2018-2019
Class of 2022 Cohort
Academic Planning Guide

Student Services
Department of Guidance & Counseling/At-Risk Population
Dear Class of 2022:

The 2018-2019 Academic Planning Guide is provided to assist you in planning your academic pathway toward high school graduation. The planning guide contains all courses offered at our three comprehensive high schools, early colleges, and our magnet programs. The Guidance and Counseling Department, along with the Curriculum Instruction Department, collaborated to create a guide for you and your parents to plan your high school career and meet your goal of becoming 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 intriguing courses that will prepare you for success. Our team of high school counselors are 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
Guidance & Counseling and the At-Risk Population

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Superintendent of Schools
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.

2018-2019 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. 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:

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.
- 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.

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 LISR 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).

Juniors

- Take TSI to meet college readiness standards.
- 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 or online. 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.
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.

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>

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.

End of Course (EOC) Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
</tr>
<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

The valedictorian and salutatorian shall be the eligible students with the highest and second highest rank, respectively. To be eligible for this local graduation honor, a student must:

1. Have been continuously enrolled in the same high school in the District for the four semesters immediately preceding graduation activities.
2. Be graduating after exactly eight semesters of enrollment in high school; and
3. Have completed the foundation program with the distinguished level of achievement.

Academic Achievement Class Ranking

1. Compute the weighted numerical grade average to a sufficient number of decimal places until the tie is broken.
2. Compare the number of weighted courses taken by each student involved in the tie.
3. Calculate a weighted numerical grade average using only eligible grades earned in English, mathematics, science, social studies, and languages other than English taken by each student involved in the tie.
4. Compare scores on standardized college entrance tests, if the same tests were taken by each student involved in the tie.

If the tie is not broken after applying these methods, the District shall recognize all students involved in the tie as sharing the honor and title.

Honor Graduates

The District shall recognize as an honor graduate each student who has earned a weighted numerical grade average no lower than 90 regardless of the graduation program.

Highest-Ranking Graduate

The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for the purposes of receiving the honor graduate certificate from the State of Texas.

To be eligible for valedictorian honors, student shall:

1. Have been continuously enrolled in the same high school in the district of the four semesters immediately preceding graduation; and
2. Have completed the Foundations Program with Distinguished Level of Achievement; and
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>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98</td>
</tr>
<tr>
<td>B+</td>
<td>88</td>
</tr>
<tr>
<td>C+</td>
<td>78</td>
</tr>
<tr>
<td>D+</td>
<td>68</td>
</tr>
<tr>
<td>A</td>
<td>95</td>
</tr>
<tr>
<td>B</td>
<td>85</td>
</tr>
<tr>
<td>C</td>
<td>75</td>
</tr>
<tr>
<td>D</td>
<td>65</td>
</tr>
<tr>
<td>A-</td>
<td>92</td>
</tr>
<tr>
<td>B-</td>
<td>82</td>
</tr>
<tr>
<td>C-</td>
<td>72</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 and AP course grades will be multiplied by 1.10.
- Weighted for enrollment in AP courses with a qualifying AP exam score of 3, 4, or 5 shall be multiplied by 1.15.
- Dual Credits earned through a Dual Enrollment Program will be awarded a weight of 1.15 effective class of 2019 and thereafter.
- **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>Weight</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 program credits and AP credits 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 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. 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 for Performance Acknowledgment. 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:** Concurrent Enrollment 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 effective class of 2019 and thereafter. Students having an interest in participating in dual or concurrent 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  
2. English 1302  
3. US Govt. 2305  
4. Texas Govt. 2306  
5. Algebra 1314  
6. Psychology 2301  
7. Speech 1311  
8. Biology 1306/1106  
9. Music Literature 1308

<table>
<thead>
<tr>
<th>Effective Class of 2019 and thereafter</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior Year (11th)</td>
<td>US Government 2305</td>
<td>English 1301</td>
</tr>
<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>Senior Year (12th)</td>
<td>English 1302</td>
<td>Texas Govt. 2306 or Math 1314 (College Algebra)</td>
</tr>
</tbody>
</table>

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 Foundation with Endorsement Plan with DLA. (Exception: UT Austin, see your counselor for details).

Credit by Exam for Acceleration-Texas Tech University ISD
Graduation credit requirements may be fulfilled by earning a grade of at least an 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 Early College High School includes:
- NURA 1401, 1407, & 1460 – Nurse Assistant Courses
- ECRD 1111 – EKG course
- EMT 1160 & 1501 – Emergency Medical Technician

Additional Dual enrollment at Hector J. Garcia Early College High School includes:

<table>
<thead>
<tr>
<th>English 2327</th>
<th>History 1301/1302</th>
<th>Biology 1406/1006</th>
</tr>
</thead>
<tbody>
<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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</tbody>
</table>
### Foundation Graduation Program beginning Class of 2018

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits Required</th>
<th>Description</th>
</tr>
</thead>
</table>
| **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  
• U.S. History  
• U.S. Government (one-half credit)  
• Economics (one-half credit) |
| **Speech** *(local policy)*      | Half credit      |                                                                              |
| **Physical Education**           | One credit       |                                                                              |
| **Languages Other Than English** | Two credits in the same language | Computer programming languages (other exceptions) |
| **Fine Arts**                    | One credit       |                                                                              |
| **Health** *(local policy)*      | Half credit or Principles of Health Science (Substitution) | |
| **Electives**                    | Four credits     |                                                                              |
| **Total Credits**                | 22 Credit Requirement |                                                                              |
| **Endorsements**                 |                  | A student may earn an endorsement by successfully completing:  
• Curriculum requirements for the endorsement and  
• four credits in mathematics and  
• four credits in science and  
• two additional elective credits |
| **STEM-Endorsement**             |                  | Includes 4 courses in a coherent sequence directly related to:  
• science, including Chemistry and Physics or  
• technology, including computer science or  
• engineering or  
• advanced math or |
<table>
<thead>
<tr>
<th>Foundation Graduation Program beginning Class of 2018</th>
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</thead>
<tbody>
<tr>
<td><strong>Business and Industry</strong></td>
</tr>
<tr>
<td>Includes 4 courses in a coherent sequence directly related to:</td>
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<tr>
<td>• database management or</td>
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<td>• information technology or</td>
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<td>• communications or</td>
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<td>• accounting or</td>
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<td>• finance or</td>
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<td>• marketing or</td>
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<td>• welding or</td>
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<tr>
<td>• logistics or</td>
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<tr>
<td>• automotive technology or</td>
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<tr>
<td>• HVAC or</td>
</tr>
<tr>
<td>• Culinary arts and hospitality</td>
</tr>
<tr>
<td>For a complete list of courses refer to pgs. 55-62.</td>
</tr>
</tbody>
</table>

| **Public Services**                                  |
| Includes 4 courses in a coherent sequence directly related to: |
| • health sciences and occupation or                  |
| • education and training or                          |
| • law enforcement or                                 |
| • human service (cosmetology) or                     |
| • JROTC                                              |

| **Arts and Humanities-Endorsement**                  |
| Includes 4 courses in a coherent sequence directly related to: |
| • political science or                                |
| • world languages or                                  |
| • cultural studies or                                 |
| • English literature or                               |
| • History ([5 credits]) or                            |
| • 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 |

<table>
<thead>
<tr>
<th><strong>Total Credits w/Endorsement-26</strong></th>
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</table>

| **Distinguished Level of 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 Speech and Health as a local graduation requirement.*
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 during the 8th 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 at least 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 Pathway 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 Pathways:
   (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 Pathway 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 Pathways:
   (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 Pathway 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 Pathways:

(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 disciplines

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.
Performace Acknowledgments

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.
## Course Descriptions

### English Language Arts

**Effective starting 2015-2016 School year**

<table>
<thead>
<tr>
<th>Foundation Program</th>
<th>Foundation w/Endorsements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Four credits:</strong></td>
<td></td>
</tr>
<tr>
<td>English Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

<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>

**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.

### 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]

Requirements subject to change based on TEA Rulings

### Four-year Intervention Plan

<table>
<thead>
<tr>
<th>Grade</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th grade</td>
<td>Reading I/Practical Writing</td>
</tr>
<tr>
<td>10th grade</td>
<td>Reading II/*Research Technical Writing</td>
</tr>
<tr>
<td>11th grade</td>
<td>Reading III/*Literary Genres</td>
</tr>
<tr>
<td>12th grade</td>
<td>*Creative Writing</td>
</tr>
</tbody>
</table>

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

**English I (EOC)**

Credit 1.0  
Weight 1.0  
Prerequisite: None  
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.

**PAP English I (EOC) ★**

Credit 1.0  
Weight 1.10  
Prerequisite: None  
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)**

Credit 1.0  
Weight 1.0  
Prerequisite: Per the LPAC Committee recommendation  
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)**

Credit 1.0  
Weight 1.0  
Prerequisite: English I  
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.

**PAP English II (EOC) ★**

Credit 1.0  
Weight 1.10  
Prerequisite: English I  
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)**

Credit 1.0  
Weight 1.0  
Prerequisite: Per the LPAC Committee recommendation  
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 language 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 forms 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.)

★ = Refer to page 9 regarding weighted credit
English III
Prerequisite: English II
Credit 1.0
Weight 1.0
Students will engage in activities that build on their prior knowledge and skills 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 ★
Prerequisite: English II
Credit 1.0
Weight 1.10
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) – Local Credit
Prerequisite: English II
Credit 1.0
Weight 1.0
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
Prerequisite: English III
Credit 1.0
Weight 1.0
Students will engage in activities that build on their prior knowledge and skills 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 ★
Prerequisite: English III
Credit 1.0
Weight 1.10
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) – Local Credit
Prerequisite: English III
Credit 1.0
Weight 1.0
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 (Composition I) – Dual Enrollment
Credit 1.0
Weight 1.15
Three semester hours (satisfies English III)
Prerequisite: DENG 0370, a satisfactory score on standard assessment test, or exemption from any TSI test. See Texas Success Initiative in the section entitled UNIVERSITY COLLEGE.
The objective of this course is to build students’ reading and writing skills using selected readings and guiding them through the writing process. Students will apply critical and analytical thinking skills by dissecting a variety of texts and will employ an awareness of voice, audience, purpose, and mode through multiple stages of writing. Students will also practice listening and speaking skills through discourse of relevant topics based on reading and writing assignments. In addition, this course will introduce research writing and finding credible sources in print and electronic. To earn credit, this course must be completed with a “C” or better.

★ = Refer to page 9 regarding weighted credit
English 1302 (Composition II) – Dual Enrollment  
Credit 1.0  
Weight 1.15

Three semester hours  
Prerequisite 1301  
(satisfies English IV)  
Prerequisite: ENGL 1301 with a grade of "C" or better. See Texas Success Initiative in the section entitled UNIVERSITY COLLEGE.

The goal of this course is to further develop reading and writing skills students acquired from 1301. Students will continue to evaluate selected readings that are more rigorous and extensive. Additionally, students will apply the art of argumentation by using their listening, speaking, and writing based on analysis and discussion of reading tasks. Students will be supported through every step of the research process that now entails in-depth techniques such as synthesizing information, evaluating primary and secondary sources, and essay length. There will be a series of comprehensive research projects that incorporate more sophisticated application of reading and writing skills. To earn credit, this course must be completed with a "C" or better.

Practical Writing Skills - Local Credit  
Credit 1.0  
Weight 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 one’s own writing.  
Support course for English I EOC.

Professional Communications  
Credit 0.5  
Weight 1.0  
(requirement)

Prerequisite: None (CTE) (Local Requirement)

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  
Weight 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  
Weight 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  
Weight 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.
Reading I

Credit 1.0
Weight 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
Weight 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
Weight 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
Weight 1.0
(elective credit)

Prerequisite: LPAC committee recommendation.
This one credit course is designed for recent immigrant and/or recently arrived English language learners (ELLs) 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.

Literary Genres

Credit 1.0
Weight 1.0

This course is designed to improve the ability to understand and analyze motivations and techniques of writers in various genres. It engages students in the reading of rich, mentor texts with the opportunity to become critical thinkers with the process of analysis, which exists as the cornerstone for success in the work place, the military, and/or post-high school collegiate work.

Creative Writing

Credit 1.0
Weight 1.0

This course is designed to guide students in creative writing through experience in three genres: short story, poetry, and creative non-fiction. The course includes analysis of literary models (professional writing in each genre), individual and class criticism of work in a workshop mode, and lecture and discussion of literary techniques in each genre.
Research and Technical Writing

This course examines the principles and methods of technical writing. Students explore a variety of methods and approaches for creating technical texts, including documents that demonstrate proficiency in the writing of reports, correspondence, manuals, proposals, articles, and specifications.
# Mathematics Graduation Requirements

Effective starting 2014-2015 School Year

## Foundation Program

<table>
<thead>
<tr>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I</td>
<td>Geometry</td>
<td>An advance math from Cluster I or II</td>
</tr>
</tbody>
</table>

**Three credits:**

- 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

- **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

### Cluster II

- **Algebraic Reasoning**
- **Statistics**

### Cluster I and II applies for third math under foundation

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

### Requirements subject to change based on TEA Rulings

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

- **pursuant to the TEC, §28.025(b-5), after the successful completion of Algebra II, a mathematics course endorsed by an institution of higher education as a course for which the institution would award course credit or as a prerequisite for a course for which the institution would award course credit. The Texas Education Agency (TEA) shall maintain a current list of courses offered under this 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(g-1).**
# Mathematics

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Algebra I (EOC)</strong></td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Prerequisite: 8th Grade Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In Algebra I, students will 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, 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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Algebra I Lab (Local)**             | 1.0    | 0.5    |
| This course is designed to build upon Algebra I concepts with extensive work in linear, quadratic, polynomial, rational, exponential, and problem solving strategies in real-world situations. (Companion Course to Algebra I) |        |        |

| **PAP Algebra I (EOC)** ★             | 1.0    | 1.10   |
| Prerequisite: 8th Grade Math          |        |        |
| In PAP Algebra I, students will 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, 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 to take other math classes. |        |        |

| **Geometry**                          | 1.0    | 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. |        |        |

| **PAP Geometry ★**                    | 1.0    | 1.10   |
| Prerequisite: Algebra I (required)    |        |        |
| In PAP 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** | 1.0    | 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. |        |        |

★ = Refer to page 9 regarding weighted credit
Algebraic Reasoning – Credit 1.0  
Prerequisite: Algebra I (required)  
Weight 1.0
In this course, students will study functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build to workforce and college readiness. Effective Fall of 2018 and thereafter.

Algebra I Lab – Local Credit  
Credit 1.0  
Weight 1.0
This course is designed to build upon Algebra I concepts with extensive work in linear, quadratic, polynomial, rational, exponential, and problem solving strategies in real-world situations. (Companion Course to Algebra I)

Algebra II  
Credit 1.0  
Weight 1.0
Prerequisite: Algebra I,
In Algebra II, students study linear systems and quadratic functions. 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.

PAP Algebra II  
Credit 1.0  
Weight 1.10
Prerequisite: Algebra I,
In PAP Algebra II, students study linear systems and quadratic functions. 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. Curriculum is taught at a higher depth and complexity.

Precalculus  
Credit 1.0  
Weight 1.0
Prerequisite: Algebra I, 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.

PAP Precalculus  
Credit 1.0  
Weight 1.10
Prerequisite: Algebra I, Geometry, Algebra II
In PAP 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  
Weight 1.10
Prerequisite: Algebra I, Geometry, Algebra II, Pre-Calculus, Independent Studies in Math (Spring Sem)
AP Calculus AB is primarily concerned with developing the student’s 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.

★ = Refer to page 9 regarding weighted credit
Independent Study in Mathematics  
Credit 1.0  
Prerequisite:  Algebra I, Geometry, Algebra II  
Weight 1.10  
This is a course where students 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. Companion course to AP Calculus AB. Must be taken during the Fall semester.

AP Statistics ★  
Credit 1.0  
Prerequisite:  Algebra I, Geometry, Algebra II  
Weight 1.10  
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  
Weight 1.0  
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  
Credit 1.0  
Prerequisite:  Algebra I, Geometry, and Algebra II  
Weight 1.0  
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  
Credit 1.0  
Weight 1.15  
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)  
Credit 0.5  
Grades 9-12  
Weight 1.0  
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.

★  = Refer to page 9 regarding weighted credit
World Geography
Prerequisite: None
Credit 1.0
Weight 1.0
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.

PAP World Geography ★
Prerequisite: None
Credit 1.0
Weight 1.10
PAP 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
Prerequisite: None
Credit 1.0
Weight 1.0
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.

PAP World History ★
Prerequisite: None
Credit 1.0
Weight 1.10
PAP 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.

★ = Refer to page 9 regarding weighted credit
United States History (EOC)  Credit 1.0
Prerequisite: None  Weight 1.0
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) ★  Credit 1.0
Prerequisite: None  Weight 1.10
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.

U.S. Government  Credit 0.5
Prerequisite: US History  Weight 1.0
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 ★  Credit 0.5
Prerequisite: US History  Weight 1.10
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 – Dual Enrollment  Credit 1.0
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.

★ = Refer to page 9 regarding weighted credit
Economics  
Prerequisite: US History  
Credit 0.5  
Weight 1.0  
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 ★  
Prerequisite: U.S. History  
Credit 0.5  
Weight 1.10  
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  
Prerequisite: None  
Credit 0.5  
Weight 1.0  
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  
Prerequisite: None  
Credit 0.5  
Weight 1.0  
This course is designed for students that will conduct advanced research on a selected topic in social studies using a framework that includes inquiry-based methods. Students apply ideas and theories related to social issues and questions using a process approach to take into account multiple perspectives and/or analyze historical and contemporary viewpoints within and across cultures.

Texas Government 2306 for Social Studies Advanced Studies – Dual Enrollment  
Prerequisite: Satisfactory score on standard test or exemption from any TSI test. (See Texas Success Initiative).  
Credit 1.0  
Weight 1.15  
This course surveys the origin and development of the Texas constitution, structure and powers of state and local government, federalism and inter-governmental relations, political participation and the election process, public policy, and the political culture of Texas. Students use a variety of technologies and critical thinking application skills to research a topic.

Special Topics-Laredo History  
Prerequisite: None  
Credit 0.5  
Weight 1.0  
This course encompasses an overview study of Laredo politics, South Texas ranching, commerce and trade, culture, and the geographical significance related to Spanish exploration, revolutions and conflict. Problem-solving, decision-making, and communication of information are important elements of the course. The course is designed for students who have fulfilled the completion of all state assessment requirements.
Sociology  
Prerequisite: None  
Credit 0.5  
Weight 1.0  
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  
Prerequisite: None  
Credit 0.5  
Weight 1.0  
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.

Psychology 2301 – Dual Enrollment  
Prerequisite: Satisfactory score on standard test or exemption from any TSI test. (See Texas Success Initiative).  
Credit 1.0  
Weight 1.15  
This course provides an overview of the scientific study of human behavior. It surveys major psychological topics, theories and approaches to the scientific study of behavior and mental processes. Emphasis is placed on major areas of study in the field of psychology such as learning, memory, personality, health and stress, child and adult development, and psychological disorders.
Science Graduation Requirements

Effective starting 2014-2015 School Year

Foundation Program

Science

Three credits:

1st Biology
2nd IPC and/or Advanced Science
3rd Advanced Science course

Foundation w/Endorsements

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.

Foundation Advanced Courses (SBOE Rule)

Second Science Credit

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

Foundation/Endorsement Advanced Courses (SBOE Rule)

Third/Fourth Science Credit

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

AP Physics C
Pathophysiology
IB Biology
Food Science
IB Chemistry
Forensic Science
IB Physics
Advanced Biotechnology
IB Environmental Systems
Principles of Technology
AP Advanced Animal Science
Scientific Research & Design
AP Advanced Plant & Soil Science
Engineering Design &
AP Physics 1: Algebra Based
Anatomy and Physiology
AP Physics 2: Algebra-Based
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
- **Weight:** 1.0

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.*

### Biology (EOC)
- **Credit:** 1.0
- **Prerequisite:** None
- **Weight:** 1.0

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.

### PAP Biology (EOC) ★
- **Credit:** 1.0
- **Prerequisite:** None
- **Weight:** 1.10

PAP 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
- **Weight:** 1.0

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.

### PAP Chemistry ★
- **Credit:** 1.0
- **Prerequisite:** IPC or Biology, and Algebra I
- **Weight:** 1.10

PAP 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
- **Weight:** 1.0

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.

★ = Refer to page 9 regarding weighted credit
<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Prerequisite</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PAP Physics ★</strong></td>
<td>1.0</td>
<td>Biology, Chemistry, and Algebra I</td>
<td>1.10</td>
</tr>
<tr>
<td>PAP 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.</td>
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<tr>
<td><strong>Environmental Systems</strong></td>
<td>1.0</td>
<td>Biology, IPC or Chemistry</td>
<td>1.0</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td><strong>AP Biology ★</strong></td>
<td>1.0</td>
<td>Biology, Chemistry, Physics</td>
<td>1.10</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td><strong>AP Chemistry ★</strong></td>
<td>1.0</td>
<td>Biology, Chemistry, and completion of or concurrent enrollment in Algebra II</td>
<td>1.10</td>
</tr>
<tr>
<td>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.</td>
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</tr>
<tr>
<td><strong>AP Environmental Science ★</strong></td>
<td>1.0</td>
<td>Biology, Chemistry, Algebra I</td>
<td>1.10</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td><strong>AP Physics B (Non-Calculus Based) ★</strong></td>
<td>1.0</td>
<td>Biology, Chemistry, Physics, Algebra I</td>
<td>1.10</td>
</tr>
<tr>
<td>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.</td>
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</tbody>
</table>

★ = Refer to page 9 regarding weighted credit
Scientific Research & Design III (Companion course for AP Biology) ★ Credit 1.0
Grades: 11-12
Prerequisite: Biology, Chemistry, IPC, or Physics
Articulated: No
Scientific Research and Design is a broad-based course designed to allow districts and schools considerable flexibility to develop local curriculum to supplement any program of study or coherent sequence. The course has the components of any rigorous scientific or engineering program of study from the problem identification, investigation design, data collection, data analysis, formulation, and presentation of the conclusions. These components are integrated with the career and technical education emphasis of helping students gain entry-level employment in high-skill, high-wage jobs and/or continue their education. Students must meet the 40% laboratory and fieldwork requirement. This course satisfies a high school science graduation requirement.
Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

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 Pathway
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) Credit 1.0
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.

Science Lab Assistant-Local Credit – Local Credit Credit 0.5
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) Credit 1.0
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)  Credit 0.5
Prerequisite: 3 Science credits  Weight 1.0
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)  Credit 0.5
Prerequisite: 3 Science credits  Weight 1.0
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  Weight 1.0
Art, I, four basic strands are learned by student’s 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  Weight 1.10
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  Weight 1.0
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  Weight 1.0
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  Weight 1.0
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 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.

★ = Refer to page 9 regarding weighted credit
Music I, II Choir
Prerequisite: Sequential order
Credit 1.0
Choir I, Students receive formal instruction with emphasis on understanding chord structure and learning 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
Prerequisite: Sequential order
Credit 1.0
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
Prerequisite: Sequential order
Credit 1.0
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 movement principles and technical skills and explore choreographic and performance qualities. Students develop self-discipline and healthy 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

<table>
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<tr>
<th>Course Name</th>
<th>Credit</th>
<th>Prerequisite</th>
<th>Weight</th>
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<tbody>
<tr>
<td><strong>ROTC I, II, III, IV (Public Service Endorsement)</strong></td>
<td>1.0</td>
<td>Sequential order</td>
<td>1.0</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td><strong>Professional Communications</strong></td>
<td>0.5</td>
<td>None</td>
<td>1.0</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td><strong>Teen Leadership</strong></td>
<td>0.5</td>
<td>None</td>
<td>1.0</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>Health</strong></td>
<td>0.5</td>
<td>None (Local Requirement)</td>
<td>1.0</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td><strong>Business Information Management I (CTE)</strong></td>
<td>1.0</td>
<td>Touch Systems Data Entry</td>
<td>1.0</td>
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<tr>
<td>Grades: 9-12</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>Business Information Management II (CTE)</strong></td>
<td>1.0</td>
<td>Business Information Management I</td>
<td>1.0</td>
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<tr>
<td>Grades: 10-12</td>
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<td>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.</td>
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<tr>
<td>**COSC 1301 Introduction to Computing **</td>
<td>1.0</td>
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<td>1.15</td>
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<tr>
<td>Overview of computer systems—hardware, operating systems, the Internet, and application software including word processing, spreadsheets, presentation graphics, and databases. Current topics such as the effect of computers on society, and the history and use of computers in business, educational, and other interdisciplinary settings are also studied. This course is not intended to count toward a student's major field of study in business or computer science.</td>
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</table>
**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**
- Credit: 1.0
- Weight: 1.0
- 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 are transferable to other disciplines.

**Digital Art and Animation**
- Credit: 1.0
- Weight: 1.0
- 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**
- Credit: 1.0
- Weight: 1.0
- 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 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, 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**
- Credit: 1.0
- Weight: 1.0
- 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, individually 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  Credit 1.0
Prerequisite: None  Weight 1.0
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 selection process of powerful and effective ways through social communication that promotes their competitive development.

Web Design  Credit 1.0
Prerequisite: None  Weight 1.0
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  Weight 1.0
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  Weight 1.0
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 way through social communication that promotes their competitive development.

Independent Study in Technology Application  Credit 2.0
Prerequisite: Touch System Data Entry  Weight 1.0
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.
Independent Study in Evolving/Emerging Technologies IC3  Credit 1.0
Prerequisite: Touch System Data Entry, Technology Application 9th-12th  Weight 1.0
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.

Foreign Language

Spanish, I, II, III  Credit 1.0
Prerequisite: None  Weight 1.0
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  Credit 1.0
Prerequisite: Spanish II  Weight 1.10
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  Credit 1.0
Prerequisite: Spanish III for Spanish Speakers or AP Spanish Language  Weight 1.10
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

**Credit:** 0.5  
**Prerequisite:** None  
**Weight:** 1.0

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 including students designing their own personal fitness program.

### Team Sports (PE)

**Credit:** 0.5  
**Prerequisite:** Foundations of Personal Fitness  
**Weight:** 1.0

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 reinforces the concept of incorporating physical activity into a healthy lifestyle beyond high school.

### Aerobic Activities (PE)

**Credit:** 0.5  
**Prerequisite:** Foundations of Personal Fitness  
**Weight:** 1.0

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

**Credit:** 0.5  
**Prerequisite:** None  
**Weight:** 1.0

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. Students enrolled in this class are expected to gain knowledge of the sport which can be pursued for a lifetime.

### Boys Basketball

**Credit:** 0.5  
**Prerequisite:** None  
**Weight:** 1.0

In Boys Basketball, students acquire the knowledge and skills for 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. Students enrolled in this class are expected to gain knowledge of the sport which can be pursued for a lifetime.

### Boys Baseball

**Credit:** 0.5  
**Prerequisite:** None  
**Weight:** 1.0

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. Students enrolled in this class are expected to gain knowledge of the sport which can be pursued for a lifetime.

### Boys Soccer

**Credit:** 0.5  
**Prerequisite:** None  
**Weight:** 1.0

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. Students enrolled in this class are expected to gain knowledge of the sport which can be pursued for a lifetime.
<table>
<thead>
<tr>
<th>Class</th>
<th>Credit</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Boys and Girls Track</td>
<td>0.5</td>
<td>1.0</td>
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<tr>
<td>Prerequisite: None</td>
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<tr>
<td>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. Students enrolled in this class are expected to gain knowledge of the sport which can be pursued for a lifetime.</td>
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<tr>
<td>Boys and Girls Cross Country</td>
<td>0.5</td>
<td>1.0</td>
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<tr>
<td>Prerequisite: None</td>
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<tr>
<td>Students are expected to participate in order to gain knowledge of the sport which can be pursued for a lifetime. Students acquire the knowledge and skills for movement that provide the foundation for competing successfully and maintaining a positive environment.</td>
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<tr>
<td>Golf and Tennis</td>
<td>0.5</td>
<td>1.0</td>
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<tr>
<td>Prerequisite: None</td>
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<tr>
<td>Girls Volleyball</td>
<td>0.5</td>
<td>1.0</td>
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<tr>
<td>Prerequisite: None</td>
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<tr>
<td>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. Students enrolled in this class are expected to gain knowledge of the sport which can be pursued for a lifetime.</td>
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<tr>
<td>Girls Softball</td>
<td>0.5</td>
<td>1.0</td>
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<tr>
<td>Prerequisite: None</td>
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<tr>
<td>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. Students enrolled in this class are expected to gain knowledge of the sport which can be pursued for a lifetime.</td>
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<tr>
<td>Girls Basketball</td>
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<td>Prerequisite: None</td>
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</tr>
<tr>
<td>Girls Soccer</td>
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</tr>
<tr>
<td>Prerequisite: None</td>
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<td>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. Students enrolled in this class are expected to gain knowledge of the sport which can be pursued for a lifetime.</td>
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</tr>
</tbody>
</table>
Drill Team I, II, III, IV  
Prerequisite: Successful try-out and sequential order  
Credit 0.5  
Weight 1.0  
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  
Prerequisite: Successful try-out and sequential order  
Credit 0.5  
Weight 1.0  
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.

KINE 1304 Personal/Community Health CORE – Dual Enrollment  
Credit 0.5  
Weight 1.15  
This course provides an introduction to the fundamentals, concepts, strategies, applications, and contemporary trends related to understanding personal and/or community health issues. This course also focuses on empowering various populations with the ability to practice healthy living, promote healthy lifestyles, and enhance individual well-being.
Career and Technical Education

Agriculture, Food & Natural Resources Pathway

Agricultural Mechanics Pathway

- Principles of Agriculture, Food, & Natural Resources
- Agricultural Mechanics & Metal Technologies
- Agricultural Structures Design and Fabrication and Agricultural Equipment Design and Fabrication
- Agricultural Power System

Food Processing Pathway

- Principles of Agriculture, Food, & Natural Resources
- Agricultural Mechanics & Metal Technologies
- Food Technology and Safety
- Food Processing

Oil and Gas Pathway

- Principles of Agriculture, Food and Natural Resources
- Ag Mechanics and Metal Technologies
- Oil & Gas Enrollment at LCC or LISD Oil & Gas Production I
- Oil & Gas Production II

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

Grades: 9-12
Prerequisite: None
Articulated: No

Principles of Agriculture, Food, and Natural Resources will allow students to develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations.

Credit 1.0
Weight 1.0
Agricultural Mechanics & Metal Technologies
Credit 1.0
Grades: 10-12
Prerequisite: None
Recommended Prerequisite: Principles of Agriculture, Food, & Natural Resources
Articulated: Yes
Agricultural Mechanics and Metal Technologies is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal working techniques. To prepare for careers in agricultural power, structural, and technical systems, students must attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations.

Agricultural Structures Design and Fabrication
Credit 1.0
Grade: 11-12
Prerequisite: None
Recommended Prerequisite: Agricultural Mechanics & Metal Technologies
Articulated: No
In Agricultural Structures Design and Fabrication, students will explore career opportunities, entry requirements, and industry expectations. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural structures design and fabrication.

Agricultural Equipment Design and Fabrication
Credit 1.0
Grade: 11-12
Articulated: No
Recommended Prerequisite: Agricultural Mechanics & Metal Technologies
Articulated: No
In Agricultural Equipment Design and Fabrication, students will acquire knowledge and skills related to the design and fabrication of agricultural equipment. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural equipment design and fabrication.

Agricultural Power Systems
Credit 2.0
Grades: 10-12
Prerequisite: None
Recommended Prerequisite: Principles of Agriculture, Food, and Natural Resources
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: None
Articulated: No
In Livestock Production, students will acquire knowledge and skills related to livestock and the livestock production industry. Livestock Production may address topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry.

Small Animal Management
Credit 0.5
Grades: 10-12
Prerequisite: None
Articulated: No
In Small Animal Management, students will acquire knowledge and skills related to small animals and the small animal management industry. Small Animal Management may address topics related to small mammals such as dogs and cats, amphibians, reptiles, and birds.
**Advanced Animal Science**

Grade: 11-12  
Credit 1.0  
Weight 1.0  
Prerequisite: Biology and Chemistry or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production.  
Recommended Prerequisite: Veterinary Medical Applications  
Articulated: No  
Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences.  
Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

**Food Technology & Safety**

Grades: 10-12  
Credit 1.0  
Weight 1.0  
Prerequisite: None  
Articulated: No  
Food Technology and Safety examines the food technology industry as it relates to food production, handling, and safety. To prepare for careers in value-added and food processing systems, students must 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**

Grades: 10-12  
Credit 1.0  
Weight 1.0  
Prerequisite: None  
Recommended Prerequisite: Food Technology & Safety  
Articulated: No  
Food Processing focuses on the food processing industry with special emphasis on the handling, processing, and marketing of food products. To prepare for careers in food products and processing systems, students must 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. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

**Horticulture Science**

Grades: 10-12  
Credit 1.0  
Weight 1.0  
Prerequisite: None  
Articulated: No  
Horticultural Science is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production.

**Advanced Plant & Soil Science**

Grade: 11-12  
Credit 1.0  
Weight 1.0  
Prerequisite: None  
Recommended Prerequisite: Biology, IPC, Chemistry, or Physics and a minimum of one course in the Agriculture, Food, and Natural Resources Career 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
Grad: 11-12
Prerequisite: None
Recommended Prerequisite: A minimum of one credit from the courses in the Agriculture, Food, and Natural Resources Career 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 Pathway. 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
Grad: 11
Prerequisite: one credit from Pathway
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 Pathway.

Oil and Gas Production Systems, I
Credit 1.0
Grades: 9-12
Prerequisite: None
Recommended Prerequisite: Principles of Agriculture, Food, and Natural Resources and Agriculture Mechanics and Metal Technologies
Articulated: No
In Oil and Gas Production I, students will identify specific career opportunities and skills, abilities, tools, certification, and safety measures associated with each career. Students will also understand components, systems, equipment, and production and safety regulations associated with oil and gas wells.

Oil and Gas Production II
Credit 1.0
Grades: 10-12
Prerequisites: Oil and Gas Production I
Articulated: No
In Oil and Gas Production II, students will gain knowledge of the specific requirements for entry into post-secondary education and employment in the petroleum industry; research and discuss petroleum economics; research and discuss the modes of transportation in the petroleum industry; research and discuss environmental, health, and safety concerns; research and discuss different energy sources; and prepare for industry certification.
Construction Pathway

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 Construction
Credit 1.0
Grades: 9-12
Weight 1.0
Prerequisite: None
Articulated: No
Principles of Construction is intended to provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools. For safety and liability considerations, limiting course enrollment to 15 students is recommended. This course also provides communication and occupation skills to assist the student in obtaining and maintaining employment.

Principles of Architecture
Credit 1.0
Grades: 9-12
Weight 1.0
Prerequisite: None
Articulated: No
Provides an overview to the various fields of architecture, interior design, and construction management. Achieving proficiency in decision-making and problem solving is an essential skill for career planning and lifelong learning. Classroom studies include topics such as safety, work ethics, communication, information technology applications, systems, health, environment, leadership, teamwork, ethical and legal responsibility, employability, and career development and include skills such as problem solving, critical thinking, and reading technical drawings.

Construction Technology I
Credit 2.0
Grades: 10-12
Weight 1.0
Prerequisite: None
Recommended Prerequisite: Principles of Architecture or Principles 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.
Construction Technology II
Grades: 11-12
Prerequisite: Construction Technology I
Articulated: No

In Construction Technology II, 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 I
Grades: 10-12
Prerequisites: None
Recommended Prerequisite: Algebra 1, Geometry, and Principles of 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.
Science, Technology, Engineering, and Mathematical Pathway

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

**Principles of Applied Engineering**

- **Credit:** 1.0
- **Grades:** 9-10
- **Weight:** 1.0
- **Prerequisite:** None
- **Articulated:** No

Principles of Applied Engineering provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will develop engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will understand the various fields of engineering and will be able to make informed career decisions. Further, students will have worked on a design team to develop a product or system. Students will use multiple software applications to prepare and present course assignments.

**Engineering Design and Presentation I**

- **Credit:** 1.0
- **Grades:** 10-12
- **Weight:** 1.0
- **Prerequisite:** Algebra I
- **Prerequisite:** Principles of Applied Engineering
- **Articulated:** Yes

Engineering Design and Presentation I is a continuation of knowledge and skills learned in Principles of Applied Engineering. Students enrolled in this course will demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain employment in these areas.
Engineering Design & Presentation II  
**Credit 2.0**

**Grades:** 11-12  
**Prerequisite:** Algebra I and Geometry  
**Recommended Prerequisite:** Principles of Applied Engineering and Engineering Design & Presentation I  
**Articulated:** Yes

Engineering Design and Presentation I is a continuation of knowledge and skills learned in Principles of Applied Engineering. Students enrolled in this course will demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain employment in these areas.

Engineering Design & Problem Solving  
**Credit 1.0**

**Grade:** 11-12  
**Prerequisite:** Algebra I and Geometry  
**Recommended Prerequisites:** two Science, Technology, Engineering, and Mathematics Career Cluster credits.  
**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.

Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

Engineering Mathematics  
**Credit 1.0**

**Grades:** 11-12  
**Prerequisite:** Algebra II  
**Articulated:** No

Engineering Mathematics is a course where students solve and model design problems. Students will use a variety of mathematical methods and models to represent and analyze problems that represent a range of real-world engineering applications such as robotics, data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and computer programming. This course satisfies a high school mathematics graduation requirement.

Note: This course satisfies a math credit requirement for students on the Foundation High School Program.

Scientific Research & Design  
**Credit 1.0**

**Grades:** 11-12  
**Prerequisite:** Biology, Chemistry, IPC, or Physics  
**Articulated:** No

Scientific Research and Design is a broad-based course designed to allow districts and schools considerable flexibility to develop local curriculum to supplement any program of study or coherent sequence. The course has the components of any rigorous scientific or engineering program of study from the problem identification, investigation design, data collection, data analysis, formulation, and presentation of the conclusions. These components are integrated with the career and technical education emphasis of helping students gain entry-level employment in high-skill, high-wage jobs and/or continue their education. Students must meet the 40% laboratory and fieldwork requirement. This course satisfies a high school science graduation requirement.

Note: This course satisfies a science credit requirement for students on the Foundation High School Program.
AC/DC Electronics  
**Credit 1.0**  
**Grades: 10-12**  
Prerequisite: None  
Recommended Prerequisite: Principles of Applied Engineering  
Articulated: No  
AC/DC Electronics focuses on the basic electricity principles of alternating current/direct current (AC/DC) circuits. Students 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. Students will use a variety of computer hardware and software applications to complete assignments and projects. Additionally, students will explore career opportunities, employer expectations, and educational needs in the electronics industry.

Solid State Electronics  
**Credit 1.0**  
**Grades: 11-12**  
Prerequisite: AC/DC Electronics  
Articulated: No  
Students enrolled in this course will demonstrate knowledge and applications of advanced circuits, electrical measurement, and electronic implementation used in the electronics and computer industries. Through use of the design process, students will transfer academic skills to component designs in a project-based environment.

Robotics I  
**Credit 1.0**  
**Grades: 9-10**  
Prerequisite: None  
Recommended Prerequisite: Principles of Applied Engineering  
Articulated: No  
In Robotics I, students will transfer academic skills to component designs in a project-based environment through implementation of the design process. Students will build prototypes or use simulation software to test their designs.

Robotics II  
**Credit 1.0**  
**Grades: 10-12**  
Prerequisite: Robotics I  
In Robotics II, students will explore artificial intelligence and programming in the robotic and automation industry. Through implementation of the design process, students will transfer academic skills to component designs in a project-based environment.

Principles of Technology  
**Credit 1.0**  
**Grades: 10-12**  
Prerequisite: Science Credit and Algebra I  
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.  
Note: This course satisfies a science credit requirement for students on the Foundation High School Program.
Transportation, Distribution and Logistics Pathway

Automotive Service and Repair Pathway

- Principles of Transportation Systems
- Energy, Power of Transportation Systems or Small Engine Technology I
- Automotive Technology I or Small Engine Technology II
- Automotive Technology II

Collision Repair Pathway

- Principles of Transportation Systems
- Basic Collision Repair
- Collision Repair
- Paint and Refinishing

Distribution and Logistics Pathway

- Principles of Distribution and Logistics
- Distribution and Logistics
- Management of Transportation Systems
- Practicum in Distribution and Logistics

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

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

Auto or Auto Body Mechanic
Vehicle & System Inspector
Railroad Safety Inspector
Longshore Worker
Ship, tugboat or ferry pilot
Cargo & Freight Agent
Health & Safety Manager
Marketing Manager
Sales Representative
Flight Attendant
Principles of Transportation Systems
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, of Transportation Systems
Credit 1.0
Grades: 10-12
Recommended Prerequisite: Principles of Transportation Systems
Articulated: No
Energy and Power of Transportation Systems, students will gain knowledge and skills in material handling and distribution and proper application, design, and production of technology as it relates to the transportation industries. 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 I: Maintenance and Light Repair
Credit 2.0
Grades: 9-12
Prerequisite: None
Recommended Prerequisites: Automotive Basics or Principles of Transportation
Articulated: Yes
Automotive Technology I: Maintenance and Light Repair includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. This course includes applicable safety and environmental rules and regulations. In Automotive Technology I: Maintenance and Light Repair, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

Automotive Technology II: Automotive Service
Credit 2.0
Grades: 11-12
Prerequisite: Automotive Technology I: Maintenance and Light Repair
Articulated: Yes
Automotive Technology II: Automotive Service includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. Automotive Technology II: Automotive Service includes applicable safety and environmental rules and regulations. In this course, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

Basic Collision Repair and Refinishing
Credit 1.0
Grades: 9-12
Prerequisite: None
Basic Collision Repair and Refinishing includes knowledge of the processes, technologies, and material used in the reconstruction of vehicles. This course is designed to teach the concepts and theory of systems related to automotive repair and refinishing.

Collision Repair
Credit 2.0
Grades: 10-12
Prerequisite: None
Recommended Prerequisite: Basic Collision Repair and Refinishing
Articulated: Yes
Collision repair and refinishing services include knowledge of the processes, technologies, and materials used in the reconstruction and alteration of vehicles.
Paint and Refinishing  Credit 2.0  
Grades: 10-12  
Prerequisite: None  
Recommended Prerequisite: Basic Collision Repair and Refinishing or Collision Repair  
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 I  Credit 1.0  
Grades: 9-12  
Prerequisite: None  
Recommended Prerequisite: Principles of Transportation Systems or Automotive Basics  
Articulated: No  
Small Engine Technology I includes knowledge of the function and maintenance of the systems and components of all types of small engines such as outdoor power equipment, motorcycles, generators, and irrigation engines. This course is designed to provide training for employment in the small engine technology industry. Instruction includes the repair and service of cooling, air, fuel, lubricating, electrical, ignition, and mechanical systems. In addition, the student will receive instruction in safety, academic, and leadership skills as well as career opportunities.

Small Engine Technology II  Credit 2.0  
Grades: 10-12  
Prerequisite: Small Engine Technology I  
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.

Principles of Distribution and Logistics  Credit 1.0  
Grades: 9-12  
Prerequisites: None  
In Principles of Distribution and Logistics, students will gain knowledge and skills in the safe application, design, production, and assessment of products, services, and systems. This knowledge includes the history, laws and regulations, and common practices used in the logistics of warehousing and transportation systems.

Distribution and Logistics  Credit: 1.0  
Grades: 11-12  
Recommended Prerequisites: Principles of Distribution and Logistics  
Articulated: No  
Distribution and Logistics is designed to provide training for entry-level employment in distribution and logistics. This course focuses on the business planning and management aspects of distribution and logistics. To prepare for success, students will learn, reinforce, experience, apply, and transfer their knowledge and skills related to distribution and logistics.

Management of Transportation Systems  Credit 1.0  
Grades: 10-12  
Recommended Prerequisite: Principles of Transportation Systems  
In Management of a Transportation Systems, 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.
Practicum in Transportation, Distribution, and Logistics
Credit 2.0
Grades: 11-12
Recommended Prerequisite: Distribution and Logistics Or 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 Pathway. 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.

Manufacturing Pathway

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

Principles of Manufacturing
Credit 1.0
Grades: 9-12
Prerequisite: None
Recommended 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 these knowledge and skills are applied to manufacturing.

Introduction to Welding
Credit 1.0
Grades 9-12
Prerequisite: None
Recommended Prerequisite or Corequisite: Algebra I
Introduction to Welding will introduce welding technology with an emphasis on basic welding laboratory principles and operating procedures. Students will be introduced to the three basic welding processes. Topics include: industrial safety and health procedures, welding power sources, welding career potentials, and introduction to welding codes and standards.
Welding I
Credit 2.0
Grades: 10-12
Prerequisite: None
Recommended Prerequisite: Algebra I, Principles of Manufacturing, Introduction to Precision Metal Manufacturing, or Introduction to Welding.
Articulated: Yes
Welding I provide the knowledge, skills, and technologies required for employment in metal technology systems. Students will develop knowledge and skills related to this system and apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for future success.

Welding II
Credit 2.0
Grades: 11-12
Prerequisite: Welding I
Recommended Prerequisites: Algebra I or Geometry
Articulated: Yes
Welding II builds on the knowledge and skills developed in Welding I. Students will develop advanced welding concepts and skills as related to personal and career development. Students will integrate academic and technical knowledge and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

Precision Metal Manufacturing I
Credit 2.0
Grades: 10-12
Prerequisite: None
Recommended Prerequisite: Principles of Manufacturing and Algebra 1 or Geometry
Articulated: Yes
Precision Metal Manufacturing I will provide the knowledge, skills, and technologies required for employment in precision machining. While the course is designed to provide necessary skills in machining, it also provides a real-world foundation for any engineering discipline. This course may address a variety of materials such as plastics, ceramics, and wood in addition to metal. Students will develop knowledge of the concepts and skills related to precision metal manufacturing to apply them to personal and career development.

Precision Metal Manufacturing II
Credit 2.0
Grades: 10-12
Prerequisite: Precision Metal Manufacturing I
Articulated: No
Precision Metal Manufacturing II will provide students the knowledge, skills, and technologies required for employment in precision machining. While this course is designed to provide necessary skills in machining, it also provides a real-world foundation for any engineering discipline. This course addresses a variety of materials such as plastics, ceramics, and wood in addition to metal. Students will develop knowledge of the concepts and skills related to these systems to apply them to personal and career development.
Business, Marketing & Finance
Business, Management and Administration Pathway

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  Weight 1.0
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.

Business Information Management I  Credit 1.0  Weight 1.0
Grades: 9–12
Prerequisite: None
Recommended Prerequisite: Touch System Data Entry.
In Business Information Management I, 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. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.

Business Information Management II  Credit 1.0  Weight 1.0
Grades: 10-12
Prerequisite: Business Information Management I.
In Business Information Management II, 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. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software.

Business Management  Credit 1.0  Weight 1.0
Grades: 10-12
Prerequisite: None
Business Management is designed to familiarize students with the concepts related to business management as well as the functions of management, including planning, organizing, staffing, leading, and controlling. Students will also demonstrate interpersonal and project-management skills.
Global Business  
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.

Virtual Business  
Grades: 10-12  
Prerequisite: None  
Virtual Business is designed for students to start a virtual business by creating a web presence, conducting online and off-line marketing, examining contracts appropriate for an online business, and demonstrating project-management skills. Students will also demonstrate bookkeeping skills for a virtual business, maintain business records, and understand legal issues associated with a virtual business.

Finance Pathway

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

Money Matters  
Grades: 9-12  
Prerequisite: None  
Recommended 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.

Accounting I  
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
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.

Banking and Financial Services
Grades: 10-12
Prerequisite: None
Recommended Prerequisite: Principles of Business, Marketing, and Finance
Articulated: Yes
Students develop knowledge and skills in the economic, financial, technological, international, social, and ethical aspects of banking to become competent consumers, employees, and entrepreneurs.

Financial Analysis
Grades 11-12
Prerequisite: Accounting I
Articulated: Yes
In Financial Analysis, students will apply knowledge and technical skills in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students will develop analytical skills by actively evaluating financial results of multiple businesses, interpreting results for stakeholders, and presenting strategic recommendations for performance improvement.

Marketing, Sales and Services Pathway

- Principles of Business, Marketing, and Finance
- Entrepreneurship
- Advanced Marketing
- Practicum in Marketing

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
Grades: 10-12
Prerequisite: None
Recommended Prerequisite: Principles of Business, Marketing, and Finance
Articulated: Yes
Students will learn the principles necessary to begin and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services.
Fashion Marketing
Grades: 9-12
Prerequisite: None
Recommended 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.

Sports and Entertainment Marketing
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.

Advanced Marketing
Grades: 11-12
Prerequisite: One credit from the courses in the Marketing Career Cluster.
Articulated: Yes
In Advanced Marketing 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 covers technology, communication, and customer-service skills.

Advertising
Grades: 9-12
Prerequisite: None
Recommended 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
Grades: 11-12
Prerequisite: None
Articulated: Yes
Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

Practicum in Marketing
Grades: 11-12
Prerequisite: None
Recommended Prerequisite: Principles of Business, Marketing, and Finance
Practicum in Marketing is a series of dynamic activities that focus on the customer to generate a profitable exchange. Students will 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, risk management, and selling skills. The practicum is a paid or unpaid experience for students participating a coherent sequence of career and technical courses in marketing.
Information Technology Pathway

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: 9-10  Weight 1.0
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 Media  Credit 1.0
Grades: 9-12  Weight 1.0
Prerequisite: None
Articulated: Yes
In Digital Media, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students will enhance reading, writing, computing, communication, and critical thinking and apply them to the IT environment.

Web Technologies  Credit 1.0
Grades: 10-12  Weight 1.0
Prerequisite: None
Recommended Prerequisite: Principles of Information Technologies
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  Weight 1.0
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.
Practicum in Information Technology
Grades: 12
Prerequisite: A minimum of two high school information technology or computer courses.
Articulated: No
In the Practicum in Information Technology, students will gain advanced knowledge and skills 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 IT concepts and standards are essential to prepare students for success in a technology-driven society. Critical thinking, IT experience, and product development may be conducted in a classroom setting with an industry mentor, as an unpaid or paid internship, as part of a capstone project, or as career preparation.

Arts, A/V Technology & Communication Pathway

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
Grades: 9
Prerequisite: None
Articulated: No
The goal of this course is for the student understands arts, audio/video technology, and communications systems. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.

Animation I
Grades: 10-12
Prerequisite: None
Recommendation Prerequisite: Art I or Principles of Art, Audio/Video Technology, and Communications.
Articulated: Yes
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.
### Animation II
**Credit:** 1.0  
**Weight:** 1.0  
**Grades:** 11-12  
**Prerequisite:** Animation I  
**Articulated:** Yes  
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. The instruction also assists students seeking careers in the animation industry.

### Audio/Video Production I
**Credit:** 1.0  
**Weight:** 1.0  
**Grades:** 9-12  
**Recommended Prerequisite:** Principles of Arts, Audio/Video Technology, and Communications  
**Articulated:** No  
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 products.

### Audio/Video Production II
**Credit:** 1.0  
**Weight:** 1.0  
**Grades:** 10-12  
**Prerequisite:** Audio/Video Production I  
**Articulated:** Yes  
Building upon the concepts taught in Audio/Video Production, 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 postproduction products. This course may be implemented in an audio format or a format with both audio and video.

### Practicum in Audio/Video Production
**Credit:** 2.0  
**Weight:** 1.0  
**Grades:** 11-12  
**Prerequisites:** Audio Video Production II and Audio/Video Production II Lab.  
**Articulated:** No  
Building upon the concepts taught in Audio/Video Production II and its corequisite Audio/Video Production II Lab, 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 increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio/video or audio format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

### Graphic Design & Illustration I
**Credit:** 1.0  
**Weight:** 1.0  
**Grades:** 10-12  
**Prerequisite:** None  
**Recommended Prerequisite:** Principles of Arts, Audio/Video Technology, and Communications.  
**Articulated:** No  
Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career Pathway, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

### Graphic Design & Illustration II
**Credit:** 1.0  
**Weight:** 1.0  
**Grades:** 10-12  
**Prerequisite:** Graphic Design & Illustration I  
**Recommended Corequisite:** Graphic Design and Illustration II Lab  
**Articulated:** No  
Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career Pathway, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills.
Practicum in Graphic Design & Illustration
Credit 2.0
Grades: 10-12
Prerequisites: Graphic Design & Illustration II and Graphic Design and Illustration II Lab.
Articulated: No
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.

Commercial Photography I
Credit 1.0
Grades: 9-12
Prerequisite: None
Recommended Corequisite: Commercial Photography Lab I
Articulated: No
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 commercial photography industry with a focus on creating quality photographs.

Commercial Photography II
Credit 1.0
Grades: 11-12
Prerequisite: None
Recommended Prerequisite: Commercial Photography I
Recommended Corequisite: Commercial Photography Lab II
Articulated: No
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 technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs.

Professional Communications
Credit 0.5
Grades: 9-12
Prerequisite: None
Articulated: No
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.

Hospitality & Tourism Pathway

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.

Introduction to Culinary Arts  
Credit 1.0  
Grades: 9-10  
Prerequisite: None  
Recommended Prerequisite: Principles of Hospitality and Tourism  
Articulated: No  
Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. This is an entry level course for students interested in pursuing a career in the food service industry. This course is offered as a classroom and laboratory-based course.

Culinary Arts  
Credit 2.0  
Grades: 10-12  
Recommended Prerequisite: Principles of Hospitality and Tourism and Introduction to Culinary Arts  
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. Students can pursue a national sanitation certification or other appropriate industry certifications. This course is offered as a laboratory course.

Advanced Culinary Arts  
Credit 2.0  
Grades: 10-12  
Prerequisite: Culinary Arts  
Advanced Culinary Arts will extend content and enhance skills introduced in Culinary Arts by in-depth instruction of industry-driven standards to prepare students for success in higher education, certifications, and/or immediate employment.

Practicum in Culinary Arts  
Credit 2.0  
Grades: 11-12  
Prerequisite: Culinary Arts  
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.
Public Services Career Clusters

Cosmetology Pathway

**Introduction to Cosmetology**
- Credit: 1.0
- Grades: 10
- Prerequisite: None
- Articulated: No
In Introduction to Cosmetology, students explore careers in the cosmetology industry. To prepare for success, students must have academic and technical knowledge and skills relative to the industry. Students may begin to earn hours toward state licensing requirements.

**Cosmetology I**
- Credit: 2.0
- Grades: 10-11
- Prerequisite: Acceptance Required
- Recommended Prerequisite: Introduction to Cosmetology.
- 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 (TDLR) requirements for licensure upon passing the state examination.

**Cosmetology II**
- Credit: 2.0
- Grades: 11-12
- Prerequisite: Cosmetology I
- Articulated: No
In Cosmetology II, students will demonstrate proficiency in academic, technical, and practical knowledge and skills. The content is designed to provide advanced training in professional standards/employability skills; Texas Department of Licensing and Regulation (TDLR) rules and regulations; use of tools, equipment, technologies, and materials; and practical skills.
Law, Public Safety, Corrections, and Government Pathway

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
Credit 1.0
Grades: 9-12
Prerequisite: None
Articulated: No
Principles of Law, Public Safety, Corrections, and Security introduces students to professions in law enforcement, protective services, corrections, firefighting and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services.

Law Enforcement I
Credit 1.0
Grades: 10-12
Prerequisite: None
Recommended 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: None
Recommended 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: 10-12
Prerequisite: None
Recommended 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: 11-12
Prerequisite: Biology and Chemistry.
Recommended Prerequisite or Corequisite: Any Law, Public Safety, Corrections, and Security Career Cluster course.
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.
Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

Correctional Services
Credit 1.0
Grades: 10-12
Prerequisite: None
Recommended Prerequisite: Principles of Law, Public Safety, Corrections, and Security
Articulated: No
In Correctional Services, students prepare for certification required for employment as a correctional officer. The student will learn the role and responsibilities of a municipal, county, state, or federal correctional officer; discuss relevant rules, regulations, and laws; and discuss defensive tactics, restraint techniques, and first aid procedures as used in the correctional setting.

Health Science Pathway

Health Science Pathway

Principles of Health Science  Medical Terminology  Health Science Theory/Clinical  Practicum In Health Science

Top Careers
Dentist, General
Physician Assistant
Medical & Health Services Manager Physical Therapist
Radiation Therapist
Nuclear Medicine Technologist
Orthotist & Prosthetists
Diagnostic Medical Sonographer
Registered Nurse

Principles of Health Science
Credit 1.0
Grades: 9-10
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:** 1.0  
**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, and singular and plural forms, plus medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.

### Health Science Theory
**Credit:** 1.0  
**Grades:** 10-12  
**Prerequisite:** Principles of Health Science & Biology  
**Recommended Corequisite:** Health Science Clinical  
**Articulated:** Yes  
The Health Science Theory course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development.

### Health Science Theory/Clinical
**Credit:** 2.0  
**Grades:** 10-12  
**Prerequisites:** Biology and Principles of Health Science  
**Corequisite:** Health Science Theory  
The Health Science Clinical course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hand-on experiences for continued knowledge and skill development.

### Anatomy & Physiology
**Credit:** 1.0  
**Grades:** 10-12  
**Prerequisite:** Biology and a second science credit  
**Recommended Prerequisite:** A course from the Health and Science Career Cluster.  
**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.  
*Note:* This course satisfies a science credit requirement for students on the Foundation High School Program.

### Practicum in Health Science
**Credit:** 2.0  
**Grades:** 11-12  
**Prerequisite:** Principles of Health Science, Health Science Theory, 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:** 1.0  
**Grades:** 10-12  
**Prerequisite:** Biology and Chemistry  
**Recommended Prerequisite:** A course from the Health Science Career Cluster.  
**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.  
*Note:* this course satisfies a science credit requirements for students on the Foundation High School program.
Pathophysiology

Grades: 11-12
Prerequisite: Biology and Chemistry
Recommended Prerequisite: A course from the Health and Science Career Cluster
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. Note: this course satisfies a science credit requirements for students on the Foundation High School program.

World Health Research

Grades: 11-12
Prerequisite: Biology and Chemistry
Recommended Prerequisite: A course from the Health Science Career Cluster.
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.
Dr. Dennis D. Cantu Early College High School in collaboration with Laredo Community College will provide a quality educational experience by

- Developing students’ communication, creativity, problem solving, reasoning, researching and technology skills that will enable them to successfully compete challenging and rigorous course work.
- Preparing students for future learning opportunities in the health science field.
- Providing students the opportunity to gain college course work while earning their high school diploma.
- Providing students the perceptions and skills they need to be effective in a global society, including: Family, Work, Friendship, Recreation and Community Service.

**Students will:**

Have an opportunity to graduate with a high school diploma and earn **60 college hours** to obtain an **Associates of Science Degree from Laredo Community College.**

- Have the best of both worlds— attend and participate in all high school activities while taking college courses.
- Accelerate their post-secondary education, as well as, jumpstart their chosen Health Science career.
- Follow a PAP and AP curriculum.
- Work hard and rise to new intellectual challenges.

**Who Should Apply?**

**Students who are:**

- interested in a Health Science career
- entering 9th grade
- first—generation college graduates
- self-determined and self-driven
- ready for a challenge!

<table>
<thead>
<tr>
<th>Career Pathways</th>
<th>Associates in Science with State Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Associates in Science Pre-Professional</strong></td>
<td><strong>Associates in Science Pre-Professional</strong></td>
</tr>
<tr>
<td>• Pre-Medical</td>
<td>• Certified Nursing Assistant</td>
</tr>
<tr>
<td>• Pre-Dental</td>
<td>• Emergency Medical Technician</td>
</tr>
<tr>
<td>• Pre-Veterinary</td>
<td></td>
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<tr>
<td>• Pre-Optometry</td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>English</td>
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<tr>
<td>-------</td>
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</tr>
<tr>
<td>9th</td>
<td>PAP English I or PAP Geometry</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PAP English II</td>
</tr>
<tr>
<td>10th</td>
<td>PAP Pre-Calculus</td>
</tr>
<tr>
<td></td>
<td>AP Calculus</td>
</tr>
<tr>
<td>11th</td>
<td>PAP English Language ENGL 1301 (D) and ENGL 1302 (D)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AP English Literature ENGL 2326 (D)</td>
</tr>
<tr>
<td>12th</td>
<td></td>
</tr>
</tbody>
</table>
Vision

It is the vision of VMT to instill 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 preforming 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/Attendance Report
- 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
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
Music and Media Communications I, II

Choir

Music Vocal Ensemble I, II, III, 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)  
Principals of Audio Video Productions  
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  
Digital Arts & Music

Journalism  
Advanced Journalism Literary Magazine

Academics Curriculum

English Department  
PAP English I, II  
AP English III, IV  
Creative & Imaginative Writing  
Literary Genres  
Practical Writing  
Research Technical Writing

Social Studies Department  
PAP World Geography  
PAP World History  
AP US History  
AP US Government  
AP Macroeconomics  
Economics

Dual Enrollment (College Courses)

<table>
<thead>
<tr>
<th>English 1301 &amp; 1302</th>
<th>Government 2305</th>
<th>Texas Government 2306</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music Theory 1211</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2102 E. Lyon St., Laredo, TX  78043  
(956) 273-7800  
http://vmt.elisd.org  
Dr. Martha E. Villarreal, Director
Sabas Perez Engineering & Technology Applications Early College High School
Engineering Course Sequence

Vision: The Sabas Perez Engineering and Technology Magnet School will make available an 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 requirements.

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><strong>English (4)</strong></td>
<td>PAP English I</td>
<td>English II</td>
<td>English III</td>
<td>English IV or Eng. 1302 (Dual Course)</td>
</tr>
<tr>
<td>Regular or PAP/AP</td>
<td></td>
<td></td>
<td>English 1301 (Dual Course)</td>
<td></td>
</tr>
<tr>
<td><strong>Math (4)</strong></td>
<td>PAP ALG I</td>
<td>Geometry 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>Regular or PAP/AP</td>
<td>PAP Geom</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Science (4)</strong></td>
<td>PAP 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>Regular or PAP/AP</td>
<td></td>
<td></td>
<td>Chembridge &amp; Science Research &amp; Design</td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies (3.5)</strong></td>
<td>PAP World History</td>
<td>World History</td>
<td>U.S. History</td>
<td>Govt. or Govt. 2305 (Dual course)</td>
</tr>
<tr>
<td>Regular or PAP/AP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Economics (0.5)</strong></td>
<td></td>
<td></td>
<td></td>
<td>Economics (0.5)</td>
</tr>
<tr>
<td><strong>Languages Other Than English</strong></td>
<td>Spanish I</td>
<td>Spanish II</td>
<td>Spanish II</td>
<td>AP Spanish Language/Literature</td>
</tr>
<tr>
<td><strong>Elective</strong></td>
<td>BIM/COSC 1301 (Dual)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Health (0.5)</strong></td>
<td></td>
<td></td>
<td></td>
<td>Health/Speech</td>
</tr>
<tr>
<td><strong>Physical Education (1.0)</strong></td>
<td>PE/Elective</td>
<td>KINE 1304 (Dual)</td>
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</tr>
<tr>
<td><strong>Fine Arts (1)</strong></td>
<td>ART I</td>
<td>Fine Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Art, Band, Choir, Dance, Orchestra, Theatre Art, other)</td>
<td>Theater Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>Principles of Applied Engineering</td>
<td>Engineering Design &amp; Presentation</td>
<td>Engineering Design &amp; Presentation II</td>
<td>Architectural Drafting/Electrical Technology (CTE Dual courses)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Architectural Drafting/Electrical Technology (CTE Dual courses)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Robotics &amp; Automation</td>
<td></td>
</tr>
<tr>
<td><strong>College Hours</strong></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

Notes: (1) A student may be assigned to EOC Intervention courses based on test scores.
(2) Students who are interested in Dual Enrollment course should notify their counselor as early as possible.
Sabas Perez Engineering & Technology Applications Early College High School
Technology Course Sequence

**Vision:** The Sabas Perez Engineering and Technology Magnet School will make available an 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 requirements.

**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><strong>English (4)</strong></td>
<td>English I</td>
<td>English II</td>
<td>English III</td>
<td>English IV or Eng. 1301 (Dual Course)</td>
</tr>
<tr>
<td><strong>Math (4)</strong></td>
<td>Algebra I or Geometry</td>
<td>Geometry 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><strong>Science (4)</strong></td>
<td>Biology</td>
<td>Chemistry</td>
<td>Physics</td>
<td>Advanced Science Course</td>
</tr>
<tr>
<td><strong>Social Studies (3.5)</strong></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><strong>Economics (0.5)</strong></td>
<td></td>
<td></td>
<td></td>
<td>Economics (0.5)</td>
</tr>
<tr>
<td><strong>Languages Other Than English</strong></td>
<td>Spanish I/II</td>
<td>Spanish II</td>
<td>AP Spanish Language/Literature</td>
<td>AP Spanish Language/Literature</td>
</tr>
<tr>
<td><strong>Communication Applications (0.5)</strong></td>
<td></td>
<td></td>
<td></td>
<td>Professional Communications (0.5)</td>
</tr>
<tr>
<td><strong>Health (0.5)</strong></td>
<td>Health</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Physical Education (1.0)</strong></td>
<td>PE/PE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fine Arts (1)</strong></td>
<td></td>
<td></td>
<td></td>
<td>Fine Arts</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>Principles of A/V Production</td>
<td>Animation</td>
<td>Advanced Animation</td>
<td>Video Game Design</td>
</tr>
<tr>
<td><strong>Total Credits</strong></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. Students who are interested in Dual Enrollment course should notify their counselor as early as possible.
The Hector J. Garcia Early College High School (GECHS) is a partnership between the Laredo Independent School District (LISD) and Texas A&M International University (TAMIU). GECHS is a small public high school with a maximum of 450 students that recruit at–risk and economically disadvantaged students from every middle school in the Laredo Independent School District. The mission of the Hector J. Garcia Early College High School is to provide first generation college-bound students with the opportunity to acquire a total of 60 plus university credit hours by the end of their high school career. Garcia Early College High School offers a rigorous academic program in a small-personalized setting with a prescriptive support system to ensure success. Students who attend GECHS must be dedicated and focused with a strong work ethic towards their academic career.

<table>
<thead>
<tr>
<th>Freshmen</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre- Ap Algebra</td>
<td>Pre-AP Geometry / Algebra II</td>
<td>Pre-Calculus / College Algebra</td>
<td>AP Calculus / AP statistics / Algebraic Reasoning</td>
</tr>
<tr>
<td>Pre-AP Biology</td>
<td>Pre-AP Chemistry</td>
<td>Pre-AP Physics</td>
<td>*Dual Enrolled/ Adv.</td>
</tr>
<tr>
<td>Pre-Ap English I</td>
<td>Pre- AP English II</td>
<td>*Eng. 1301/1302 - Class support</td>
<td>*Dual Enrolled /Adv.</td>
</tr>
<tr>
<td>Physical Education / Health</td>
<td>*Speech</td>
<td>*Univ. 1301</td>
<td>*Dual Enrolled /Adv.</td>
</tr>
<tr>
<td>Pre-AP Spanish I and II</td>
<td>Pre-Ap Spanish III /AP- Language</td>
<td>*PS 2305 (Govt) AP-Spanish Literature</td>
<td>*Dual Enrolled /Adv.</td>
</tr>
<tr>
<td>Reading I / Reading II</td>
<td>Creative Writing</td>
<td>Economics</td>
<td></td>
</tr>
</tbody>
</table>

Intervention courses are assigned for the area missing in TSI (Reading, Math, Writing). Students meeting all TSI components are given the opportunity to earn foreign language credit aside from the required Spanish I, II, and AP- Language starting their freshmen year. Depending on student major of study, students will be enrolled in university courses according to degree plan.

**All student must have passed all TSI areas by the end of sophomore year.
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.
- Optional flexible school day
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: 2101 Lyon St. Phone: 273-7800 ext. 7802

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

Dr. Dennis D. Cantu Early College High School 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.
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 programs.