP Geometry	03100700	MA
GP030700	GP Science 7th	03060700	SC
GP030800	GP Science 8th	03060800	SC
GP040700	GP TX Hist 7	03343000	SS
GP040800	GP Amer Hist 8	03343100	SS
GP051100	GP ASL I	03980100	FL
GP052100	GP French I	03410100	FL
GP052200	GP French II	03410200	FL
GP053100	GP German I	03420100	FL
GP054100	GP Spanish I	03440100	FL
GP054105	GP PAP Span I	03440100	FL
GP055100	GP Latin I	03430100	FL
GP056100	GP Japanese I	03120100	FL
GP060700	GP Art 7th	03154110	FA
GP060710	GP Music 7th	03154131	FA
GP060800	GP Music 8		FA
GP060900	GP Art I	03500100	FA
GP062900	GP Music Thry I	03155400	FA
GP080700	GP PE 7	03823000	PE
GP080800	GP PE 8th	03823000	PE
GP900LUN	GP Lunch		
GPA00008	Global Prep		MS
GPH07000	GP CCMR 7th		MS
GPH08000	GP CCMR 8th		MS
H0063001	ADVISORY 6	12700300	MS
H0073001	ADVISORY 7	12700300	MS

H0083001	ADVISORY 8	12700300	MS
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## Appendix H - PEIMS Codes and Table - High School

Course	Short Description	Service ID	Len	Dept Cd	GPA Crdts
07222450	Accounting 1	13016600	YR	CTE	1
07222452	Accounting 2	13016700	YR	CTE	1
09227500	Adult Tran Serv		YR	SE	
07221225	Adv Animal Sci	13000700	YR	CTE	1
01220640	Adv Broad Jrn 1	03231900	YR	MS	1
01220645	Adv Broad Jrn 2	03231901	YR	MS	1
01220646	Adv Broad Jrn 3	03231902	YR	EN	1
07225895	Adv Cul Ar	13022650	YR	CTE	2
01220621	Adv Newspaper 1	03230140	YR	MS	1
01220622	Adv Newspaper 2	03230150	YR	MS	1
01220623	Adv Newspaper 3	03230160	YR	MS	1
02120575	Adv Quant Reas	03102510	YR	MS	1
04220900	Adv St Model UN	03380001	SM	SS	0.5
01220671	Adv Yearbook 1	03230110	YR	MS	1
01220672	Adv Yearbook 2	03230120	YR	MS	1
01220673	Adv Yearbook 3	03230130	YR	MS	1
07227220	Adver Sales Pro	13034200	SM	CTE	0.5
08220115	Aerobic Activity	PES00054	YR	PE	1
07228210	Aerospace Engin	N1303745	YR	CTE	1
04220806	Afr Amer Stud	N1130027	YR	05	1
07221740	Ag Equ Des Fab	13002350	YR	CTE	1
07221710	Ag Mech & Metal	13002200	YR	CTE	1
07221760	Ag Power Sys	13002400	YR	CTE	2
07221770	Ag StrucDesFab	13002300	YR	CTE	1
09092102	Alg 1 A	03100507	YR	MA	1
02220401	Alg II OnRamps	03100600	YR	MA	1
02090100	Algebra 1	03100500	YR	MA	1
09222100	Algebra 1 A	03100507	YR	SE	1
0209010D	Algebra 1 DC	03100500	YR	MA	1
09092101	Algebra 1 M	03100500	YR	SE	1
02220175	Algebra 1 PAP	03100500	YR	MA	1
02110300	Algebra 2	03100600	YR	MA	1
0211030T	Algebra 2 - CTE	03100600	YR	MA	1
09222300	Algebra 2 A	03100600	YR	MS	1
09112301	Algebra 2 M	03100600	YR	SE	1
02100350	Algebra 2 PAP	03100600	YR	MA	1
0210035T	Algebra 2 PAP C	03100600	YR	MA	1

11090125	Algebra Lab	80110250	YR	LC	1
09220280	Algebra Reas M	03102540	YR	MA	1
02100280	Algebraic Reaso	03102540	YR	MA	1
05221100	Amer Sign Lan 1	03980100	YR	FL	1
05221200	Amer Sign Lan 2	03980200	YR	FL	1
05221300	Amer Sign Lan 3	03980300	YR	FL	1
03120900	Anatomy & Physi	13020600	YR	SC	1
03220810	Aquatic Science	03030000	YR	SC	1
07224410	Arch Design 2	13004700	YR	CTE	2
07224310	Architect Des 1	13004600	YR	CTE	1
06221100	Art 1	03500100	YR	FA	1
06221200	Art 2	03500500	YR	FA	1
06221210	Art 2 Ceramics	03500900	YR	FA	1
06221300	Art 3	03501300	YR	FA	1
06221400	Art 4	03502300	YR	FA	1
03220910	Astronomy	03060100	YR	SC	1
07224380	Audio Vid Pro 1	13008500	YR	CTE	1
07224480	AudVid Pro 2 Lb	13008600	YR	CTE	2
07220135	Auto Basics	13039550	YR	CTE	1
07229601	Auto Tech 2&Lab	13039700	YR	CTE	3
07229600	Automoti Tech 1	13039600	YR	CTE	2
10099100	AVID 1	N1290001	YR	MS	1
10109110	AVID 2	N1290002	YR	MS	1
10119111	AVID 3	N1290030	YR	MS	1
10129112	AVID 4	N1290033	YR	MS	1
09103330	B/A Bio DE	03010207	YR	SE	1
06222100	Band 1A	PES00012	SM	FA	0.5
06222105	Band 1B	03150100	SM	FA	0.5
06222200	Band 2A	PES00012	SM	FA	0.5
06222205	Band 2B	03150200	SM	FA	0.5
06222300	Band 3	03150300	YR	FA	1
06222400	Band 4	03150400	YR	FA	1
08223110	Baseball 1A M	PES00000	SM	PE	0.5
08223115	Baseball 1B M	PES00000	SM	PE	0.5
08223120	Baseball 2A M	PES00001	SM	PE	0.5
08223125	Baseball 2B M	PES00001	SM	PE	0.5
08223130	Baseball 3 M	PES00002	YR	PE	1
08223140	Baseball 4 M	PES00003	YR	PE	1
08224010	Basketball 1A F	PES00000	SM	PE	0.5
08223210	Basketball 1A M	PES00000	SM	PE	0.5
08224015	Basketball 1B F	PES00000	SM	PE	0.5

08223215	Basketball 1B M	PES00000	SM	PE	0.5
08224020	Basketball 2A F	PES00001	SM	PE	0.5
08223220	Basketball 2A M	PES00001	SM	PE	0.5
08224025	Basketball 2B F	PES00001	SM	PE	0.5
08223225	Basketball 2B M	PES00001	SM	PE	0.5
08224030	Basketball 3 F	PES00002	YR	PE	1
08223230	Basketball 3 M	PES00002	YR	PE	1
08224040	Basketball 4 F	PES00003	YR	PE	1
08223240	Basketball 4 M	PES00003	YR	PE	1
01220720	Bible as Lit	03221850	SM	EN	0.5
09222225	BIM 1 A	13011400	YR	SE	1
07222325	BIM 2	13011500	YR	CTE	1
03090100	Biology	03010200	YR	SC	1
09093100	Biology A	03010207	YR	SC	1
03120500	Biology AP	A3010200	YR	SC	1
03090175	Biology PAP	03010200	YR	SC	1
07226310	Biomedic Innov	N1302095	YR	SC	1
BR000008	Bridges Academy		YR	MS	
BRHMB000	Bridges Hmbnd		YR		
07222225	Busi Info Man 1	13011400	YR	CTE	1
07222425	Business Law	13011700	YR	CTE	1
9L000014	CA Achieve		YR		
92090100	CA Alg 1 DC	03100500	SM	MA	1
91229150	CA Alg Lab	84100250	YR	MA	
92220175	CA Algebr 1 PAP	03100500	YR	MA	1
92100350	CA Algebr 2 PAP	03100600	YR	MA	1
91110350	CA AP Eng 3	A3220100	YR	01	1
91120450	CA AP Eng 4	A3220200	YR		1
93120500	CA AP Environmt	A3020000	YR	04	1
93120450	CA AP Physics	A3050003	YR	04	1
92120800	CA AP Statistic	A3100200	YR	MA	1
94110350	CA AP US Hist	A3340100	YR	SS	1
92120575	CA AQR	03102510	YR	MS	1
90099100	CA AVID 1	N1290001	YR	MS	1
90109110	CA AVID 2	N1290002	YR	MS	1
90119111	CA Avid 3	N1290030	YR		1
90129011	CA AVID 4	N1290033	YR	14	1
9722222D	CA BIM 1 DC	13011400	SM	CTE	1
93090100	CA Biology DC	03010200	YR	SC	1
93090175	CA Biology PAP	03010200	YR	SC	1
97222320	CA Bus Prin DC	13011200	SM	MS	0.5

93100250	CA Chemist PAP	03040000	YR	SC	1
91229300	CA College Prep	85000004	SM	LC	0.5
91229700	CA Comp Learn	85000007	YR	LC	
92100400	CA CP Math	CP111200	YR	MA	1
91120500	CA Creative Wri	03221200	SM	EN	0.5
97222000	CA DC Acct 1	13016600	SM	14	1
97222050	CA DC Acct 2	13016700	SM	14	1
9622110	CA DC Art 1	03500100	SM		1
97122330	CA DC Bus Math1	03102500	SM	MA	1
97122335	CA DC Bus Math2	03102501	SM	MA	0.5
92220200	CA DC Calc 1	A3100101	SM	MA	0.5
92220210	CA DC Calc 2	A3100102	SM	MA	0.5
93120400	CA DC Chemistry	A3040000	YR	04	1
91120400	CA DC English	03220400	YR	01	1
94120500	CA DC Micro	A3310100	SM	05	0.5
92220190	CA DC Pre Cal	03101100	SM	MA	0.5
94220680	CA DC Sociology	03370100	SM	14	0.5
95124000	CA DC Span Lang	A3440100	SM	FL	0.5
95124050	CA DC Span Lit	A3440200	SM	FL	0.5
97122340	CA DC Statistic	03102530	SM	MA	1
94120475	CA Econ Macr AP	A3310200	SM	EC	0.5
9412042d	CA Economics DC	03310300	SM	EC	0.5
91110300	CA Eng 3 DC	03220300	YR	EN	1
91090175	CA Englis 1 PAP	03220100	YR	EN	1
91100250	CA Englis 2 PAP	03220200	YR	EN	1
9809011D	CA Fn Pr Fit DC	PES00052	SM	PE	1
92090275	CA Geometry PAP	03100700	YR	MA	1
94220803	CA Hist Film	03380032	SM		0.5
91220850	CA Humanit II	03221610	YR		1
91220800	CA Humanities 1	03221600	YR	EN	1
93100300	CA Int Phy Chem	03060201	YR	04	1
9H000201	CA Late Ar Sm 1		SM	MS	
91229800	CA Math Lab	841000003	SM	15	0.5
97229700	CA Polite Sci 1	13018300	YR	CTE	1
92110450	CA PreCalcu PAP	03101100	YR	MS	1
97228120	CA Pri Engin	13037500	YR	CTE	1
9722425D	CA Prof Comm DC	13009900	SM	EN	0.5
94220670	CA Psych DC	03350100	SM	MS	0.5
9L000013	CA SI	85000013	YR	LC	
94220675	CA Sociology	03370100	SM		0.5
95094100	CA Span Nat 1	03440110	SM	FL	1

95094200	CA Span Nat 2	03440220	SM	FL	1
95224150	CA Spanish 1PAP	03440100	YR	FL	1
95224250	CA Spanish 2PAP	03440200	YR	FL	1
9L000202	CA Student Aide	85000002	SM	LC	
9622510D	CA Theater 1 DC	03250100	SM	FA	1
9412045D	CA TX Govern DC	03380001	SM	SS	0.5
94120450	CA US Govern AP	A3340100	SM	SS	0.5
9412040d	CA US Govern DC	03330100	SM	SS	0.5
94110300	CA US HIST DC	03340100	YR	SS	1
94100200	CA Wrld Geo PAP	03320100	YR	05	1
02120600	Calculus	03102500	YR	MS	1
02120625	Calculus AB AP	A3100101	YR	MS	1
02120650	Calculus BC AP	A3100102	YR	MS	1
07228902	Car Prep 1 2Cre	12701300	YR	CTE	2
07228900	Car Prep 1 3Cre	12701300	YR	CTE	3
07228912	Car Prep 2 2Cre	12701300	YR	CTE	2
07228910	Car Prep 2 3Cre	12701400	YR	CTE	3
09228400	Career Prep Alt	N1270153	YR	CTE	
09228800	CBVI	12701400	YR	SE	2
08224110	Cheerlead 1A F	PES00013	SM	PE	0.5
08224115	Cheerlead 1B F	84200001	SM	LC	
08224120	Cheerlead 2A F	PES00001	SM	PE	0.5
08224125	Cheerlead 2B F	84200001	SM	LC	
08224130	Cheerlead 3A F	84200001	SM	LC	
08224135	Cheerlead 3B F	84200001	SM	LC	
08224140	Cheerlead 4 F	84200001	YR	LC	
0310025T	Chemist PAP-CTE	03040000	YR	SC	1
03100200	Chemistry	03040000	YR	SC	1
09113200	Chemistry A	03040000	YR	SE	1
03120600	Chemistry AP	A3040000	YR	SC	1
0310020T	Chemistry -CTE	03040000	YR	SC	1
09103201	Chemistry M	03040000	YR	SE	1
03220401	Chemistry OnRam	03040000	YR	SC	1
03100250	Chemistry PAP	03040000	YR	SC	1
07225211	Child Dev- Home	13024700	YR	CTE	1
07225210	Child Developme	13024700	YR	CTE	1
07223320	Child Guidance	13024800	YR	CTE	2
06223100	Choir 1	03150900	YR	FA	1
06223200	Choir 2	03151000	YR	FA	1
06223300	Choir 3	03151100	YR	FA	1
06223400	Choir 4	03151200	YR	FA	1

10229100	CHS Inter HR	N1290052	YR		
07228240	Civil Arch/Eng	N1303747	YR	CTE	1
11229315	Colle Prep Eng	CP110100	YR		1
11229310	Colle Prep Math	CP111200	YR		1
11229300	College Prep	85000004	SM	LC	
01220750	College Read&SS	03270100	SM	MS	0.5
06222500	Color Guard 1A	PES00012	SM	FA	0.5
06222505	Color Guard 1B	03150100	SM	FA	0.5
06222600	Color Guard 2A	PES00012	SM	FA	0.5
06222605	Color Guard 2B	03150200	SM	FA	0.5
06222700	Color Guard 3	03150300	YR	FA	1
06222800	Color Guard 4	03150400	YR	FA	1
07224560	Commer Photog 2	13009200	YR	CTE	2
07222000	Comp Sci Onramp	03580200	YR	CTE	1
07222209	Comp.Sci AP PRI	A3580300	YR	CTE	1
07222208	Comp.Sci AP-LOT	A3580120	YR	CTE	1
07222207	Comp.Sci AP-MAT	A3580110	YR	CTE	1
04220452	Compar Govt AP	A3330200	SM	SS	0.5
11229700	Compass Learnin	85000007	YR	LC	1
01220591	Compet Speech	03240200	YR	EN	1
07224520	Computer Mainte	13027300	YR	CTE	1
07222210	Computer Prgm 2	13027700	YR	CTE	1
07222200	Computer Prog 1	13027600	YR	CTE	1
07222205	Computer Sci 1	03580200	YR	CTE	1
07222220	Computer Sci 2	03580300	YR	CTE	1
07222230	Computer Sci 3	03580350	YR	CTE	1
07222206	Computer Sci AP	A3580300	YR	CTE	1
07228630	Construc Tech 2	13005200	YR	CTE	2
07228620	Construc Tech I	13005100	YR	CTE	2
07229200	Correction Serv	13029700	YR	CTE	1
07223200	Cosmetology 1	13025200	YR	CTE	2
07223300	Cosmetology 2	13025300	YR	CTE	3
07226200	Coun & Mental	13024600	YR	CTE	1
07229210	Court Sys & Pra	13029600	YR	CTE	1
01220700	Creative Writin	03221200	SM	MS	0.5
0122070d	Creative Wrt DC	03221200	SM	EN	1
07229105	Criminal Invest	13029550	YR	CTE	1
07225280	Culinary Arts 1	13022600	YR	CTE	2
06224100	Dance 1	03830100	YR	FA	1
06224200	Dance 2	03830200	YR	FA	1
06224300	Dance 3	03830300	YR	FA	1



06224400	Dance 4	03830400	YR	FA	1
0622510d	DC Drama 1301	03250100	SM	FA	1
0412042d	DC Eco 2301	03310300	SM	EC	0.5
0111030d	DC Eng3 S1 1301	03220300	SM	EN	1
0111032d	DC Eng3 S2 1302	03220300	SM	01	0.5
0112040d	DC Eng4 S1 1301	03220400	SM	EN	0.5
0112042d	DC Eng4 S1 2323	03220400	SM	EN	0.5
0112043d	DC Eng4 S2 1302	03220400	SM	EN	0.5
0112044d	DC Eng4 S2 2328	03220400	SM	EN	0.5
02220405	DC MATH 1314	03102501	YR	03	1
0722425d	DC Spch 1321	13009900	SM	CTE	0.5
0411030d	DC USHisS1 1301	03340100	SM	SS	0.5
0411032d	DC USHisS2 1302	03340100	SM	SS	0.5
01220571	Debate 1	03240600	YR	MS	1
01220572	Debate 2	03240700	YR	MS	1
01220573	Debate 3	03240800	YR	MS	1
07228150	Digit Electron	13037600	YR	CTE	1
07224820	Digital Media		YR	CTE	1
07121990	Discrete Math	03580370	YR	CTE	1
07229820	Dist and Logist	13040300	YR	CTE	1
07223230	Dollars & Sense	13024300	SM	CTE	0.5
06226100	Drill Team 1A	PES00014	SM	FA	0.5
06226105	Drill Team 1B	03833300	SM	FA	0.5
06226200	Drill Team 2A	PES00014	SM	FA	0.5
06226205	Drill Team 2B	03833400	SM	FA	0.5
06226300	Drill Team 3	03833500	YR	FA	1
06226400	Drill Team 4	03833600	YR	FA	1
10229110	Eagle Time 2	N1290052	YR	LC	
10229120	Eagle Time 3	N1290053	YR	MS	1
H0001002	Ear Dis P7&8 S1		SM	MS	
H0001003	Ear Dis P7&8 S2		SM	MS	
H0001000	Ear Dis P8 S1		SM	MS	
H0001001	Ear Dis P8 S2		SM	MS	
H0007B00	Early Dis 7B		YR	MS	
H0008B00	Early Dis 8B		YR	MS	
H0003A00	Early Dis Sem 1		SM	MS	
H0004A00	Early Dis Sem 2		SM	MS	
03220920	Earth Space Sci	03060200	YR	SC	1
04120475	Econo Macro AP	A3310200	SM	EC	0.5
04120425	Economics	03310300	SM	EC	0.5
09124426	Economics A	03310300	SM	SE	0.5

09124425	Economics M	03310300	SM	SE	0.5
07228600	Eng Des & Dev	N1303749	YR	CTE	1
07228400	Eng Des Prob	13037300	SM	CTE	1
07228120	Engin Sci (POE)	13037500	YR	CTE	1
07228300	Engineer Math	13036700	SM	CTE	1
01090100	English 1	03220100	YR	EN	1
09091100	English 1 A	03220107	YR	EN	1
09091101	English 1 M	03220100	YR	SE	1
01090175	English 1 PAP	03220100	YR	EN	1
01100200	English 2	03220200	YR	EN	1
09101200	English 2 A	03220207	YR	EN	1
09101201	English 2 M	03220200	YR	SE	1
01100250	English 2 PAP	03220200	YR	EN	1
01110300	English 3	03220300	YR	EN	1
09111300	English 3 A	03220300	YR	EN	1
01110350	English 3 AP	A3220100	YR	EN	1
09111301	English 3 M	03220300	YR	SE	1
01110315	English 3 Onram	03220300	YR	EN	1
01120400	English 4	03220400	YR	EN	1
09121401	English 4 A	03220400	YR	SE	1
01120450	English 4 AP	A3220200	YR	EN	1
09121400	English 4 M	03220400	YR	SE	1
01120455	English 4 OnRam	03220400	YR	EN	1
07227200	Entrepreneurshp	13034400	YR	CTE	1
03220875	Enviro Scien AP	A3020000	YR	SC	1
03220800	Envirom Systems	03020000	YR	SC	1
09220801	Environ Syst A	03020000	YR	SC	1
09220800	Environ Syst M	03020000	YR	SC	1
07221500	Equine Science	13000500	SM	CTE	0.5
01220100	ESOL 1	03200600	YR	EN	1
01220200	ESOL 2	03200700	YR	EN	1
04120500	Euro History AP	A3340200	YR	MS	1
07223330	Family Com Svs	13024900	YR	CTE	1
07224370	FashDesMer 2Lab	13009410	YR	CTE	2
07227100	Fashion Market	13034300	SM	CTE	0.5
07229515	Fed Law Enf Pro	13029800	YR	CTE	1
07222460	Financial Math	13018000	YR	CTE	1
07091610	Floral Design	13001800	YR	CTE	1
0809011F	Fnd Pers Fit F	PES00052	YR	PE	1
0809011M	Fnd Pers Fit M	PES00052	YR	PE	1
07225890	Food Science	13023000	YR	CTE	1

08223310	Football 1A M	PES00000	SM	PE	0.5
08223315	Football 1B M	PES00000	SM	PE	0.5
08223320	Football 2A M	PES00001	SM	PE	0.5
08223325	Football 2B M	PES00001	SM	PE	0.5
08223330	Football 3 M	PES00002	YR	PE	1
08223340	Football 4 M	PES00003	YR	PE	1
07229708	Foreig Serv Dip	13018900	YR	CTE	1
07229260	Forensic Psych	N1303012	YR	CTE	1
07229300	Forensic Scienc	13029500	YR	SC	1
08090110	Found Pers Fitn	PES00052	YR	PE	1
05222400	French 4 AP	A3410100	YR	FL	1
05222100	French 1	03410100	YR	FL	1
05222200	French 2	03410200	YR	FL	1
05222250	French 2 PAP	03410200	YR	FL	1
05222300	French 3 PAP	03410300	YR	FL	1
10099110	Freshman Orient	N1290051	YR	MS	1
09092010	Fund/Math A	84100010	YR	SE	1
07224940	Game Prog & Des	03580380	YR	CTE	1
07086000	Gate Tech 1 DMR		SM	CTE	0.5
07086001	Gate Tech 2 AST		SM	CTE	0.5
07086002	Gate Tech 3 EEF		SM	CTE	0.5
07086003	Gate Tech 4 ABS		SM	CTE	0.5
09228000	Gen Emp Skills	N1270153	YR	SE	1
0209027T	Geom PAP CTE	03100700	YR	03	1
02100200	Geometry	03100700	YR	MA	1
09222200	Geometry A	03100700	YR	MA	1
09102201	Geometry M	03100700	YR	MA	1
02090275	Geometry PAP	03100700	YR	MA	1
05223100	German 1	03420100	YR	FL	1
05223200	German 2	03420200	YR	FL	1
05223250	German 2 PAP	03420200	YR	FL	1
05223300	German 3 PAP	03420300	YR	FL	1
05223400	German 4 AP	A3420100	YR	FL	1
04220700	Glob Cult Stud	03380002	SM	SS	0.5
08223415	Golf 1B M	PES00000	SM	PE	0.5
08223420	Golf 2A M	PES00001	SM	PE	0.5
08223425	Golf 2B M	PES00001	SM	PE	0.5
08224210	Golf 1A F	PES00000	SM	PE	0.5
08223410	Golf 1A M	PES00000	SM	PE	0.5
08224215	Golf 1B F	PES00000	SM	PE	0.5
08224220	Golf 2A F	PES00001	SM	PE	0.5
08224225	Golf 2B F	PES00001	SM	PE	0.5

08224230	Golf 3 F	PES00002	YR	PE	1
08223430	Golf 3 M	PES00002	YR	PE	1
08224240	Golf 4 F	PES00003	YR	PE	1
08223440	Golf 4 M	PES00003	YR	PE	1
09124401	Government A	03330100	SM	SE	0.5
09124400	Government M	03330100	SM	SS	0.5
GP020900	GP Algebra I	03100500	YR	MA	1
GP021100	GP Algebra II	03100600	YR	MA	1
GP031202	GP Anat & Phys	13020600	YR	SC	1
GP031205	GP AP Biology	A3010200	YR	SC	1
GP021210	GP AP Cal AB	A3100101	YR	MS	1
GP021215	GP AP Cal BC	A3100102	YR	MS	1
GP031210	GP AP Chemistry	A3040000	YR	SC	1
GP011110	GP AP English 3	A3220100	YR	EN	1
GP011210	GP AP English 4	A3220200	YR	EN	1
GP031215	GP AP Envir Sci	A3020000	YR	SC	1
GP040910	GP AP Human Geo	A3360100	YR	SS	1
GP041012	GP AP Macroecon	A3310200	SM	EC	0.5
GP031105	GP AP Physics 1	A3050003	YR	SC	1
GP041210	GP AP Psych	A3350100	SM	SS	0.5
GP041010	GP AP US Govt	A3330100	SM	SS	0.5
GP041110	GP AP US Hist	A3340100	YR	SS	1
GP021205	GP AQR	03102510	YR	MS	1
GP031204	GP Aquatic Sci	03030000	YR	SC	1
GP060900	GP Art I	03500100	YR	FA	1
GP061000	GP Art II	03500100	YR	FA	1
GP051100	GP ASL I	03980100	YR	FL	1
GP051200	GP ASL II	03980200	YR	FL	1
GP030900	GP Biology	03010200	YR	SC	1
GP031000	GP Chemistry	03040000	YR	SC	1
GP22910C	GP CHS Interven	N1290052	YR	MS	1
GP041002	GP Economics	03310300	SM	EC	0.5
GP011000	GP English 2	03220200	YR	EN	1
GP011100	GP English 3	03220300	YR	EN	1
GP011200	GP English 4	03220400	YR	EN	1
GP010900	GP English I	03220100	YR	EN	1
GP031200	GP Env. Systems	03020000	YR	SC	1
GP031201	GP ESS	03060200	YR	SC	1
GP052100	GP French I	03410100	YR	FL	1
GP052200	GP French II	03410200	YR	FL	1
GP021000	GP Geometry	03100700	YR	MA	1

GP053100	GP German I	03420100	YR	FL	1
GP053200	GP German II	03420200	YR	FL	1
GP055100	GP Latin I	03430100	YR	FL	1
GP055200	GP Latin II	03430200	YR	FL	1
GP062900	GP Music Thry I	03155400	YR	FA	1
GP22910T	GP NC Intervent	N1290052	YR	MS	1
GP020905	GP PAP Alg I	03100500	YR	MA	1
GP021105	GP PAP Alg II	03100600	YR	MA	1
GP030905	GP PAP Biology	03010200	YR	SC	1
GP031005	GP PAP Chem	03040000	YR	SC	1
GP011005	GP PAP Eng 2	03220200	YR	EN	1
GP010905	GP PAP Eng I	03220100	YR	EN	1
GP052205	GP PAP French 2	03410200	YR	FL	1
GP021005	GP PAP Geometry	03100700	YR	MA	1
GP053205	GP PAP German 2	03420200	YR	FL	1
GP021200	GP PAP Pre-Cal	03101100	YR	MS	1
GP054105	GP PAP Span I	03440100	YR	FL	1
GP054205	GP PAP Span II	03440200	YR	FL	1
GP080900	GP PE Found	PES00052	YR	PE	1
GP031100	GP Physics	03050000	YR	SC	1
GP041200	GP Psychology	03350100	SM	SS	0.5
GP041202	GP Sociology	03370100	SM	SS	0.5
GP054100	GP Spanish I	03440100	YR	FL	1
GP054200	GP Spanish II	03440200	YR	FL	1
GP041000	GP US Gov	03330100	SM	SS	0.5
GP041100	GP US History	03340100	YR	SS	1
GP040900	GP World Geo	03320100	YR	SS	1
07224460	Graph Des 2 Lab	13008900	YR	CTE	2
07224260	Graph Des I	13008800	YR	CTE	1
08220100	Health	03810100	SM	HE	0.5
07226100	Health Science	13020400	YR	CTE	1
10229700	Hist Thro Film	84400410	SM	LC	0.5
07225401	Hotel Managemen	13022300	YR	CTE	1
0722511d	Hum Grth Dev DC	13014300	YR	CTE	1
07226300	Human Body Sys	N1302093	YR	SC	1
04220175	Human Geogra AP	A3360100	YR	SS	1
01220800	Humanities 1	03221600	SM	EN	0.5
01220850	Humanities 2	03221610	SM	EN	0.5
09090100	Impact	85000009	YR	SE	1
09220100	Impact	85000009	YR	SE	1
08220220	Indiv Team Spor	PES00055	YR	PE	1

07225510	Instruct Practi	13014400	YR	CTE	2
09103301	Int Phy Chem A	03060201	YR	SE	1
09103300	Int Phy Chem M	03060201	YR	SC	1
03220935	Int Renew Energ	N1120042	YR	SC	1
03100300	Integ Phys Chem	03060201	YR	SC	1
07225410	Interior Des I	13004300	YR	CTE	1
07223225	Interper Study		SM	CTE	0.5
07225275	Intr Culin Art	13022550	YR	CTE	1
07228000	Intr Engine Des	N1303742	YR	CTE	1
07229850	Intro UAV	N1304670	YR	CTE	1
05226101	Japanese 2	03120200	YR	FL	1
06222150	Jazz Studies 1	03151300	YR	FA	1
06222250	Jazz Studies 2	03151400	YR	FA	1
06222350	Jazz Studies 3	03151500	YR	FA	1
06222450	Jazz Studies 4	03151600	YR	FA	1
01220600	Journalism	03230100	YR	MS	1
10220810	JROTC 1	PES00004	YR	PE	1
10220820	JROTC 2	03160200	YR	MS	1
10220830	JROTC 3	03160300	YR	MS	1
10220840	JROTC 4	03160400	YR	MS	1
H0002001	Late Arriv Sem1		SM	MS	
H0002002	Late Arriv Sem2		SM	MS	
H0004000	Late Arrival		YR		1
07229110	Law Enf 1	13029300	YR	CTE	1
09117230	Life Act/Daily3	85000230	YR	SE	1
09127240	Life Act/Daily4	85000240	YR	SE	1
09117030	Life Comm	85000030	YR	SE	
09097010	Life Comm 1	85000010	YR	SE	1
09107020	Life Comm 2	85000020	YR	SE	1
09127040	Life Comm 4	85000040	YR	SE	1
09117430	Life CommSkil	85000430	YR	SE	
09227050	Life Communicat	85000050	YR	SE	1
09097410	Life Community	85000410	YR	SE	1
09227450	Life Community	SE000001	YR	SE	1
09107420	Life Community2	85000420	YR	SE	1
09107002	Life Fun Acad	85000902	YR	SE	
09097001	Life Fun/Acad 1	85000001	YR	SE	1
09097110	Life Hlth & Hyg	85000110	YR	SE	1
09097310	Life Rec & Leis	85000310	YR	SE	
09227350	Life Rec & Leis	SE000001	YR	SE	1
09107320	Life Rec 2	85000320	YR	SE	1

09097210	Life/Act/Daily1	85000210	YR	SE	1
09107220	Life/Act/Daily2	85000220	YR	SE	1
07223280	Lifetime Nutrit		SM	CTE	0.5
07221530	Livestock Prodc	13000300	YR	CTE	1
10229150	MAPS	N1130021	YR	MS	1
07227920	Market Advanced	13034700	YR	CTE	2
09122075	Math 1 A	84100075	YR	SE	1
09102025	Math A	84100025	YR	SE	1
09222250	Math Mod & An M	03102400	YR	SE	1
02110375	Math Model & Ap	03102400	YR	MA	1
09112050	Math Money A	84100050	YR	MA	1
09112051	Math Money M	84100051	YR	MA	1
07226320	Medical Interv	N1302094	YR	SC	1
07226410	Medical Microbi	13020700	YR	SC	1
07226010	Medical Termino	13020300	YR	MS	1
07229830	Mgmt Trans Sys	13040200	YR	CTE	1
07223105	Micr & Saf Cosm	N1302540	YR	CTE	1
07224910	Mob App Dev	03580390	YR	CTE	1
01220725	Multicult Lit	03221500	SM	MS	0.5
06222900	Music Theory 1	03155400	YR	FA	1
06222950	Music Theory AP	A3150200	YR	FA	1
10229300	Nav Life Hear L	N1290330	YR	SE	1
1022910T	NCHS Inter HR		YR		
07224620	Networking	13027400	YR	CTE	1
09228100	OCC PREP 1	12701300	YR	SE	1
09228200	Occu Prep 2	84900200	YR	SE	1
09228300	Occu Prep 3	84900300	YR	SE	1
08220350	Outdoor Adv Edu	PES00053	YR	PE	1
09228850	PAES Lab 1	84900850	YR	SE	1
09228852	PAES Lab 2	84900852	YR	MS	1
10229110	Panther Time 2	N1290052	YR	MS	
10229120	Panther Time 3	N1290053	YR	MS	1
09226100	Partners in PE	85000100	YR	LC	1
10229130	Path Coll Car 4	N1290054	YR	MS	1
1022910d	Path1 CollCarDC	N1290051	YR	MS	1
1022911d	Path2CollCarDC	N1290052	YR	MS	1
1022912d	Path3CollCarDC	N1290053	YR	MS	1
07226400	Pathophysiology	13020800	YR	SC	1
08221100	PE I Sem 1 - F	PES00052	SM	PE	0.5
08221150	PE I Sem 2 - F	PES00052	SM	PE	0.5
08221200	PE II Sem - F	PES00054	SM	PE	0.5

08220200	PE II Sem 1 -	PES00054	SM	PE	0.5
08220250	PE II Sem 2	PES00054	SM	PE	0.5
08220300	PE III	PES00002	YR	PE	1
08090100	PE Intramural 1	PES00000	YR	PE	1
08100200	PE Intramural 2	PES00001	YR	PE	1
08110300	PE Intramural 3	PES00002	YR	PE	1
08120400	PE Intramural 4	PES00003	YR	PE	1
08220400	PE IV	PES00003	YR	PE	1
08221400	PE IV - F	PES00003	YR	PE	1
08220110	PE Sem 1 - M	PES00052	SM	PE	0.5
08220150	PE Sem 2 - M	PES00052	SM	PE	0.5
08090910	PE Sub No Dis 1	PES00008	YR	PE	1
08100920	PE Sub No Dis 2	PES00009	YR	PE	1
08110930	PE Sub No Dis 3	PES00010	YR	PE	1
08120940	PE Sub No Dis 4	PES00011	YR	PE	1
08220020	PE Weights 2S1	PES00054	SM	PE	0.5
08220025	PE Weights 2S2	PES00054	SM	PE	0.5
08220030	PE Weights 3	PES00002	YR	PE	1
08220040	PE Weights 4	PES00003	YR	PE	1
04220430	Pers Financ Lit	03380082	SM	SS	0.5
07226450	Pharmacology	13020950	YR	CTE	1
01220650	Photojournalism	03230800	SM	MS	0.5
03110400	Physics	03050000	YR	SC	1
03120700	Physics 1 AP	A3050003	YR	SC	1
03120705	Physics 2 AP	A3050004	YR	SC	1
03120710	Physics C AP	A3050006	YR	SC	1
03220400	Physics OnRamp	03050000	YR	SC	1
03220930	Planet Earth	N1120040	SM	SC	0.5
07229700	Political Sci 1	13018300	YR	CTE	1
07229705	Political Sci 2	13018400	YR	CTE	1
07224880	Pra Aud-Vid Pro	13008700	YR	CTE	2
07221950	Prac Ag F & Nat	13002500	YR	CTE	2
07225810	Prac Arc Des	13004800	YR	CTE	2
07224810	Prac ArchDes	13004800	YR	12	2
07227965	Prac Bus/MarSer	13034800	YR	CTE	2
07224725	Prac Comp Tech	13027500	YR	CTE	2
07225820	Prac Constr Tec	13006200	YR	CTE	2
07225880	Prac Culin Arts	13022700	YR	CTE	2
07225910	Prac Educ Train	13014500	YR	CTE	2
07224870	Prac Fashion De	13009500	YR	CTE	2
07226500	Prac Health Sci	13020500	YR	CTE	2



07226501	Prac Hlth Sci 2	13020510	YR	CTE	2
07223920	Prac Human Serv	13025000	YR	CTE	2
07228920	Prac in STEM	13037400	YR	CTE	2
07222240	Prac Inform Tec	13028000	YR	CTE	2
07229025	Prac Law/Sa/Cor	13030100	YR	CTE	2
07229710	Prac LocSta&Fed	13019000	YR	CTE	2
07227960	Prac Market Dyn	13034800	YR	CTE	3
07224890	Prac MedArt Te	13008700	YR	CTE	2
01220775	Prac Writ Skill	03221300	SM	MS	0.5
07227970	Pract Bus Mgmt	13012200	YR	CTE	2
07229840	Pract Dis&Logis	13040470	YR	CTE	2
02120400	Pre Calculus	03101100	YR	MS	1
02220400	PreCal OnRam UT	03101100	YR	MA	1
02110450	PreCalculus PAP	03101100	YR	MS	1
07081000	Prin Ag & Food	13000200	YR	CTE	1
07228230	Prin App. Engin	13036200	YR	CTE	1
07084000	Prin Art/AV/Com	13008200	YR	CTE	1
07226004	Prin Biomd Sci	N1302092	YR	CTE	1
07223205	Prin Cos Des Co	13025050	YR	CTE	1
07229810	Prin Dist&Logis	13039260	YR	CTE	1
07226000	Prin Health Sci	13020200	YR	CTE	1
07083000	Prin Human Svs	13024200	YR	CTE	1
07084500	Prin Info Tech	13027200	YR	CTE	1
07099000	Prin Law/PS/Cor	13029200	YR	CTE	1
07090800	Prin of Const.	13004220	YR	CTE	1
07224250	Prof Comm	13009900	SM	EN	0.5
0722425T	Prof Comm CTE	13009900	SM	EN	0.5
09221099	Prof Communic A	13009900	SM	SE	0.5
04220600	Psychology	03350100	SM	SS	0.5
04220650	Psychology AP	A3350100	SM	SS	0.5
04220960	Psychology Ad St	03380001	SM	SS	0.5
01220551	Public Speak 1	03240900	YR	MS	1
01220552	Public Speak 2	03241000	YR	EN	1
01220553	Public Speak 3	03241100	YR	EN	1
09221003	Reading 1 A	03270700	YR	MS	1
01220126	Reading 1 LEP	03270700	YR	MS	1
09221001	Reading 1 M	03270700	YR	MS	1
09221004	Reading 2 A	03270800	YR	MS	1
09221002	Reading 2 M	03270800	YR	MS	1
09221005	Reading 3 M	03270900	YR	MS	1
01220125	Reading Lab	03270700	YR	MS	

07228930	Robotics I	13037000	YR	CTE	1
07228500	Sci Reseach	13037200	SM	CTE	1
01220710	Scien Fic & Fan	03221500	SM	MS	0.5
07221520	Sm Animal Mgmt	13000400	SM	CTE	0.5
07229615	Sm Eng Tech 1	13040000	YR	CTE	1
08224310	Soccer 1A F	PES00000	SM	PE	0.5
08223510	Soccer 1A M	PES00000	SM	PE	0.5
08224315	Soccer 1B F	PES00000	SM	PE	0.5
08223515	Soccer 1B M	PES00000	SM	PE	0.5
08224320	Soccer 2A F	PES00001	SM	PE	0.5
08223520	Soccer 2A M	PES00001	SM	PE	0.5
08224325	Soccer 2B F	PES00001	SM	PE	0.5
08223525	Soccer 2B M	PES00001	SM	PE	0.5
08224330	Soccer 3 F	PES00002	YR	PE	1
08223530	Soccer 3 M	PES00002	YR	PE	1
08224340	Soccer 4 F	PES00003	YR	PE	1
08223540	Soccer 4 M	PES00003	YR	PE	1
07227300	Social Media Ma	13034650	SM	CTE	0.5
04220675	Sociology	03370100	SM	SS	0.5
08224410	Softball 1A F	PES00000	SM	PE	0.5
08224415	Softball 1B F	PES00000	SM	PE	0.5
08224420	Softball 2A F	PES00001	SM	PE	0.5
08224425	Softball 2B F	PES00001	SM	PE	0.5
08224430	Softball 3 F	PES00002	YR	PE	1
08224440	Softball 4 F	PES00003	YR	PE	1
04220803	Sp Top Hst Film	03380032	SM	SS	0.5
04220802	Sp Top Soc Iss	03380002	SM	SS	0.5
04220805	Sp Top Wrld Rel	03380042	SM	SS	0.5
05224100	Spanish 1	03440100	YR	FL	1
0522410T	Spanish 1 CTE	03440100	YR	FL	1
05224150	Spanish 1 PAP	03440100	YR	FL	1
05224200	Spanish 2	03440200	YR	FL	1
0522420T	Spanish 2 CTE	03440200	YR	FL	1
05224250	Spanish 2 PAP	03440200	YR	FL	1
05224300	Spanish 3 PAP	03440300	YR	FL	1
05224400	Spanish 4 AP	A3440100	YR	FL	1
05224500	Spanish 5 AP	A3440200	YR	FL	1
07227130	Sport Enter Mkt	13034600	SM	CTE	0.5
0412071d	SpTop-SS-Spr DC	03380022	SM	SS	0.5
02220402	Statistic OnRmp	03102530	YR	MA	1
02120800	Statistics AP	A3100200	YR	MS	1

11220100	Stu Aide Sem. 1	85000002	SM	LC	
11220110	Stu Aide Sem. 2	85000002	SM	LC	
11220200	Stu Aide Yr	85000002	YR	LC	
06221505	Stu Art AP 2D	A3500400	YR	FA	1
1122020C	Stu. Aide CTE Y	85000002	YR	LC	
11220100	Student Aide A	85000002	SM	LC	
11220110	Student Aide B	85000002	SM	LC	
10229400	Student Leaders	N1290010	YR	MS	1
06221500	Studio Art AP	A3500300	YR	FA	1
08224510	Swim 1A F	PES00000	SM	PE	0.5
08223610	Swim 1A M	PES00000	SM	PE	0.5
08224515	Swim 1B F	PES00000	SM	PE	0.5
08223615	Swim 1B M	PES00000	SM	PE	0.5
08224520	Swim 2A F	PES00001	SM	PE	0.5
08223620	Swim 2A M	PES00001	SM	PE	0.5
08224525	Swim 2B F	PES00001	SM	PE	0.5
08223625	Swim 2B M	PES00001	SM	PE	0.5
08224530	Swim 3 F	PES00002	YR	PE	1
08223630	Swim 3 M	PES00002	YR	PE	1
08224540	Swim 4 F	PES00003	YR	PE	1
08223640	Swim 4 M	PES00003	YR	PE	1
06225510	Tech Theater 1	03250500	YR	FA	1
06225520	Tech Theater 2	03250600	YR	FA	1
06225530	Tech Theater 3	03251100	YR	FA	1
06225540	Tech Theater 4	03251200	YR	FA	1
10229600	Teen Leader 1	N1290012	YR	MS	1
10229650	Teen Leader 2	85000650	YR	MS	1
08224610	Tennis 1A F	PES00000	SM	PE	0.5
08223710	Tennis 1A M	PES00000	SM	PE	0.5
08224615	Tennis 1B F	PES00000	SM	PE	0.5
08223715	Tennis 1B M	PES00000	SM	PE	0.5
08224620	Tennis 2A F	PES00001	SM	PE	0.5
08223720	Tennis 2A M	PES00001	SM	PE	0.5
08224625	Tennis 2B F	PES00001	SM	PE	0.5
08223725	Tennis 2B M	PES00001	SM	PE	0.5
08224630	Tennis 3 F	PES00002	YR	PE	1
08223730	Tennis 3 M	PES00002	YR	PE	1
08224640	Tennis 4 F	PES00003	YR	PE	1
08223740	Tennis 4 M	PES00003	YR	PE	1
06225100	Theater 1	03250100	YR	FA	1
06225200	Theater 2	03250200	YR	FA	1

06225300	Theater 3	03250300	YR	FA	1
06225400	Theater 4	03250400	YR	FA	1
06225610	Theater Prod 1	03250700	YR	FA	1
06225620	Theater Prod 2	03250800	YR	FA	1
06225630	Theater Prod 3	03250900	YR	FA	1
06225640	Theater Prod 4	03251000	YR	FA	1
07082010	Touch Sys Data		SM	CTE	0.5
08224710	Track CC 1A F	PES00000	SM	PE	0.5
08223810	Track CC 1A M	PES00000	SM	PE	0.5
08224715	Track CC 1B F	PES00000	SM	PE	0.5
08223815	Track CC 1B M	PES00000	SM	PE	0.5
08224720	Track CC 2A F	PES00001	SM	PE	0.5
08223820	TRACK CC 2A M	PES00001	SM	PE	0.5
08224725	Track CC 2B F	PES00001	SM	PE	0.5
08223825	TRACK CC 2B M	PES00001	SM	PE	0.5
08224730	Track CC 3 F	PES00002	YR	PE	1
08223830	TRACK CC 3 M	PES00002	YR	PE	1
08224740	Track CC 4 F	PES00003	YR	PE	1
08223840	TRACK CC 4 M	PES00003	YR	PE	1
08223901	Trainer 1	PES00000	YR	PE	1
08224810	Trainer 1 F	PES00000	YR	PE	1
08223910	Trainer 1 M	PES00000	YR	PE	1
08223902	Trainer 2	PES00001	YR	PE	1
08224820	Trainer 2 F	PES00001	YR	PE	1
08223903	Trainer 3	PES00002	YR	PE	1
08224830	Trainer 3 F	PES00002	YR	PE	1
08223904	Trainer 4	PES00000	YR	PE	1
08224840	Trainer 4 F	PES00003	YR	PE	1
08223920	Trainers 2 M	PES00001	YR	PE	1
08223930	Trainers 3 M	PES00002	YR	PE	1
08223940	Trainers 4 M	PES00000	YR	PE	1
07225400	Travel Tour Man	13022500	YR	CTE	1
0412041d	TX Govt DC-2306	03380001	SM	05	0.5
04120450	US Governmen AP	A3330100	SM	SS	0.5
04120400	US Government	03330100	SM	SS	0.5
0412040d	US Govt DC-2305	03330100	SM	SS	0.5
04110315	US Histo OnRamp	03340100	YR	SS	1
04110300	US History	03340100	YR	SS	1
09114300	US History A	03340107	YR	SS	1
04110350	US History AP	A3340100	YR	SS	1
09114301	US History M	03340100	YR	SS	1

09228900	VAC Coop 1	84900900	YR	SE	1
09228950	VAC COOP POST	84900950	SM	MS	1.5
07221540	Vet Med Applica	13000600	YR	CTE	1
06223150	Vocal Ensembl 1	03152100	YR	FA	1
06223250	Vocal Ensembl 2	03152200	YR	FA	1
06223350	Vocal Ensembl 3	03152300	YR	FA	1
06223450	Vocal Ensembl 4	03152400	YR	FA	1
08224910	Volleyball 1A F	PES00000	SM	PE	0.5
08224915	Volleyball 1B F	PES00000	SM	PE	0.5
08224920	Volleyball 2A F	PES00001	SM	PE	0.5
08224925	Volleyball 2B F	PES00001	SM	PE	0.5
08224930	Volleyball 3 F	PES00002	YR	PE	1
08224940	Volleyball 4 F	PES00003	YR	PE	1
04090175	W Geography PAP	03320100	YR	SS	1
04100275	W History AP	A3370100	YR	SS	1
04100250	W History PAP	03340400	YR	SS	1
07224920	Web Technology	13027900	YR	CTE	1
08220120	Wght Train Cond	PES00054	YR	PE	1
01220735	Womens Studies	03221500	SM	EN	0.5
09094100	World Geog A	03320100	YR	SE	0.5
09094101	World Geog M	03320100	YR	SE	1
04090100	World Geography	03320100	YR	SS	1
04100200	World History	03340400	YR	SS	1
09104200	World History A	03340400	YR	SS	1
09104201	World History M	03340400	YR	SS	1