August 1, 2016

Dear Laredo ISD Students:

The 2016-2017 Academic Planning Guide is provided to assist you in planning your academic path toward high school graduation. The updated planning guide contains all high school courses offered at our three comprehensive high schools, Early College High School, and our Magnet Programs. The Guidance and Counseling Department, and the Curriculum and Instruction Dept. collaborated in an effort to create a guide for you and your parents to plan your high school career and meet your goal of being college and career ready upon graduation.

Whether beginning as an incoming freshman or choosing your senior level classes, select coursework with your end goal in mind. Opt for the strongest graduation program to reach your goal, taking interesting and challenging courses that will prepare you for today as well as tomorrow. A team of high school counselors is ready to guide you through the process of developing an academic plan to meet your individual needs.

We encourage you to take the most challenging courses to prepare you for your future endeavors, but we also insist that you get involved in your school community. Participate in your education through the various clubs and organizations available at your high school. Group memberships will make your journey much richer and will provide not only academic motivation but also fond memories you will treasure forever.

Enjoy your academic journey,

Rosina M. Silva
Director of Guidance
MISSION STATEMENT

Laredo Independent School District will equip all students to become successful and productive citizens in our global society.

Laredo Independent School District Website
www.laredoisd.org

It is the policy of the Laredo Independent School District not to discriminate on the basis of race, color, national origin, gender, limited English proficiency, or handicapping condition in its program.
# 2016-2017 ACADEMIC PLANNING GUIDE
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A Planning Guide for Academic Success
This academic planning guide assists Laredo ISD students in making course selections for high school. This guide, which includes all high school course offerings and graduation plans, will help guide you and be your road map to academic success. High school principals, guidance counselors, and district staff collaborated in this joint effort designed specifically to help you and your parents plan your successful high school career. We encourage you to choose the courses that will ultimately benefit your college and career goals.

High school guidance counselors will work to assist you in choosing the most appropriate and challenging courses to meet academic success. Carefully review your choices with your parents or guardians. It is recommended that each of you complete the projected four-year plan worksheet in the back of the guide. Remember to keep your academic goals a priority so that you can maximize your opportunities for post-secondary education.

PLANNING YOUR HIGH SCHOOL PROGRAM
Practical suggestions for students and parents:

Seniors
☐ Plan a schedule with rigorous coursework and activities. (Colleges look at courses and grades in making admission decisions and students must be prepared to compete academically on the college campus.)
☐ Consider an Advanced Placement or dual credit course to experience a college-level curriculum. (Colleges look for AP designation on high school transcripts. LISD believes that all students need to be college ready. We encourage students to continue in core courses even if all graduation requirements have been met.)
☐ Consider three years of a language other than English. (It demonstrates the student’s desire to be more competitive and prepared for college.)
☐ Review your grade point average and your test scores to make wise choices on courses for the senior year and college.
☐ Participate in school-related activities and community service. (Institutes of higher learning consider a student’s involvement in activities other than academics.)
☐ Take the SAT/ACT in the Fall. Register in early September. Review SAT/ACT scores and retest if necessary.
☐ Attend College Night in the Fall and college information seminars to gain information on the college admission process.
☐ Apply to colleges early in your senior year.
☐ Complete Free Application for Federal Student Aid (FAFSA) or Texas Application for State Financial Aid (TASFA) in October of your senior year.
☐ Complete Scholarship Applications
☐ Take/Retake TSI to meet college readiness standards

Juniors
☐ Take challenging courses and do your best at earning high grades in all classes.
☐ Discuss your grade point average and test scores with your counselor and make wise choices about junior and senior classes and college options.
☐ Review and update your four-year plan for graduation.
☐ Plan to take the PSAT/National Merit Scholarship Qualifying Test in October. (The PSAT is administered only in October. Use the PSAT score report to study and improve your SAT score.)
☐ Participate in school-related activities and community service. (Institutes of higher learning consider a student’s involvement in activities other than academics.)
☐ Take the SAT/ACT in the spring of the junior year and use your score report to study and improve your score when the SAT is repeated in the senior year.
☐ Consider taking courses through dual credit, summer school or online to make space for additional classes during the school year. Additional credits are impressive to colleges.
☐ Take three years of language other than English. It demonstrates the student’s desire to be more competitive and prepared for college.
☐ Maintain an updated resume and portfolio of accomplishments.
☐ Attend College Night in the Fall and gather information on colleges and careers.
☐ Continue your college search and planning.
Sophomores
- Plan your schedule to complete required courses for graduation.
- Plan to schedule prerequisite courses for electives you want to take in grades 11 and 12.
- Review your transcript and verify grade point average and rank.
- Take the PSAT in October for practice. The PSAT will help prepare you for the National Merit Scholarship Qualifying Test in the 11th grade.
- Consider taking college placement exams (TSI) in preparation for college credit course. (Student must meet criteria set by LCC/TAMIU)
- Attend LISD College Night in the fall and gather information on colleges and careers.
- Participate in school related activities and community service.
- Keep an updated resume and portfolio of accomplishments.
- Consider taking courses through dual credit.
- Take three years of language other than English. (It demonstrates your desire to be more competitive and prepared for college).

Freshman
- Design your four-year plan for graduation, to include courses leading to your endorsement.
- The courses and grade determine the grade point average used by the school and colleges.
- Participate in school related activities and community service.
- Consider taking courses, through dual credit.
- Take two years of language other than English.
- Plan to schedule prerequisite courses for electives you want to take in grades 10, 11 and 12.
- Connect your 8th grade interest inventory with your selected endorsement (Four Year Plan) leading to college and career readiness.
- Begin attaining community service hours. A minimum of 100 Community Service hours are required to earn a cord for graduation.

Classification by Credits

<table>
<thead>
<tr>
<th>Classification</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0-5.5</td>
</tr>
<tr>
<td>Sophomore</td>
<td>6-11.5</td>
</tr>
<tr>
<td>Junior</td>
<td>12-17.5</td>
</tr>
<tr>
<td>Senior</td>
<td>18+</td>
</tr>
</tbody>
</table>

Graduation Plan Descriptions
Distinguished Achievement Program (DAP) Class of 2017 only

The Distinguished Achievement Program (DAP) requires high performance beyond what is usually expected of students in high school. In addition to specific course requirements, including three years of the same foreign language, the Distinguished Achievement Program requires that all students successfully complete any combination of four advanced measures that focus on demonstrated student performance at the college level or work equivalent to that of professional, in the arts, sciences, business, industry or community service. These measures are judged by external sources of evaluation by professionals in their respective field. Advanced measures are those items that meet the standards included in 19 TAC §74.13(a) (3). They reflect student performance at a college or professional level and are assessed by external evaluators. The items adopted by the State Board of Education as meeting those standards are as follows:

- Original research and/or project which is judged by panel of professionals in the field that is the focus of the project; or conducted under the direction of mentor(s) and reported to an appropriate audience; and related to the required curriculum set forth in §74.1 relating to the Texas Essential Knowledge and Skills (TEKS).
- **Test data** where a student receives a score of three or above on a College Board Advanced Placement examination; or a score on the PSAT that qualifies a student for recognition as a Commended Scholar or higher by the National Merit Scholarship Corporation, as part of the National Hispanic Scholar Program of the College Board, or as part of the National Achievement Scholarship program for Outstanding Negro Students of the National Merit Scholarship Corporation. The PSAT score may count as only one advanced measure regardless of the number of honors received by the student.

- **College courses:** college academic courses, with a grade of 80 or higher.

Students must earn at least four advanced measures and may do so in almost any combination. For example, one student might receive a score of 3 or higher on four Advanced Placement examinations. Another may have a score of 3 or higher on two Advanced Placement examinations, complete a project in a mentorship program, and achieve an “A” or “B” in a community college dual-enrollment course. A third student could take two college courses for high school credit, produce a portfolio of exemplary work in a specific field, and be recognized as a National Merit Finalist. No more than two measures may be earned through original research projects.

Districts may offer college credit by articulation through articulated technical courses in a college Tech-Prep program of study designed by the school district and the community or technical college. For locally articulated technical courses to count as a DAP advance measures, students must complete the coherent sequence of technical courses (two or more courses for three or more credits) while in high school. Only upon completion of the technical course coherent sequence in the college Tech-Prep program may the student be awarded in advanced measure for DAP credit.

**Recommended High School Program 2017 only**

The Recommended High School Program is a twenty-six credit program which provides a solid academic foundation. As the name implies, it is the program recommended by the State Board of Education. Students wishing to complete this program and have this accomplishment recognized on the academic achievement record must complete all the course requirements listed under it. Students may also select courses designated as pre-advanced placement and/or for gifted and talented if they meet the prerequisites and/or requirements.

**State Assessment/Graduation Requirement**

In addition to completing the credit requirements under a specific graduation plan, the student must also pass the end-of-course (EOC) assessment designed to measure students academic performance in core high school courses. The End-of-Course will become part of the graduation requirements beginning with the freshman class of 2011-2012. End-of-Course assessments for secondary-level courses will be given in Algebra I, Biology, English I, English II and United States History. Students entering high school prior to 2011-2012 must pass the TAKS Exit Exams in English Language Arts, Mathematics, Science and Social Studies. ([www.tea.state.tx.us](http://www.tea.state.tx.us))

<table>
<thead>
<tr>
<th>End of Course (EOC) Assessments</th>
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<tbody>
<tr>
<td>English I</td>
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<tr>
<td>English II</td>
</tr>
<tr>
<td>Algebra I</td>
</tr>
<tr>
<td>Biology</td>
</tr>
<tr>
<td>United States History</td>
</tr>
</tbody>
</table>
Valedictorian and Salutatorian

Valedictorian and salutatorian honors shall be awarded to the two students with the highest point weighted GPA's in the graduating class. To calculate the top-ranking students, grades shall be carried out to the fifth decimal place or further to break a tie. There shall be no co-valedictorian or co-salutatorian. If two students have identical scores, the final grade point average shall be computed by averaging only those courses that both students have in common.

To be eligible for valedictorian or salutatorian honors, student shall:

1. Have been continuously enrolled in the same high school in the district for the four semesters immediately preceding graduation; and
2. Have completed the Recommended Program or the Distinguished Achievement Program for graduation; and Foundation w/Endorsements, DLA and Policy.
3. Be graduating after exactly eight semesters of enrollment in high school.

Letter grades of transferred students from outside the District shall be assigned the following value. If a numerical value is not provided:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98</td>
</tr>
<tr>
<td>A</td>
<td>95</td>
</tr>
<tr>
<td>A-</td>
<td>92</td>
</tr>
<tr>
<td>B+</td>
<td>88</td>
</tr>
<tr>
<td>B</td>
<td>85</td>
</tr>
<tr>
<td>B-</td>
<td>82</td>
</tr>
<tr>
<td>C+</td>
<td>78</td>
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<td>C</td>
<td>75</td>
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<td>C-</td>
<td>72</td>
</tr>
<tr>
<td>D+</td>
<td>68</td>
</tr>
<tr>
<td>D</td>
<td>65</td>
</tr>
<tr>
<td>D-</td>
<td>62</td>
</tr>
</tbody>
</table>

F= Numerical average if so transcribed, or if not, the number assigned shall be 59

Weighted Credit Courses:
Beginning with the freshman class of school year 2008-2009, courses will be classified as non-weighted, weighted Pre/AP, weighted AP, or weighted dual college credit.

- Weighted Pre-AP, AP and Dual Credit course grades will be multiplied by 1.10.
- Weighted for enrollment in AP courses with a qualifying score of 3, 4, or 5 shall be multiplied by 1.15.
- Spring dual-enrollment courses for seniors will not be calculated in GPA.
- Students receiving dual college credit shall receive as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95</td>
</tr>
<tr>
<td>B</td>
<td>85</td>
</tr>
<tr>
<td>C</td>
<td>75</td>
</tr>
</tbody>
</table>

Grade Point Average
- Completed and earned dual enrollment credits and AP credit will be utilized for grade point average and class ranking.
- Any high school credit taken prior to freshman year will be included on high school transcript and calculated in grade point average.

Concurrent Early Enrollment

High school students in their junior year may enroll concurrently at the local university or community college if they meet criteria as set by the institution of higher learning. Concurrent enrollment is the opportunity to take university level courses for university credit while still in high school. Students may earn a DAP measure for a three hour university course provided that they earn a grade of “B” or better. Each student participating in concurrent enrollment is responsible for his/her college tuition. Each student earning a “B” or better is responsible for providing his/her counselor with an official university transcript if they intend to use this course as a DAP measure. Some students may qualify for concurrent enrollment tuition scholarships from their respective colleges or other funding sources. Students should visit their counselor for more information.

Note: CEE will not be calculated in the GPA.
Dual Credit Program

Collaboration between Laredo Community College, Texas A & M International University and Laredo ISD is a crucial element in providing dual enrollment to students during their 11th and 12th grade high school years. Laredo ISD together with both institutions of higher education has defined through dual enrollment agreements the qualifying courses of which will equate to proper high school course credit. Students having an interest in participating in dual or early enrollment must meet all requirements set forth by the Texas Higher Education Coordinating Board. Courses currently part of the agreements with LCC and TAMIU are as follows:

1. English 1301*  Independent Study in English
2. English 1302  Equivalent to English IV
3. US Gov't. 2305  Equivalent to Government
4. Algebra 1314  4th credit in Math
5. Psychology 2301
6. Speech 1311
7. Biology 1306/1106

*prerequisite for English 1302 in order to grant credit for high school English IV.

Top 10 Percent Eligible for Automatic Admission

Under HB5, students who hope to gain automatic admission to the state’s public-universities under the top 10 percent rule must graduate under the Distinguished Level of Achievement Plan.

Credit by Exam for Acceleration-Texas Tech University ISD

Graduation credit requirements may be fulfilled by earning a grade of at least a eighty (80) on the Credit by Exam for acceleration. Exams are administered four times a year. For dates and additional information, please see your counselor. Credit by Exam for Acceleration grades will be included in the grade point average.

Additional Dual enrollment at Dr. Dennis D. Cantu Health Science Magnet school includes:

NURA 1401, 1407, & 1460 – Nurse Assistant Courses
ECRD 1111 – EKG course
EMT 1260 & 1501 – Emergency Medical Technician

Additional Dual enrollment at Early College High School includes:

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<th>History 1301/1302</th>
<th>Biology 1406/1006</th>
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<tr>
<td>Precalculus 1314</td>
<td>University Studies 1101/1102</td>
<td>Biology 1401/1402</td>
</tr>
<tr>
<td>EDIT 1300 – Technology</td>
<td>Psychology 2301</td>
<td>Chemistry 1411/1011</td>
</tr>
<tr>
<td>Speech 1311</td>
<td>Biology 1370/1170</td>
<td></td>
</tr>
<tr>
<td>Music 1306</td>
<td>Chemistry 1370/1170</td>
<td></td>
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## Foundation Graduation Program beginning Class of 2018

**English Language Arts**
- **Four credits:**
  - English I
  - English II
  - English III
  - An advance English course

**Mathematics**
- **Three credits:**
  - Algebra I
  - Geometry
  - An advance math course

**Science**
- **Three credits:**
  - Biology
  - IPC or advanced science course
  - Any advanced science course

**Social Studies**
- **Three credits:**
  - World History or World Geography or combined W. History/W. Geography
  - U.S. History
  - U.S. Government (one-half credit)
  - Economics (one-half credit)

**Speech**
- **Half credit (local policy)**

**Physical Education**
- **One credit**

**Languages Other Than English**
- **Two credits in the same language**
  - Computer programming languages (other exceptions)

**Fine Arts**
- **One credit**

**Health**
- **One half credit: (local policy)**

**Electives**
- **Four credits**

**Total Credits**
- **22 Credit Requirement**

### Endorsements
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

### STEM-Endorsement
Includes 4 courses in a coherent sequence directly related to:
- science, including Chemistry and Physics
- technology, including computer science
- engineering
- advanced math

### Business and Industry
Includes 4 courses in a coherent sequence directly related to:
- database management
- information technology
- communications
- accounting
- finance
- marketing
- welding
- logistics
- automotive technology
- HVAC
- Culinary arts and hospitality

### Public Services
Includes 4 courses in a coherent sequence directly related to:
- health sciences and occupation
- education and training
- law enforcement
### Foundation Graduation Program beginning Class of 2018

| **Arts and Humanities-Endorsement** | Includes 4 courses in a coherent sequence directly related to:  
|                                  | • political science  
|                                  | • world languages  
|                                  | • cultural studies  
|                                  | • English literature  
|                                  | • history  
|                                  | • fine arts  
| **Multidisciplinary Studies-Endorsement** | 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  
| **Total Credits w/Endorsement-26** |  
| **Distinguished Level or Achievement** | • Four credits in math, including credit in Algebra II  
|                                      | • Four credits in science  
|                                      | • Completion of curriculum requirements for at least one endorsement  
| **Performance Acknowledgment** | • for outstanding performance  
|                                      | • in a dual credit course  
|                                      | • in bilingualism and biliteracy  
|                                      | • on an AP test  
|                                      | • on the PSAT, the ACT-Plan, the SAT, or the ACT  
|                                      | • for earning a nationally or internationally recognized business or industry certification or license  

*LISD has retained Professional Communications as a local graduation requirement after TAC approval of HB5  
*Freshmen entering High School 2016-2017 and there after shall be required 1 credit of PE.
Foundation Plus Endorsement

In order to earn an endorsement, students must complete all requirements of the Foundation program which includes additional core area courses and:

- Student must specify in writing which endorsement he/she chooses upon entering 9th grade.
- 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.
- Student must at least earn a total of 26 credits to earn an endorsement
- Student must have 5 state elective credits.

Endorsements

STEM-Science, Technology, Engineering & Math: A student may earn a STEM endorsement by completing the requirements specified in §74.13(d) including Algebra II, chemistry, and physics and:

(A) a coherent sequence of four courses in career and technical education (CTE) that includes 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) or CTE innovative courses approved by the commissioner of education. The final course in the sequence must be selected from one of the following CTE career clusters:
   (i) science, technology, engineering and mathematics as defined by Chapter 130, Subchapter O of this title; or
(B) a coherent sequence of four courses in computer science by selecting courses from Chapter 126 of this title (relating to Texas Essential Knowledge and Skills for Technology Applications); or
(C) five courses in mathematics by successfully completing Algebra II and two additional mathematics courses for which Algebra II is a prerequisite by selecting courses from Chapter 111 of this title (relating to Texas Essential Knowledge and Skills for Mathematics); or
(D) four courses in science by successfully completing chemistry, physics and two additional science courses by selecting courses from Chapter 112 of this title (relating to Texas Essential Knowledge and Skills for Science).

Business & Industry: A student may earn a business and industry endorsement by completing the requirements specified in §74.13(d) including Algebra II and:

A) a coherent sequence of four courses in career and technical education (CTE) that includes 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) or CTE innovative courses approved by the commissioner of education. The final course in the sequence must be selected from one of the following CTE career clusters:
   (i) agriculture, food, and natural resources as defined by Chapter 130, Subchapter A of this title; or
   (ii) architecture and construction as defined by Chapter 130, Subchapter B of this title; or
   (iii) arts, audio/visual technology, and communications as defined by Chapter 130, Subchapter C of this title; or
   (iv) business management and administration as defined by Chapter 130, Subchapter D of this title; or
   (v) finance as defined by Chapter 130, Subchapter F of this title; or
   (vi) hospitality and tourism as defined by Chapter 130, Subchapter I of this title; or
   (vii) information technology as defined by Chapter 130, Subchapter K of this title; or
(viii) manufacturing as defined by Chapter 130, Subchapter M of this title; or
(ix) marketing as defined by Chapter 130, Subchapter N of this title; or
(x) transportation, distribution, and logistics as defined by Chapter 130, Subchapter P of this title; or

(B) four English elective courses by selecting courses from Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts) to include three levels in one of the following areas:
(i) advanced broadcast journalism; or
(ii) newspaper; or
(iii) public speaking.

Public Services: A student may earn a public services endorsement by completing the requirements specified in §74.13(d) including Algebra II and a coherent sequence of four courses in career and technical education (CTE) that includes 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) or CTE innovative courses approved by the commissioner of education. The final course in the sequence must be selected from one of the following CTE career clusters:
(A) education and training as defined by Chapter 130, Subchapter E of this title; or
(B) government and public administration as defined by Chapter 130, Subchapter G of this title; or
(C) human services as defined by Chapter 130, Subchapter J of this title; or
(D) law, public safety, corrections, and securities as defined by Chapter 130, Subchapter L of this title
(E) health science as defined by Chapter 130, Subchapter H or this title.

Arts & Humanities: A student may earn an arts and humanities endorsement by completing the requirements specified in §74.13(d) including Algebra II, English IV, world history and world geography, and:

(A) four College Board advanced placement or International Baccalaureate social studies courses by selecting courses from Chapter 113 of this title (relating to Texas Essential Knowledge and Skills for Social Studies) or Chapter 118 of this title (relating to Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits); or
(B) four levels of the same language in a language other than English; or
(C) four levels of American sign language; or
(D) a coherent sequence of four courses in art by selecting courses from Chapter 117 of this title (relating to Texas Essential Knowledge and Skills for Fine Arts) or innovative courses approved by the commissioner of education; or
(E) a coherent sequence of four courses in dance by selecting courses from Chapter 117 of this title (relating to Texas Essential Knowledge and Skills for Fine Arts) or innovative courses approved by the commissioner of education; or
(F) a coherent sequence of four courses in music by selecting courses from Chapter 117 of this title (relating to Texas Essential Knowledge and Skills for Fine Arts) or innovative courses approved by the commissioner of education; or
(G) a coherent sequence of four courses in theatre by selecting courses from Chapter 117 of this title (relating to Texas Essential Knowledge and Skills for Fine Arts) or innovative courses approved by the commissioner of education.
(H) Fine Arts course must be coherent sequence from one or two discipline

Multidisciplinary Studies: A student may earn a multidisciplinary studies endorsement by completing the requirements specified in §74.13(d) including Algebra II 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 English IV and chemistry and/or physics; or
(C) four credits in Advanced Placement or dual credit from English, Mathematics, Science, Social Studies, Economics, Languages other than English or Fine Arts.
Performance Acknowledgements

a) A student may earn a performance acknowledgment on the student's diploma and 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 diploma and transcript for outstanding performance in bilingualism and biliteracy.

(1) A student may earn a performance acknowledgment by demonstrating proficiency in two or more languages by:

(A) completing all English language arts requirements and maintaining a minimum 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 TEKS 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) score 3 or higher on an Advanced Placement exam for a language other than English; or

(II) score 4 or higher on an International Baccalaureate exam for a higher level language 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.

In addition to meeting the requirements of (b)(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 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 diploma and transcript for outstanding performance on a college advanced placement test or International Baccalaureate examination by earning:

(1) a score of three, four or five on a College Board advanced placement examination; or

(2) a score of five or above on an International Baccalaureate examination for a higher level course.

(d) A student may earn a performance acknowledgment on the student’s diploma and transcript for outstanding performance on the PSAT, the ACT-Plan, the SAT, or the ACT by:

(1) 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 college readiness benchmark score on at least two of the four subject tests on the ACT PLAN exam;

(3) a combined critical reading and mathematics score of at least 1250 on the SAT;

(4) a composite score on the ACT exam (without writing) of 28.

(e) A student may earn a performance acknowledgment on the student’s diploma and transcript for earning a nationally or internationally recognized business or industry certification or license with:

(1) performance on an examination sufficient to obtain a nationally or internationally recognized business or industry certification; or

(2) performance on an examination sufficient to obtain a government-required credential to practice a profession.
English Language Arts

Effective starting 2015-2016 School year

Foundation Program

English Language Arts

Four credits:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>English I</td>
</tr>
<tr>
<td>10th</td>
<td>English II</td>
</tr>
<tr>
<td>11th</td>
<td>English III</td>
</tr>
<tr>
<td>12th</td>
<td>An advanced ELA course*</td>
</tr>
</tbody>
</table>

Foundation Advanced Courses (SBOE Rule)

**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**

- *English IV
- *Independent Study in English
- *Literary Genres
- *Creative Writing
- *Research and Technical Writing
- *Humanities
- Public Speaking III
- Oral Interpretation III
- Debate III
- *Independent Study in Speech
- Independent Study in Journalism
- Advanced Broadcast Journalism III
- Advanced Journalism: Newspaper III
- Advanced Journalism: Yearbook III
- *AP English Literature and Composition
- *IB Language Studies A1 Higher Level
- Business English
- *Communication Applications (must be combined with another half credit from this list)
- *Four of these courses required for the Arts and Humanities endorsement

Locally developed ELA course other activity pursuant to TEC, §28.002 (g-1)

College Prep ELA (pursuant to TEC §28.014)

With Endorsements (Not DLA)

Four English Language Arts courses that include Eng. I, Eng. II, Eng. III and an Advanced ELA course must be completed successfully to achieve any endorsement.

Requirements subject to change based on TEA Rulings

Four-year Intervention Plan

9th grade-Reading I/Practical Writing

10th grade-Reading II/*Research Technical Writing

11th grade-Reading III/*Literary Genres

12th grade-*Creative Writing

*Courses count as Advanced Courses
English Language Arts/Reading  
Graduation Requirements

English I (EOC)  
Prerequisite: None  
Credit 1.0  
Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing and oral language skills. Students will read and compose a wide variety of written texts, research and know how to locate, synthesize and organize information, listen and respond to ideas of others, and learn how to use oral and written conventions of the English Language.

Pre-AP English I (EOC)  
Prerequisite: None  
Credit 1.0  
Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing and oral language skills. Students will read and compose a wide variety of written texts, research and know how to locate, synthesize and organize information, listen and respond to ideas of others, and learn how to use oral and written conventions of the English Language. Curriculum is taught at a higher depth and complexity.

English I for Speakers of Other Languages [ESOL] – (EOC)  
Prerequisite: Per the LPAC Committee recommendation  
Credit 1.0  
This course enables non-English speaking students to increase and refine beginning vocabulary and communications skills. Oral reading skills are stressed. High school students are expected to focus on listening and speaking while reading and writing skills are improved. Students read English using cues, syntax, visuals, the context of the text, and the prior knowledge of language and structure of text. Students brainstorm, draft, and complete written compositions on a regular basis. (English I ESOL uses English I curriculum but modifies it for the ESL student. Students who take ESOL I to satisfy their English I requirement are required to take the English I EOC exam as part of their graduation requirements.)

English II (EOC)  
Prerequisite: English I  
Credit 1.0  
Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing and oral language skills. Students will read and compose a wide variety of written texts, research and know how to locate, synthesize and organize information, listen and respond to ideas of others and learn how to use oral and written conventions of the English Language.

Pre-AP English II (EOC)  
Prerequisite: English I  
Credit 1.0  
Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing and oral language skills. Students will read and compose a wide variety of written texts, research and know how to locate, synthesize and organize information, listen and respond to ideas of others and learn how to use oral and written conventions of the English Language. Curriculum is taught at a higher depth and complexity.

English II for Speakers of Other Languages [ESOL] - (EOC)  
Prerequisite: Per the LPAC Committee recommendation  
Credit 1.0  
This course enables limited-English speaking students (intermediate to advanced levels) to continue and refine communications skills. ESOL students read a variety of texts for various purposes with an increasing accuracy to address a specific purpose and audience in languages arts and all content areas. An emphasis is placed on persuasive forms of writing such as logical arguments, expressions of opinion, and personal forms of writing. These personal form of writing may include response to literature, reflective essays, or autobiographical narratives. (English II ESOL uses English II curriculum but modifies it for the ESL student. Students who take ESOL II to satisfy their English II requirement are required to take the English II EOC exam as part of their graduation requirement.)

English III  
Prerequisite: English II  
Credit 1.0  
Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing and oral language skills. Students will read and compose a wide variety of written texts, research and know how to locate, synthesize and organize information, listen and respond to ideas of others and learn how to use oral and written conventions of the English Language.
AP English III  Language and Composition  Credit 1.0
Prerequisite:  English II
Students engage in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.

CLAR III (College Level Academic Readiness)  Credit 1.0
Prerequisite:  English II
This course will specifically focus on skills and concepts students need to excel on the AP Language and Composition Exam. Students will have the opportunity to take timed, in-class mock exams to emulate a real testing environment. The course will build on foundational skills and refine them to increase students’ level of analytical, critical, and problem-solving thinking processes through routine practice to ensure student success.

English IV  Credit 1.0
Prerequisite:  English III
Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing and oral language skills. Students will read and compose a wide variety of written texts, research and know how to locate, synthesize and organize information, listen and respond to ideas of others and learn how to use oral and written conventions of the English Language.

AP English IV Literature and Composition  Credit 1.0
Prerequisite:  English III
Students engage in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for the readers. As they read, students consider a work’s structure, style and themes, as well as the use of figurative language, imagery, symbolism and tone. Students enrolled are expected to take AP exam.

CLAR IV (College Level Academic Readiness)  Credit 1.0
Prerequisite:  English III
This course will specifically focus on skills and concepts students need to excel on the AP Literature and Composition Exam. Students will have the opportunity to take timed, in-class mock exams to emulate a real testing environment. The course will build on foundational skills and refine them to increase students’ level of analytical, critical, and problem-solving thinking processes through routine practice to ensure student success.

English 1301  Credit 1.0
Prerequisite:  English III, satisfactory score on state assessment test or TSI exemption.
Develop students’ expository and analytical writing skills by guiding them through the multiple stages of the writing process and by creating awareness of authorial voice, audience, purpose, and occasion. Students will also employ critical thinking and reading skills in the evaluation of selected readings designed to further emphasize the writing process. This course provides an introduction to writing the documented essay, acquiring information literacy skills, and evaluating printed and electronic sources.

English 1302  Credit 1.0
Prerequisite:  English 1301
This course offers a continuation of the expository and analytical writing skills developed in English 1301 and introduces the principles of argumentation and more extensive interpretation of selected readings. Students will again be engaged in all steps of the writing process, generating argumentative essays based on thoughtful analysis and discussion of reading assignments. In addition, students will be guided through the steps of more sophisticated research writing techniques, information literacy skills, and evaluation of primary and secondary sources, culminating in a series of essay length research projects.

Practical Writing Skills  Credit 1.0
(elective credit)
Prerequisite:  None
This course consists of composing business letters and requests for information, completing job applications and resumes. Using conventions and mechanics of written English, and analyzing and evaluating their own writing.
### Support course for EOC writing.

#### Professional Communications

**Credit 0.5**
(elective credit)

**Prerequisite:** None  
(CTE)

This course develops effective communication skills. Students will identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, personal and professional presentations.

#### Advanced Journalism: Yearbook I

**Credit 1.0**
(elective credit)

**Prerequisite:** Business Image Multi-Media

Students will plan, draft, and complete written communications on a regular basis, become analytical consumers of media to enhance their journalistic skills, learn journalistic ethics and standards, and plan, organize, and prepare a project.

#### Debate I

**Credit 1.0**
(elective credit)

**Prerequisite:** None

Debate and argumentation are widely used to make decisions and reduce conflict. Students who develop skills in debate become interested in current issues, develop sound critical thinking, and sharpen communication skills.

#### Independent Study in English

**Credit 1.0**

**Prerequisite:** English II

Write a variety of forms including business, personal, literary, and persuasive texts for a variety of audiences and purposes, evaluate written work, read extensively for a variety of purposes, and monitor and adjust their use of a variety of comprehensive strategies. **Support Course for EOC reading.**

#### Reading I

**Credit 1.0**
(elective credit)

**Prerequisite:** None

This course offers opportunities for students to acquire techniques for learning from texts, including studying word meanings, identifying and relating key ideas, drawing and supporting inferences, reviewing study strategies, and understanding informational text through the use of Achieve 3000, a supplemental web-based reading program. Through wide reading, students interpret and understand varying forms of content texts in preparation for post-secondary schooling. **Support course for English I EOC.**

#### Reading II

**Credit 1.0**
(elective credit)

**Prerequisite:** None

This course offers opportunities for students to acquire techniques for learning from texts, including studying word meanings, identifying and relating key ideas, drawing and supporting inferences, reviewing study strategies, and understanding informational text through the use of Achieve 3000, a supplemental web-based reading program. Through wide reading, students interpret and understand varying forms of content texts in preparation for post-secondary schooling. **Support course for English II EOC.**

#### Reading III

**Credit 1.0**
(elective credit)

**Prerequisite:** None

This course offers opportunities for students to acquire techniques for learning from texts, including studying word meanings, identifying and relating key ideas, drawing and supporting inferences, reviewing study strategies, and understanding informational text through the use of Achieve 3000, a supplemental web-based reading program. Through wide reading, students interpret and understand varying forms of content texts in preparation for post-secondary schooling. **Support course for English I and II EOC.**
FILAS (Foundations of Intensive Language Acquisition and Support)  
Credit 1.0  
(elective credit)

Prerequisite: LPAC committee recommendation.  
This one credit course is designed for recent immigrant and/or recently arrived English language learners (ELL’s) who are unschooled or have limited schooling. This course will assist students to become proficient in listening, speaking, reading and writing in English. It prepares students to succeed in the American public school system.
Mathematics Graduation Requirements

Effective starting 2014-2015 School Year

Foundation Program

Mathematics

Three credits:

1st Algebra I
2nd Geometry
3rd An advance math from Cluster I or II

Foundation w/ Endorsements

With Endorsements a fourth math from cluster I subject to prerequisite requirements. To achieve a Science, Technology, Engineering and Mathematics (STEM) endorsement, a total of five credits in mathematics by successfully completing Algebra I, Geometry, Algebra II and two additional mathematics courses for which Algebra II is a prerequisite

Cluster I: Fourth Mathematics Credit to Earn an Endorsement

**A student may earn a Distinguished level of Achievement (formally DAP) 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

**Algebra II
Pre-Calculus
Advanced Quantitative Reasoning
Independent Study in Mathematics
Discrete Mathematics for Problem Solving
AP Statistics
AP Calculus AB
AP Calculus BC
AP Computer Science
Math Models (for the 2014-2015 School year ONLY)
International Baccalaureate (IB) Mathematical Studies Standard Level
IB mathematics Standard Level
IB Mathematics Higher Level
IB Further Mathematics higher level
Engineering Mathematics
Statistics and Risk management
Discrete Mathematics for Computer Science

*** New for 2015-2016

***Algebraic Reasoning
***Statistics

*Note: A course from cluster I may be taken either before or after one of Cluster II courses subject to prerequisite requirements.

Cluster II

*Mathematical Models with Applications
*Digital Electronics
*Mathematical Applications in Agriculture, Food, and Natural Resources;
*Robotics Programming and Design

Cluster I and II applies for third math under foundation

*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 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;

*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(p-1).

Requirements subject to change based on TEA Rulings
Mathematics

Algebra I (EOC)  Credit 1.0
Prerequisite: 8th Grade Math
In Algebra 1 students learn to use symbols in a variety of ways. They study relationships among quantities, use functions to represent and model problem situations, analyze and interpret relationships, work in many situations to set up equations and use a variety of methods to solve these equations. Student use a variety of representations (concrete, numerical, algorithmic, graphical) to solve meaningful problems. Student must demonstrate mastery of subject in order to take other math classes.

Pre-AP Algebra I (EOC)  Credit 1.0
Prerequisite: 8th Grade Math
In Algebra 1 students learn to use symbols in a variety of ways. They study relationships among quantities, use functions to represent and model problem situations, analyze and interpret relationships, work in many situations to set up equations and use a variety of methods to solve these equations. Student use a variety of representations (concrete, numerical, algorithmic, graphical) to solve meaningful problems. Curriculum is taught at a higher depth and complexity. Student must demonstrate mastery of subject in order to take other math classes.

Geometry  Credit 1.0
Prerequisite: Algebra I (required)
In Geometry students use geometric thinking to understand mathematical concepts and the relationships among them. Geometry consists of the study of geometric figures of zero, one, two, and three dimensions and the relationships among them. Students study properties and relationships having to do with size, shape, location, direction, and orientation of these figures, perceive the connection between geometry and the real and mathematical worlds, and use geometric ideas, relationships, and properties to solve problems. Curriculum is taught at a higher depth and complexity.

Pre-AP Geometry  Credit 1.0
Prerequisite: Algebra I (required)
In Geometry students use geometric thinking to understand mathematical concepts and the relationships among them. Geometry consists of the study of geometric figures of zero, one, two, and three dimensions and the relationships among them. Students study properties and relationships having to do with size, shape, location, direction, and orientation of these figures, perceive the connection between geometry and the real and mathematical worlds, and use geometric ideas, relationships, and properties to solve problems. Curriculum is taught at a higher depth and complexity.

Mathematical Models with Applications  Credit 1.0
Prerequisite: Algebra I (required)
In this course, students use algebraic, graphical, and geometric reasoning to recognize patterns and structures, to model information, and to solve problems from various disciplines. Students use mathematical methods to model and solve real-life applied problems involving money, data, chance, patterns, music, design, and science. Students use mathematical models from algebra, geometry, probability and statistics and connections among these to solve problems from a wide variety of advanced applications in both mathematical and non-mathematical situations. Students use a variety of representations (concrete, numerical, algorithmic, and graphical), tools and technology to link modeling techniques and purely mathematical concepts and to solve applied problems. Support course for Algebra.

Algebra II  Credit 1.0
Prerequisite: Algebra I (required), Geometry
In Algebra II students study algebraic concepts and the relationships among them to better understand the structure of algebra courses, perceive functions and equations as means for analyzing and understanding a broad variety of relationships and as a useful tool for expressing generalization. Students perceive the connections between algebra and geometry, use the tools of one to help solve problems in the other, and use a variety of representations (concrete, numerical, algorithmic, and graphical), tools, and technology to solve meaningful problems.
Pre-AP Algebra II
Credit 1.0
Prerequisite:  Algebra I (required), Geometry
In Algebra II students study algebraic concepts and the relationships among them to better understand the structure of algebra courses, perceive functions and equations as means for analyzing and understanding a broad variety of relationships and as a useful tool for expressing generalization. Students perceive the connections between algebra and geometry, use the tools of one to help solve problems in the other, and use a variety of representations (concrete, numerical, algorithmic, and graphical), tools, and technology to solve meaningful problem. Curriculum is taught at a higher depth and complexity.

Precalculus
Credit 1.0
Prerequisite:  Algebra I (required), Geometry, Algebra II
In Precalculus, students use symbolic reasoning and analytical methods to represent mathematical situations, to express generalizations, and to study mathematical concepts and the relationships among them. Students use functions, equations, and limits as useful tools for expressing generalizations and as means for analyzing and understanding a broad variety of mathematical relationships. Students also use functions as well as symbolic reasoning to represent and connect ideas in geometry, probability, statistics, trigonometry and calculus and to model physical situations. Students use a variety of representations (concrete, numerical, algorithmic, and graphical), tools, and technology to model functions and equations to solve real life problems.

Pre-AP Precalculus
Credit 1.0
Prerequisite:  Algebra I (required), Geometry, Algebra II
In Precalculus, students use symbolic reasoning and analytical methods to represent mathematical situations, to express generalizations, and to study mathematical concepts and the relationships among them. Students use functions, equations, and limits as useful tools for expressing generalizations and as means for analyzing and understanding a broad variety of mathematical relationships. Students also use functions as well as symbolic reasoning to represent and connect ideas in geometry, probability, statistics, trigonometry and calculus and to model physical situations. Students use a variety of representations (concrete, numerical, algorithmic, and graphical), tools, and technology to model functions and equations to solve real life problems. Curriculum is taught at a higher depth and complexity.

AP Calculus AB
Credit 1.0
Prerequisite:  Algebra I (required), Geometry, Algebra II, Precalculus
AP Calculus AB is primarily concerned with developing the students understanding of the concepts of calculus providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally. The connections among these representations also are important. Students enrolled will be expected to take the AP examination.

Independent Study in Mathematics
Credit 1.0
Prerequisite:  Algebra I (required), Geometry, Algebra II
Students enrolled in this course will extend their mathematical understanding beyond the Algebra II level in a specific area or areas of mathematics, such as theory of equations, number theory, non-Euclidean geometry, advanced survey of mathematics or history of mathematics. The local district must approve the requirements for each course before the course begins. If the course is being used to satisfy requirements for the Distinguished Achievement Program, student research/products must be presented before a panel of professional or a panel approved by the students’ mentor.

AP Statistics
Credit 1.0
Prerequisite:  Algebra I (required), Geometry, Algebra II
Content Requirements for Advanced Placement (AP) Statistics are prescribed in the College Board Publication Advanced Placement Course Description Mathematics: Statistics, published by the College Board, which may be obtained from the College Board Advanced Placement Program.

Engineering Mathematics (CTE)
Credit 1.0
Prerequisite:  Algebra II
Articulated:  No
This is a course where students solve and model robotic design problems. Students use a variety of mathematical methods and models to represent and analyze problems involving data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and robotics with computer programming.
Advanced Quantitative Reasoning  
Prerequisite: Algebra I, Geometry, and Algebra II  
The course emphasizes statistics and financial applications, and prepares student to use algebra, geometry, trigonometry, and discrete mathematics to model a range of situations and solve problems.

College Algebra 1314 (Dual Enrollment)  
Prerequisite: Algebra II and satisfactory score on standard assessment test or exemption from any TSI Test. See Texas Success Initiative. In College Algebra students study topics such as quadratics, polynomials and graphs, rational, logarithmic, and exponential functions, system of equations, progressions, sequences and series, and matrices and determinants.

Strategic Learning for High School Math (Innovative)  
Grades 9-12  
Prerequisite: None  
This course is intended to create strategic mathematical learners from underprepared mathematics students. The basic understandings will stimulate students to think about their approach to mathematical learning.
World Geography  Credit 1.0
Prerequisite: None
World Geography provides students with the opportunity to study the interaction of people and cultures with their physical environments. Students explore various regions of the world while studying their physical and cultural geography, governments, cultures, and resources.

Pre-AP World Geography  Credit 1.0
Prerequisite: None
Pre-AP World Geography provides students with active, high level learning to develop skills and concepts needed to succeed at more rigorous academic levels of study in world cultures. The student will research and develop products that encourage deeper understanding of other cultures and environments. The curriculum is taught at a higher depth and complexity.

World History  Credit 1.0
Prerequisite: None
World History is the study of the development of world cultures, past and present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students will evaluate the causes and effects of political and economic imperialism including major political revolutions since the 17th century, examine the impact of geographic factors on major historic events as well as the historical impact of major religious and philosophical traditions.

Pre-AP World History  Credit 1.0
Prerequisite: None
Pre-AP World History offers students an overview of the entire history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest time to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism including major political revolutions since the 17th century. The curriculum is taught at a higher depth and complexity.
United States History (EOC)  
Prerequisite: None  
Students will study the history of the United States from Reconstruction to the present. Historical content focuses on the political, economic and social events and issues related to industrialization, urbanization, major wars, domestic and foreign policies of the Cold War and post Cold War eras, and reform movements including civil rights. Students will examine the impact of geographic factors on major events and analyze causes and effects of the Great Depression, explore the impact of constitutional issues on American society, evaluate the relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students will study the relationship between the arts and the times during which they were created, analyze the impact of technological innovations on the American labor movement, and use critical-thinking skills to explain and apply different methods that historians use to interpret the past, including points of view and historical context.

AP United States History (EOC)  
Prerequisite: None  
AP US History encompasses the age of exploration to the present. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents and historiography. Activities include research papers, debates, discussions, analysis of readings, interpretation of literature and the fine arts throughout American history. Students enrolled are expected to take the AP exam.

US History 1302  
Prerequisite: Must meet HB1 requirements as mandated by Texas Higher Education Coordinating Board.  
In this course, which is the second part of a two-year study of U.S. History, students study the history of the United States since Reconstruction to the present. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements including civil rights. Students examine the impact of geographic factors on major events and analyze causes and effects of the Great Depression. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and the times during which they were created. Students analyze the impact of technological innovations on the American labor movement. Students use critical-thinking skills to explain and apply different methods that historians use to interpret the past, including points of view and historical context.

U.S. Government  
Prerequisite: US History  
Government is the study of American democracy. The course places emphasis on the structure, functions, and powers of government at the national, state, and local levels. A significant focus of the course is on the U.S. Constitution, its underlying principles and form of government. Students will analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights. Students will compare the U.S. government with other political systems, analyze the political parties, interest groups, and the influence of media on the American political system. Students will evaluate the importance of voluntary individual participation in a democratic society and examine the relationship between governmental policies and the culture of the United States.

AP US Government  
Prerequisite: US History  
AP U.S. Government is a survey of the U.S. political system. An examination of the philosophical foundations of our constitutional system will be combined with the historical development and current trends of the system. 

a) General requirements. Students shall be awarded one-half credit for successful completion of this course. This course may be used to meet the course requirement in Government for state graduation.  
b) Content requirements for Advanced Placement (AP) U.S. Government and Politics are prescribed in the College Board Publication Advanced Placement Course in U.S. Government and Politics, published by The College Board. Students enrolled are expected to take the AP exam.

Federal Government 2305  
Prerequisite: Satisfactory score on standard test or exemption from any TSI Test. (See Texas Success Initiative).  
This course surveys the national government in the United States with Emphasis on the Constitution. Topics include European history and influence, federal-state and interstate relations, rights and obligations of citizens, political parties and interest groups, the legislative process, executive functions, and judicial and administrative functions of the federal government.
Economics  Credit 0.5
Prerequisite: US History
Economics with emphasis on the free enterprise system focuses on the essentials and benefits of the American economic system. Students will examine the rights and responsibilities of consumers and business, analyze the interaction of supply and demand, and study the role of financial institutions in a free enterprise system. Types of business ownership and market structures are discussed as are basic concepts of consumer economics. The impact of a variety of factors including geography, the federal government, economic ideas from important philosophers and historic documents, societal values, and scientific discoveries and technological innovations on the national economy and economic policy are an integral part of the course. Students will apply critical-thinking skills to create economic models and to evaluate economic-activity patterns. The content enables students to understand the importance of patriotism, the ability to function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code, 28.002(h).

AP Macroeconomics  Credit 0.5
Prerequisite: U.S. History
Advanced Placement Macroeconomics is a course designed to provide students with a thorough understanding of the principles of economics as they apply to individual decision-making units including individual households and firms. Students enrolled are expected to take the AP exam.

Personal Financial Literacy  Credit 0.5
Prerequisite: None
This course is designed to 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. It is an interactive and research-based course that will teach students 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 one-half elective credit 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. Students will analyze the relationship between education and training and earnings potential; evaluate the quality of potential college, postsecondary education, and training courses; evaluate the total cost of these programs; and analyze the advantages and disadvantages of various sources of funds to pay for their education.

Social Studies Research Methods  Credit 0.5
Prerequisite: None
In Social Studies Research Methods, an elective course, students conduct advanced research on a selected topic in social studies using qualitative and quantitative methods of inquiry. The course is designed to be conducted in either classroom or independent settings.

Laredo History-Special Topics  Credit 0.5
Prerequisite: None
Laredo History is an elective course for 12th grade students which encompasses an overview study of Laredo Politics, South Texas Ranching, Commerce and Trade, Culture, Laredo Service in Military, Immigration, Women of Laredo, Myths and Legends, Revolutions and Conflicts, Spanish Exploration and Colonization, and Indians of the Rio Grande. Students use critical thinking skills to locate, organize, analyze, and use data collected from a variety of sources. Problem-solving and decision-making are important elements of the course as is the communication of information in written, oral, and visual forms.

Sociology  Credit 0.5
Prerequisite: None
In Sociology, an elective course, students study the dynamics and models of individual and group relationships. Students study topics such as the history and systems of sociology, cultural and social norms, social institutions, and mass communication.

Psychology  Credit 0.5
Prerequisite: None
In Psychology, an elective course, students consider the development of the individual and the personality. The study of psychology is based on a historical framework and relies on effective collection and analysis of data. Students study topics such as theories of human development, personality, motivation, and learning.
Science Graduation Requirements

Effective starting 2014-2015 School Year

Foundation Program

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<tr>
<td>Biology</td>
<td>IPC and/or Advanced Science</td>
<td>Advanced Science course</td>
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With Endorsements four science courses that include Biology, IPC, and/or advanced course, and two other advanced courses must be completed successfully to achieve any endorsement. For a Science, Technology, Engineering and Mathematics (STEM) endorsement five credits in science are needed including Biology, Chemistry, Physics, and two additional science courses are required.

DLA

Foundation Advanced Courses (SBOE Rule)

Integrated Physics and Chemistry (IPC)
Chemistry
AP Chemistry
IB Chemistry
Physics
Principles of Technology
AP Physics 1: Algebra Based
IB Physics

Second Science Credit

A student may earn a distinguished level of achievement (formally DAP) 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.

Foundation/Endorsement Advanced Courses (SBOE Rule)

Chemistry
Physics
Aquatic Science
Astronomy
Earth and Space Science
Environmental Systems
AP Biology
AP Chemistry
AP Physics 1: Algebra Based
AP Physics 2: Algebra-Based

Third/Fourth Science Credit

AP Physics C
AP Environmental Science
IB Biology
IB Chemistry
IB Physics
IB Environmental Systems
Advanced Animal Science
Advanced Plant & Soil Science
Anatomy and Physiology

Medical Microbiology
Pathophysiology
Food Science
Forensic Science
Advanced Biotechnology
Principles of Technology
Scientific Research & Design
Engineering Design &
Problem Solving

Pursuant to the TEC, §28.025(b-5), 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 Texas Education Agency (TEA) shall maintain a current list of courses offered under this subparagraph;

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).

*Requirements are subject to change based on TEA Rulings*
Science

Integrated Physics and Chemistry  Credit 1.0
Prerequisite: None
In Integrated Physics and Chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. This course integrates the discipline of physics and chemistry in the following topics: force, motion, energy and matter. Special Notes: Cannot be taken as a senior. This course does not count for the Distinguished Achievement Program (DAP), except foundations and will not count for the Recommended Program unless it is taken prior to Chemistry and/or Physics.

Biology (EOC)  Credit 1.0
Prerequisite: None
In Biology, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. Students in Biology study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystems; and plants and the environment.

Pre-AP Biology (EOC)  Credit 1.0
Prerequisite: None
Pre-AP Biology is an advanced level course which exceeds the content and depth of Biology. It includes a strong emphasis on field and laboratory investigations, and may include research activities in preparation for Advanced Placement Biology. Students who desire the academic challenge of a stronger science curriculum are encouraged to select this course. Curriculum is taught at a higher depth and complexity.

Chemistry  Credit 1.0
Prerequisite: IPC or Biology, and Algebra I
In Chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter; use of the periodic table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry and thermochemistry. Students will investigate how chemistry is an integral part of our daily lives.

Pre-AP Chemistry  Credit 1.0
Prerequisite: IPC or Biology, and Algebra I
Pre-AP Chemistry is an advanced level course which exceeds the content and depth of Chemistry. It includes a strong emphasis on field and laboratory investigations, and may include research activities in preparation for Advanced Placement Chemistry. Students who desire the academic challenge of a stronger science curriculum are encouraged to select this course. Curriculum is taught at a higher depth and complexity.

Physics  Credit 1.0
Prerequisite: Biology, IPC or Chemistry, and Algebra I
In Physics, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; 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.

Pre-AP Physics  Credit 1.0
Prerequisite: Biology, Chemistry, and Algebra I
Pre-AP Physics is an advanced level course which exceed the content and depth of Physics. It includes a strong emphasis on field and laboratory investigations. In addition, this course includes problem solving with a focus on advanced mathematical applications and may include research activities in preparation for Advanced Placement Physics. Students who desire the academic challenge of a stronger science curriculum are encouraged to select this course. Curriculum is taught at a higher depth and complexity.

Environmental Systems  Credit 1.0
Prerequisite: Biology, IPC or Chemistry
In Environmental Systems, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: biotic and abiotic factors in habitats; ecosystems and biomes; interrelationships among resources and an environmental system; sources and flow of energy through an environmental system; relationship between carrying capacity and changes in populations and ecosystems; and changes in environments.

AP Biology
Credit 1.0
Prerequisite: Biology, Chemistry, Physics
This course follows the College Board Advanced Placement guidelines in preparation for the AP exam through which students may receive college credit. Concepts presented at the college level include: biochemistry, cytology, bioenergetics, genetics, evolution, ecology, and animal and plant systems. Student investigations emphasize accurate observations, collection of data, data analysis, and the safe manipulation of advanced scientific apparatus and materials during field and laboratory investigations. Students enrolled are expected to take the AP exam.

AP Chemistry
Credit 1.0
Prerequisite: Biology, Chemistry, and completion of or concurrent enrollment in Algebra II
This course follows the College Board Advanced Placement guidelines in preparation for the AP exam through which students may receive college credit. Concepts presented at the college level include: inorganic and organic chemistry, quantitative and qualitative analysis, reaction rates, and thermodynamics. The laboratory program will present both confirmatory activities and inquiry investigations. Through laboratory experiences, students will gain an operational definition of the concepts and principles of chemistry. Students enrolled are expected to take the AP exam.

AP Environmental Science
Credit 1.0
Prerequisite: Biology, Chemistry, Algebra I
The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationship 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 and/or preventing them. Students enrolled are expected to take the AP exam.

AP Physics B (Non-Calculus Based)
Credit 1.0
Prerequisite: Biology, Chemistry, Physics, Algebra I
This course provides a systematic introduction to the main principles of Physics and emphasizes the development of conceptual understanding and problem-solving ability using algebra and trigonometry, but rarely calculus. In most colleges, this is a one-year terminal course and is not the usual preparation for more advanced physics and engineering courses. However, the B course provides a foundation in physics for students in the life science, pre-medicine and some applied sciences, as well as other fields not directly related to science. Students enrolled are expected to take the AP exam.

Advanced Animal Science (CTE)
Credit 1.0
Prerequisite: one credit from any above
Articulated: No
To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards.

Advanced Plant & Soil Science (CTE)
Credit 1.0
Prerequisite: one credit course of cluster
Articulated: No
Plant and Soil Science provides a way of learning about the natural world. Students should know how to plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science.
Forensic Science (CTE)  
Prerequisite: Biology and Chemistry.  
Recommended: Principles of Law, Public Safety, Corrections, and Security and Law Enforcement I  
Articulated: No  
Forensic Science. 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.

Science Lab Assistant-Local Credit  
Prerequisite: Teacher recommendation  
Student must have completed Science requirements at the high school level.  
Science teacher recommendation. Student will assist a science teacher in a lab setting. Grade will not be included in G.P.A.

Anatomy & Physiology (CTE)  
Prerequisite: 3 Science credits  
Articulated: Yes  
In Anatomy and Physiology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.

Medical Microbiology (CTE)  
Prerequisite: 3 Science credits  
Articulated: No  
Students in Medical Microbiology explore the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases.

Pathophysiology (CTE)  
Prerequisite: 3 Science credits  
Articulated: No  
In Pathophysiology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving regarding the study of disease processes and how humans are affected.
Fine Arts

Art I, II, III  Credit 1.0
Prerequisite: Sequential order
Art I, Four basic strands are learned by students perception, creative expression/performance, historical and cultural heritage, and critical evaluation providing a unifying structure for organizing the knowledge and skills students are expected to acquire. Students are expected to create artworks from experiences and imagination while comparing and contrasting Art elements and Design principles.

AP/Drawing  Credit 1.0
Prerequisite: Art II
The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year. Each of the portfolios asks the student to demonstrate a depth of investigation and process of discovery through concentration, breath, and quality. Students enrolled are expected to take AP exam.

Theatre Arts I, II, III, IV  Credit 1.0
Prerequisite: Sequential order
Theatre Arts I-IV, learn the essential skills, techniques, and a process of script analysis to create believable characters. In introductory play writing, the student improvises, writes, and rewrites monologues, scenes, and vignettes to convey predetermined intent and meaning. Learners study principles of acting and begin to understand theatrical conventions dealing with time and setting, techniques in diction and body movement.

Music I, II, III, IV Band  Credit 1.0
Prerequisite: Sequential order
Students receive formal instruction in music theory with emphasis in understanding chord structure. In live and recorded music, students identify melodic and harmonic parts. Directors use patterns inherent in melodic and harmonic sequencing to communicate expressive musical qualities.

Music I, II, III, IV Instrument Ensemble  Credit 1.0
Prerequisite: Sequential order
Ensemble I, students describe and analyze musical sounds and demonstrate musical artistry by defining melody, harmony, rhythm and texture of music listened to or performed using standard terminology; and compare and contrast music forms of literature selected for performances and/or listening. They sing or play an instrument, individually and in groups, performing a varied repertoire of music with accuracy of intonation and expression.

Music I, II Choir  Credit 1.0
Prerequisite: Sequential order
Choir I, Students receive formal instruction with emphasis on understanding chord structure and learned patterns inherent in melodic and sequencing to communicate expressive musical quality. They learn music literature to develop proficiency in choir. Technical expectations include expansion of reading material. They develop vowel production expansion of vocal range, intonation, balance and blend; with expressive representation.

Music I, II, III, IV Orchestra  Credit 1.0
Prerequisite: Sequential order
Orchestra I, students identify and distinguish between melody and Harmony while listening and playing. Students study and define performance, intervals chord structure and musical notation. Students sight-read ensemble parts and interpret symbols and terms that define dynamic, tempo, and articulation during solo and group performances. They expand on keys, refine vibrato, bow articulation adding tremolo and sustain legato passages.

Music I, II, III, IV Jazz Band  Credit 1.0
Prerequisite: Sequential order
Jazz Band I, students learn a variety of rhythms, articulations, and terminology in order to prepare and perform basic jazz literature. Concepts to specific styles of jazz idioms such as blues, Dixieland, swing, and rock are learned and used in performances. They learn fundamental playing skills to include range development. Students learn the differences between creative groups and solo with emphasis on intonation, rhythm and dynamics.
Music I Theory
Prerequisite: None
Credit 1.0
Music Theory I enables students to develop an understanding of the theoretical elements of music and their relevance to music composition. Common music expectations include reading and writing music in treble and bass clef; knowledge of C clefs; identifying chords in major and minor, and modal scales; and accurately taking rhythmic and melodic dictation. They work with sight reading, ear training, intervallic relationships and cadence.

Dance I, II, III, IV
Prerequisite: None
Credit 1.0
Dance students develop perceptual thinking and movement abilities in daily life, promoting understanding of themselves and other. Students develop self-discipline and health bodies that move expressively, efficiently, and safely through space and time with a sensitive kinesthetic awareness. Students recognize dance as a vehicle for understanding historical and cultural relevance, increasing an awareness of heritage and traditions of their own and others, and enabling them to participate in a diverse society. Evaluating and analyzing dance allows students to strengthen decision-making skills, develop critical and creative thinking, and develop artistic and creative processes. Students continue to explore technology and its application to dance and movement, enabling them to make informed decisions about dance.

General Electives

ROTC I, II, III, IV (Public Service Endorsement)
Prerequisite: Sequential order
Credit 1.0
The JROTC program prepares high school cadets for responsible leadership roles while making them aware of their rights, responsibilities and privileges as American citizens. The program is a stimulus for promoting graduation from high school and it provides instruction and rewarding opportunities which will benefit the cadet, community, and nation. While no military obligation is incurred, satisfactory completion of the program can lead to Advanced Placement credit in the Senior ROTC Program or to advanced rank in the armed forces.

Professional Communications
Prerequisite: None
Credit 0.5
Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.

Teen Leadership
Prerequisite: None
Credit 0.5
Topics in this character education and leadership development course include leadership skills, personal responsibility, principle-based decision-making, social skills, communication skills, financial literacy and goal setting.

Health
Prerequisite: None (Locally Required)
Credit 0.5
In Health I, students develop skills that will make them health-literate adults. Students gain a deeper understanding of the knowledge and behaviors they use to safeguard their health, particularly pertaining to health risks. Students are taught how to access accurate information that they can use to promote health for themselves and others. Students use problem-solving, research, goal-setting and communication skills to protect their health and that of the community.

Business Information Management I (CTE)
Grades: 9-12
Prerequisite: Touch Systems Data Entry
Articulated: Yes
Credit 1.0
Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education.
Business Information Management II (CTE)  
Grades: 10-12  
Prerequisite: Business Information Management I  
Articulated: No  
Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education.  

College Transition (Innovative)  
Grades: 11-12  
Prerequisite: None  
College Transition is a high school course designed to equip students with the knowledge, skills and abilities necessary to be active and successful learners both in high school and in college.  

Technology  

Digital Design and Media Production  
Prerequisite: Touch System Data Entry  
Through the study of digital design and media production, students will demonstrate creative thinking to develop innovative strategies and use communication tools in order to work effectively with others as well as independently. Students will gather information electronically which will allow for problem solving and making informed decisions regarding media projects. Through this course, students will become better digital citizens and demonstrate a thorough understanding of digital design principles that is transferable to other disciplines.  

Digital Art and Animation  
Prerequisite: Touch System Data Entry  
Through the study of six strands in technology applications, students develop college readiness skills applied to technology, including terminology, concepts, and strategies. Students learn to make informed decisions about technologies and their applications. Students learn the efficient acquisition of information using search strategies and the use of technology to access, analyze, and evaluate acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results. Students communicate information in different formats and to diverse audiences. A variety of technologies will be used. Students analyze and evaluate the results.  

3-D Modeling and Animation  
Prerequisite: Touch System Data Entry  
Through the study of technology applications six strands, students will develop college-readiness skills applied to technology, including terminology, concepts, and strategies. Students learn to make informed decisions about technologies and the applications. Students examine the efficient acquisitions of information using search strategies and the use of technology to access, analyze, and evaluate acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, student will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate results. Students communicate information in different formats and to diverse audiences. A variety of technologies will be used. Students will analyze and evaluate the results.  

Digital Communications in the 21st Century  
Prerequisite: Touch System Data Entry  
Through the study of technology applications students learn to make informed decisions about technologies and their using digital tools and appropriate applications. By using online research and information resources, such as journals, newspapers, or authoritative databases, students will synthesize knowledge, create a solution, and evaluate the results for authentic, real world, local, state, national and global issues. Students support and manage the work individuals and group to create products to inform and persuade their proposed solutions to diverse audiences using appropriate communication skills and methods of delivery.  

Digital Video and Audio Design  
Prerequisite: None  
Through this study, students will integrate global societies and the exchange of information through innovative and diverse media that require the effective communication of multiple data elements to display use of high quality and complex media that is created with the dynamic end-user expectations. These adaptations drive the creation of new tools to allow students and selections process of powerful and effective ways through social communication that promotes their competitive development.
Web Design
Credit 1.0
Prerequisite: None
Through the study of technology applications, students learn to make informed decisions about technologies and their using digital tools and appropriate applications. By using online research and information resources, such as journals, newspapers, or authoritative databases, students will synthesize knowledge, create a solution, and evaluate the results for authentic, real world, local, state, national and global issues. Student support and manage the work of individuals and groups to create products to inform and persuade their proposed solutions to diverse audiences using appropriate communication skills and methods of delivery.

Web Communications
Credit 0.5
Prerequisite: Touch System Data Entry
Through this course, students study the integration of the global society and its exchange of information through innovative and diverse mediums that require the effective communication of multiple data elements, to display use of high quality and complex media that is created with the dynamic end user expectations. These adaptations drive the creation of new tools to allow students a selection process of powerful and effective ways through social communication that promotes their competitive development.

Web Game Development
Credit 1.0
Prerequisite: Touch System Data Entry
Through this course, students study the integration of the global society and its exchange of information through innovative and diverse mediums that require the effective communication of multiple data elements, to display use of high quality and complex media that is created with the dynamic end user expectations. These adaptations drive the creation of new tools to allow students a selection process of powerful and effective ways through social communication that promotes their competitive development.

Independent Study in Technology Application
Credit 2.0
Prerequisite: Touch System Data Entry
Through the study of evolving/emerging technology, including technology-related terms, concepts, and data input strategies, students learn to make informed decisions and develop and produce original work that exemplifies the standards identified by the selected profession or discipline and publish the product in electronic media and print. The efficient acquisition of information includes the identification of task requirements; the plan using search strategies; and the use of technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results. Student communicate information in different formats and to diverse audiences. A variety of technologies will be used. Student will analyze and evaluate the results.

Independent Study in Evolving/Emerging Technologies IC3
Credit 1.0
Prerequisite: Touch System Data Entry, Technology Application 9th-12th
Through the study of evolving/emerging technology, including technology-related terms, concepts, and data input strategies, students learn to make informed decisions and develop and produce original work that exemplifies the standards identified by the selected profession or discipline and publish the product in electronic media and print. The efficient acquisition of information includes the identification of task requirements; the plan using search strategies; and the use of technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results. Students communicate information in different formats and to diverse audiences. A variety of technologies will be used. Student will analyze and evaluate the results.

Foreign Language

Spanish I, II, III
Credit 1.0
Prerequisite: None
Acquiring another language incorporates communication skills such as listening, speaking, reading, writing, viewing, and showing. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication, and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, and to express feelings and opinions.
AP Spanish Language  
Prerequisite: Spanish II  
This course is designed as a college-level course which will prepare students to take the Spanish Language Advanced Placement Examination. This course is designed for students who have a command of the Spanish oral language and mastery of grammar studied during the first two years. This course includes additional emphasis on the study of grammar and reading about history, literature, music, art, and customs of Spanish-speaking countries (Latin America and Spain). Instruction is conducted in Spanish only. AP, GT, or DAP students are encouraged to take this course after completing Spanish II. Student enrolled are expected to take AP exam.

AP Spanish Literature  
Prerequisite: Spanish III for Spanish Speakers or AP Spanish Language  
Students will be introduced to Latin American or Peninsular Literature course, covering selected works from the literatures of Spain and Spanish America. Students will read and analyze literature orally and in writing. The course is designed as a college-level course with examinations. This course is designed for students who have a command of the Spanish oral language and mastery of grammar studied during the previous years. Instruction is conducted in Spanish only. AP, GT, or DAP students are encouraged to take this course after completing Spanish III or AP Spanish Language. Student enrolled are expected to take AP exam.

Physical Education

Foundations of Personal Fitness  
Prerequisite: None  
Foundations of Personal Fitness represent a new approach in physical education and the concept of personal fitness. The basic purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical education. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness in the class. The concept of wellness, or striving to reach optimal levels of health, is the cornerstone of this course and is exemplified by one of the course objectives students designing their own personal fitness program.

Team Sports (PE)  
Prerequisite: Foundations of Personal Fitness  
Students enrolled in Team Sports are expected to develop health-related fitness and an appreciation for teamwork and fair play. Like the other high school physical education courses, Team Sports is less concerned with the acquisition of physical fitness during the course that reinforcing the concept of incorporating physical activity into a lifestyle beyond high school.

Aerobic Activities (PE)  
Prerequisite: Foundations of Personal Fitness  
In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical-activity and health throughout the lifespan. Students in aerobic activities are exposed to a variety of activities that promote health-related fitness. A major expectation of this course is for the student to design a personal fitness program that uses aerobic activities as a foundation.

Football  
Prerequisite: None  
In football students acquire the knowledge and skills of movement that provide the foundation for competing successfully and maintaining a positive environment. Students enrolled in Football are expected to develop an appreciation for teamwork and fair play.

Boys Basketball  
Prerequisite: None  
In Boys Basketball students acquire the knowledge and skills of movement that provide the foundation for competing successfully and maintaining a positive environment. Students enrolled in Boys Basketball are expected to develop an appreciation for teamwork and fair play.
Boys Baseball
Prerequisite: None
In Boys Baseball students acquire the knowledge and skills for movement that provide the foundation for competing successfully and maintaining a positive environment. Students enrolled in Boys Baseball are expected to develop an appreciation for teamwork and fair play.

Boys Soccer
Prerequisite: None
In Boys Soccer students acquire the knowledge and skills for movement that provide the foundation for competing successfully and maintaining a positive environment. Students enrolled in Boys Soccer are expected to develop an appreciation for teamwork and fair play.

Boys Track
Prerequisite: None
Students acquire the knowledge and skills for movement that provide the foundation for competing successfully and maintaining a positive environment. Students enrolled in Boys Track are expected to develop an appreciation for teamwork and fair play.

Boys Cross Country
Prerequisite: None
Students are expected to participate in order to gain knowledge of the sport which can be pursued for a lifetime.

Golf
Prerequisite: None
Students are expected to participate in order to gain knowledge of the sport which can be pursued for a lifetime.

Tennis
Prerequisite: None
Students are expected to participate in order to gain knowledge of the sport which can be pursued for a lifetime.

Girls Volleyball
Prerequisite: None
Students acquire the knowledge and skills for movement that provide the foundation for competing successfully and maintaining a positive environment. Students enrolled in Volleyball are expected to develop an appreciation for teamwork and fair play.

Girls Softball
Prerequisite: None
Students acquire the knowledge and skills for movement that provide the foundation for competing successfully and maintaining a positive environment. Students enrolled in Girls Softball are expected to develop an appreciation for teamwork and fair play.

Girls Basketball
Prerequisite: None
Students acquire the knowledge and skills for movement that provide the foundation for competing successfully and maintaining a positive environment. Students enrolled in Girls Basketball are expected to develop an appreciation for teamwork and fair play.

Girls Soccer
Prerequisite: None
Students acquire the knowledge and skills for movement that provide the foundation for competing successfully and maintaining a positive environment. Students enrolled in Girls Soccer are expected to develop an appreciation for teamwork and fair play.

Girls Track
Prerequisite: None
Students acquire the knowledge and skills for movement that provide the foundation for competing successfully and maintaining a positive environment. Students enrolled in Girls Track are expected to develop an appreciation for teamwork and fair play.

Girls Cross Country
Prerequisite: None
Students are expected to participate in order to gain knowledge of the sport which can be pursued for a lifetime.
Drill Team I, II, III, IV Credit 0.5
Prerequisite: Successful try-out and sequential order
Students who participate in Drill Team earn a P.E. credit. Students must compete for places on the Pep Squad by performing the skills needed for membership. The major function of the Pep Squad is to serve as spirit, service, and performing teams for both competitive and non-competitive exhibitions.

Cheerleader I, II, III, IV Credit 0.5
Prerequisite: Successful try-out and sequential order
Students who participate in Cheerleading earn a P.E. credit. Students must compete for places in Cheerleading by performing the skills needed for membership. The major function of the Cheerleader is to serve as spirit, service and performing teams for both competitive and non-competitive exhibitions.
Top Careers

Environmental Engineer
Conservation Scientist
Purchasing Agent and Buyer (Farm Products)
Power Plant Operator
Zoologist
Gas Plant Operator
Farm, Ranch, and Other Agricultural Manager
Environmental Engineering Technician
Geological and Petroleum Technician
First Line Supervisor of Farming, Fishing, and Forestry Workers

Principles of Agriculture, Food, and Natural Resources

Credit 1.0
Grades: 9-12
Prerequisite: None
Articulated: No
To be prepared for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for success, students need to have opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings.

Agricultural Mechanics & Metal Technologies

Credit 1.0
Grades: 10-12
Prerequisite: Principles of Agriculture, Food, & Natural Resources
Articulated: Yes
To be prepared for careers in agricultural power, structural, and technical systems, students need to attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations.

Agricultural Facilities Design & Fabrication

Credit 2.0
Grade: 11
Prerequisite: Agricultural Mechanics & Metal Technologies
Articulated: Yes
To be prepared for careers in mechanized agriculture and technical systems, students attain knowledge and skills related to agricultural facilities design and fabrication. Students explore career opportunities, entry requirements, and industry expectations. To prepare for success, students reinforce, apply, and transfer their academic knowledge and technical skills in a variety of settings.

Agricultural Power Systems

Credit 2.0
Grades: 10-12
Prerequisite: Agricultural Mechanics & Metal Technologies
Articulated: Yes
To be prepared for careers in agricultural power, structural, and technical systems, students should 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.

**Livestock Production**  
Credit 1.0  
Grades: 10-12  
Prerequisite: Principles of Agriculture, Food, and Natural Resources  
Articulated: No  
To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

**Small Animal Management**  
Credit 1.0  
Grades: 10-12  
Prerequisite: Livestock Production  
Articulated: No  
To be prepared for careers in the field of animal science, students need to enhance academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

**Advanced Animal Science**  
Credit 1.0  
Grade: 12  
Prerequisite: one credit from any above  
Articulated: No  
To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards.

**Food Technology & Safety**  
Credit 1.0  
Grades: 10-12  
Prerequisite: None  
Articulated: No  
To be prepared for careers in value-added and food processing systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to value-added and food processing and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

**Food Processing**  
Credit 2.0  
Grades: 11-12  
Prerequisite: Food Technology & Safety  
Articulated: No  
To be prepared for careers in food products and processing systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

**Horticulture Science**  
Credit 1.0  
Grades: 10-12  
Prerequisite: Principles of Agriculture  
Articulated: No  
To be prepared for careers in horticultural systems, students need to 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 Plant & Soil Science**  
Credit 1.0  
Grade: 12  
Prerequisite: one credit course of cluster  
Articulated: No  
Plant and Soil Science provides a way of learning about the natural world. Students should know how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science.
Practicum in Agriculture, Food, & Natural Resources I
Credit: 2.0
Grade: 11
Prerequisite: one credit from cluster
Articulated: Yes
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. The practicum is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories.

Practicum in Agriculture, Food, & Natural Resources II
Credit: 2.0
Grade: 11
Prerequisite: one credit from cluster
Articulated: No
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.

Architecture & Construction Cluster

Top Careers
Construction Manager
Architect
Cost Estimator
Landscape Architect
Mechanical Drafter
Interior Designer
Construction and Building Inspector
Surveyor
Architectural and Civil Drafter
Rigger

Principles of Architecture & Construction
Credit: 1.0
Grades: 9-12
Prerequisite: None
Articulated: No
Provides an overview to the various fields of architecture, interior design, construction science, and construction technology. Achieving proficiency in decision making and problem solving is an essential skill for career planning and lifelong learning.

Construction Technology
Credit: 1.0
Grades: 10-12
Prerequisite: Principles of Architecture & Construction
Articulated: Yes
In Construction Technology, students gain knowledge and skills specific to those needed to enter the work force 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.

Advanced Construction Technology
Credit: 2.0
Grades: 11-12
Prerequisite: Principles of Architecture & Construction AND Construction Technology
Articulated: No
In Advanced Construction Technology, students gain advanced knowledge and skills specific to those needed to enter the work force as carpenters, building maintenance technicians, or supervisors or prepare for a postsecondary degree in construction management, architecture, or engineering.
Construction Management Credit 1.0
Grades: 10-12
Prerequisite: Algebra 1, Geometry, and Principles of Architecture & Construction
Articulated: No
In Construction Management, students gain knowledge and skills specific to those needed to enter the work force as carpenters or building maintenance supervisors or build a foundation toward a postsecondary degree in architecture, construction science, drafting, or engineering.

Oil & Gas Pathways

Technical Track

Principles of Oil & Gas → Oil & Gas Production I → Oil & Gas Enrollment at LCC Or LISD Oil & Gas Production II → Oil & Gas Production I

Engineering Track

Concepts of Engineering → Oil & Gas Production I → College Algebra Dual Enrollment And Engineering Design & Presentation → Engineering Design & Problem Solving And Oil & Gas Production Systems II

Principles of Oil and Gas Production Systems Credit 1.0
Grades: 9-12
Prerequisite: None
Articulated: No
This course will provide students an introduction to Oil and Gas Professions including the distinction between the different career opportunities and the required certification and degree for each. Students will study the history, current, and future, significance of the petroleum industry and the applications of associated tools, equipment, technologies and governing authorities.

Oil and Gas Production Systems I Credit 1.0
Grades: 10-12
Prerequisite: Principles of Oil and Gas Production Systems or Concepts of Engineering
Articulated: No
Students enrolled in this course will identify specific career opportunities, skills, abilities, tool, certification and safety measures associated with each career. Development of enhancing critical thinking skills and understanding components, systems, equipment, production and safety regulations associated with oil and gas well production and maintenance.

Oil and Gas Production Systems II Credit 2.0
Grades: 11-12
Prerequisites: Oil and Gas Production Systems I or dual enrollment Oil & Gas course
Articulated: No
This course will provide students with an overview of specific requirements for entry into post-secondary education and employment in the oil and gas industry. Research and discuss petroleum economics, modes of transportation, environmental, health and safety concerns, and different energy sources. The course may be taught through a student internship program and prepares students for industry certification.
Science, Technology, Engineering, and Mathematical Cluster

Top Careers
*Engineering Manager*
*Petroleum Engineer*
*Natural Sciences Manager Material Scientist*
*Marine Engineer*
*Biomedical Engineer*
*Civil Engineer*
*Biochemist*
*Nuclear Technician*

**Concepts of Engineering & Technology**  Credit 1.0
Grades: 9-12
Prerequisite: None
Articulated: No
Concepts of Engineering and Technology provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will use a variety of computer hardware and software applications to complete assignments and projects.

**Engineering Design and Presentation**  Credit 1.0
Grades: 10-12
Prerequisite: Concepts of Engineering & Technology
Articulated: Yes
Students enrolled in this course will demonstrate knowledge and skills of the process of design as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes.

**Advanced Engineering Design & Presentation**  Credit 2.0
Grades: 11-12
Prerequisite: Engineering Design & Presentation
Articulated: Yes
This course will provide students the opportunity to master computer software applications in a variety of engineering and technical fields. This course further develops the process of engineering thought and application of the design process.

**Engineering Design & Problem Solving**  Credit 1.0
Grade: 12
Prerequisite: Concepts of Engineering, Engineering Design, Advanced Engineering Design
Articulated: Yes
Engineering design is the creative process of solving problems by identifying needs and then devising solutions. It reinforces and integrates skills learned in previous mathematics and science courses. This course is intended to stimulate students’ ingenuity, intellectual talents, and practical skills in devising solutions to engineering design problems.

**Engineering Mathematics**  Credit 1.0
Grades: 11-12
Prerequisite: Algebra II
Articulated: No
This is a course where students solve and model robotic design problems. Students use a variety of mathematical methods and models to represent and analyze problems involving data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and robotics with computer programming.
Scientific Research & Design
Grades: 11-12
Prerequisite: Science Credit
Articulated: No
In Scientific Research and Design students employ the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models.

Electronics
Grades: 10-12
Prerequisite: Concepts of Engineering and Technology
Articulated: No
Students enrolled in this course will demonstrate knowledge and applications of circuits, electronic measurement, and electronic implementation. Through use of the design process, students will transfer academic skills to component designs in a project-based environment.

Advanced Electronics
Grades: 10-12
Prerequisite: Concepts of Engineering and Technology
Articulated: No
Students enrolled in this course will demonstrate knowledge and applications of circuits, electronic measurement, and electronic implementation. Through use of the design process, students will transfer academic skills to component designs in a project-based environment.

Robotics and Automation
Grades: 11-12
Prerequisite: Concepts of Engineering & Technology and Electronics
Articulated: No
Students enrolled in this course will demonstrate knowledge and skills necessary for the robotic and automation industry. Through implementation of the design process, students will transfer advanced academic skills to component designs in a project-based environment.

Principles of Technology
Grades: 10-12
Prerequisite: Science Credit and Algebra
Articulated: No
In Principles of Technology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Various systems will be described in terms of space, time, energy, and matter.

Transportation, Distribution and Logistics Cluster

Top Careers
Airline Pilot, Co-Pilot & Flight Engineer Aerospace Engineer and Operations Technician Insurance Appraiser Auto Damage
Aircraft Mechanic
Auto. Service Tech. & Mechanics
Aerospace Engineer and Operations Technician Insurance Appraiser Auto Damage
Aircraft Mechanic
Auto. Service Tech. & Mechanics
Truck Driver Heavy & Tractor Trailer
Recreational Vehicle Service Tech.
Auto Body & Related Repairers
Principles of Transportation, Distribution, and Logistics  Credit 1.0
Grades: 9-12
Prerequisite: None
Articulated: No
In Principles of Transportation, Distribution, and Logistics, students gain knowledge and skills in the safe assessment of products, services, and systems. Students should apply knowledge and skills in the application, design, and production of technology as it relates to the transportation, distribution, and logistics industries.

Energy, Power, & Transportation Systems  Credit 0.5
Grades: 9-12
Prerequisite: Principles of Transportation, Distribution, & and Logistics
Articulated: No
The businesses and industries of the Transportation, Distribution, and Logistics cluster are rapidly expanding to provide new career opportunities. Students will need to understand the interaction between various vehicle systems, the logistics used to move goods and services to consumers, and the components of transportation infrastructure.

Automotive Technology  Credit 2.0
Grades: 10-12
Prerequisite: Principles of Transportation, Distribution, and Logistics
Articulated: Yes
Automotive services include knowledge of the function of the major automotive systems and the principles of diagnosing and servicing these systems. In Automotive Technology, students gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems.

Advanced Automotive Technology  Credit 2.0
Grades: 11-12
Prerequisite: Automotive Technology
Articulated: Yes
Automotive services include advanced knowledge of the function of the major automotive systems and the principles of diagnosing and servicing these systems. In Advanced Automotive Technology, students gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems.

Collision Repair & Refinishing  Credit 2.0
Grades: 10-12
Prerequisite: Principles of Transportation, Distribution, & Logistics
Articulated: Yes
Collision repair and refinishing services include knowledge of the processes, technologies, and materials used in the reconstruction and alteration of vehicles.

Advanced Collision Repair & Refinishing  Credit 2.0
Grades: 10-12
Prerequisite: Collision Repair & Refinishing
Articulated: Yes
Collision repair and refinishing services include advanced knowledge of the processes, technologies, and materials used in the reconstruction and alteration of vehicles.

Small Engine Technology  Credit 2.0
Grades: 10-12
Prerequisite: Principles of Transportation, Distribution, & Logistics
Articulated: No
This course is designed to provide training for entry-level employment in the small engine technology industry. Engine Technology includes knowledge of the function, diagnosis, and service of the systems and components of all types of small engines such as lawn mowers, motorcycle, and irrigation engines. Instruction includes the repair and service of cooling, air, fuel, lubricating, electrical, ignition, and mechanical systems and small engine overhauls. In addition, students will receive instruction in safety, academic, and leadership skills as well as career opportunities.
Advanced Small Engine Repair  
Credit 2.0  
Grades: 11-12  
Prerequisite: Small Engine Technology  
Articulated: No  
Advanced Small Engine Technology includes advanced knowledge of the function, diagnosis, and service of the systems and components of all types of small engines such as lawn mowers, motorcycles, and irrigation engines. In addition, the student will receive instruction in safety, academic, and leadership skills as well as career opportunities.

Logistics, Planning, and Management System  
Credit: 1.0  
Grades: 10-12  
Prerequisites: Global Business  
Articulated: No  
This course is designed to provide training for entry-level employment in the Logistics, Planning, and Management Systems. This course focuses on the business planning and management aspects of transportation, distribution, and logistics. To prepare for success, students will learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings.

Manufacturing Cluster

Top Careers
Safety Coordinator  
Material Handlers  
Production Manager  
Industrial Technician  
Quality Control Inspectors  
Tool and Die Makers  
Welders, Cutters, Solderers and Brazers  
Furniture Finishers  
Glass Blowers, Molders, Benders, and Finishers

Principles of Manufacturing  
Credit 1.0  
Grades: 9-12  
Prerequisite: Algebra 1 or Geometry  
Articulated: No  
In Principles of Manufacturing, students gain knowledge and skills in the application, design, production, and assessment of products, services, and systems and how those knowledge and skills are applied to manufacturing.

Welding  
Credit 2.0  
Grades: 10-12  
Prerequisite: Algebra 1  
Articulated: Yes  
Rapid advances in technology have created new career opportunities and demands in many industries. Welding provides the knowledge, skills, and technologies required for employment in metal technology systems.

Advanced Welding  
Credit 2.0  
Grades: 11-12  
Prerequisite: Algebra 1 or Geometry and Welding  
Articulated: Yes  
Advanced Welding builds on knowledge and skills developed in Welding. Students will develop advanced welding concepts and skills as they relate to personal and career development.
Precision Metal Manufacturing  
Credit 1.0  
Grades: 10-12  
Prerequisite: Principles of Manufacturing and Algebra 1 or Geometry  
Articulated: Yes  
Rapid advances in technology have created new career opportunities and demands in many industries. Precision Metal Manufacturing provides the knowledge, skills, and technologies required for employment in metal technology systems.

Advanced Precision Metal Manufacturing  
Credit 2.0  
Grades: 10-12  
Prerequisite: Precision Metal Manufacturing and Algebra 1 or Geometry  
Articulated: No  
This course is designed to enhance the technical knowledge and skills learned in Precision Metal Manufacturing by allowing students the opportunity to explore career preparation geared towards technology and career demands in high-skill, high-wage positions.

Business, Marketing & Finance  
Business, Management and Administration Cluster

Top Careers
Chief Executive  
Industrial Production Manager  
Public Relations Manager  
Operations Research Analyst  
Administrative Services Manager  
Statistician  
Accountant & Auditor  
Budget Analyst

Principles of Business, Marketing, and Finance  
Credit 1.0  
Grades: 9-12  
Prerequisite: None  
Articulated: Yes  
In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing.

Business Information Management I  
Credit 1.0  
Grades: 9-12  
Prerequisite: None  
Articulated: Yes  
Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education.

Business Information Management II  
Credit 1.0  
Grades: 10-12  
Prerequisite: Business Information Management I  
Articulated: No  
Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education.
Global Business  
Grades: 10-12  
Prerequisite: None  
Articulated: Yes  
Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce and postsecondary education.

Business English  
Grade: 12  
Prerequisite: English III  
Articulated: No  
Students recognize, evaluate, and prepare for a rapidly evolving global business environment that requires flexibility and adaptability. Students apply technical skills to address business applications of emerging technologies.

Business Law  
Grades: 11-12  
Prerequisite: Principles of Business, Marketing, and Finance  
Articulated: No  
Students analyze the social responsibility of business and industry regarding the significant issues relating to the legal environment, business ethics, torts, contracts, negotiable financial instruments, personal property, sales, warranties, business organizations, concept of agency and employment, and real property.

Human Resources Management  
Grades: 11-12  
Prerequisite: None  
Articulated: No  
Students recognize, evaluate, and prepare for a rapidly evolving global business environment that requires flexibility and adaptability. Students analyze the primary functions of human resources management, which include recruitment, selection, training, development, and compensation. Topics will incorporate social responsibility of business and industry. Students develop a foundation in the economical, financial, technological, international, social, and ethical aspects of human resources in order to become competent managers, employees, and entrepreneurs. Students incorporate a broad base of knowledge that includes the legal, managerial, financial, ethical, and international dimensions of business to make appropriate human resources decisions.

Virtual Business  
Grades: 10-12  
Prerequisite: None  
Articulated: No  
Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions. The student builds a functional website that incorporates the essentials of a virtual business.

Business Management  
Grades: 10-12  
Prerequisite: Principles of Business, Marketing, and Finance  
Articulated: Yes  
Students recognize, evaluate, and prepare for a rapidly evolving global business environment that requires flexibility and adaptability. Students analyze the primary functions of management and leadership, which are planning, organizing, staffing, directing or leading, and controlling.

Practicum in Business Management  
Grades: 10-12  
Prerequisite: Principles of Business, Marketing, and Finance  
Articulated: Yes  
Students recognize, evaluate, and prepare for a rapidly evolving global business environment that requires flexibility and adaptability. Students analyze the primary functions of management and leadership, which are planning, organizing, staffing, directing or leading, and controlling.
Principles of Business

Top Careers
Engineer: Aerospace, flights railways, industrial health and safety, marine
Transportation Manager
Air Traffic Controller
Airline Pilot
Urban Regional Planner
Logistician
Shipping and receiving supervisor
Storage & Distribution Managers
Operations Technician
Industrial equipment Mechanic
Electrician
Fleet Manager

Principles of Business, Marketing, and Finance Credit 1
Grades: 9-11
Prerequisite: None
In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing, and finance.
Principles of Transportation, Distribution, and Logistics Credit 1
Grades 9-12.
Prerequisite: None
Articulated: No
In Principles of Transportation, Distribution, and Logistics, students 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.

Global Business Credit 1
Grades: 10-12.
Prerequisite: Principles of Business or Principles of Transportation
Articulated: No
Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce and postsecondary education. Students apply technical skills to address global business applications of emerging technologies. Students develop a foundation in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment.

Transportation Systems Management Credit 1.0
Grades: 9-12.
Prerequisite: Global Business
In Transportation Systems Management, students gain knowledge and skills in material handling and distribution and proper application, design, and production of technology as it relates to the transportation, distribution, and logistics industries. This course includes the safe operation of tractor-trailers, fork lifts, and related heavy equipment.

Logistics, Planning, and Management Systems Credit 2
Grades: 10-12.
Prerequisite: Transportation System Management
Articulated: Yes
This course is designed to provide training for entry-level employment in the Logistics, Planning, and Management Systems. This course focuses on the business planning and management aspects of transportation, distribution, and logistics.

Practicum in Transportation, Distribution, and Logistics Credit 2
Grades: 11-12.
Prerequisite: Transportation System Management
Articulated: No
The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of courses in the Transportation, Distribution, and Logistics cluster. It is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, independent study, or laboratories.
Finance Cluster

Top Careers
Sales Manager
Personal Financial Advisor
Real Estate Broker
Meeting and Convention Planner
Public Relations
Actuary
Market Research Analyst
Reservation and Transportation Ticket Agent
Appraiser & Assessor of Real Estate

Banking and Financial Services Credit 1.0
Grades: 10-12
Prerequisite: Principles of Business, Marketing, and Finance
Articulated: Yes
Students develop knowledge and skills in the economical, financial, technological, international, social, and ethical aspects of banking to become competent consumers, employees, and entrepreneurs.

Accounting I Credit 1.0
Grades: 10-12
Prerequisite: Principles of Business, Marketing, and Finance
Articulated: Yes
Students investigate the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors.

Accounting II Credit 1.0
Grades: 11-12
Prerequisite: Accounting
Articulated: Yes
Students continue the investigation of the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors.

Money Matters Credit 0.5
Grades: 9-12
Prerequisite: Principles of Business, Marketing, and Finance
Articulated: No
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.

Financial Analysis Credit 1.0
Grades 10-12
Prerequisite: Principles of Business, Marketing & Finance
Articulated: Yes
Students apply technical skills to develop knowledge and skills in the economical, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students develop analytical skills by actively evaluating financial results to multiple businesses, interpreting results for stakeholders, and presenting strategic recommendations for performance improvement.
### Information Technology Cluster

#### Top Careers
- Computer & Information Systems Manager
- Electrical Engineer
- Computer Hardware Engineer
- Computer Science Teacher, Postsecondary
- Computer Software Engineer, Systems Software
- Computer Software Engineer, Applications
- Computer Programmer
- Computer Systems Analyst
- Database Administrator

#### Principles of Information Technology
**Credit 1.0**
**Grades: 9-12**
**Prerequisite:** None
**Articulated:** Yes

Students develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.

#### Digital and Interactive Media
**Credit 1.0**
**Grades: 10-12**
**Prerequisite:** Principles of Information Technology
**Articulated:** Yes

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.

#### Web Technologies
**Credit 1.0**
**Grades: 10-12**
**Prerequisite:** Principles of Information Technology
**Articulated:** Yes

Through the study of web technologies and design, students learn to make informed decisions and apply the decisions to the field of information technology. Students enhance reading, writing, computing, communication, and critical thinking and apply them to the information technology environment.

#### Independent Study in Evolving/Emerging Technologies
**Credit 1.0**
**Grades: 9-12**
**Prerequisite:** 1 credit in technology
**Articulated:** No

Students will learn to make informed decisions, develop and produce original work that exemplifies the standards identified by the selected profession or discipline, and publish the product in electronic media and print. Students will demonstrate efficient acquisition of information by identifying task requirements, using search strategies, and using technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports 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.
Research in Information Technology  
Credit 2.0  
Grades: 12  
Prerequisite: 2 credits in Information Technology or computer courses  
Articulated: No  
Students gain advanced knowledge and skill in the application, design, production, implementation, maintenance, evaluation, and assessment of products, services, and systems. Knowledge and skills in the proper use of analytical skills and application of information technology concepts and standards are essential to prepare students for success in a technology-driven society. Critical thinking, information technology experience, and product development may be conducted in a classroom setting with an industry mentor, as an unpaid internship, or as career preparation.

Marketing, Sales and Services Cluster

Top Careers  
Sales Manager  
Personal Financial Advisor Real Estate Broker  
Meeting and Convention Planner  
Public Relations  
Actuary  
Market Research Analyst  
Reservation and Transportation Ticket Agent  
Appraiser & Assessor of Real Estate  

Entrepreneurship  
Credit 1.0  
Grades: 10-12  
Prerequisite: Principles of Business, Marketing, and Finance  
Articulated: Yes  
Students will gain the knowledge and skills needed to become an entrepreneur. Students will learn the principles necessary to begin and operate a business.

Fashion Marketing  
Credit 0.5  
Grades: 9-12  
Prerequisite: Principles of Business, Marketing, and Finance  
Articulated: No  
Fashion Marketing is designed to provide students with knowledge of the various business functions in the fashion industry. Students in Fashion Marketing will gain a working knowledge of promotion, textiles, merchandising, mathematics, selling, merchandising, and career opportunities.

Retailing and E-tailing  
Credit 0.5  
Grades: 9-12  
Prerequisite: Principles of Business, Marketing, and Finance  
Articulated: No  
Students will have the opportunity to develop skills that involve electronic media techniques necessary for a business to compete in a global economy. Students will coordinate online and off-line marketing.

Sports and Entertainment Marketing  
Credit 0.5  
Grades: 9-12  
Prerequisite: Principles of Business, Marketing, and Finance  
Articulated: No  
This course will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and sporting events and entertainment. The areas this course will cover include basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals, and implementation of sports and entertainment marketing plans.
Marketing Dynamics
Credit 2.0 or 3.0
Grades: 11-12
Prerequisite: Principles of Business, Marketing, and Finance
Articulated: Yes
Marketing is a series of dynamic activities that focus on the customer to generate a profitable exchange. Students gain knowledge and skills that help them to be proficient in one or more of the marketing functional areas associated with distribution, financing, marketing information management, pricing, product planning, promotion, purchasing, risk management, and selling skills. This course may include paid or unpaid career preparation experience.

Advertising and Sales Promotion
Credit 0.5
Grades: 9-12
Prerequisite: Principles of Business, Marketing, and Finance
Articulated: Yes
Advertising and Sales Promotion is designed as a comprehensive introduction to the principles and practices of advertising. Students will gain knowledge of techniques used in current advertising, including print, broadcast, and digital media.

Career Preparation I & II
Credit 2.0 or 3.0
Grades: 9-12
Prerequisite: Principles of Business, Marketing, and Finance
Articulated: Yes
Students will gain real-world work experiences through internships and/or work experiences.

Arts, A/V Technology & Communication Cluster

Top Careers
Art Director
Producer and Director
Public Relations Specialist
Librarian
Writer and Author
Sound Engineering Technician
Multimedia Artist and Animator
Editor
Graphic Designer
Music Director and Composer

Principles of Arts, Audio Video Technology and Communications
Credit 1.0
Grades: 9-12
Prerequisite: None
Articulated: No
Careers in the Arts, Audio/Video Technology, and Communications career cluster require, in addition to creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication.
Animation  Credit 1.0
Grades: 10-12
Prerequisite: Graphic Design & Illustration or Art I
Articulated: Yes
Careers in animation span all aspects of motion graphics. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the history and techniques of the animation industry.

Advanced Animation  Credit 2.0
Grades: 11-12
Prerequisite: Animation
Articulated: Yes
Careers in animation span all aspects of motion graphics. Within this context, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to create two- and three-dimensional animations.

Audio Video Production  Credit 1.0
Grades: 9-12
Prerequisite: Principles of Arts, Audio/Video Technology, and Communications
Articulated: No
Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video activities.

Advanced Audio Video Production  Credit 2.0
Grades: 11-12
Prerequisite: Audio Video Production
Articulated: Yes
Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production activities.

Practicum in Audio Video Production  Credit 2.0 or 3.0
Grades: 11-12
Prerequisite: Advanced Audio Video Production or Advanced Animation
Articulated: No
Careers in audio and video technology and film production span all aspects of the audio/video communications industry. This course may be implemented in an advanced audio, video, or animation format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

Graphic Design & Illustration  Credit 1.0
Grades: 10-12
Prerequisite: Advanced Audio Video Production
Articulated: No
Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

Advanced Graphic Design & Illustration  Credit 2.0
Grades: 10-12
Prerequisite: Graphic Design & Illustration
Articulated: No
Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills.
<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Grades</th>
<th>Prerequisite</th>
<th>Articulated</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum in Graphic Design &amp; Illustration</td>
<td>2.0</td>
<td>10-12</td>
<td>Advanced Graphic Design &amp; Illustration, Advanced Commercial Photography or Advanced Animation</td>
<td>No</td>
<td>Careers in graphic design and illustration span all aspects of the advertising and visual communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.</td>
</tr>
<tr>
<td>Commercial Photography</td>
<td>1.0</td>
<td>10-12</td>
<td>Graphic Design &amp; Illustration or Art 1</td>
<td>No</td>
<td>Careers in commercial photography require skills that span all aspects of the industry from setting up a shot to delivering products in a competitive market.</td>
</tr>
<tr>
<td>Advanced Commercial Photography</td>
<td>2.0</td>
<td>11-12</td>
<td>Commercial Photography</td>
<td>No</td>
<td>Careers in commercial photography span all aspects of the industry from setting up a shot to delivering products in a competitive market. Within this context, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs.</td>
</tr>
<tr>
<td>Fashion Design</td>
<td>1.0</td>
<td>10-12</td>
<td>Principles of Arts, Audio/Video Technology &amp; Communications</td>
<td>No</td>
<td>Careers in fashion span all aspects of the textile and apparel industries. Within this context, students will be expected to develop an understanding of fashion and the textile and apparel industries.</td>
</tr>
<tr>
<td>Advanced Fashion Design</td>
<td>2.0</td>
<td>10-12</td>
<td>Fashion Design</td>
<td>No</td>
<td>Careers in fashion span all aspects of the textile and apparel industries. Within this context, students will be expected to develop an advanced understanding of fashion, with emphasis on design and production.</td>
</tr>
<tr>
<td>Practicum in Fashion Design</td>
<td>2.0</td>
<td>11-12</td>
<td>Advanced Fashion Design</td>
<td>No</td>
<td>Careers in fashion span all aspects of the textile and apparel industries. Within this context, students will be expected to develop an advanced technical understanding of the business aspects of fashion, with emphasis on promotion and retailing. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.</td>
</tr>
<tr>
<td>Professional Communications</td>
<td>0.5</td>
<td>9-12</td>
<td>None</td>
<td>No</td>
<td>Professional Communications blends written, oral and graphic communication in a career-based environment. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.</td>
</tr>
</tbody>
</table>
Human Services Pathway
Education & Training Cluster

Top Careers
Law Teacher, Postsecondary Health Specialties Teacher, Education Administrator
Art, Drama, and Music Teacher
Criminal Justice & Law Enforcement College Teacher, CTE Teacher, Secondary School
Clinical and School Psychologist
Marriage and Family Therapist
Medical & Public Health Social Worker
Mental Health Counselor

Principles of Education Credit 1.0
Grades: 9-12
Articulated: No
Principles of Education and Training is designed to introduce learners to the various careers available within the education and training career cluster. Students use self-knowledge and educational and career information to analyze various careers within the education and training career cluster.

Instructional Practices in Education Credit 2.0
Grades: 11-12
Prerequisite: Principles of Education & Training and Human Growth & Development
Articulated: Yes
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.

Practicum in Education & Training Credit 2.0
Grade: 12
Prerequisite: Principles of Education & Training and Human Growth & Development and Instructional Practices in Education & Training
Articulated: Yes
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.

Human Growth & Development Credit 1.0
Grades: 10-12
Prerequisite: Principles of Education & Training
Articulated: No
Human Growth and Development is an examination of human development across the lifespan with emphasis upon research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones.
Human Services Cluster

Top Careers
Law Teacher, Postsecondary
Health Specialties Teacher
Education Administrator
Art, Drama, and Music Teacher
Criminal Justice & Law Enforcement College Teacher
CTE Teacher, Secondary School
Clinical and School Psychologist
Marriage and Family Therapist
Medical & Public Health Social Worker
Mental Health Counselor

Principles of Human Services  Credit 0.5
Grades: 9-12
Prerequisite: None
Articulated: No
This laboratory course will enable students to investigate careers in the human services career cluster, including counseling and mental health, early childhood development, family and community, and personal care services.

Lifetime Nutrition & Wellness  Credits 1.0
Grades: 10-12
Prerequisite: Principles of Human Services, Principles of Hospitality & Tourism, Principles of Health Science, or Principles of Education & Training
Articulated: No
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.

Counseling & Mental Health  Credit 1.0
Grades: 10-12
Prerequisite: Principles of Human Services
Articulated: No
Students model the 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.

Child Development  Credit 1.0
Grades: 10-12
Prerequisite: Principles of Human Services
Articulated: No
This technical laboratory course addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills.

Introduction to Cosmetology  Credit 1.0
Grades: 9-12
Prerequisite: None
Articulated: No
Students explore areas such as bacteriology, sterilization and sanitation, hair styling, manicuring, shampooing and the principles of hair cutting, hair styling, hair coloring, skin care, and facial makeup.
Cosmetology I  
Credit 3.0  
Grades: 10-12  
Prerequisite: Acceptance Required  
Articulated: No  
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. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the Texas Department of Licensing and Regulation requirements for licensure upon passing the state examination.

Cosmetology II  
Credit 3.0  
Grades: 11-12  
Prerequisite: Cosmetology I  
Articulated: No  
Students review academic knowledge and skills related to cosmetology. This course is designed to provide advanced training for employment in cosmetology careers. Instruction includes advanced training in sterilization and sanitation processes, hair care, nail care, and skin care and meets the Texas Department of Licensing and Regulation requirements for licensure upon passing the state examination.

Dollars & Sense  
Credits 0.5  
Grades: 10-12  
Prerequisite: Principles of Human Services  
Articulated: No  
Dollars and Sense focuses on consumer practices and responsibilities, the money management process, decision-making skills, impact of technology, and preparation for human services careers.

Hospitality & Tourism Cluster

![Diagram of Hospitality & Tourism Cluster]

Top Careers
Sales Manager  
Food Service Manager  
Lodging Manager  
Meeting and Convention Planner  
Public Relations  
Chef and Head Cook  
Market Research Analyst  
Customer Service Representative  
First Line Supervisor of Pers. Svc. Workers

Principles of Hospitality and Tourism  
Credit 1.0  
Grades: 9-12  
Prerequisite: None  
Articulated: No  
The hospitality and tourism industry encompasses lodging; travel and tourism; recreation, amusements, attractions, and resorts; and restaurants and food beverage service. The hospitality and tourism industry maintains the largest national employment base in the private sector.

Restaurant Management  
Credit 1.0  
Grades: 10-12  
Prerequisite: Principles of Hospitality and Tourism  
Articulated: No  
This course will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations.
Culinary Arts
Grades: 10-12
Prerequisite: Restaurant Management, Lifetime Nutrition and Wellness, or Principles of Hospitality and Tourism
Articulated: No
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.

Practicum in Culinary Arts
Grades: 11-12
Prerequisite: Culinary Arts or Hotel Management
Articulated: No
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 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.

Hospitality Services
Grades: 11-12
Prerequisite: Principles of Hospitality & Restaurant Management
Articulated: No
Hospitality Services provides students with the academic and technical preparation to pursue high-demand and high-skill careers in hospitality related industries. The knowledge and skills are acquired within a sequential, standards-based program that integrates hands-on and project-based instruction.

Law, Public Safety, Corrections, Government and Security Cluster

Top Careers
Lawyer
Administrative Law Judge and Hearing Officer
Judge
Manager of Police Officer/Detectives Manager of Firefighting Workers
Court Reporter
Radio Operator
Detective and Criminal Investigator Fire Inspector and Investigator
Transit and Railroad Police

Principles of Law, Public Safety, Corrections, and Security
Grades: 9-12
Prerequisite: None
Articulated: Yes
Principles of Law, Public Safety, Corrections, and Security introduces students to professions in law enforcement, security, corrections, and fire and emergency management services.
Law Enforcement 1  Credit 1.0
Grades: 10-12
Prerequisite: Principles of Law, Public Safety, Corrections, and Security
Articulated: Yes
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.

Court Systems and Practices  Credit 1.0
Grades: 10-12
Prerequisite: Law Enforcement I
Articulated: Yes
Court Systems and Practices is an overview of the federal and state court systems. The course identifies the roles of judicial officers and the trial process from pretrial to sentencing and examines the types and rules of evidence.

Law Enforcement II  Credit 1.0
Grades: 11-12
Prerequisite: Law Enforcement I
Articulated: Yes
Law Enforcement II provides the knowledge and skills necessary to prepare for a career in law enforcement. This course includes the ethical and legal responsibilities, operation of police and emergency telecommunication equipment, and courtroom testimony.

Forensic Science  Credit 1.0
Grade: 12
Prerequisite: Biology and Chemistry. Recommended: Principles of Law, Public Safety, Corrections, and Security and Law Enforcement I
Articulated: No
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.

Correctional Services  Credit 1.0
Grades: 11-12
Prerequisite: Principles of Law, Public Safety, Corrections, and Security
Articulated: Yes
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.

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Health Science Cluster

Principles of Health Science & Medical Terminology  →  Health Science I & Anatomy & Physiology  →  Practicum in Health Science  →  Practicum in Health Science II

Top Careers
Dentist, General
Physician Assistant
Medical & Health Services Manager
Physical Therapist
Radiation Therapist
Nuclear Medicine Technologist
Orthotist & Prosthetist
Diagnostic Medical Sonographer
Registered Nurse
**Principles of Health Science**
Credit 1.0
Grades: 9-12
Prerequisite: None
Articulated: Yes
The Principles of Health Science provides an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry.

**Medical Terminology**
Credit 0.5
Grades: 9-12
Prerequisite: None
Articulated: Yes
This course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, combining forms, and singular and plural forms, plus medical abbreviations and acronyms. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.

**Health Science I**
Credit 1.0
Grades: 10-12
Prerequisite: Principles of Health Science & Biology
Articulated: Yes
The Health Science course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will have hands-on experiences for continued knowledge and skill development. The course may be taught by different methodologies such as clinical rotation and career preparation learning.

**Anatomy & Physiology**
Credit 1.0
Grades: 10-12
Prerequisite: 3 Science credits
Articulated: Yes
In Anatomy and Physiology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.

**Practicum in Health Science**
Credit 2.0 or 3.0
Grades: 11-12
Prerequisite: Health Science and Biology
Articulated: No
The Practicum is designed to give students 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.

**Practicum in Health Science II**
Credit 2.0 or 3.0
Grades: 11-12
Prerequisite: Health Science and Biology
Articulated: No
The Practicum is designed to give students 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.

**Medical Microbiology**
Credit 0.5
Grades: 10-12
Prerequisite: 3 Science credits
Articulated: No
Students in Medical Microbiology explore the microbial world, studying topics such as pathogenic and non-pathogenic micro-organisms, laboratory procedures, identifying micro-organisms, drug resistant organisms, and emerging diseases.
**Pathophysiology**

Grades: 11-12  
Prerequisite: 3 Science credits  
Articulated: No  
In Pathophysiology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving regarding the study of disease to process and how humans are affected.

**World Health Research**

Grades: 11-12  
Prerequisite: Biology and Chemistry  
Articulated: No  
This course examines major world health problems and emerging technologies as solutions to these medical concerns. The course is designed to improve students' understanding of the cultural, infrastructural, political, educational, and technological constraints and inspire ideas for appropriate technological solutions to global medical cure issues.
VISION

Dr. Dennis D. Cantu Health Science Magnet School offers standard college, preparatory academic courses, specialized training in health sciences, the opportunity for vocational training and certification, and early enrollment/dual credit college opportunities. This school is uniquely designed to help students understand the concepts and skills associated with the health sciences and to increase students’ awareness of the health-related careers.

APPLICATION PROCESS

Students interested in applying to Dr. Dennis D. Cantu Health Science Magnet school must complete and submit an application for review. Student must include the following with the application:

- Transcript/ Report Card
- Interest Essay
- Copy of STAAR Scores
- Teacher Recommendations

To be selected, student must be at an average to above average academic standing and meet all application requirements. All applications are reviewed by Health Science Magnet Staff to determine acceptance into our program.

CURRICULUM

Students follow a Pre AP / AP curriculum and specialized health science courses with provide “hands-on” learning experiences. Students are committed to the following four year plan:
<table>
<thead>
<tr>
<th>Home Campus Curriculum</th>
<th>Health Science Magnet Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td></td>
</tr>
<tr>
<td>English I</td>
<td>Algebra I or Geometry</td>
</tr>
<tr>
<td>World Geography</td>
<td>Biology</td>
</tr>
<tr>
<td>Spanish I/II</td>
<td>Medical Terminology (.5 credit)**/Professional Communication s (.5 credit) Or Psychology (.5 credit)</td>
</tr>
<tr>
<td>P.E, Fine Arts and/or Elective</td>
<td>Principles of Health Science</td>
</tr>
<tr>
<td>10th</td>
<td>Geometry or Algebra II</td>
</tr>
<tr>
<td>English II</td>
<td>Chemistry</td>
</tr>
<tr>
<td>World History</td>
<td>Anatomy and Physiology***</td>
</tr>
<tr>
<td>Spanish II/III</td>
<td>Medical Microbiology</td>
</tr>
<tr>
<td>11th</td>
<td></td>
</tr>
<tr>
<td>English III</td>
<td>Algebra II or Pre-Calculus</td>
</tr>
<tr>
<td>U.S. History</td>
<td>Physics</td>
</tr>
<tr>
<td>Spanish III/AP Spanish</td>
<td>Health Science or Health Science -Dual Enrollment CNA – NURA 1401** EMT – EMSP 1305**</td>
</tr>
<tr>
<td>12th</td>
<td></td>
</tr>
<tr>
<td>English IV or Dual Enrollment ENG 1301* &amp; ENG 1302*</td>
<td>Pre-Calculus or AP Calculus Or Dual Enrollment MATH 1314*</td>
</tr>
<tr>
<td>Gov't (.5 Credit) Or Dual Enrollment GOVT 2305* Economics (.5 Credit)</td>
<td>AP Biology or AP Chemistry</td>
</tr>
<tr>
<td>AP Spanish</td>
<td>Scientific Research Design I -Dual Enrollment MDCA 1305** EMSP 1501/1260**</td>
</tr>
<tr>
<td>Practicum in Health Science I and II (Clinical Rotations) -Dual Enrollment (College Courses for Certification) Certified Nursing Assistant, Emergency Medical Technician, Medical Assistant, Pharmacy Technician</td>
<td></td>
</tr>
</tbody>
</table>

*HB1 dual enrollment courses
**HB5 dual enrollment courses
***Articulated courses

Students have the opportunity to graduate with a State Certification in the following health science related fields:

- 🎉 Certified Nurse Assistant (CNA)
- 🎉 Medical Assistant (MA)
- 🎉 Emergency Medical Technician (EMT)
- 🎉 Pharmacy Technician
- 🎉 Medical Billing and Coding Specialist
Vision

It is the vision of VMT to install character in our students while at the same time, providing them with opportunities to become worldly, culturally literate, sophisticated thinkers and intellectually prepared to compete with the nation’s best, facilitating the development of their artistic and creative talents with the ultimate goal being the development of the “whole” individual. The mission is to provide a comprehensive course for our students in the areas of communications, dance, music, theatre arts, and visual arts with an emphasis on creative development and artistic performance, all supported by a very strong academic instructional program that compliments and supports the visual and performing arts.

Application Process

Students interested in applying to Vidal M. Treviño Magnet School must complete and submit an application for review.
Student must include:
- Transcript/Report Card
- Copy of STAAR Scores
- Interest Essay
To be selected, a student must be at an average/above average academic standing and meet all application requirements.

Fine Arts Curriculum

Art

Art I, II, III, IV - Drawing, Painting, Sculpture, Jewelry
AP Art 2D Design Portfolio

Dance

Ballet, Hip - Hop, Jazz, Folkloric, Flamenco
Dance Composition I, II, III, IV
Dance Theory I, II, III, IV
Dance I, II, III, IV

Music

Piano, Steel Drums, High Brass, Low Brass, Woodwinds, Strings, Guitar
Mariachi, Philharmonic Orchestra, Sound Town
Music Instrumental Ensemble I, II, III, IV
Applied Music I, II
Music Theory I, II

Choir

Music Vocal Ensemble, I, II, II, IV
Applied Music I, II
Music Theory I, II

Theatre

Theatre Arts I
Technical Theatre I, II, III, IV
Theatre Production I, II, III, IV
Communications Department Curriculum

Communications & Business (CTE)                      Journalism
Principals of Audio Video Productions               Advanced Journaling Literary Magazine
Audio Video Productions                             
Advanced Audio Video Productions                    
Practicum Audio Video Productions Technology       
Animation                                           
Advanced Animation                                  
Commercial Photography                              
Advanced Commercial Photography                     
Graphic Design & Illustration                       
Advanced Graphic Design & Illustration              
Principles of Information Technology               
Printing & Imaging Technology                       

Academics Curriculum

English Department                                    Social Studies Department
Pre AP English I, II                                  Pre AP World Geography
AP English III, IV                                    Pre AP World History
Creative & Imaginative Writing                       AP US History
Literary Genres                                      AP US Government
Practical Writing                                    Economics
Research Technical Writing                           

Dual Enrollment (College Courses)

English 1301 &1302                                     Government 2305
                                                    College Speech
Sabas Perez Engineering & Technology Applications Magnet School
Engineering Course Sequence

Vision: The Sabas Perez Engineering and Technology Magnet School will make available and energetic staff that will not only challenge and inspire but also motivate all students to experience and practice consistent learning geared toward true globe applications for the 21st century.

Application Process
Students interested in applying to the Sabas Perez Engineering & Technology Magnet school must complete and submit an application for review. Student must include the following with the application:

- Transcript/Report Card
- Copy of STAAR scores
- Interest Essay
- Two teacher recommendations

To be selected a student must have an average/above average academic standing, and satisfy all application requirement.

Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (4)</td>
<td>English I</td>
<td>English II</td>
<td>English III</td>
<td>English IV or Eng 1301/1302 (Dual Course)</td>
</tr>
<tr>
<td>Math (4)</td>
<td>Algebra I or Geometry</td>
<td>Geometry/Math Models or Algebra II</td>
<td>Algebra II or Pre-Calculus</td>
<td>Pre-Calculus/AQR, AP Calculus or College Algebra (Dual course)</td>
</tr>
<tr>
<td>Science (4)</td>
<td>Biology</td>
<td>Chemistry</td>
<td>Physics</td>
<td>Engineering Design &amp; Problem Solving, AP Physics, or Science Research &amp; Design</td>
</tr>
<tr>
<td>Social Studies (3.5)</td>
<td>World Geography</td>
<td>World History</td>
<td>U.S. History</td>
<td>Govt. or Govt. 2305 (Dual course)</td>
</tr>
<tr>
<td>Languages Other Than English</td>
<td>Spanish I/II</td>
<td>Spanish II/III</td>
<td>AP Spanish Language/Literature</td>
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</tr>
<tr>
<td>Professional Communications</td>
<td></td>
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<tr>
<td>Health (0.5)</td>
<td>Health</td>
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<td></td>
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<tr>
<td>Physical Education (1.5)</td>
<td>PE/PE</td>
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<tr>
<td>Fine Arts (1)</td>
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<tr>
<td>Total Credits</td>
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<tr>
<td>DAP Measures (4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:
1. A student may be assigned to EOC Intervention courses based on test scores.
2. A student following the DAP graduation plan should consult with his/her counselor to ensure that DAP Graduation requirement are met.
3. Students who are interested in Dual Enrollment course should notify their counselor as early as possible.
**Vision:** The Sabas Perez Engineering and Technology Magnet School will make available and energetic staff that will not only challenge and inspire but also motivate all students to experience and practice consistent learning geared toward true globe applications for the 21st century.

**Application Process**
Students interested in applying to the Sabas Perez Engineering & Technology Magnet school must complete and submit an application for review. Student must include the following with the application:

- Transcript/Report Card
- Copy of STAAR scores
- Interest Essay
- Two teacher recommendations

To be selected a student must have an average/above average academic standing, and satisfy all application requirement.

**Curriculum**

<table>
<thead>
<tr>
<th>Course</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (4)</td>
<td>English I</td>
<td>English II</td>
<td>English III</td>
<td>English IV or Eng 1301/1302 (Dual Course)</td>
</tr>
<tr>
<td>Regular or Pre-AP/AP</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Math (4)</td>
<td>Algebra I or</td>
<td>Geometry</td>
<td>Algebra II or Pre-Calculus</td>
<td>Pre-Calculus/AQR, AP Calculus or College Algebra (Dual course)</td>
</tr>
<tr>
<td>Regular or Pre-AP/AP</td>
<td>Algebra I or</td>
<td>Geometry</td>
<td>Algebra II or Pre-Calculus</td>
<td>Pre-Calculus/AQR, AP Calculus or College Algebra (Dual course)</td>
</tr>
<tr>
<td>Science (4)</td>
<td>Biology</td>
<td>Chemistry</td>
<td>Physics</td>
<td>Advanced Science Course</td>
</tr>
<tr>
<td>Regular or Pre-AP/AP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies (3.5)</td>
<td>World Geography</td>
<td>World History</td>
<td>U.S. History</td>
<td>Govt. or Govt. 2305 (Dual Course)</td>
</tr>
<tr>
<td>Regular or Pre-AP/AP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics (0.5)</td>
<td>Spanish I/II</td>
<td>Spanish II/III</td>
<td>AP Spanish Language/Literature</td>
<td></td>
</tr>
<tr>
<td>Languages Other Than English</td>
<td></td>
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<tr>
<td>Rec.: 2 / DAP - 3</td>
<td></td>
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<td></td>
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<tr>
<td>Communication Applications (0.5)</td>
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<td>Professional Communications (0.5)</td>
</tr>
<tr>
<td>Health (0.5)</td>
<td>Health</td>
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<tr>
<td>Physical Education (1.5)</td>
<td>PE/PE</td>
<td></td>
<td></td>
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<tr>
<td>Fine Arts (1)</td>
<td></td>
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<td></td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Art, Band, Choir, Dance, Orchestra, Theatre Art, other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>Concepts of Engineering</td>
<td>Animation</td>
<td>Advanced Animation</td>
<td>Video Game Design</td>
</tr>
<tr>
<td>DAP Measures (4)</td>
<td></td>
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</tr>
</tbody>
</table>

**Notes:**
1. A student may be assigned to EOC Intervention courses based on test scores.
2. A student following the DAP graduation plan should consult with his/her counselor to ensure that DAP Graduation requirement are met.
3. Students who are interested in Dual Enrollment course should notify their counselor as early as possible.
Early College High School (ECHS) is a partnership between the Laredo Independent School District (LISD) and Texas A&M International University (TAMIU). ECHS is a small public high school (a maximum of 400 students) that draws students from every middle school in the Laredo Independent School District of Laredo, Texas. There are four grade levels, ninth to twelfth, with approximately 100 students per grade level. The mission of Laredo Early College High School is to provide our students with the cognitive skills and subject area knowledge that students need to master in order to succeed in today’s colleges and universities. Laredo Early College High School offers a rigorous academic program with a small personalized setting. Students who attend ECHS must have a strong work ethic that will contribute to a successful college experience.

Qualifications to apply:
1. Students who are first-generation college goers
2. Students who are at-risk (as determined by state indicators)
3. Students lacking access to academic preparation needed to meet college readiness standards, for whom the cost of college is challenging
4. English language learners.

Application Process
Students interested in applying must:
1. Be a resident of the Laredo Independent School District
2. Complete the application form (fill out all areas of the application)
3. Provide proof of residency (copy of entire current utility bill or lease agreement)
4. Provide a copy of up-to-date immunization record
5. Provide a copy of the birth certificate and Social Security card
6. Have good attendance and behavior record*
7. Copy of most recent report card
8. If applicable, a copy of most recent Individual Plan (IEP) or 504 modification plan
9. Go through interviewing process

<table>
<thead>
<tr>
<th>A/B Schedule</th>
<th>Block Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer</strong></td>
<td><strong>Summer</strong></td>
</tr>
<tr>
<td>Freshmen</td>
<td>Sophomore</td>
</tr>
<tr>
<td>Pre-AP</td>
<td>Pre-AP</td>
</tr>
<tr>
<td>English I</td>
<td>English II</td>
</tr>
<tr>
<td>Pre-AP</td>
<td>Pre-AP</td>
</tr>
<tr>
<td>Algebra I</td>
<td>Geometry</td>
</tr>
<tr>
<td>Pre-AP</td>
<td>Pre AP</td>
</tr>
<tr>
<td>Biology</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Pre AP</td>
<td>Pre AP</td>
</tr>
<tr>
<td>World Geography</td>
<td>World History</td>
</tr>
<tr>
<td>Spanish I</td>
<td>Spanish III</td>
</tr>
<tr>
<td>Spanish II</td>
<td>Ap Span. Lang</td>
</tr>
<tr>
<td>Health and PE</td>
<td>*EDIT 1300</td>
</tr>
<tr>
<td>*PE/PE (KINE-1101)</td>
<td></td>
</tr>
<tr>
<td>Principles of Technology</td>
<td>*SPCH 1311</td>
</tr>
<tr>
<td>* MUSI 1306</td>
<td></td>
</tr>
<tr>
<td>Reading I /</td>
<td>Reading II /</td>
</tr>
<tr>
<td>College Readiness</td>
<td>College Readiness</td>
</tr>
<tr>
<td>* Dual Credit</td>
<td>* Dual Credit</td>
</tr>
</tbody>
</table>
Mission

Jose A. Valdez High School (JAVHS) is a Non-Traditional credit recovery school that provides a supportive and sober learning environment to meet educational needs, as well as ongoing treatment needs of adolescents in recovery. JAVHS offers students the opportunity to earn credits through self-paced, computer-based, and small group instruction.

Credit Attainment and Recovery School

- Potential Students are identified at their home campuses by counselors and administrators. Once identified, administration makes a recommendation to Director of Secondary Education, JAVHS Director. Student is then called for a formal interview at JAVHS.
- Students have the opportunity to earn credits through self-paced, computer based instruction.

Target Students

- Students who have had or currently have substance use issues.
- Students who have dropped out of school, or are in danger of dropping out, for personal, family, and/or disciplinary reasons.
- Students who lack credits for graduation.

JAVHS offers

- A small classroom setting and one-to-one instruction.
- Credit recovery for high school graduation.
- Educational skills needed to enroll in college or university.
- Recovery assistance and ongoing treatment support.
- Opportunity to participate in Technical Dual-Enrollment Courses through LCC.

Academic Support

- Students follow a prescribed learning path based on individualized graduation plans.
- Students receive ongoing support from Academic Counselor and Substance Abuse Coordinator.
- Students collaborate in group projects and learning activities through SCAN programs.

Benefits

- Motivated students can attain credits at a faster pace
- Reduced stress on students due to self-paced instruction
- Flexible course scheduling
- No tuition costs to students
- More individualized instruction due to small student/teacher ratio
- On-site substance abuse and rehabilitative services provided by SCAN Counselor/Substance Abuse Coordinator.

Mrs. Melissa Valdez, Director
1619 Victoria St, TX 78040, (956) 273-8000
**FOUR YEAR GRADUATION PLAN Worksheet**

Student's Name: __________________________       ID#: _____________

Course | 9th Grade | 10th Grade | 11th Grade | 12th Grade

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Graduation Plan:

- [ ] Foundation
- [ ] Foundation with Endorsement
- [ ] DLA (26 credits)

Endorsement __________________________

Pathway __________________________

It is policy of the Laredo Independent School District not to discriminate on the basis of race, color, national origin, gender, limited English proficiency, or handicapping conditions in its programs.
Contact Information

Laredo ISD Guidance and Counseling Department
Address: 904 Juarez Ave. Phone: 273-1263 ext. 1262

Dr. L.G. Cigarroa High Counseling Department
Address: 2600 Zacatecas St. Phone: 273-6800 ext. 6804

R. & T. Martin High Counseling Department
Address: 2002 San Bernardo Ave. Phone: 273-7100 ext. 7153

J.W. Nixon High Counseling Department
Address: 2000 East Plum St. Phone: 273-7400 ext. 7437 or 7436

Vidal M. Treviño School of Communication and Fine Arts Counseling Department
Address: 812 Main St. Phone: 273-7800 ext. 7802

Early College High Counseling Department
Address: 5201 University Blvd. Phone: 273-7700 ext. 7703

Dr. Dennis D. Cantu Health Science Magnet Counseling Department
Address: 2002 San Bernardo Ave. Phone: 273-7168 ext. 7167

Sabas Perez Engineering and Technology Applications Magnet School
Address: 2600 Zacatecas St. Phone: 273-6800 ext. 6808

Jose A. Valdez High School (Non-Traditional)
Address: 1619 Victoria St. Phone: 273-8000

Resources

SAT Website: www.collegeboard.org
ACT Website: http://act.org
Federal Student Aid Website: www.fafsa.ed.gov
TEA Website: www.tea.state.tx.us.
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