# Greenwood High School

*Home of the Rangers and Rangerettes*


# 2022-2023

## Guide to Success & Course Descriptions

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Greenwood High School
2700 FM 1379, Midland, TX 79706
432-253-6687, Fax 432-685-7814

Dear Students and Parents:

It is a pleasure to present to you the Greenwood High School Four-Year Planning Guide for the 2020-2021 school year.

Greenwood High School has structured this course handbook in order to meet the needs of our students, that strictly align with the Texas Education Agency's (TEA) Guidelines. The courses we are offering have been designed to challenge students intellectually, engage them in their own learning and to provide them with the opportunity for concentrated study and personalized education.

The purpose of this handbook is to serve as a guide for students and parents as they select a program of study. It is vital that students, parents and GHS staff work closely with one another to ensure that all Rangers and Rangerettes create a four-year plan that will build each student with a solid foundation to future success. Course offerings are subject to change based on student enrollment and teacher availability.

Sincerely,

The Administration, Faculty & Staff of Greenwood High School
Stacy Jones, Principal
Shannon Merritt, Asst. Principal
Nate Bridges, Asst. Principal
Jamie Savage, Counselor
Amanda Lambert, Counselor

## GENERAL INFORMATION

Greenwood High School is a state accredited high school that provides broad academic experiences for all students. Students and parents should read thoroughly the information provided in this course handbook in order to select the best possible courses according to students' needs, abilities, and career plans.

## COURSE SELECTION

Course selections will take place early in the spring semester of each school year. Although students will receive specific instructions during that time from high school personnel, the responsibility for appropriate graduation and career choices rests with students and parents. The counseling staff is available to assist in making decisions related to course selections.

The process of course selection is one of the most critical functions performed by a school. Based upon selection information, courses are scheduled and teachers are employed for the next year. Therefore, it is important that course selections be given serious consideration. After school begins, changes will be made only to correct scheduling errors or to equalize class enrollments.

**A note about this book:**

It is the intent of the course handbook to provide entering students and their parents with essential information for educational and career planning. This guide is designed to be used to aid the student in preparing for the future. The school and its professional staff are an important support to the student in providing guidance, information, and resources.

There are many factors to consider when selecting courses. Students should choose courses based on interest and ability, post-graduation educational plans, and future career goals.

**The ultimate responsibility for choices and decisions rests with the student and his/her parents.** It is the responsibility of the school to assist in providing and interpreting all the appropriate and most recent information available. This information and assistance will enable the student to make the best and wisest decision commensurate with his/her abilities and interests.

Students should read the course handbook carefully before making any course selections. School counselors are available to answer any questions concerning the information presented. Students are encouraged to seek assistance from the counseling staff throughout their high school years for help in planning for graduation and beyond.

Please feel free to call the Counseling Office at Greenwood High School at 432-253-6687. The counselors will be glad to answer your questions.

Greenwood ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, or disability in providing education services, activities, and programs, including vocational programs.

## COURSE LOAD

The required course load for students in grades 9-11 is eight credit-generating courses each semester. Students in grade 12 are required to take at least five credit-generating courses each semester. Local credit courses count as credit generating-courses for the purposes of determining course load, however they do not count towards graduation credits.

## ADMISSION TO PRE-ADVANCED PLACEMENT COURSES

***Method of Entry***

A student may enter a Pre-AP course by **either** of two methods:

1. Gifted and talented identification
2. Academic performance criteria

**Gifted and Talented Identification**

Any student who has been identified as gifted and talented as established by the Greenwood ISD Gifted and Talented Program automatically *qualifies* for entry into all Pre-AP courses.

**Academic Performance Criteria**

A student who has not been identified as gifted and talented as established by the Greenwood ISD Gifted and Talented Program *may qualify* for entry into an individual Pre-AP course by meeting subject specific academic performance criteria. These academic performance criteria are stated below:

1. *English I Pre-AP and English II Pre-AP*
   The student must a) have earned a final average of 85.00 or above in his most recently completed English course and b) either have achieved an acceptable level EOC standard on the most recent EOC testing or have received a written recommendation from his most recent English teacher.
2. *Geometry Pre-AP*
   The student must a) have earned a final average of 85.00 or above in either Algebra I and b) either have achieved an acceptable level EOC standard on the most recent EOC testing or have received a written recommendation from the teacher of his Algebra I class.
3. *Algebra II Pre-AP*
   The student must a) have earned a final average of 85.00 or above in either Algebra I or Geometry and b) either have achieved an acceptable level EOC standard on the most recent EOC testing or have received a written recommendation from the teacher of his Algebra I or Geometry course. **It is highly recommended that a student planning to take Pre-Calculus take Algebra II Pre-AP rather than Algebra II.**
4. *Pre-Calculus Pre-AP*
   The student must a) have earned a final average of 85.00 or above in Algebra II or Algebra II Pre-AP and b) have achieved an acceptable level EOC standard on the most recent EOC testing or have received a written recommendation from the teacher of his Algebra II or Algebra II Pre-AP course. **It is highly recommended that a student planning to take Pre-Calculus take Algebra II Pre-AP rather than Algebra II.**
5. *Biology Pre-AP*
   The student a) must have earned a final average of 85.00 or above in his most recently completed grade 8 science or Integrated Physics and Chemistry (IPC) course and b) either achieved an acceptable level EOC standard on the most recent EOC testing or

earned a 70% on a locally developed Biology Pre-AP entrance exam or received a written recommendation from the teacher of either his eighth grade science or IPC course.

6. *Chemistry Pre-AP*
   The student must a) have earned a final average of 85.00 or above in either Algebra I or IPC and b) have achieved an acceptable level EOC standard on the most recent EOC testing or have received a written recommendation from the teacher of his Algebra I course, his IPC course, his Biology course or from the current Pre-AP Chemistry teacher.
7. *Physics Pre-Ap*
   The student must a) have earned a final average of 85.00 or above in either Algebra II or Biology Pre-AP or Chemistry Pre-AP and b) either have achieved an acceptable level EOC standard on the most recent EOC testing or have received a written recommendation from the teacher of his Algebra II course, or from the current Pre-AP Chemistry or Pre-AP Biology teacher.

## ADMISSION TO ADVANCED PLACEMENT COURSES

### Method of Entry

A student may enter an AP course through **one** of the following methods:

1. Gifted and talented identification
2. Successful completion of the prerequisite Pre-AP or AP course
3. Academic performance criteria for transfer students or for any non-GT students wanting to enroll.

### Gifted and Talented Identification

Any student who has been identified as gifted and talented as established by the Greenwood ISD Gifted and Talented Program automatically qualifies for entry into all AP courses.

### Successful Completion of the Prerequisite Pre-AP or AP Course

A student who has not been identified as gifted and talented as established by the Greenwood ISD Gifted and Talented Program may qualify for entry into an individual AP course by successfully completing the prerequisite Pre-AP course, as applicable:

1. Chemistry Pre-AP is the prerequisite course for Chemistry AP.
2. Pre-Calculus Pre-AP is the prerequisite course for Calculus AP.
3. Biology Pre-AP is the prerequisite course for Biology AP.
4. Physics Pre-AP is the prerequisite course for Physics AP.

## DUAL CREDIT ENROLLMENT

Students have the opportunity to participate in the GHS/Midland College dual credit program. In this program, students earn both high school and college credit by taking one or more college courses on the Greenwood High School campus during the regular school day. The student is responsible for the cost of tuition and fees.

In order for a student to enroll in a dual credit course, he or she must have passed the applicable portion(s) of the TSI (Texas Success Initiative) exam. Students are responsible for scheduling and taking the TSI exam. For more information regarding dual credit please email Debbie Gibbs at dgibbs@greenwood.esc18.net.

Currently, the following dual credit courses are offered for **JUNIORS:**

| MC Course | MC # | GHS Course | GHS # | MC Prerequisite | TSI |
|---|---|---|---|---|---|
| US History I | HIST 1301 | US HIST DC S1 | 000424 | none | rd & wrtg |
| US History II | HIST 1302 | US HIST DC S2 | 000425 | 1301 | rd & wrtg |
| Composition I | ENGL 1301 | ENGL III DC S1 | 000163 | none | rd & wrtg |
| Composition II | ENGL 1302 | ENGL III DC S2 | 000164 | 1301 | rd & wrtg |

Currently, the following dual credit courses are offered for **SENIORS**:

| MC Course | MC # | GHS Course | GHS # | MC Prerequisite | TSI |
|---|---|---|---|---|---|
| British Literature I | ENGL 2322 | ENGL IV C-23 S1 | 000133 | ENGL 1301/1302 | rd & wrtg |
| British Literature II | ENGL 2323 | ENGL IV C-23 S2 | 000134 | ENGL 1301/1302 | rd & wrtg |
| Prin. of Macroecon. | ECON 2301 | ECON CONC | 000410 | none | rd & wrtg |
| Federal Govt | GOVT 2305 | GOVT 1 CONC | 000407 | none | rd & wrtg |

*Note*: These courses may not be required by your college degree plan. Contact your intended college and ask to speak with a counselor in your anticipated field of study to find out whether or not you should enroll in these courses. Also, please notice that ENGL 1301 and ENGL 1302 are prerequisites to both ENGL 2322 and ENGL 2323.

Debbie Gibbs serves as Greenwood High School's Dual Credit Coordinator and Jené Brown is our dual credit liaison with Midland College. For more information regarding dual credit please email Mrs. Gibbs at dgibbs@greenwood.esc18.net or Mrs. Brown at jbrown@midland.edu.

**Students are responsible for tuition, books, and fees.**

## MIDLAND COLLEGE EARLY ADMISSIONS PROGRAM

Through the early admissions program, juniors and seniors may be permitted to enroll in courses at Midland College after school hours or during the summer. This program is available to all GHS junior and senior students subject to the following provisions:

1. The student and course load must be approved by the high school principal.
2. The student must enroll for a minimum of five periods at GHS during the senior year.
3. The student must take the TSI exam prior to enrolling in Midland College.
4. While attending Midland College, the student will be expected to adhere to all policies of the college.
5. **If the course is to be counted for high school credit, the student will be responsible for ensuring that the instructor provides documentation of the final numeric course grade to GHS. The grade must be reported in numeric form rather than grade point form (example: 84, not 3.0). THIS NUMERIC GRADE MUST BE FAXED, MAILED, OR EMAILED BY THE INSTRUCTOR DIRECTLY TO THE GHS COUNSELOR'S OFFICE. GRADES DELIVERED BY STUDENTS ARE NOT ACCEPTABLE. The student should discuss this with the instructor on the first day of class and perhaps again on the last day of class.**
6. If the course results in credit for a high school course that is normally included in the GPA, the college grade will be recognized for GPA purposes. However, if the course is not offered as a dual credit course at GHS, the student will not be granted the additional 10 weighted points toward GPA.

Before attempting to enroll at Midland College, early admissions students must request a form entitled "Early Admissions Program" from the dual credit liaison, obtain a signature from a parent, submit a copy to GHS as well as a copy of the form to Midland College. If the student has not previously taken MC courses, he/she will also have to complete a Midland College application for admission, provide a high school transcript, and submit copies of TSI exam scores.

### TSI (Texas Success Initiative)

All students must take the state approved TSI exam prior to enrolling in college for the first time unless they are specifically exempt by law.

#### Exemptions for Current High School Students from TSI

Students who meet one of the following qualifying standards on the ACT or SAT are exempt from the TSI:

**ACT:** Composite 23 with a minimum of 19 on both English and Mathematics.
ACT scores are valid for five (5) years from the date of testing.

**SAT:** Combined verbal and mathematics score of 1070, with minimum scores of 500 on both the verbal and the mathematics tests. SAT scores are valid for five (5) years from the date of testing.

**If you want to take courses through Midland College (dual credit enrollment or early admissions) you are responsible for taking the TSI exam**. To determine test dates and times, contact Ms. Gibbs at dgibbs@greenwood.esc18.net.

*Do I have to take the TSI exam if I am **not** going to participate in dual credit or early admissions*?

If you are not enrolling in either dual credit or early admissions programs while in high school but plan to enroll in a Texas PUBLIC college or university (not a certificate program) after graduation, you must—

- be TSI exempt based on SAT or ACT **or**
- take the TSI exam before enrolling in a Texas public college or university in a degree program.

Special Testing Accommodations - TSI

Special testing accommodations can be made for a student with a diagnosed learning disability or other disability, such as a visual or hearing impairment. For further advising, students should contact the Midland College Counselor for Students with a Disability.

**AUTO/WELDING/TRADES DUAL CREDIT ENROLLMENT**

Juniors and seniors may request to take selected automotive, welding, and building trades courses during the school day at the Midland College Advanced Technology Center. MISD students have priority for these course slots. GHS students are admitted only if space is available. Midland College does not require students to take the TSI exam, however students will have to complete a Midland College application. Midland College will also require a meningitis vaccination or a signed opt-out agreement.

# GREENWOOD HIGH SCHOOL

Midland College

## Step One: Complete Parent Permission Form

Complete and submit online form at: www.midland.edu/dcform

## Step Two: Apply Texas Application

Complete and submit an application to Midland College:

- Go to www.ApplyTexas.org
- Complete a new profile
- Complete an application
- Apply as a dual credit student at Greenwood High School
- Select Degree and Major as close as possible to your educational goals
- DO NOT apply as a transient or casual student
- Provide social security number
- Answer All Required Questions
- Check 3 boxes at end of application
- Make sure you see a final screen that congratulates you for completing your application

## CREDIT BY ACCELERATION

### CORRESPONDENCE COURSE

Students may take up to 2.0 credits of coursework through the Texas Tech University correspondence program. Students may be enrolled in only one correspondence course at a time. All tuition, fees, and other expenses are the responsibility of the student.

### CREDIT BY EXAM

Credit by Exam(CBE) opportunities are available. Dates and deadlines will be published and announced each year. Students may take an exam for acceleration or credit recovery. To receive credit, students must obtain a score of 80 for acceleration (no prior instruction) and 70 for credit recovery (with prior instruction).

## GRADE CLASSIFICATION

All students who have completed the eighth grade are classified as freshmen when they enter high school. After the ninth grade, students are classified according to the number of high school credits he or she has earned. Students cannot be promoted to the next grade level unless they have met said number of credits. Students can make up credits through Edgenuity, a credit recovery program used by GHS.

| Credits Earned | Classification |
|---|---|
| Fewer than 5.0 | grade 9 - freshman |
| 5.0 | grade 10 - sophomore |
| 10.0 | grade 11 - junior |
| 15.0 | grade 12 - senior |

## GRADE POINT AVERAGE

Greenwood High School uses a numeric grading scale. Grades of 70 and above are passing. Grades of 69 and below are failing.

Weighted 5.0 Scale

Class rank is based on the WEIGHTED 5.0 SCALE.

NON-WEIGHTED COURSES

- A 100 in a non-weighted course is assigned a value of 5.0.
- A 70 in a non-weighted course is assigned a value of 2.0.
- A 69 or below is assigned a value of 0.0.

WEIGHTED COURSES

- When included in a weighted 5.0 GPA, all weighted courses in which the actual grade earned is 70 or above will carry an additional weight of 1.0 for each semester passed.
- A 100 (actual grade earned) in a weighted course is assigned a value of 6.0.
- A 70 (actual grade earned) in a weighted course is assigned a value of 3.0.
- A 69 or below (actual grade earned) is assigned a value of 0.0.

Numeric Average

For the purpose of grade average calculation, all weighted courses carry an additional weight of 10 for each semester passed. **However, in accordance with state law, all individual course grades are recorded on the transcript as the actual grade earned—not as the weighted grade.**

Examples

Biology (non-weighted course)

*SEMESTER 1*
Actual grade earned = 92
Grade recorded on transcript = 92
Grade averaged into 100 pt. avg. = 92
Grade averaged for rank = 4.2

*SEMESTER 2*
Actual grade earned = 87
Grade recorded on transcript = 87
Grade averaged into 100 pt. avg. = 87
Grade averaged for rank = 3.7

Biology Pre-AP (weighted course)

*SEMESTER 1*
Actual grade earned = 92
Grade recorded on transcript = 92
Grade averaged into 100 pt. avg. = 102
Grade averaged for rank = 5.2

*SEMESTER 2*
Actual grade earned = 87
Grade recorded on transcript = 87
Grade averaged into 100 pt. avg. = 97
Grade averaged for rank = 4.7

Converting from Weighted 5.0 to Weighted 4.0

When asked to convert a GPA from the weighted 5.0 scale to a weighted 4.0 scale, the counseling office uses the formula required by the Texas Higher Education Coordinating Board's Robert C. Byrd Honors Scholarship:

(weighted 5.0 GPA / 5) X 4 = weighted 4.0 GPA

Unweighted College 4.0 GPA

An unweighted college 4.0 is calculated by assigning grade points as follows:

A (90-100) = 4.0
B (80-89) = 3.0
C (75-79) = 2.0
D (70-74) = 1.0
F (<=69) = 0.0

This GPA scale will include ***All*** courses taken in grades 9-12.

## Grades from Other School Districts

When a student enters GHS with credit awarded by another district for a course in which the student earned a "D" or a grade of 60-69, GHS will honor the credit. The grade will be entered as a "P" for passing, but the grade will not be included in the GPA or class ranking.

When a student enters Greenwood High School with alpha grades, the grades must be translated to numeric before they can be entered on the transcript or used in GPA calculations. A few schools do provide a specific translation from alpha to numeric; however, most do not. Therefore, when working with incoming grades for which a specific translation is not provided, GHS utilizes the following scale:

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| A+ | 98 | B+ | 88 | C+ | 78 | D+ | 68 | F | 55 |
| A | 95 | B | 85 | C | 75 | D | 65 | | |
| A- | 92 | B- | 82 | C- | 72 | D- | 62 | | |

## No Credit

When a student's transcript states that a student received "no credit" or "NC" due to lack of attendance or for any reason other than failure, the grade that is recorded for that semester will not be calculated into either the numeric or scaled GPA.

## Courses Included in Ranking GPA

The 5.0 scale grade point average includes academic courses only. The Ranking GPA does not include correspondence courses, credit by exam grades, or grades earned prior to grade 9. The following courses, when completed in grades 9-12, are included in the GPA:

| Course | Weighted Points | Course | Weighted Points |
|---|---|---|---|
| English I-IV | No | Dual Credit Prof Com | No |
| PAP English I & II | Yes | Algebra 1 | No |
| Dual Credit English III | Yes | Geometry | No |
| Dual Credit English IV | Yes | PAP Geometry | Yes |
| Integr. Physics & Chem. | No | Algebra II | No |
| Biology | No | PAP Algebra II | Yes |
| PAP Biology | Yes | Math Models | No |
| AP Biology | Yes | Pre-Calculus | No |
| Chemistry | No | PAP Pre-Calculus | Yes |
| PAP Chemistry | Yes | AP Calculus | Yes |
| AP Chemistry | Yes | World Geography | No |
| Physics | No | World History | No |
| PAP Physics | Yes | US History | No |
| AP Physics | Yes | Dual Credit US Hist. | Yes |
| Anatomy & Physiology | No | Government | No |
| Environmental Systems | No | Dual Credit Govt. | Yes |
| Communications Appl. | No | Economics | No |
| Spanish I-II | No | Dual Credit Econ. | Yes |
| BUSIM I & II | No | Health | No |
| Web Technologies | No | Adv. Algebra | No |
| Audio Video Prod. I & II | No | Forensics | No |
| Prof Communication | No | | |

## Credit Requirements and Graduation Plans

Texas provides three graduation plans: Foundation, Foundation + Endorsement(s) and Distinguished. Beginning with the class of 2018, students must choose either the Foundation + Endorsement(s) or the Distinguished graduation plan.

**Foundation Plan:**
A total of 24.0 credits are required. Up to 2.0 local credits may be included in these 24.0 required credits.

**Foundation + Endorsement(s) and Distinguished plans:**
A total of 26.0 credits are required. All credits must be state approved credits.

What are the differences between the Foundation + Endorsement(s) and Distinguished Level of Achievement?

Students completing the Distinguished Level of Achievement must take Algebra II. Only students completing the Distinguished level of achievement may compete for the top 10% Automatic Admission opportunity.

## Senior Considerations *(subject to change)*

May seniors attend school for less than eight periods?

SENIORS may request "NO CLASS" for the last one, two or three class periods or first period.
***Seniors must be scheduled for at least 5 periods a day.***

What if I want to be an office aide or library aide?

SENIORS may request to be considered for an office aide position for one period a day for 0.5 local credit (1 semester only; local credits do NOT count towards the required number of credits for graduation). The high school and middle school principals will review these requests and make assignments according to their needs. Juniors may NOT request Office Aide.

# GRADUATION PLANS

** Required by the district, although no longer a state requirement.

| FOUNDATION | +ENDORSEMENT(S) | DISTINGUISHED |
|---|---|---|
| ***ENGLISH (4.0)*** | ***ENGLISH (4.0)*** | ***ENGLISH (4.0)*** |
| ENGLISH 1 | ENGLISH 1 | ENGLISH 1 |
| ENGLISH 2 | ENGLISH 2 | ENGLISH 2 |
| ENGLISH 3 | ENGLISH 3 | ENGLISH 3 |
| ENGLISH 4 | ENGLISH 4 | ENGLISH 4 |
| ***MATH (3.0)*** | ***MATH (4.0)*** | ***MATH (4.0)*** |
| ALGEBRA I | ALGEBRA I | ALGEBRA I |
| GEOMETRY | GEOMETRY | GEOMETRY |
| ALGEBRA 2 OR MATH MODELS | MATH MODELS/ALGEBRA 2 | MATH MODELS/ALGEBRA 2 |
| | ALGEBRA 2/PRE-CAL | ALGEBRA 2/PRE-CAL |
| ***SCIENCE (3.0)*** | ***SCIENCE (4.0)*** | ***SCIENCE (4.0)*** |
| BIOLOGY | BIOLOGY | BIOLOGY |
| IPC OR CHEMISTRY | IPC OR CHEMISTRY | IPC OR CHEMISTRY |
| ADVANCED SCIENCE | ADVANCED SCIENCE | ADVANCED SCIENCE |
| | ADVANCED SCIENCE | ADVANCED SCIENCE |
| ***SOCIAL STUDIES (3.0)*** | ***SOCIAL STUDIES (3.0)*** | ***SOCIAL STUDIES (3.0)*** |
| W. HISTORY | W. HISTORY | W. HISTORY |
| US HISTORY | US HISTORY | US HISTORY |
| GOVERNMENT | GOVERNMENT | GOVERNMENT |
| ECONOMICS | ECONOMICS | ECONOMICS |
| ***OTHER (6.0)*** | ***OTHER (6.0)*** | ***OTHER (6.0)*** |
| **PHYSICAL EDUCATION (1)** | **PHYSICAL EDUCATION (1)** | **PHYSICAL EDUCATION (1)** |
| MARCHING BAND *AND/OR* | MARCHING BAND *AND/OR* | MARCHING BAND *AND/OR* |
| ATHLETICS *AND/OR PE* | ATHLETICS *AND/OR PE* | ATHLETICS *AND/OR PE* |
| **FOREIGN LANGUAGE (2.0)** | **FOREIGN LANGUAGE (2.0)** | **FOREIGN LANGUAGE (2.0)** |
| **ART (1.0)** | **ART (1.0)** | **ART (1.0)** |
| ART 1, TH. ARTS or BAND 1 | ART 1, TH. ARTS or BAND 1 | ART 1, TH. ARTS or BAND 1 |
| ****HEALTH (.5)** | ****HEALTH (.5)** | ****HEALTH (.5)** |
| ****SPEECH (.5)** | ****SPEECH (.5)** | ****SPEECH (.5)** |
| COMMUNICATION APPL. | COMMUNICATION APPL. | COMMUNICATION APPL. |
| ****TECHNOLOGY (1.0)** | ****TECHNOLOGY (1.0)** | ****TECHNOLOGY (1.0)** |
| | **ALGEBRA 2 OR PRECAL (1.0)** | **ALGEBRA 2 OR PRECAL(1.0)** |
| | **ADVANCED SCIENCE (1.0)** | **ADVANCED SCIENCE (1.0)** |
| | **CREDIT REQUIREMENTS SPECIFIC TO ENDORSEMENT(4.0)** | **CREDIT REQUIREMENTS SPECIFIC TO ENDORSEMENT(4.0)** |
| **ELECTIVES (5.0)** | **ELECTIVES (1.0)** | **ELECTIVES (1.0)** |
| **(2.0 may be Local)** | | |
| **TOTAL CREDITS 24** | **TOTAL CREDITS 26** | **TOTAL CREDITS 26** |

*A District may require more than the state mandated requirements, but it may not require less.*

## Graduation Endorsements

Students *must* take at least 4 courses from a selected endorsement area to include an advanced level course. Students should select courses leading towards an endorsement based on areas of interest, student strengths, or possible career paths.

1. STEM (Science, Technology, Engineering, and Mathematics)
    a. A student may earn a STEM endorsement by completing 5 credits in a math or science related field. Chemistry and Physics must be a part of the coherent sequence.
2. Multidisciplinary
    a. A student may earn a multidisciplinary endorsement by completing 4 credits in each of the core subject areas. Students may also earn this endorsement by completing credits in a variety of advanced courses from the multiple content areas.
    b. The majority of GHS students master this endorsement with ease.
3. Arts & Humanities
    a. A student may earn an Arts & Humanities endorsement by completing a coherent sequence of 4 credits directly related to the fine arts field.
    b. A coherent sequence would include 4 credits in the same field of study or 4 credits from 2 fields of study.
        i. For example: Art I, II, III, IV ***or*** Art I, II and Band I, II
4. Business & Industry
    a. A student may earn a Business & Industry endorsement by completing a coherent sequence of 4 credits in a Career Technology Education (CTE) cluster. These clusters are related to data management, information technology, communications, accounting, finance, marketing, graphic design, architecture, construction, welding, logistics, and automotive technology.
5. Public Services
    a. A student may earn a Public Service endorsement by completing 4 credits in a coherent sequence in fields related to health science, education and training, law enforcement, culinary, or hospitality.

### What if I want to change my graduation plan?

If a student wants to move to either the Foundation + Endorsement(s) or Distinguished plan, he or she must complete a "Change of Graduation Plan" form.

The Foundation Plan is the lowest graduation plan available. However, it is not available until after the completion of the sophomore year. Changing to this graduation plan will require parent and administrative approval in writing.

### What are the benefits of graduating with an endorsement or with the Distinguished Level of Achievement?

You can get into most junior colleges on the Foundation plan. It is your responsibility to contact the college or university that you plan to attend regarding that specific school's admission requirements. (The Foundation Plan is accepted by Midland College.)

Regardless of class rank, only students on the Foundation Distinguished Level of Achievement are eligible for automatic admission consideration.

Most four year university admissions requirements include Algebra 2 or higher mathematics coursework. Completing one or more endorsement(s) allows a student the opportunity to acquire a deeper level of understanding within a specific area. This may be more beneficial for college and career readiness than a random selection of electives

## PERFORMANCE ACKNOWLEDGEMENTS

All students may earn a performance acknowledgement on their diploma and transcript by outstanding performance in any of the following areas:

- *In a dual credit course* - At least 12 dual credit hours as part of Texas core curriculum or advanced technical credit with a grade of 3.0 or higher on a 4.0 scale
- *In bilingualism and biliteracy* - Have an 80 or higher average in Spanish I, II, and III
- *On an AP test or IB exam*
  Score of 3 or better on an AP exam; OR
  Score of 4 or better on IB exam
- *On the PSAT, the ACT-Plan, the SAT, or the ACT*
  PSAT Commended Scholar, National Hispanic Scholar, National Achievement Scholar; OR
  ACT PLAN college readiness in 2 of 4 subject tests; OR
  SAT combined Critical Reading and Math of at least 1250; OR
  ACT composite of 28
- *Earning a nationally or internationally recognized business or industry certification or license*
  Examination performance to obtain national or international business or industry certification; OR
  Examination performance to obtain a government-required credential to practice a profession

Most students will earn their performance acknowledgements by taking college courses and earning a 3.0 ("B") or better. For example, students who take 6 college hours of US History (2 semesters) and 6 college hours of English (2 semesters) their junior year and earn at least a 3.0 each semester in each course will have satisfied the performance acknowledgement requirement.

## Terminology

*Elective*

An elective is any course that is not listed as required by your graduation plan. For example, Agribusiness, Calculus, Journalism, and junior and senior level athletics are all electives. Algebra I, Biology (regular or PAP), and Health are all required courses.

*Credit*

Most courses are taken for high school credit. Generally, a half credit (0.5) is earned for each semester that a course is passed. Journalism is a half credit course (0.5) that you take for only one semester. English I is a full credit course for which you can earn 0.5 first semester and 0.5 second semester for a total of 1.0 credit.

*State credit*

Any course that the state of Texas has endorsed by assigning a state title, number, description, and TEKS (Texas Essential Knowledge and Skills) is eligible for state credit. This includes most of the courses offered by GHS.

*Local credit*
A locally-developed course that is not recognized by the state of Texas for graduation purposes can be assigned local credit. Examples include TAKS remediation and office aide (seniors only).

*No credit*
GHS provides seniors the opportunity to earn Midland College Legacy Scholarship volunteer hours through a no credit course entitled Legacy Aide. Students can request one semester of Legacy Aide for no credit their senior year.

## State Testing Requirements for Graduation

*As a prerequisite to a high school diploma, students in Texas must demonstrate satisfactory performance on statewide assessments.*

Students must meet state requirements on the State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOC) exams to be eligible to receive a diploma from a Texas public high school. Current legislation requires that End-of-Course exams to be taken in English I, English II, Algebra I, Biology and U.S. History. Performance standards for these exams are set to measure in-depth instruction, broad and deep ideas, and college and career readiness.

## HIGHER EDUCATION INFORMATION FOR STUDENTS AND PARENTS

*This information is provided in accordance with the Texas Education Code 33.007(Class of 2017 and prior) and HB 5 (Class of 2018 and beyond) which states that a counselor shall provide certain information about higher education to a student and a student's parent or guardian during the first year the student is enrolled in a high school.*

## THE IMPORTANCE OF HIGHER EDUCATION

Higher education furthers students' intellectual and academic development while offering students more career choices and a greater potential earning power. Higher education comes in many forms: workforce education, liberal arts studies, science education, graduate education, and professional education.

## AUTOMATIC ADMISSION OF STUDENTS IN TOP 10%

Graduates of accredited Texas high schools whose cumulative grade point average ranks them in the top 10% of their graduating class are automatically admitted to any Texas public university upon graduation as a first-time freshman during the 24 months following high school graduation. However, the university is not required to admit the student into his/her preferred area of study. Students in the top 10% must still submit all required applications and credentials before the university's deadline in order to be considered for admission. The University of Texas at Austin is not required to accept the top 10%, but instead is only required to fill the 75% of the available spaces set aside for Texas residents in an entering freshman class. The University of Texas will admit students in the top 6% of their graduating class. Each September, The University of Texas will announce which percentile ranks of high school students will be eligible for automatic admission. The September announcement will reference students who are juniors at that time.

## ADVANTAGES OF COMPLETING:

### FOUNDATION + ENDORSEMENT(S) OR DISTINGUISHED CURRICULUM

Students may choose from three graduation programs: Foundation, Foundation + Endorsement(s) and Distinguished. Upon graduation, the level of the program completed is documented on the transcript (also known as the Academic Achievement Record). The Foundation + Endorsement(s) and Distinguished programs provide students with opportunities to complete higher-level course work, particularly in mathematics, science, social studies and languages other than English, thereby:

- Increasing students' readiness for higher education and reducing the need for additional preparation for college work;
- Preparing students for additional advanced work and research in both career and educational settings;
- Allowing students, in certain instances, to receive college credit for their high school course work; and
- Enabling students to be eligible for certain financial aid programs for which they would otherwise be ineligible (e.g. the Texas Grant Program).

**THE ADVANTAGES OF ACHIEVING A HIGH SCHOOL DIPLOMA RELATIVE TO THE DISADVANTAGES OF PREPARING FOR A HIGH SCHOOL EQUIVALENCY EXAMINATION**

While admissions policies vary from institution to institution, students who earn a high school diploma increase their chances of meeting admissions requirements in a wider variety of colleges and universities compared to students who only pass a high school equivalency exam. There is also a correlation between educational level and income; in general, income increases as educational level increases. The U.S. Bureau of Labor reported the following "Median Earnings for Full Time Workers 25 Years and Older by Educational Attainment: 2017"

- High School Dropout $26,780
- High school graduate $37,336
- Some college or Associate's Degree $41,548
- Bachelor's Degree $61,828
- Advanced Degree $75,452

## FINANCIAL AID OPPORTUNITIES

Many types of organizations offer financial aid, including federal and state governments, civic and church groups, foundations, nonprofit organizations, parents' employers, and institutions of higher education. Some forms of financial aid are need based while others are not. Regardless of which form of aid you are requesting, it is extremely important to meet all financial aid deadlines!

*GRANTS*

A grant does not have to be repaid as long as the conditions of the grant are met. It is usually awarded on the basis of need, possibly combined with some skills or characteristics the student possesses. Two grants are of special interest to Texas Students:

1. Toward Excellence, Access, & Success (TEXAS) Grant Program
2. Teach for Texas Conditional Grant Program

*LOANS*

A loan is an advance of funds that is evidenced by a promissory note requiring the recipient to repay the specified amount(s) under prescribed conditions.

*COLLEGE WORK STUDY*

This program allows students to work for their selected college with a specified portion of their earnings used to help pay college costs.

*SCHOLARSHIPS*

A scholarship is a form of financial assistance that does not require repayment or employment. Scholarships are usually awarded to students who demonstrate or show potential for distinction, usually in academic performance, at the institution. Scholarship committees often take the following into consideration: GPA, class rank, ACT and SAT scores, course of study, extracurricular involvement, leadership roles, work experience, volunteer service, financial need, special talents, and teacher/community recommendations. Students often received the largest scholarships through their university. Therefore, it is prudent to stay in close contact with the financial aid office of the school that your child plans to attend.

*EXEMPTIONS*

Certain programs provide an exemption of tuition and fees for students who qualify. Texas has programs for SOME students who were in foster care, were adopted, are blind, are deaf, were valedictorians, or were early high school graduates. The state also has programs for children of

disabled/deceased peace officers, deceased public servants, deceased veterans, POW's or MIA's, and parents receiving TANF for the student when he/she was a high school senior.

*TUITION REBATE OPPORTUNITY*

The purpose of this program is to provide tuition rebates that will serve as financial incentive for students to prepare for university studies while completing high school work, to utilize academic counseling, to make early career decisions, and to complete their baccalaureate studies with as few courses outside the degree plan as possible. Minimizing the number of courses taken by the students results in financial savings to students, parents, and the state. A freshman who enters a Texas public university in the fall of 1997 or later may qualify for a $1,000 tuition rebate after graduation. To qualify, a student must have been a resident of Texas, taken all course work at a Texas public institution of higher education and been entitled to pay in-state tuition at all times while pursuing his or her degree. The law provides for the rebate if the student graduates within three or fewer attempted hours of the number of hours required for the degree. For example, if the degree requires 120 hours to graduate and the student ultimately graduates with 123 attempted hours or fewer, he or she may qualify for the rebate. Attempted hours include every course for which the student has registered, as of the official Census Date, in every semester, including: developmental courses, repeated courses and courses from which the student withdraws. If you have dropped more than one course after the official Census Date, you may not qualify for the rebate. All credit earned by examination used to be counted, as well. However, because of a recent change in the law, the first nine hours of credit earned by examination (credit earned on the basis of AP courses, CLEP or credit granted for high SAT or ACT scores) does not count as hours attempted. Dual credit courses – courses taken in high school for both high school and college credit—continue to count as hours attempted. All Texas public baccalaureate-granting general academic universities are required to offer rebates to eligible students. Students must apply for the tuition rebate prior to receiving their baccalaureate degree on forms provided by their institution. To read more about this law, visit http://www.collegeforalltexans.com/apps/financialaid/tofa2.cfm?ID=447

## HOW TO APPLY FOR FINANCIAL AID

While a few scholarships exist for juniors, the majority of financial aid applications cannot be completed until the senior year. Most applications will have clearly stated deadlines. It is critical that these deadlines are observed, and it is often advantageous to submit forms early. During the senior year, students should inquire about financial aid opportunities in the high school counselor's office and the financial aid office of the college or university they plan to attend. At Greenwood High School, students are made aware of scholarships through Remind messages. In addition, numerous FREE scholarship searches are available over the Internet. CAUTION: NEVER pay for any type of financial aid service!

*FAFSA*

The most important step in applying for financial aid is to complete the Free Application for Federal Student Aid (FAFSA). This form is available at: www.fafsa.ed.gov . It can be completed no earlier than January 1 of the senior year. When checking deadlines and completing forms, keep in mind that the FAFSA takes approximately 4-6 weeks for processing by the federal processor. Therefore, you should send in the completed FAFSA 4-6 weeks prior to any financial aid deadline the college or university may have established. The FAFSA is used to apply for all federal student financial assistance including the Pell Grant. In addition, colleges and universities often reference the FAFSA when awarding their own financial aid, and many states

use the FAFSA to determine eligibility for state aid. The FAFSA application asks for the student's and his or her family's financial information, including income, taxes paid, untaxed income, assets, and so on. The FAFSA also asks for certain family demographic information, such as family size, number in college, student's enrollment status, and so on. All of this information is then used to calculate an Expected Family Contribution (EFC). Once the FAFSA has been processed, the parents will receive a Student Aid Report (SAR). The SAR contains financial and other information reported by the student on the FAFSA. The student's eligibility for aid is indicated on this form. Copies of the SAR are automatically mailed to the universities the student listed on the original FAFSA.

## TOWARD EXCELLENCE, ACCESS, AND SUCCESS (TEXAS) GRANT

*Program Purpose*

The purpose of the program is to provide a grant of money to enable well-prepared eligible students to attend public community colleges, technical colleges, or the following public state colleges in Texas: Lamar-Orange, Lamar-Port Arthur, and Lamar Institute of Technology. Students who continue in college and meet program academic standards can receive awards for up to 75 credit hours or for four years or until they receive their associate's degree, whichever comes first.

*Who can apply?*

A student who meets the following criteria may apply: 1) is a Texas resident, 2) has financial need, 3) if applying for his or her first award and has a family contribution of no more than $2000, 4) has applied for any available financial aid or assistance, 5) is enrolled at least ½ time in the first 30 hours in an associate's degree or certificate program at a public two-year institution of higher education, and 6) has not been convicted of a felony or a crime involving a controlled substance.

*How can I apply?*

Complete the Free Application for Federal Student Aid (FAFSA) online at: www.fafsa.ed.gov . The financial aid office at the college or university the student applied to will notify the student if he or she is eligible.

Where can I get additional information?

Your eligibility for this program is determined by the financial aid office at your college. To read more about this program, visit www.collegefortexans.com.

## EXPLANATION OF AUTOMATIC COLLEGE ADMISSION FOR HIGH SCHOOL STUDENTS

Automatic Admission Requirements: In accordance with the Texas Education Code (TEC), §51.803, a student is eligible for automatic admission to a college or university as an undergraduate student if the applicant earned a grade point average in the top 10 percent of the student's high school graduating class or in the percentage of qualified applicants that are anticipated to be offered admission to the University of Texas at Austin*, **and** the applicant: (1) earned the distinguished level of achievement under the Foundation High School Program; or (2) satisfied ACT's College Readiness Benchmarks on the ACT assessment or earned on the SAT assessment a score of at least 1,500 out of 2,400 or the equivalent.

High school rank for students seeking automatic admission to a general academic teaching institution is determined and reported as follows. (1) Class rank shall be based on the end of the

11th grade, middle of the 12th grade, or at high school graduation, whichever is most recent at the application deadline. (2) The top 10 percent of a high school class shall not contain more than 10 percent of the total class size. (3) The student's rank shall be reported by the applicant's high school or school district as a specific number out of a specific number total class size. (4) Class rank shall be determined by the school or school district from which the student graduated or is expected to graduate. (TAC §5.5(e)) A student is considered to have satisfied the course requirements if the student completed the portion of the distinguished level of achievement under the Foundation High School Program that was available to the student but was unable to complete the remainder of the coursework because courses were unavailable as a result of circumstances not within the student's control. To qualify for automatic admission an applicant must: (1) submit an application before the deadline established by the college or university to which the student seeks admission; and (2) provide a high school transcript or diploma that indicates whether the student has satisfied or is on schedule to satisfy the requirements of the distinguished level of achievement under the Foundation High School Program or the portion of the requirements that was available to the student. Colleges and universities are required to admit an applicant for admission as an undergraduate student if the applicant is the child of a public servant who was killed or sustained a fatal injury in the line of duty and meets the minimum requirements, if any, established by the governing board of the college or university for high school or prior college level grade point average and performance on standardized tests.

** The University of Texas at Austin (UT) is not required to automatically admit applicants in excess of 75% of its enrollment capacity for first-time resident undergraduate students. Should the number of applicants who qualify for automatic admission exceed 75% of enrollment capacity, UT shall provide notice of the percentage of qualified applicants that are anticipated to be offered admission.*

## NCAA Eligibility

If you want to play sports at an NCAA Division I or II school, start by registering for a Certification Account with the NCAA Eligibility Center at www.eligibilitycenter.org. If you want to play Division III sports or you aren't sure where you want to compete, start by creating a Profile Page at www.eligibilitycenter.org.

The NCAA Eligibility Center calculates your grade-point average (GPA) based on the grades you earn in NCAA-approved core courses. • DI requires a minimum 2.3 GPA • DII requires a minimum 2.2

Divisions I and II use sliding scales to match test scores and GPAs to determine eligibility. The sliding scale balances your test score with your GPA. If you have a low test score, you need a higher GPA to be eligible. Find more information about sliding scales at www.ncaa.org/playcollegesports.

Be sure to take the ACT or SAT as many times as you want before you enroll full time in college, but remember to list the NCAA Eligibility Center (code 9999) as a score recipient whenever you register to take a test. If you take a test more than once, send us all your scores and we will choose the best scores from each test section to create your sum score.

**The NCAA accepts official scores from the ACT or SAT, and won't use scores shown on your high school transcript.**

# COLLEGE PREPARATION TIMELINE/CHECKLIST

## Grade 8:

1. Attend the parent high school orientation session with your parent(s).
2. Meet with high school counselors to plan course selections for the high school years.
3. Review interest inventories and aptitude assessments
4. Thoroughly read the course handbook, identify an endorsement pathway and program of study, prior to choosing courses for high school.

## Freshman Year:

1. Re-evaluate goals and objectives that were chosen in the eighth grade.
2. Develop your four-year graduation plan.
3. Choose courses that will best prepare you for your future.
4. Pursue your interests in extracurricular activities. Participate in community service – it can make a difference in scholarship consideration later.
5. Attendance matters. Make sure that you are attending each class 90% of the time.
6. Begin keeping a portfolio that includes report cards, test scores, honors, school activities, community activities, and work experience.
7. You may also want to keep samples of your major school projects, papers, etc.
8. Study to make your grades reflective of your ability. Remember that all four years of high school are evaluated for college admission.
9. Consider summer opportunities which can help broaden your horizons: camps, summer study, travel, work, community service.

## Sophomore Year:

1. Review and update the personal graduation plan.
2. Take courses that are challenging.
3. Review college catalogs and publications which give college profiles.
4. Create a professional personal email account, if you do not have one.
5. Take the PSAT in October as practice for the PSAT/NMSQT that juniors take for scholarship consideration. Analyze the PSAT results and establish personal goals in January.
6. Ask older friends and family members about their college experiences to help you determine which schools you might explore.
7. Begin to visit colleges in the summer, especially if you are interested in a highly selective college.
8. Begin to review financial resources and possible sources for financial aid.
9. Study to make your grades representative of your abilities.
10. Continue to add to your portfolio any activities that you participated in or achievements that you have earned.

## Junior Year:

1. Review your graduation plan and narrow college choices.
2. Search for colleges and learn college admission requirements.
3. Confer with parent(s) and the counselor to decide on courses for your senior year and to discuss post graduation plans.
4. Take challenging courses.
5. Be aware of announcements for important scholarship, service, financial aid and test preparation information available to juniors.
6. Follow the counseling page on Facebook or sign up to receive Reminds
7. Create a professional personal email account, if you have not already done so
8. Take the PSAT in October to qualify for the National Merit Scholarship Program and to practice for the SAT. Apply for any scholarships that your parents' employers may provide and any scholarships that are available to junior competition.
9. Continue to research personal career choices.
10. Take the SAT and/or ACT in the spring.
11. Contact college admission offices to schedule campus visits in the spring or summer.
12. Juniors receive one college visit day. Fill out appropriate forms in the counselor's office.
13. Send for college information and applications.
14. Continue adding to your portfolio.
15. May begin Legacy Scholarship volunteer hours June 1st through approved agencies.

## Senior Year:

1. Apply Texas opens July 1st for your bigger universities. Some of those universities will have priority deadlines of August 1st. Make sure you know and meet deadlines of the institutions you are interested in.
2. Confer with your counselor in early fall about post-graduation plans.
3. Check the Counseling Office for information about the college(s) you may be interested in.
4. Visit with college representatives when they come to GHS for campus visits
5. Contact college admission offices to schedule campus visits in the fall. Finalize college choices and send letters/applications to the colleges of your choice.
6. Seniors receive two college day visits.
7. Become familiar with http://www.applytexas.org and/or www.commonapp.org
8. Send in housing applications in early fall, especially to colleges that are highly competitive for dorm space.
9. Apply for any scholarships for which you may qualify.
10. Apply for university scholarships in the fall.
11. Request Official Transcripts by emailing Christina King at cking@greenwood.esc18.net. You will need official transcripts for college/university admissions and/or for scholarship applications.
12. Take the SAT and/or ACT in September, October or November.

13. Submit your Legacy Scholarship application to MC and sign up for your Legacy 101 class.
14. Take the Texas Success Initiative (TSI) assessment instrument no later than spring. Check with your counselor to see if you are exempt.
15. Analyze SAT and ACT test results in December.
16. Send the Financial Aid (FAFSA) applications in early October.
17. Apply for local scholarships in March or April.
18. Be aware of announcements for important scholarship, service, financial aid, and college investigation opportunities available to seniors.
19. Stay aware of pertinent college information by referring to the counseling office remind or Facebook page.
20 Use your computer to search for the latest college information and scholarships.
21. Continue adding to your portfolio.
22. Take challenging classes and make your grades representative of your ability. The senior year is often considered in scholarship applications and college admission reviews.
23. Request for your *final* transcript to be sent to the college you are attending by emailing Christina King at cking@greenwood.esc18.net.

## Midland College's Legacy Scholarship Program

Legacy Scholarship Volunteer Hours

Students who plan to attend Midland College need to consider earning volunteer hours towards the Legacy scholarship program. Hours may be earned outside of the regular school day at a variety of approved agencies. Students may begin earning these hours as early as June 1 following their junior year of high school. Hours may also be earned during the school day through a course entitled Legacy Aide. Students must meet all requirements set forth by the scholarship program. Currently this includes graduating from high school with a GPA that meets or exceeds a 2.75 GPA on a 4.0 scale. Please see your counselor or visit Midland College's website for a complete list of requirements.

Copy and paste the following link to obtain more information regarding the Legacy Scholarship Program *https://www.midland.edu/enrollment-aid/paying-college/scholarships/legacy/index.php and/or visit www.mssconnections.org to signup for an account to track your hours.*

*Notes Regarding the Greenwood High School Legacy Aide Program*

- Students in this class will be assigned, space permitting, to tutor elementary, intermediate or middle school students. They are not permitted to grade papers, prepare bulletin boards, shelve books, or assist in any non-tutoring tasks.
- Because the high school student is earning volunteer service hours, he or she will NOT be earning either state or local credit for the course. The course will not count towards graduation requirements.
- Students are allowed to request this course for one semester. Students may not request first or second semester, the scheduling software will randomly assign students to either semester one or semester two. Those who are enrolled in semester one and want to continue through semester two must provide notes from the supervising teacher. Students who fail to fulfill

their commitment through their attendance, effort, and cooperation will be dropped from the program and assigned a regular class for no credit.

# Course Descriptions

## English Language Arts

**English I** **1 credit**
**Prerequisite: none**
Students will be introduced to a number of literature terms that will improve their understanding of literature. Literature focus will be on poems, short stories, plays, fiction and nonfiction. This class will concentrate on expanding vocabulary skills to help improve reading concepts and increase understanding. This class will also address writing and grammar skills. Writing will include descriptive, expository, narrative, and persuasive. Students will also complete a well-written research paper.

**Pre-AP English I** **1 credit**
**Prerequisite: See Pre-AP admission information**
Students will be expected to maintain the content for their normal grade level along with reading up to four novels per year as well as being trained to become skilled readers of prose written in a variety of periods, disciplines, and rhetorical context. The Pre-AP student will be directed in various modes of writing to help students compose in a variety of modes and purposes. These students are being prepared for the AP English classes.
*Requirements:* The homework will involve a little more outside reading than the regular class. There will be a project and novel per six weeks.

**English II** **1 credit**
**Prerequisite: English I**
A variety of literature appropriate to the intellectual interest and literacy needs of tenth grade students provides practice in developing those skills necessary to appreciate and understand literature and relate literature to language, composition, and analytical skills. Areas of focus include but are not limited to World Literature, Poetry, Drama, Informational text, purposeful persuasion, connecting genres, and marshalling evidence. Other literature is studied from time to time depending on the interest of and appropriateness to the tenth grade student.

Grammar and composition offer the tenth grade student intensive instruction in the writing process (prewriting, drafting, revising, and proofreading), emphasizing the process and importance of the relationship among writer, audience, and subject. In addition, the students explore the connection between writing and critical thinking and the usefulness of writing as a tool for learning in all fields of knowledge. Areas of concentration include grammar, syntax, usage, mechanics, spelling, rhetorical strategies, and style. The student's own creative writing (poetry, drama, and/or fiction) is addressed. Significant attention is paid to literary genres and conventions and to criteria for evaluating work.

**Pre-AP English II** **1 credit**
**Prerequisite: See Pre-AP admission information**
Students will maintain the content for their normal grade level along with more rigorous reading and writing. These students are being specifically prepared to succeed not only on the STAAR

but also on the SAT and ACT. These students are prepared to enter Dual Credit English (college level) at the junior level.

**English III** **1 credit**
**Prerequisite: English II**
This course presents various types of writing, and students are required to do a research paper. English III presents the study of American literature, which includes poetry, short stories, plays and at least two novels. The goal is to prepare the student for writing effectively in their college courses across the curriculum and in their subsequent personal and professional lives.

**Dual Credit English III (Midland College English 1301-1302)** **1 credit**
**Prerequisite for English 1301: Meet TSI Requirement**
**Prerequisite for English 1302: Successful Completion of English 1301**
This course is offered for high school and college credit through an agreement between Midland College and Greenwood ISD. The course is taught on the Greenwood High School Campus. Tuition is paid directly to Midland College. The following is the description of the course as written by Midland College.
*English 1301 Composition and Rhetoric* – A course designed to help students develop reading and writing skills by studying diction, syntax, paragraph development, grammar, vocabulary and essay organization, and by writing expository paragraphs and essays.
*English 1302 Composition and Literature* – A course designed to enable students to further their composition skills by writing multi-paragraph essays, including a research paper; to write logically; and to read, research, analyze, and discuss the literary genres of
prose, poetry, short fiction, and drama.

**English IV** **1 credit**
**Prerequisite: English III**
All genres (drama, novels, short stories, poetry, etc.) of British literature are studied in this course. Grammar and mechanics of writing are studied in order for the student to be able to perform basic writing skills necessary for life situations as well as to be able to perform well in basic college English.
*Requirements*: Students are required to do a research paper as well as other forms of writing.

**Dual Credit English IV (Midland College English 2322-2323)** **1 credit**
**Prerequisite for English 2322: English 1301 & 1302**
**Prerequisite for English 2323: Successful Completion of English 2322**
This course is offered for high school and college credit through an agreement between Midland College and Greenwood ISD. The course is taught on the Greenwood High School campus. Tuition is paid directly to Midland College. The following is the description of the course as written by Midland College.
**English 2322: British Literature I** – A course designed to enable students to develop a historical perspective on the development of ideas and literary techniques by studying major authors, works, and trends in English literature from the Old England Period through the Neo-classical Age. Students will develop their critical thinking, research, and writing skills.
**English 2323: British Literature II** – A course designed to enable students to develop a historical perspective on the development of ideas and literary techniques by studying major

authors, works, and trends in English literature from the late 18th century through the 20th century. Students will develop their critical thinking, research, and writing skills.

# Mathematics

**Algebra I** **1 credit**
**Prerequisite: none**
Algebra I provides the foundation for high school mathematics. It includes the study of functions, including linear, quadratic, and other nonlinear functions. The course includes algebraic reasoning processes, applications, and problem-solving including real world situations.

**Geometry** **1 credit**
**Prerequisite: Algebra I**
Students will learn basic concepts of lines, segments, angles, circles, triangles, and other polygons. Students will learn to apply logical arguments for real life situations using postulates, theorems, undefined terms, defined terms, and inductive and deductive reasoning. Students should be able to solve geometric problems related to real world problems.

**Pre-AP Geometry** **1 credit**
**Prerequisite: See Pre-AP admission information**
Pre-AP Geometry includes all concepts of regular geometry plus in depth problems of motion, trigonometry, constructions and analytic geometry. The student will be challenged toward a thorough preparation to take the PAP Algebra II course.

**Math Models** **1 credit**
**Prerequisite: Algebra I**
In Math Models, students build on previous mathematical foundations to expand their understanding through other mathematical experiences. Students will interact with math and its applications in "real world" situations including: probability and statistics, relationships between variables, checking accounts, credit cards, loans and interest, and many others. Students will also reinforce their computational skills in addition to increasing their use of technology in the form of calculators and computer programs, and students will create, interpret, and analyze graphical representations of data in many forms.

**Algebra II** **1 credit**
**Prerequisite: Algebra I & Geometry**
Algebra II will explore the structure of mathematics through the real number system, its subsystems, the operations of real numbers, the complex number system, and its operations. An extensive study of polynomial expressions and equations with an emphasis on quadratics will be an integral portion of the course. Exponential and logarithmic functions will be studied as applications of the algebraic skills attained in Algebra I. Statistics and probability will be explored. It is *highly recommended* that a student planning to take Pre-Calculus take Algebra II Pre-AP rather than Algebra II.
*Requirements*: Daily homework, projects related to match concepts being taught and use of scientific and graphing calculators would be required.

**Pre-AP Algebra II** **1 credit**

**Prerequisite: See Pre-AP admission information**

This course is designed for those advanced mathematics students on track for completing through AP Calculus. A more intensive and in-depth study of concepts listed for Algebra II will be completed with emphasis on problem solving through the use of tables, graphs, and analytical techniques. An extensive use of technology will also be integrated throughout the course.

**Financial Mathematics** **1 credit**

**Prerequisite: Algebra II**

Financial Mathematics is a course about personal money management. Students will apply critical-thinking skills to analyze personal financial decisions based on current and projected economic factors.

**Pre-Calculus** **1 credit**

**Prerequisite: Algebra II**

This course is designed for students demonstrating an advanced aptitude toward mathematics. 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 will investigate all aspects of trig and advanced algebra concepts such as conic sections, vectors, mathematical induction, series, and their applications.

*Requirements:* Daily homework, projects related to math concepts being taught and the use of a graphing calculator (TI-83 Plus or 84) will be required.

**Pre-AP Pre-Calculus** **1 credit**

**Prerequisite: See Pre-AP admission information**

This course is designed for students demonstrating an advanced aptitude toward mathematics. It will investigate all aspects of trig and advanced algebra concepts such as conic sections, vectors, mathematical induction, series, and sequences, and their applications.

It is *highly recommended* that a student planning to take Pre-AP Pre-Calculus take Algebra II Pre-AP rather than Algebra II.

*Requirements:* Daily homework, projects related to math concepts being taught and use of an HP Prime Graphing calculator will be required.

**AP Calculus** **1 credit**

**Prerequisite: See AP admission information**

Calculus will review algebra, precalculus, and trig concepts and move into differential and integral calculus as well as rotation of solids. This course work will prepare the student for the Advanced Placement AB Calculus exam.

It is *highly recommended* that a student planning to take AP Calculus take Pre-AP Pre-Calculus rather than Pre-Calculus.

*Requirements*: Daily homework, in-class and out-of-class projects and the use of an HP Prime Graphing calculator will be required.

# Social Studies

**World History** **1 credit**
**Prerequisite: none**
This course will bring the world into the classroom. Discover such exotic places as ancient Greece; be a Roman gladiator; explore the Great Wall of China, and many other exciting places around the world. Skills such as map reading are also included. All learning styles, auditory, visual, and hands-on will be incorporated and used weekly. Students will have the opportunity to progress in their learning style while exploring the world and mastering those specific goals set by our campus and those of the state.

**World Geography** **1 credit**
**Prerequisite: none**
World Geography will enable students to become thinkers through an exploration of our world. Students will examine the countries of the world and their people in order to have a better understanding of the challenges facing our future in a global society. Cultural differences, economic strategies, and social mannerism will be examined throughout the course. Students will learn to appreciate the diversity of cultures, present geographic information, interpret maps, and analyze data.

**United States History** **1 credit**
**Prerequisite: none**
This course covers United States History from 1877 to the present day. Discover how America evolved from a struggling new nation following the Civil War to a world power. Experience the joy of prosperity, the hopelessness of depression, the clashing of war and the thrill of victory.

**Dual Credit U.S. History: U.S. History 1301-1302** **1 credit**
**Prerequisite for U.S. History 1301: TSI Requirement**
**Prerequisite for U.S. History 1302: Successful completion of U.S. History 1301**
This course is offered for high school and college credit through an agreement between Midland College and Greenwood ISD. The course will be offered online or through videoconferencing at Greenwood High School. Tuition is paid directly to Midland College.
**US History 1301** – This course is a survey of United States history from the beginnings, through Reconstruction
**US History 1302** – This course is a survey of the United States since 1877.

**United States Government** **.5 credit**
**Prerequisite: W. History and U.S. History**
This is a one-semester study of our US government. Including the federal government and its theory and foundations, state and local government, and how the public's citizenship role really counts. This course also provides useful information regarding the civil rights provided by our government.

**Dual Credit Government 2305** **.5 credit**
**Prerequisite: U.S. History 1301 & 1302**

This course is offered for high school and college credit through and agreement between Midland College and Greenwood ISD. The course will be offered online or through videoconferencing at Greenwood High School. Tuition is paid directly to Midland College. This course may be offered through the Distance Learning Lab. The following is a description of the course as written by Midland College:
**Government 2305** - Origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights.

**Economics** **.5 credit**
**Prerequisite: W. History and U.S. History**
Economics is a subject that brings practical knowledge about the business world to students. Discover the fundamental economic problems, what three questions all societies must answer, and the three basic economic systems of the world. A local banker brings a special unit to assist in learning how to handle money, to develop excellent credit, and tells of job opportunities in the field of economics.

**Dual Credit Economics: Economics 2301** **.5 credit**
**Prerequisite: U.S. History 1301 & 1302**
This course is offered for high school and college credit through an agreement between Midland College and Greenwood ISD. The course will be offered online or through videoconferencing at Greenwood High School. Tuition is paid directly to Midland College. The following is a description of the course as written by Midland College.
**Economics 2301 Principles of Economics** – An analysis of the economy as a whole including measurement and determination of Aggregate Demand and Aggregate Supply, national income, inflation, and unemployment. Other topics include international trade, economic growth, business cycle, and fiscal policy and monetary policy.

# Science

**Biology** **1 credit**
**Prerequisite: none**
After beginning the course with a survey on "What is Biology?" students will be introduced to ecology, then will study cells in detail, learn the foundations of genetics and heredity, and get exposure to modern theories of evolution. The second semester should include units on both plants and animals. If time permits, there will be studies of various vertebrates, leading up to possible units on systems of the human body. Biology is a laboratory science. There will be demonstrations, hands-on projects, microscope laboratories, and some experience with dissecting specimens. The labs will be hands-on learning to stimulate and connect to textbook topics and classroom discussions.

**Pre-AP Biology** **1 credit**
**Prerequisite: See Pre-AP admission information**
Pre-AP Biology is for students who are planning to take AP Biology. The course description is the same as biology, but the course will require more reading and in-depth study of the material.

**AP Biology** **1 credit**

**Prerequisite: See Pre-AP admission information**

AP Biology is designed to be the equivalent of a college biology course. Typical course outline may include the following topics throughout the year: chemistry of life, cells, organisms and their systems, heredity, and environmental/ecology. This course focuses on the comprehension and application of knowledge at a higher level. The core objective is to prepare students to take the AP exam and/or prepare students for college.

*Requirements*: The following are required: a desire to learn more about biological science, a desire to work hard and at a faster, higher level, reading on your own, studying daily to ensure holistic learning, dissection labs, essay questions, notebook, terminology application/spelling, and reading homework.

**Integrated Physics & Chemistry** **1 credit**

**Prerequisite: Biology**

In Integrated Physics and Chemistry, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy and matter.

**Chemistry** **1 credit**

**Prerequisite: Biology**

Chemistry is the study of the structure and properties of matter. The student will do laboratory investigations and observe matters behavior. The metric system and algebra will be used to describe the chemical world. Some of the topics to be covered are atomic structure, chemical naming and formulas, chemical reactions and equations, the behavior of gases, chemical bonding, properties of solutions, acids and bases, nuclear chemistry, and reaction rates.

**Pre-AP Chemistry** **1 credit**

**Prerequisite: See Pre-AP admission information**

Pre-AP Chemistry will discuss the same material as Chemistry, but in greater detail. A greater amount of work will be homework, independent study, and outside projects will be included. This is to be expected as this class prepares students for AP Chemistry. Students will need to have a strong work ethic and a desire to succeed in a more difficult course.

**AP Chemistry** **1 credit**

**Prerequisite: See Pre-AP admission information**

AP Chemistry is designed to offer a rigorous and challenging work that covers the chemistry and chemical principles typical of college and university chemistry courses. Students learn the usefulness and relevance of chemistry in both their intended areas of study and in the everyday world. Students will attain an in-depth understanding of fundamentals and a reasonable competency in dealing with chemical problems. Students will be taught college level coursework in chemistry to prepare students to seek credit and/or appropriate placement in college chemistry courses. Students will be engaged in hands-on laboratory work, integrated throughout the course that accounts for 25% of the class time.

Completion of Algebra 2 with an average of a B or higher is recommended. Students are encouraged to take the AP exam in May at the end of the course.

**Physics** **1 credit**

**Prerequisite: Algebra 1, Geometry, & Algebra 2**

Physics is the study of energy and its relationship with matter. The student will perform laboratory investigations of motion and energy. The student will use trigonometry and other mathematical concepts extensively to predict and determine physical quantities and values.

**Pre-AP Physics** **1 credit**

**Prerequisite: See AP admission information**

Physics is the study of energy and its relationship with matter. The student will perform laboratory investigations of motion and energy. The student will use trigonometry and other mathematical concepts extensively to predict and determine physical quantities and values. Some of the topics of the course are motion, nonlinear motion, vectors and vector resolution, types of energy, conservation of energy, work and power, waves and energy transfer, sound, optics, electrical charges, and circuits.

*Requirements*: A strong background in mathematics.

**Environmental Systems** **1 credit**

**Prerequisite: Biology, Chemistry & Physics**

Environmental Systems is the study of 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 the environment.

**Forensic Science** **1 credit**

**Prerequisites: Biology and Chemistry**

Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood spatter analysis. Students will learn the history, legal aspects, and career options for forensic science.

**Anatomy & Physiology** **1 credit**

**Recommended prerequisites: 3 credits of science**

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.

# Languages Other than English

**Spanish I** **1 credit**
**Prerequisite: none**
Spanish I develops the student's capacity to begin to use the language in a meaningful and functional way. Students learn writing, speaking, reading, and listening skills of the Spanish language. Much vocabulary and vocabulary application will be taught. Grammar skills are greatly emphasized.
*Requirements*: A minimum of 30 minutes studying at home daily is recommended.

**Spanish II** **1 credit**
**Prerequisite: Spanish I**
Spanish II is a continuation of the study of Spanish grammar, vocabulary, and culture. There is continued and more advanced development of the skills of reading, writing, and conversation which began in Spanish I. Success in Spanish II depends to a great extent on retaining the information and skills learned in Spanish I.
*Requirements*: A minimum of 15 minutes studying at home daily is recommended.

**Spanish III** **1 credit**
**Prerequisite: Spanish II**
Spanish 3 provides a greater emphasis on the Spanish language, grammar, and culture. The primary purpose of the course is to prepare students to be college-ready, well-rounded global citizens who can communicate effectively in Spanish and are aware of the cultural influences of the Spanish and Latino heritage at home and abroad. Students in this course build on their Spanish knowledge by learning more complex grammatical structures and become equipped to read and understand a variety of literary selections and gain the necessary skills to interact verbally and in writing with Spanish speakers in varied social and business situations. As part of the course, students will be afforded opportunities to read, write, hear, and speak Spanish while they work towards becoming linguistically and culturally literate.

# Technology

**Principles of Information Technology** **1 credit**
**Prerequisite: none**
Principles of Information Technology is a one-credit course emphasizing the knowledge and skills associated with the basics of computer education. Students develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment."

**Web Design** **1 credit**
**Grade Levels: 9-12**
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 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 enhance reading, writing, computing, communication, and critical thinking and apply them to the information technology environment.

**Video Game Design** **1 credit**

Video Game Design provides students with the opportunity to design, program, and create fully functional video games. The course will introduce basic programming and design skills that are essential to developing a video game. Topics covered are math, physics, level design, and computer programming.

**Business Information Management** **1 credit**

**Prerequisite: none**

Introduction to Business Information Systems is an applications-oriented course that provides an overview of (1) the role of information systems in business process design, (2) the current technologies used for obtaining, storing, and communicating information in support of operations and decision-making within a business organization, and (3) the concepts and principles for programming, developing, and using popular spreadsheet and database tools. Applications focus on important problems and issues found in business disciplines, including accounting, finance, marketing, supply chain operations, and general management.

**Business Information Management II** **1 credit**

**Prerequisite: Business Information Management**

Students will complete this course with an advanced level of proficiency in word processing, spreadsheet, database and presentation applications that is expected in the world of business. Lessons are aligned with the content on the Microsoft Office Specialist exams. This certification is globally recognized as the standard for demonstrating mastery of Microsoft Office Suite skills and may be a valuable addition to your credentials for current and future employment.

**Audio Video Production** **1 credit**

**Prerequisite: none**

Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video activities.

**Audio Video Production 2** **1 credit**

**Prerequisite: Audio Video Productions**

Careers in audio and video technology and film production span all aspects of the audio/video communications industry. 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 post-production products.

**Audio Video Practicum** **2 credit**
**Prerequisite: Audio Video Productions 2**
The Practicum in Audio Video Production course spans all aspects of the audio/video communications industry. Students will develop an increased understanding of the industry and how to apply pre-production, production, post-production audio to a professional environment and much more in this course.

# Fine Arts

**Band I, II, III, IV** **1 credit**
**Prerequisite: Previous Band experience or instructor's permission**
This course provides instrumental music instruction with performance emphasis. The fall semester will deal primarily with the Ranger Marching Band, while the spring semester focuses on concert band literature. Band provides opportunities to compete in All-Region, Area, and State band auditions, solo, and ensemble contests, and a number of concerts. *This course fulfills requirements for fine arts or the fall semester may be used for P.E. credit.*

**Ensemble Class I, II, III** **1 credit**
**Prerequisite: Band**
This course is for serious musicians. It is designed to provide individual instruction with one of the band directors. Students enrolled in the course audition for the All-Region band and participate in UIL solo and ensemble competition. This course provides valuable practice time during the school day allowing advanced musical development with a minimum of outside practice. Any student wanting to improve playing skills can enroll in this course.

**Art I** **1 credit**
**Prerequisite: none**
This course is designed for incoming freshmen and other students that have not had any art courses while in high school. The class will cover the basic fundamentals of art. The course will include elements and principles of design: color theory, pastel, watercolor, pen and ink drawing, graphite drawing, clay, art history, and the history of narrative film.

**Art II, III, IV** **1 credit**
**Prerequisite: Art I**
These classes will cover more extensively the areas of drawing and design. The course will include acrylic, pastel, watercolor, graphite pencil, pen and ink, and clay sculpture. Creative thinking is a must. Art history, art criticism, and aesthetics will be discussed as well as the advanced study of the history of narrative film.

**Theatre Arts I** **1 credit**
**Prerequisite: none**
Theatre I will fulfill fine arts and elective requirements for graduation. This course addresses perceptual studies, creative expression and performance, historical and cultural heritage and critical evaluation. Students will participate in class daily through acting games, improvisation, vocal and physical exercises, practice of stagecraft, study of history and culture, and practice,

evaluation and analysis of literature and performance. Emphasis is placed on development of reading skills.
*Requirements*: Daily participation and commitment to one after school production each semester (rehearsal will not take place after school). Perform one monologue each semester as a portion of the final exam. Students must attend one performance of a play the second semester as a portion of the second final exam.

**Technical Theatre** **1 credit**
**Prerequisite: none**
This course will provide students with skills and practice in the technical theatre production elements such as: set design and construction, lighting, sound, properties, stage management, publicity, house management, and costumes. Emphasis will be placed on design and construction for departmental shows.

**Theatre Arts II** **1 credit**
**Prerequisite: Theatre I**
This course addresses perceptual studies, creative expression and performance, historical and cultural heritage and critical evaluation. Students will participate in class daily through acting games, improvisation, vocal and physical exercises, practice of stagecraft, study of history and culture, and practice, evaluation and analysis of literature and performance. Emphasis is placed on development of reading skills.
*Requirements*: Daily participation, commitment to one after school production each semester (rehearsal will not take place after school), a social awareness production for elementary students in the first semester, a children's production for the primary school in the second semester, a written critique of a play that is read, and performance of a monologue which will be the first semester exam, written critique of a play seen and performance of a monologue which will serve as the second semester exam, and duet performances in class.

**Theatre Arts III and IV** **1 credit**
**Prerequisite: Theatre I & II**
This course addresses perceptual studies, creative expression and performance, historical and cultural heritage, and critical evaluation. Students will participate in class daily through acting games, improvisation, vocal and physical exercises, practice of stagecraft, study of history and culture, and practice, evaluation and analysis of literature and performance. Emphasis is placed on development of leadership skills, written expression and reading skills.
*Requirements*: Daily participation, one musical production in the fall (requires after school performance and rehearsals), one full length production in the spring (requires after school performance and rehearsals), attendance of one production each semester with a written critique, a written critique of a full length play that is read each semester, "audition" style monologues with resumes and interviews will be used as final exams, and Theatre IV students will complete a directing project.

# Physical Education

**Athletics** **1 credit**
**Prerequisite: Physical and Completion of Rank One Forms**
Athletics provide a unique opportunity for students to work in individual and team settings toward a common goal. The challenge of athletic competition, which compels the student-athlete to demand the maximum effort, concentration, and training, provides opportunities for growth and development. A student must have a physical on file in the athletic office prior to beginning participation in an athletic program, as well as completing the necessary forms through the Rank One website.

**Personal Fitness** **1 credit**
**Prerequisite: None**
In this class, students will be expected to suit out and perform activities three days out of the week. Bookwork will be done the other two days of the week.

**Individual/Team Sport (PE)** **1 credit**
**Prerequisite: None**
In this course, students will be expected to perform daily exercises, as well as activities that will improve skill coordination and cardiovascular health. Students should expect to have days in which they will go outside for activities. Students are *required* to change into suitable workout clothes before class begins. Students are allowed ample time to return to their school clothes.

# Speech

**Professional Communications** **.5 credit**
**Prerequisite: None**
This course addresses the importance of communication and the communication process, verbal and nonverbal communication, listening, confidence, language choice, interviews, cultural differences, group process and dynamics, group roles and leadership, conflict resolution, panels and symposiums, evidence, organization, delivery, stage fright, and evaluation.
*Requirements*: Students will participate in daily activities. Students will deliver a minimum of three speeches (one introductory, one persuasive, one informative, each one requiring a visual aid).

**Dual Credit Public Speaking 1315** **.5 Credit**
**Prerequisite: Meet TSI Requirement**
This course is offered for high school and college credit through an agreement between Midland College and Greenwood ISD. The course will be offered online or through videoconferencing at Greenwood High School. Tuition is paid directly to Midland College. The following is a description of the course as written by Midland College.
**Public Speaking 1315** - Application of communication theory and practice to the public speaking context, with emphasis on audience analysis, speaker delivery, ethics of communication, cultural diversity, and speech organizational techniques to develop students' speaking abilities, as well as ability to effectively evaluate oral presentations.

**GT Debate** **1.0 Credit**

GT Debate is designed for students identified as gifted and talented in the Greenwood Independent School District. Students will use creativity and higher level thinking skills to participate in the rational exchange of ideas and arguments as they relate to significant social issues. This course will promote research, analysis and public speaking skills in an environment of competition. Students will learn and review basic and advanced oral communication skills in the classroom and will be given the opportunity to apply those skills at debate tournaments. Students must maintain UIL eligibility to compete.

# Health

**Health** **.5 credit**

This course in Health Education will provide the student with opportunities to learn the concepts and skills that foster individual personal health and safety. The student will understand the care of the body system and their functions, be able to relate personal behavior to wellness, develop patterns of food selection, and demonstrate responsible behavior concerning alcohol, tobacco, and other drugs. The student will also be able to recognize responsible behavior and the interrelationships of diet, exercise, rest and recreation.

# Family and Consumer Sciences

**Principles of Human Services** **1 credit**

**Prerequisite: none**

This course will enable students to investigate careers in the human services career cluster, including counseling and mental health, consumer services,early childhood development, family and community, and personal care services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.

**Child Development** **Local Prerequisite: Principles of Human Services** **1 credit**

**Grade Levels: 10-12**

Child Development is a technical laboratory course that addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students will also have hands-on training with high tech robotic newborn babies.

**Child Guidance** **2 credits**

**Grade Levels: 10-12**

Child Guidance is a technical laboratory course that addresses the knowledge and skills related to child growth and guidance equipping students to develop positive relationships with children and effective caregiver skills.

**Principles of Hospitality and Tourism** **1 credit**
**Prerequisite: none**
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. Students use knowledge and skills that meet industry standards to function effectively in various positions within this multifaceted industry. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

**Counseling and Mental Health** **1 credit**
**Grade Levels: 10-12**
This course provides an overview of the practice of counseling, with emphasis on understanding the profession of counseling. Students will learn about different neurological disorders and mental illnesses. Students will explore healthy coping skills to deal with stress and anxiety.

**Introduction to Culinary Arts** **1 credit**
Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide insight into food production skills, various levels of industry management, and hospitality skills. This is an entry level course for students interested in pursuing a career in the food service industry. This course is offered as a classroom and laboratory-based course. The prerequisite for this course is advisor approval. This course is the prerequisite for continuing in the career pathway and enrolling in Culinary Arts 1.

**Culinary Arts** **2 credits**
**Prerequisite: Intro to Culinary Arts**
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-based course.

**Advanced Culinary Arts** **2 credits**
**Prerequisite: Culinary Arts**
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-based course.

**Human Growth and Development** **1 credit**
**Prerequisite: none**
This course is a survey of development and growth from conception through adolescence. The physical, emotional, intellectual, and social processes of maturation are examined. Emphasis is on the adjustment of the individual to his or her peer group, social institutions, the community, and the home.

# Agriculture

**Principles of Agriculture, Food, and Natural Resources** **1 credit**
**Prerequisite: none**
To be prepared for careers in agribusiness systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to leadership development and the workplace, and develop knowledge and skills regarding agricultural 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. This course primarily focuses on leadership, communication, employer-employee relations, and problem solving.

**Floral Design** **1 credit**
**Prerequisite: none**
To be prepared for careers in floral design, students need to attain academic skills and knowledge as well as technical knowledge and skills related to horticultural systems 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 and technologies in a variety of settings. This course is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students develop a respect for the traditions and contributions of diverse cultures. Students respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

**Floral Design 2 (Lab)** **2 credits**
**Prerequisite: Floral Design**
This course focuses on building skills in advanced floral design and providing students with a thorough understanding of the design elements and planning techniques used to produce unique specialty floral designs that support the goals and objectives of a specific occasion or event.

**Advanced Floral Design** **1 credit**
**Prerequisite: Floral Design**
In this course, students build on the knowledge from the Floral Design course and are introduced to more advanced floral design concepts, with an emphasis on specialty designs and specific occasion planning. This course focuses on building skills in advanced floral design and providing students with a thorough understanding of the design elements and planning techniques used to produce unique specialty floral designs that support the goals and objectives of a specific occasion or event. Through the analysis and evaluation of various occasions and event types, students explore the design needs and expectations of clients and propose and evaluate appropriate creations. From conception to evaluation, students are challenged to create and design appropriate specialty floral designs that meet the needs of the client. Furthermore, an emphasis on budgetary adherence and entrepreneurship equips students with many of the necessary skills needed for success in floral enterprises.

**Small Animal Management** **.5 Credit**

**Prerequisite: none**

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.

**Equine Science** **.5 Credit**

**Prerequisite: none**

In Equine Science, students will acquire knowledge and skills related to equine animal systems and the equine industry. Equine Science may address topics related to horses, donkeys, and mules.

**Livestock Production** **1 credit**

**Prerequisite: none**

To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. Animal species to be addressed in this course may include, but are not limited to, beef cattle, dairy cattle, swine, sheep, goats, and poultry.

**Livestock Production 2 (Lab)** **2 credits**

**Prerequisite: Livestock Production**

In the Livestock Production course, 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.

**Advanced Animal Science** **1 credit**

**Prerequisite: Biology & Chemistry or IPC & Chemistry; Algebra I & Geometry; and either Small Animal Mgmt., Equine Science, or Livestock Production**

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.

**Veterinary Medical Applications** **1 credit**

**Prerequisites: Equine Science, Small Animal Management, or Livestock Production**

To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to animal systems 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 knowledge and skills and technologies in a variety of settings. Topics covered in this course include, but are not limited to, veterinary practices as they relate to both large and small animal species.

**Veterinary Medical Applications 2** **2 credits**

**Prerequisites: Veterinary Medical Applications**

This high school course is a continuation of the Veterinary Medical Applications course

providing further training in the veterinary assistant field. This upper-level course includes, but is not limited to, animal handling and restraint, health and safety, sanitation, surgical preparation, anatomy, physiology, medical terminology, infectious diseases, instrument and equipment identification, vaccine preparation and injection techniques, laws and ethics, and veterinary office procedures. The curriculum provides instruction to assist students in practicing communication skills, utilizing listening skills to follow directions, practicing basic mathematics skills as applied to a veterinary medical setting, and reading to gain information, and to perform assignments and tasks as directed. This course will include a clinical rotation designed to allow students to gain hands-on experience working in various veterinary assistant positions. Students are also given the opportunity to develop leadership skills through the FFA organization.

**Agricultural Mechanics and Metal Technologies** **1 credit**
**Prerequisite: none**
To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills and technologies in a variety of settings. This course 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 metalworking techniques.

**Agricultural Structures Design and Fabrication** **1 credit**
**Prerequisites: Ag Mech & Metal Tech**
To be prepared for careers in mechanized agriculture and technical systems, students attain knowledge and skills related to agricultural facilities design and fabrication. Students explore career opportunities, entry requirements, and industry expectations. To prepare for success, students reinforce, apply, and transfer their academic knowledge and technical skills in a variety of settings.

**Agricultural Equipment Design and Fabrication (AGEQDF)** **1 credit**
**Prerequisite: none**
A course to develop skills in metal equipment assembly and joining processes.

**Landscape Design and Management** **.5 credit**
**Prerequisite: none**
This course will allow each student to gain practical experiences in design and maintenance of various landscape situations. Areas of study will include; landscape drawing and design, safety, equipment operation, career exploration, turf and lawn care, irrigation and drainage, identification of landscape and turf plants, pests and diseases, job estimating and bidding, environmental planning and interpersonal skills. Students will be required to maintain a supervised agriscience experience project throughout the year.

**Turf Grass Management** **.5 credit**
**Prerequisite: none**
This introductory turfgrass management course is strongly suggested for those seeking career opportunities in the science and management of turf landscapes including lawns, gardens, parks, roadsides, cemeteries, athletic fields, golf courses, etc. as well as the commercial supply industry associated with turf and landscape management. The course introduces students to the identification and management of grasses used for turf. The course uses lecture, hands-on field laboratory experience, and field trips to teach principles of turf establishment, renovation, and

management. Emphasis is placed on genetic, cultural, physical, biological, and regulatory approaches to turf management rather than a chemical approach.

**Mathematical Applications in Agriculture, Food, and Natural Resources**
**Prerequisites: Algebra I. Recommended prerequisite: one credit from the courses in the Agriculture, Food, and Natural Resources Career Cluster.**
In Mathematical Applications in Agriculture, Food, and Natural Resources, students will apply knowledge and skills related to mathematics, including algebra, geometry, and data analysis in the context of agriculture, food, and natural resources.

## Architecture & Construction

**Principles of Construction (Woodshop 1)** **1 credit**
**Prerequisite: none**
In Principles of Manufacturing, students gain knowledge and skills in the application, design, production, and assessment of products, services, and systems; allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in manufacturing settings.

**Diversified Manufacturing** **1 credit**
**Prerequisite: Principles of Construction**
Upon completing this course, students will have an understanding of the various fields and will be able to make informed decisions regarding a coherent sequence of subsequent courses. Further, students will have worked on a design team to develop a product or system. Students will reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in the manufacturing setting.

**Mill & Cabinet Making** **2 Credits**
**Prerequisite: Principles of Construction**
In Mill and Cabinetmaking Technology, students will gain knowledge and skills needed to enter the workforce in millwork and cabinet manufacturing and installation. Students may also apply these skills to professions in carpentry or building maintenance supervision or use the skills as a foundation for a postsecondary degree in construction management, architecture, or engineering. Students will acquire knowledge and skills in cabinet design, tool usage, jointing methods, finishes, and industry-level practices such as numerical and computer-control production methods.

**Principles of Architecture** **1 credit**
**Prerequisite: none**
This course introduces students to the art of architecture from the ancient world until today, emphasizing the western tradition. The course works both chronologically as a history of phases and styles, and methodologically, examining the contextual issues that give each period a distinctive architecture. Students who take this course will learn to understand and make critical judgments on buildings and be ready for more specialized studies in the history of architecture.

**Architectural Design I** **1 credit**
**Prerequisite: Principles of Architecture**
Students will gain knowledge and skills needed to enter a career in architecture or construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, or landscape architecture. Architectural Design I includes the knowledge of the design, design history, techniques, and tools related to the production of drawing, rendering, and scaled models for nonresidential or residential architectural purposes.

**Architectural Design II** **1 credit**
**Prerequisite: Architectural Design I**
Students will gain advanced knowledge and skills needed to enter a career in architecture or construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, landscape architecture. Architectural Design II includes the advanced knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for nonresidential or residential architectural purposes.

# Journalism

**Photojournalism** **1 credit**
**Prerequisite: none**
Provides instruction in camera use, using computers to improve photos, photo composition, and other areas of photography. The school will provide a camera to use. Some photos may be used in the school newspaper or yearbook. Students may be required to spend time out of class to take photos.
*This course prepares you to enter Yearbook later in high school.*
*Supply requirements: You will need to acquire a class 10 SD card and a flash/thumb drive for this class.*

**Independent Study in Journalism** **1 credit**
**Prerequisite: none**
Students write in a variety of forms for a variety of audiences and purposes. Students are expected to plan, draft, and complete written communications. Published work of professional journalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students will refine and enhance their journalistic skills, research self-selected topics, plan, organize, and prepare projects.

**Advanced Journalism – Yearbook I, II, III** **1 credit**
**Prerequisite is another journalism class or teacher recommendation with application.**
As a team, students take photos, write stories, prepare advertisements, and use computers to produce the yearbook *The Ranger Roundup.* Some time out of class will be needed to meet deadlines. A home computer with Internet will help but is not required.

As part of this course, you have opportunities to enter Points and Picas Club. If you have good grades and are a plus to the yearbook staff, then your Quill and Scroll International Honor Society membership will look great on a college resume.

**Advanced Journalism - Newspaper I, II, III** **1 credit**
**Prerequisite is another journalism class or teacher recommendation**
As a team, students take photos, write stories, prepare advertisements, and use computers to produce the newspaper *The Ranger Revolver*. Some time out of class will be needed to meet deadlines. A home computer with Internet is helpful but not necessary.

As part of this course, you have opportunities to enter Points and Picas Club and journalism UIL contests. If you have good grades and are a plus to the yearbook staff, then your Quill and Scroll International Honor Society membership will look great on a college resume.

# Business, Marketing, & Finance

**Principles of Business, Marketing & Finance** **1 credit**
**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, the 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.

**Entrepreneurship** **1 credit**
**Prerequisite: Principles Business, Marketing & Finance**
In Entrepreneurship, students will gain the knowledge and skills needed to become an entrepreneur. Students will learn the principles necessary to begin and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services. In addition, students will understand the capital required, the return on investment desired, and the potential for profit.

**Career Preparation** **2 credits**
**Prerequisite: none**
Career Preparation provides opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders. The goal is to prepare students with a variety of skills for a fast-changing workplace. This instructional arrangement should be an advanced component of a student's individual program of study. Students are taught employability skills, which include job-specific skills applicable to their training station, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

## Energy

**Oil and Gas Production I** **1 credit**
**Prerequisite: none**
In Oil and Gas Production I, students will identify specific career opportunities, skills, abilities, tools, certification, and safety measures associated with each career. Students will also understand components, systems, equipment, production, and safety regulations associated with oil and gas wells.

**Oil and Gas Production II** **1 credit**
**Prerequisite: Oil and Gas Production I**
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.

## Health Sciences

**Principles of Health Science** **1 credit**
**Prerequisite: none**
This course is designed to provide an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the healthcare industry.

**Medical Terminology** **1 credit**
**Prerequisite: none**
The course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.

**Pharmacology** **1 credit**
**Prerequisite: Biology and Chemistry**
This course is designed to study how natural and synthetic chemical agents such as drugs affect biological systems. Knowledge of the properties of therapeutic agents is vital in providing quality health care.

## Law and Public Service

**Principles of Law, Public Safety, Corrections, and Security** **1 credit**
**Prerequisite: none**
This course introduces students to professions in law enforcement, protective services, corrections, firefighting and emergency management services and skills needed for the industry.

**Law Enforcement I** **1 credit**
**Grade LevelsL: 10-12**
This course is an overview of the history, organization and functions of local, state and federal law enforcement.

**Fire Academy** **2 year program**
MC prepares students to meet state requirements for careers as firefighters. Students who complete all Midland College and Texas Commission on Fire Protection eligibility requirements may take the Basic Suppression Exam that certifies individuals for entry-level firefighter positions statewide.

Midland College offers an Associate of Applied Science in Fire Science Technology and a Firefighter Certificate. The Firefighter Certificate includes Emergency Medical Technician (EMT) certification courses.

MC is certified by the Texas Commission on Fire Protection.

## Science, Technology, Engineering and Mathematics

**Fundamentals of Computer Science** **1 credit**
**Prerequisite: none**
Fundamentals of Computing is designed to introduce students to the field of computer science through an exploration of engaging and accessible topics. Through creativity and innovation, students will use critical thinking and problem solving skills to implement projects that are relevant to students' lives. They will create a variety of computing artifacts while collaborating in teams. Students will gain a fundamental understanding of the history and operation of computers, programming, and web design. Students will also be introduced to computing careers and will examine societal and ethical issues of computing.

**Networking** **1 credit**
In Networking, students will develop knowledge of the concepts and skills related to data networking technologies and practices to apply them to personal or career development. To prepare for success, students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

**Cybersecurity Capstone** **1 credit**
**Grade Levels: 11-12**
Cybersecurity is a course intended to teach students the basic concepts of cybersecurity. The course places an emphasis on security integration, application of cybersecurity practices and devices, ethics, and best practices management. The fundamental skills in this course cover both in house and external threats to network security and design, how to enforce network level security policies, and how to safeguard an organization's information. Upon completion of this course, proficient students will demonstrate an understanding of cybersecurity concepts, identify fundamental principles of networking systems, understand network infrastructure and network security, and be able to demonstrate how to implement various aspects of security within a networking system.

## Manufacturing

*The following courses are offered for high school and college credit through an agreement between Midland College and Greenwood ISD. The courses are taught on the Midland College ATC Campus. Students will be responsible for their own transportation to and from the Midland College campus. Midland College requires all students to receive the meningitis vaccine or sign an opt out waiver. The following are the descriptions of the courses as written by Midland College.*

**Introduction to Welding** **1 credit**
**Grade Levels: 11-12**
An introduction to the fundamentals of equipment used in oxy-acetylene welding (OFW-A) and shielded metal arc welding (SMAW), including welding and cutting safety, basic oxy-acetylene welding and cutting, basic arc welding processes and basic metallurgy. The student will demonstrate safety procedures associated with equipment; and identify ferrous and nonferrous metals.

**Welding I** **2 credits**
**Grade Levels: 11-12**
Welding I provides 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** **2 credits**
**Prerequisite: Welding I**
An introduction to oxy-fuel welding and cutting, safety, setup and maintenance of oxy-fuel welding and cutting equipment and supplies.

**Practicum in Manufacturing** **2 credits**
**Grade Level: 12**
The Practicum in Manufacturing course is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

## Transportation, Distribution, and Logistics

*The following courses are offered for high school and college credit through an agreement between Midland College and Greenwood ISD. The courses are taught on the Midland College ATC Campus. Students will be responsible for their own transportation to and from the Midland College campus. Midland College requires all students to receive the meningitis vaccine or sign an opt out waiver. The following are the descriptions of the courses as written by Midland College.*

**Small Engine Technology I** **1 credit**
**Grade Levels: 11-12**
This program focuses on Small Engine operation, maintenance, and repair. It is an intense hands-on training program that will examine all five areas of two and four cycle engine operations. Students will be introduced to the following skills: shop safety, hand & power tool management, engine rebuilding, and troubleshooting techniques.

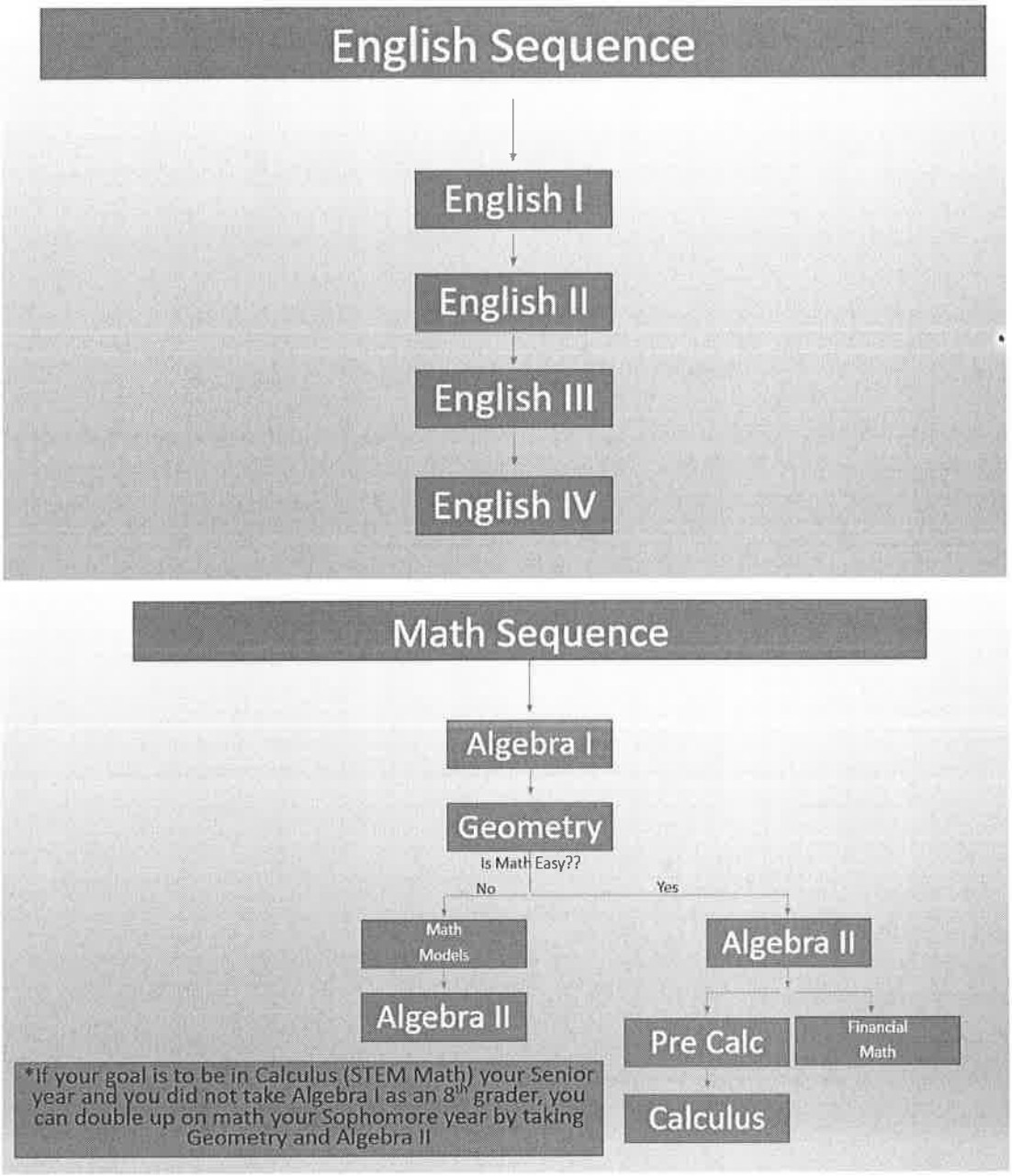
**Automotive Basics** **1 credit**
**Grade Levels: 11-12**
An introduction to the automotive industry including automotive history, safety practices, shop equipment and tools, vehicle subsystems, service publications, fasteners, professional responsibilities and basic automotive maintenance. May be taught manufacturer-specific.

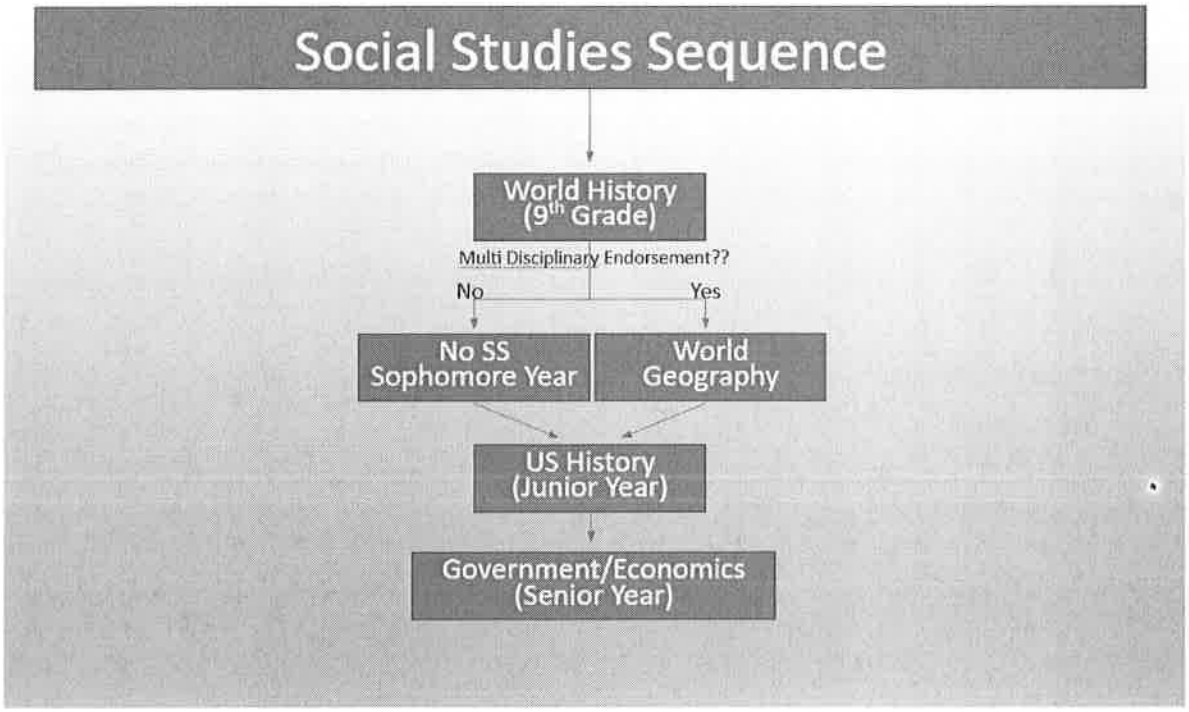
**Automotive Technology I** **2 credits**
**Grade Level: 11-12**
Provides advanced theory and principles of automotive diagnosis and troubleshooting procedures. This course is specific to computer controlled systems of the modern automobile. This course is designed to strengthen existing student skills in the field of modern automotive technology, service, and repair.

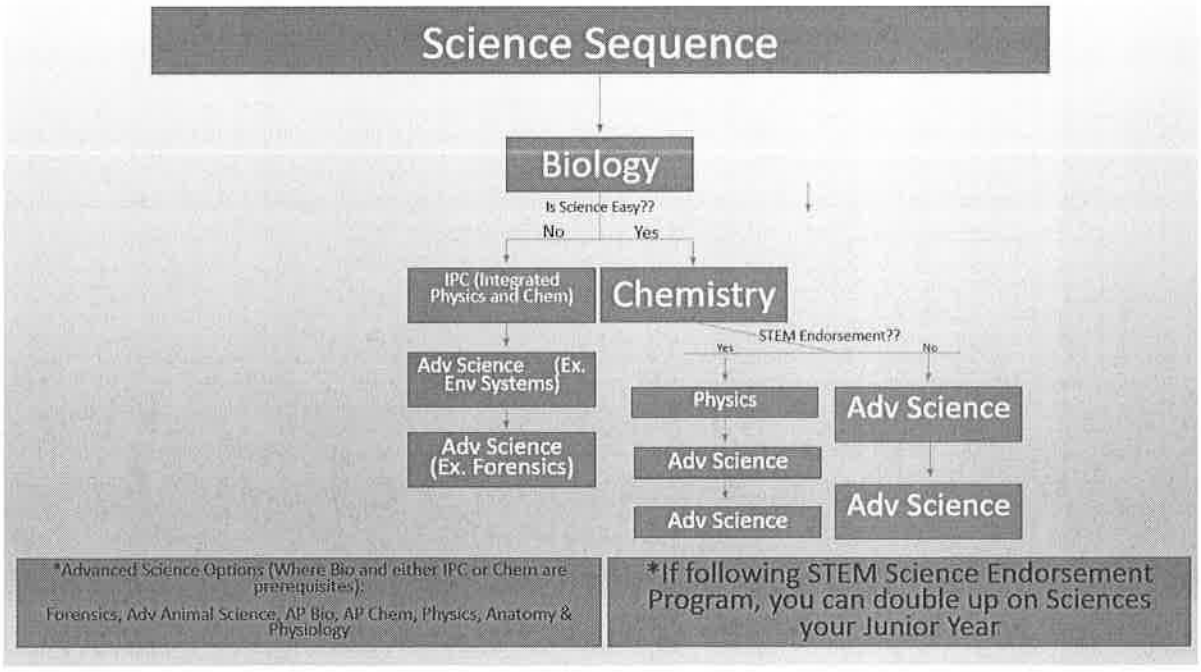
**Energy and Power of Transportation Systems** **1 credit**
**Grade Level: 12**
This course will prepare students to meet the expectations of employers in this industry and to interact and relate to others. Students will learn the technologies used to provide products and services in a timely manner.

**Practicum in Transportation Systems** **2 credits**
**Grade Level: 12**
This course 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.

# Appendix


English Sequence
English I
English II
English III
English IV
Math Sequence
Algebra I
Geometry
Is Math Easy??
No
Yes
Math Models
Algebra II
Algebra II
Pre Calc
Financial Math
Calculus
*If your goal is to be in Calculus (STEM Math) your Senior year and you did not take Algebra I as an 8th grader, you can double up on math your Sophomore year by taking Geometry and Algebra II


Social Studies Sequence
World History (9th Grade)
Multi Disciplinary Endorsement??
No
Yes
No SS Sophomore Year
World Geography
US History (Junior Year)
Government/Economics (Senior Year)


Science Sequence
Biology
Is Science Easy??
No
Yes
IPC (Integrated Physics and Chem)
Chemistry
Adv Science (Ex. Env Systems)
Adv Science (Ex. Forensics)
STEM Endorsement??
Yes
No
Physics
Adv Science
Adv Science
Adv Science
Adv Science
*Advanced Science Options (Where Bio and either IPC or Chem are prerequisites):
Forensics, Adv Animal Science, AP Bio, AP Chem, Physics, Anatomy & Physiology
*If following STEM Science Endorsement Program, you can double up on Sciences your Junior Year


# ACCOUNTING & FINANCIAL SERVICES

**Level 1** Principles of Business, Marketing, and Finance

**Level 2** Financial Mathematics

**Level 3**

**Level 4** Career Preparation I

| HIGH SCHOOL/ INDUSTRY CERTIFICATION | CERTIFICATE/ LICENSE* | ASSOCIATE'S DEGREE | BACHELOR'S DEGREE | MASTER'S/ DOCTORAL PROFESSIONAL DEGREE |
|---|---|---|---|---|
| QuickBooks Certified User | Certified Management Accountant | Real Estate | Accounting | Financial Accounting |
| Microsoft Office Specialist or Expert - Excel | Certified Internal Auditor | Financial, General | Financial, General | Business Administration |
| Certified Insurance Service Representative | Certified Income Specialist | Financial Planning and Services] | Financial Planning and Services] | Financial Planning |
| | Certified Public Accountant | Certified Income Specialist | Certified Income Specialist | |

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

| Occupations | Median Wage | Annual Openings | % Growth |
|---|---|---|---|
| Accountants and Auditors | $71,469 | 14,436 | 22% |
| Loan Officers | $68,598 | 2,419 | 19% |
| Personal Financial Advisors | $86,965 | 1,861 | 52% |
| Administrative Service Managers | $96,138 | 2,277 | 21% |
| Insurance Underwriters | $66,206 | 594 | 14% |

## WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

| Exploration Activities: | Work Based Learning Activities: |
|---|---|
| Business Professionals of America (BPA)<br>Future Business Leaders of America (FBLA)<br>DECA | Internship with local accounting firm<br>Microsoft Office Specialist (MOS) certifications |

The Accounting and Financial Services program of study teaches CTE learners how to examine, analyze, and interpret financial records. Through this program of study, students will learn the skills necessary to perform financial services, prepare financial statements, interpret accounting records, give advice, or audit and evaluate statements prepared by others. This program of study will also introduce students to mathematical modeling tools.

**The Business, Marketing, and Finance Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.**

Successful completion of the Accounting & Financial Services program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020

GREENWOOD ISD RANGERS

# COURSE INFORMATION

| COURSE NAME | SERVICE ID | PREREQUISITS (PREQ) COREQUISITES (CREQ) | Grade |
|---|---|---|---|
| Principles of Business, Marketing, and Finance | 13011200 (1 credit) | None | 9-11 |
| Financial Mathematics | 13018000 (1 credit) | PREQ: Algebra I | 10-12 |
| Career Preparation I | 12701300 (2 credits)<br>12701305 (3 credits) | None | 12 |
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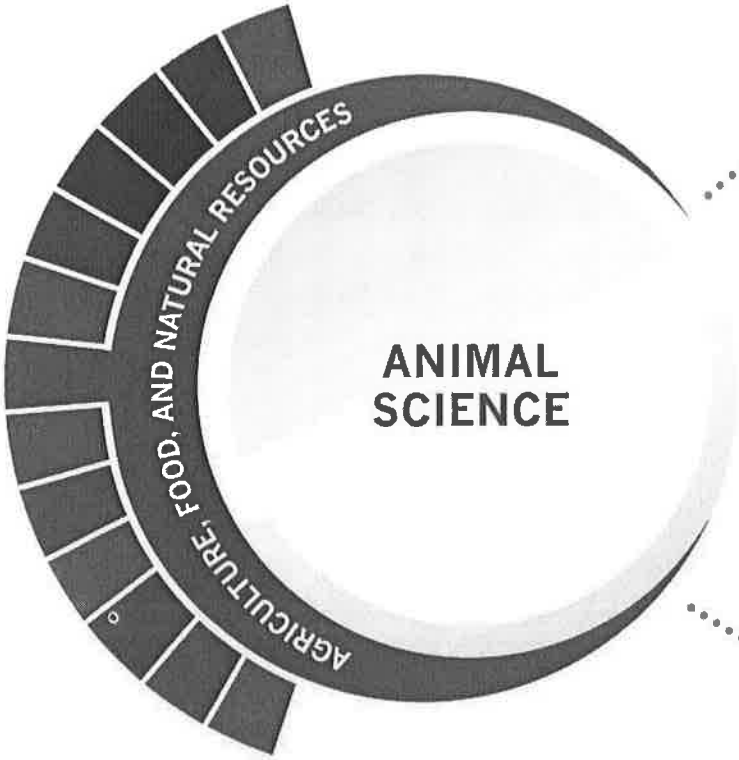
Greenwood High School




**Level 1** Principles of Agriculture, Food, and Natural Resources

**Level 2** Small Animal Management
Equine Science

**Level 3** Livestock Production/Lab

**Level 4** Advanced Animal Science
Veterinary Medical Applications/Lab

| HIGH SCHOOL/ INDUSTRY CERTIFICATION | CERTIFICATE/ LICENSE* | ASSOCIATE'S DEGREE | BACHELOR'S DEGREE | MASTER'S/ DOCTORAL PROFESSIONAL DEGREE |
|---|---|---|---|---|
| Licensed Veterinary Technician | Pet Groomer | Food Science and Technology | Animal Sciences | Genetics |
| Feedyard Technician in Cattle Care and Handling | Veterinary Technician | Veterinary Studies | Agriculture | Veterinary Medicine |
| Certified Veterinary Assistant | Licensed Breeder | Biotechnology Laboratory Technician | Biology | Biological and Physical Sciences |
| | | Biology Technician | Zoology/ Animal Biology | Biological and Biomedical Sciences |

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

| Occupations | Median Wage | Annual Openings | % Growth |
|---|---|---|---|
| Animal Breeders | $39,135 | 28 | 9% |
| Animal Scientists | $57,533 | 22 | 12% |
| Medical Scientists | $63,898 | 435 | 27% |
| Veterinarians | $93,496 | 294 | 24% |
| Zoologists and Wildlife Biologists | $67,309 | 45 | 32% |

## WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

| Exploration Activities: | Work Based Learning Activities: |
|---|---|
| Texas FFA | Agri-Science Fair<br>4H<br>Volunteer at a local farm or veterinary office<br>FFA Supervised Agriculture Experience (SAE) |

**The Animal Science program of study focuses on the science, research, and business of animals and other living organisms. It teaches CTE learners how to apply biology and life science to real-world life processes of animals and wildlife, either in laboratories or in the field, which could include a veterinary office, a farm or ranch, or any outdoor area harboring animal life. Students may also research and analyze the growth and destruction of species and research or diagnose diseases and injuries of animals.**

**The Agriculture, Food, and Natural Resources (AFNR) Career Cluster focuses on the essential elements of life—food, water, land, and air. This career cluster includes a diverse spectrum of occupations, ranging from farmer, rancher, and veterinarian to geologist, land conservationist, and florist. It also includes non-traditional agricultural occupations like wind energy, solar energy, and oil and gas production.**

Successful completion of the Animal Science program of study will fulfill requirements of a Business and Industry endorsement or STEM endorsement if the math and science requirements are met. Revised - July 2020

GREENWOOD ISD RANGERS

# COURSE INFORMATION

| COURSE NAME | SERVICE ID | PREREQUISITS (PREQ) COREQUISITES (CREQ) | Grade |
|---|---|---|---|
| Principles of Agriculture, Food, and Natural Resources | 13000200 (1 credit) | None | 9-12 |
| Small Animal Management | 13000400 (0.5 credit) | None | 10-12 |
| Equine Science | 13000500 (0.5 credit) | None | 10-12 |
| Livestock Production/Lab | 13000300 (1 credit)<br>13000310 (2 credits) | None | 10-12 |
| Advanced Animal Science | 13000700 (1 credit) | PREQ: Biology and Chemistry or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production; | 11-12 |
| Veterinary Medical Applications/Lab | 13000600 (1 credit)<br>13000610 (2 credits) | PREQ: Equine Science, Small Animal Management, or Livestock Production | 11-12 |
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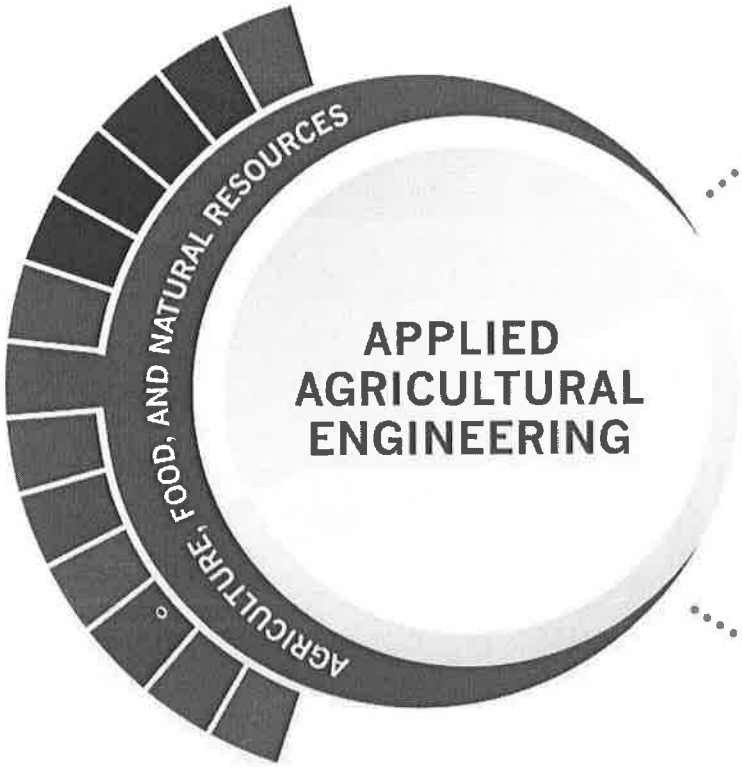
Greenwood High School




**Level 1** Principles of Agriculture, Food, and Natural Resources

**Level 2** Agricultural Mechanics and Metal Technologies/Lab

**Level 3** Agricultural Structures Design and Fabrications/Lab
Agricultural Power Systems/Lab

**Level 4** Agricultural Equipment Design and Fabrication/Lab

| HIGH SCHOOL/ INDUSTRY CERTIFICATION | CERTIFICATE/ LICENSE* | ASSOCIATE'S DEGREE | BACHELOR'S DEGREE | MASTER'S/ DOCTORAL PROFESSIONAL DEGREE |
|---|---|---|---|---|
| OSHA 30 Hour General Industry | Certified Professional Agronomist | Heavy Equipment Maintenance Technology/ Technician | Agricultural Engineering | Agricultural Engineering |
| Feedyard Technician in Machinery, Operation, Repair and Maintenance | Certified Reliability Engineer | Agricultural Mechanization, General | Agricultural Mechanization, General | Agricultural Mechanization, General |
| AWS SENSE Welding Level 1 | Certified Irrigation Designer | Small Engine Mechanics and Repair Technology/ Technician | | |
| AWS D1.1 or D9.1 Certification | Fluid Power Mobile Hydraulic Mechanic | Welding Technology/ Welder | | |

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

| Occupations | Median Wage | Annual Openings | % Growth |
|---|---|---|---|
| Outdoor Power Equipment and Other Small Engine Mechanics | $32,406 | 366 | 16% |
| Welders | $41,350 | 6,171 | 9% |
| Farm Equipment Mechanics and Service Technicians | $39,915 | 304 | 17% |
| Mobile Heavy Equipment Mechanics | $47,299 | 1,627 | 16% |
| Agricultural Engineers | $64,792 | 9 | 13% |

## WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

| Exploration Activities: | Work Based Learning Activities: |
|---|---|
| Tour a farm products or machinery plant<br>Texas FFA | Earn a welding certification<br>Intern at a farm products or machinery plant<br>FFA Supervised Agriculture Experience (SAE) |

**The Applied Agricultural Engineering program of study explores the occupations and educational opportunities associated with applying knowledge of engineering technology and biological science to agricultural problems concerned with power and machinery, electrification, structures, soil and water conservation, and processing agricultural products. This program of study may also include exploration into diagnosing, repairing, or overhauling farm machinery and vehicles, such as tractors, harvesters, dairy equipment, and irrigation systems.**

**The Agriculture, Food, and Natural Resources (AFNR) Career Cluster focuses on the essential elements of life—food, water, land, and air. This career cluster includes a diverse spectrum of occupations, ranging from farmer, rancher, and veterinarian to geologist, land conservationist, and florist. It also includes non-traditional agricultural occupations like wind energy, solar energy, and oil and gas production.**

Successful completion of the Applied Agricultural Engineering program of study will fulfill requirements of a Business and Industry endorsement or STEM endorsement if the math and science requirements are met. Revised - July 2020

GREENWOOD ISD RANGERS

# COURSE INFORMATION

| COURSE NAME | SERVICE ID | PREREQUISITS (PREQ) COREQUISITES (CREQ) | Grade |
|---|---|---|---|
| Principles of Agriculture, Food, and Natural Resources | 13000200 (1 credit) | None | 9-12 |
| Agricultural Mechanics and Metal Technologies/Lab | 13002200 (1 credit)<br>13002210 (2 credits) | None | 10-12 |
| Agricultural Structures Design and Fabrications/Lab | 13002300 (1 credit)<br>13002310 (2 credits) | None | 11-12 |
| Agricultural Power Systems/Lab | 13002400 (2 credits)<br>13002410 (3 credits) | None | 10-12 |
| Agricultural Equipment Design and Fabrication/Lab | 13002350 (1 credit)<br>13002360 (2 credits) | None | 11-12 |

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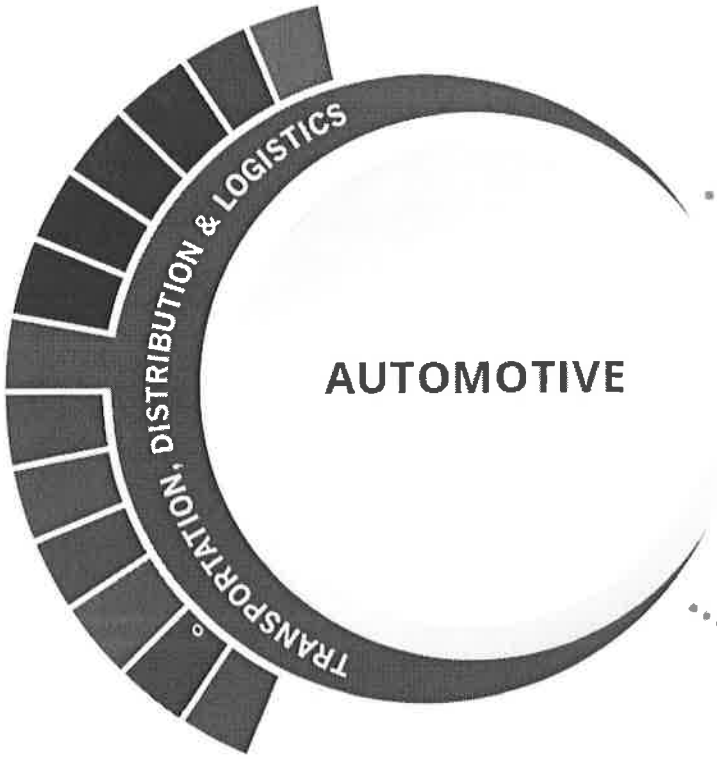


**Level 1**

**Level 2** Automotive Basics I

**Level 3** Automotive Technology I

**Level 4** Practicum in Transportation Systems

Career Preparation I

| HIGH SCHOOL/ INDUSTRY CERTIFICATION | CERTIFICATE/ LICENSE* | ASSOCIATE'S DEGREE | BACHELOR'S DEGREE | MASTER'S/ DOCTORAL PROFESSIONAL DEGREE |
|---|---|---|---|---|
| Automotive Service Excellence (ASE) Entry Level | Master Collision Repair and Refinishing Technician | Autobody/ Collision and Repair Technology/ Technician | | Mechanical Engineering |
| Automotive Service Excellence (ASE) Professional Level | Automobile Technician: various systems and parts | Medium/Heavy Vehicle and Truck Technology/ Technician | | |
| | Engine Machinist Technician | Mechanical Engineering/ Mechanical Technology/ Technician | Mechanical Engineering/ Mechanical Technology/ Technician | |
| | Collision Repair and Refinish | | | |

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

| Occupations | Median Wage | Annual Openings | % Growth |
|---|---|---|---|
| Automotive Body and Related Repairers | $40,144 | 1,456 | 25% |
| Automotive Service Technician and Mechanics | $38,459 | 5,557 | 18% |

## WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

| Exploration Activities: | Work Based Learning Activities: |
|---|---|
| SkillsUSA competition<br>Automotive Service Association | Work at a local automotive repair or body shop. |

The Automotive program of study teaches CTE learners how to repair and refinish automobiles and service various types of vehicles. CTE learners may learn to collect payment for services or supplies and perform typical vehicle maintenance procedures such as lubrication, oil changes, installation of antifreeze, or replacement of accessories like wiper blades or tires.

**The Transportation, Distribution, and Logistics Career Cluster focuses on careers in planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water. It also includes related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.**

Successful completion of the Automotive program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020

GREENWOOD ISD RANGERS

# COURSE INFORMATION

| COURSE NAME | SERVICE ID | PREREQUISITS (PREQ) COREQUISITES (CREQ) | Grade |
|---|---|---|---|
| Automotive Basics | 13039550 (1 credit) | None | 11 |
| Automotive Technology I | 13039600 (2 credits) | None | 12 |
| Practicum in Transportation Systems | 13040450 (2 credits)<br>13040455 (3 credits)<br>13040460 (2 credits)<br>13040465 (3 credits) | None | 11-12 |
| Career Preparation I | 12701300 (2 credits)<br>12701305 (3 credits) | None | 12 |

Greenwood High School


# CULINARY ARTS

**Level 1** Introduction to Culinary Arts Principles of Hospitality and Tourism

**Level 2** Culinary Arts

**Level 3** Advanced Culinary Arts

**Level 4** Career Preparation I

| HIGH SCHOOL/ INDUSTRY CERTIFICATION | CERTIFICATE/ LICENSE* | ASSOCIATE'S DEGREE | BACHELOR'S DEGREE | MASTER'S/ DOCTORAL PROFESSIONAL DEGREE |
|---|---|---|---|---|
| Certified Fundamentals Cook | Certified Chef | Hotel and Restaurant Management | Hotel and Restaurant Management | Hotel and Restaurant Management |
| Certified Fundamentals Pastry Cook | Foodservice Management Professional | Restaurant Culinary and Catering Management | Food Service Systems Administration/ Management | Food Service Systems Administration/ Management |
| ServSafe Manager | Comprehensive Food Safety | Hospitality Administration/ Management, General | Hospitality Administration/ Management, General | Hospitality Administration/ Management, General |
| ManageFirst Professional | Certified Food and Beverage Executive | Culinary Arts/ Chef Training | Culinary Science and Food Service Management | Business Administration Management, General |

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

| Occupations | Median Wage | Annual Openings | % Growth |
|---|---|---|---|
| Food and Beverage Managers | $55,619 | 1,561 | 28% |
| Chef and Head Cooks | $43,285 | 1,366 | 25% |
| Food Science Technicians | $34,382 | 236 | 11% |

## WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

| Exploration Activities: | Work Based Learning Activities: |
|---|---|
| Family, Career, and Community Leaders of America (FCCLA), SkillsUSA, American Culinary Federation, Texas Restaurant Association | Plan a catering event or work for a catering company; participate in a cooking course; work in a restaurant; cook at home |

The Culinary Arts program of study introduces CTE learners to occupations and educational opportunities related to the planning, directing, or coordinating activities of a food and beverage organization or department. This program of study also explores opportunities involved in directing and participating in the preparation and cooking of food.

**The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services. Students acquire knowledge and skills**

**history of the hospitality and tourism industry and examine characteristics needed for success.**

Successful completion of the Culinary Arts program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020

GREENWOOD ISD RANGERS

# COURSE INFORMATION

| COURSE NAME | SERVICE ID | PREREQUISITS (PREQ) COREQUISITES (CREQ) | Grade |
|---|---|---|---|
| Introduction to Culinary Arts | 13022550 (1 credit) | None | 9-12 |
| Principles of Hospitality and Tourism | 13022200 (1 credit) | None | 9-12 |
| Culinary Arts | 13022600 (2 credits) | None | 10-12 |
| Advanced Culinary Arts | 13022650 ( 2 credits | PREQ: Culinary Arts | 10-12 |
| Career Preparation I | 12701300 ( 2 Credits)<br>12701305 (3 Credits) | None | 12 |
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Greenwood High School


# FAMILY AND COMMUNITY SERVICES

**Level 1**
Principles of Human Services
Professional Communications

**Level 2**
Human Growth and Development
Child Development

**Level 3**
Counseling and Mental Health

**Level 4**
Career Preparation I

| HIGH SCHOOL/ INDUSTRY CERTIFICATION | CERTIFICATE/ LICENSE* | ASSOCIATE'S DEGREE | BACHELOR'S DEGREE | MASTER'S/ DOCTORAL PROFESSIONAL DEGREE |
|---|---|---|---|---|
| Community Health Worker | Human Development and Family Studies | Human Development and Family Studies | Human Development and Family Studies | Human Development and Family Studies |
| | Community Health Services/ Liaison/ Counseling | Human Services/Sciences, General | Human Services/Sciences, General | Marriage and Family Therapy/ Counseling |
| | Distance Credentialed Counselor | Family and Consumer Sciences | Family and Consumer Sciences | Human Services/ Sciences |
| | Educator Certification in Family and Consumer Sciences | Community Health Services | Child and Family Services | Family Studies |

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

| Occupations | Median Wage | Annual Openings | % Growth |
|---|---|---|---|
| Child, Family, and School Social Workers | $41,350 | 2,221 | 17% |
| Social and Community Services Managers | $65,146 | 608 | 33% |
| Marriage and Family Therapists | $42,266 | 217 | 35% |
| Social and Human Service Assistants | $32,448 | 2,822 | 25% |
| Mental Health and Substance Abuse and Behavioral Disorder Counselors | $42,120 | 576 | 39% |

## WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

| Exploration Activities: | Work Based Learning Activities: |
|---|---|
| American Association of Family and Consumer Sciences, Family, Career and Community Leaders of America | Volunteer at a community center; intern for a community non-profit organization |

The Family and Community Services program of study introduces students to knowledge and skills related to social services, including child and human development and consumer sciences. CTE learners may learn about or practice managing social and community services or teaching family and consumer sciences. Students may follow career paths in social work or therapy for children, families, or school communities.

**The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.**

Successful completion of the Family and Community Services program of study will fulfill requirements of the Public Service Endorsement. Revised - July 2020

# COURSE INFORMATION

| COURSE NAME | SERVICE ID | PREREQUISITS (PREQ) COREQUISITES (CREQ) | Grade |
|---|---|---|---|
| Principles of Human Services | 13024200 (1 credit) | None | 9-12 |
| Human Growth and Development | 13014300 (1 credit) | None | 10-12 |
| Child Development | 13024700 (1 credit) | None | 10-12 |
| Counseling and Mental Health | 13024600 (1 credit) | None | 11-12 |
| Career Preparation I | 12701300 (2 credits)<br>12701305 (3 credits) | None | 11-12 |
| Professional Communications | 13009900 (.5 credit) | None | 9-12 |
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Greenwood High School


# LAW ENFORCEMENT

**Level 1** Principles of Law, Public Safety, Corrections, and Security

**Level 2** Law Enforcment I

**Level 3** Law Enforcement II

**Level 4** Counseling and Mental Health
Forensic Science

| HIGH SCHOOL/ INDUSTRY CERTIFICATION | CERTIFICATE/ LICENSE* | ASSOCIATE'S DEGREE | BACHELOR'S DEGREE | MASTER'S/ DOCTORAL PROFESSIONAL DEGREE |
|---|---|---|---|---|
| Non-Commissioned Security Officer Level II | Law Enforcement Officer | Criminal Justice/Safety Studies/Law Enforcement Administration | Criminal Justice/Safety Studies/Law Enforcement Administration | Criminal Justice/Safety Studies/Law Enforcement Administration |
| Emergency Telecommunicator | Private Investigator/ Security Guard | Criminal Justice/ Police Science | Criminal Justice/ Police Science | Natural Resources Law Enforcement and Protective Services |
| | Code Enforcement Officer | Corrections | Juvenile Corrections | |
| | Certified Law Enforcement Planner | Criminalistics and Criminal Science | Cyber/ Computer Forensics and Counterterrorism | |

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

| Occupations | Median Wage | Annual Openings | % Growth |
|---|---|---|---|
| Police and Sheriff's Patrol Officers | $60,112 | 5,241 | 13% |
| Probation Officers and Correctional Treatment Officers | $44,054 | 793 | 9% |
| Correctional Officers and Jailers | $40,186 | 4,683 | 9% |
| Immigration and Customs Inspectors | $78,104 | 1,236 | 9% |
| First-Line Supervisors of Police and Detectives | $91,312 | 253 | 25% |

## WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

| Exploration Activities: | Work Based Learning Activities: |
|---|---|
| Texas Public Service Association; criminal justice clubs | Attend court hearings and other legal procedures |

The Law Enforcement program of study teaches CTE learners about the development of, adherence to, and protection of various branches of law. Students will learn how to appropriately and legally respond to breaches in the law according to statutory rules and regulations as well as investigate how and why the breaches occurred.

**security, including professional and technical support services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services.**

Successful completion of the Law and Public Service program of study will fulfill requirements of the Public Service Endorsement. Revised - July 2020

GREENWOOD ISD RANGERS

# COURSE INFORMATION

| COURSE NAME | SERVICE ID | PREREQUISITS (PREQ) COREQUISITES (CREQ) | Grade |
|---|---|---|---|
| Principles of Law, Public Safety, Corrections, and Security | 13029200 (1 credit) | None | 9-12 |
| Law Enforcement I | 13029300 (1 credit) | None | 10-12 |
| Law Enforcement II | 13029400 (1 credit) | None | 10-12 |
| Counseling and Mental Health | 13024600 (1 credit) | None | 11-12 |
| Forensic Science | 13029500 (1 credit) | PREQ: Biology and Chemistry | 11-12 |

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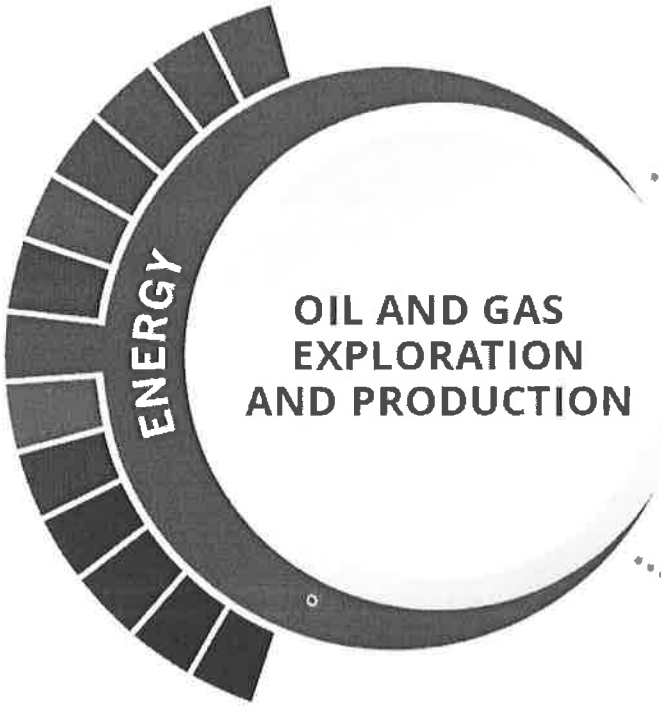


**Level 1** Oil and Gas Production Online

**Level 2** Oil and Gas Production II Online

**Level 3** Oil and Gas Production III Online

**Level 4** Oil and Gas Production IV Online
Career Preparation I

| HIGH SCHOOL/ INDUSTRY CERTIFICATION | CERTIFICATE/ LICENSE* | ASSOCIATE'S DEGREE | BACHELOR'S DEGREE | MASTER'S/ DOCTORAL PROFESSIONAL DEGREE |
|---|---|---|---|---|
| | Above Ground Storage Tanks Inspector Certification | Petroleum Engineering | Petroleum Engineering | Petroleum Engineering |
| | Pressure Vessels Inspector Certification | Chemical Engineering | Chemical Engineering | Chemical Engineering |
| | Piping Inspector Certification | Petroleum Technology/ Technician | Mechanical Engineering | Mechanical Engineering |
| | API QUTE – Qualification of Ultrasonic Testing Examiners | Industrial Mechanics and Maintenance Technology | Industrial Engineering | Industrial Engineering |
| *Includes Level I and Level II Certificates | | | | |

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org

| Occupations | Median Wage | Annual Openings | % Growth |
|---|---|---|---|
| Extraction Workers- All Other | $44,616 | 145 | 25% |
| Extraction Workers | $34,570 | 1,000 | 7% |
| Drill Operators, Oil and Gas | $52,083 | 925 | 14% |

## WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

| Exploration Activities: | Work Based Learning Activities: |
|---|---|
| Intern at an oil or gas company. American Petroleum Institute Certification | Read trade publications to understand economic and political issues |

**The Oil and Gas Exploration and Production program of study focuses on processing, refining, and distributing petroleum and gas. It introduces CTE learners to the process of regulating the flow of oil into pipelines, controlling pumping systems, and operating and maintaining machinery to generate electric power.**

**The Energy Career Cluster prepares individuals for careers in the designing, planning, maintaining, generating, transmission, and distribution of traditional and alternative energy.**

Successful completion of the Oil and Gas Exploration and Production program of study will fulfill requirements of the Business and Industry Endorsement or STEM endorsement if math and science requirements are met. Revised - July 2020

GREENWOOD ISD RANGERS

# COURSE INFORMATION

| COURSE NAME | SERVICE ID | PREREQUISITS (PREQ) COREQUISITES (CREQ) | Grade |
|---|---|---|---|
| Oil and Gas Production I | 13001250 (1 credit) | None | 9-12 |
| Oil and Gas Production II | 13001260 (1 credit) | PREQ: Oil and Gas I | 10-12 |
| Oil and Gas Production III | 13040500 (1 credit) | PREQ: Oil and Gas Production II | 11-12 |
| Oil and Gas Production IV | 13040501 (1 credit) | PREQ: Oil and Gas Production III | 11-12 |
| Career Preparation I | 12701300 (2 credits)<br>127001305 (3 credits) | None | 11-12 |

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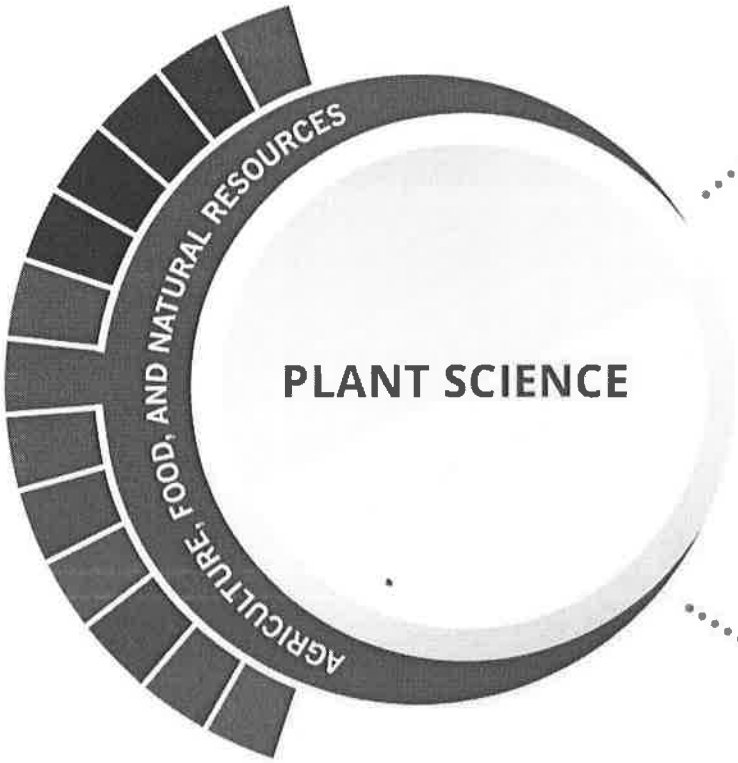


**Level 1** Principles of Agriculture, Food, and Natural Resources

**Level 2** Landscape Design and Management
Turf Grass Management

**Level 3** Floral Design/Lab

**Level 4** Advanced Floral Design

| HIGH SCHOOL/ INDUSTRY CERTIFICATION | CERTIFICATE/ LICENSE* | ASSOCIATE'S DEGREE | BACHELOR'S DEGREE | MASTER'S/ DOCTORAL PROFESSIONAL DEGREE |
|---|---|---|---|---|
| Landscape Irrigation Technician License | Pesticide Applicator | Applied Horticulture/ Horticulture Operations, General | Applied Horticulture/ Horticulture Operations, General | Applied Horticulture/ Horticulture Operations, General |
| Commercial/ Noncommercial Pesticide Applicator | Certified Floral Designer | Ornamental Horticulture | Agronomy and Crop Science | Agronomy and Crop Science |
| Texas State Floral Association Level One Floral Certification | Accredited Member of AIFD | Agricultural Business and Management, General | Agricultural Business and Management, General | Agricultural Business and Management, General |
| Texas State Floral Association Level Two Floral Certification | Landscape Industry Certified Technician | Turf and Turfgrass Management | Turf and Turfgrass Management | Farm/Farm and Ranch Management |

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

| Occupations | Median Wage | Annual Openings | % Growth |
|---|---|---|---|
| Soil and Plant Scientists | $54,662 | 116 | 21% |
| Tree Trimmers and Pruners | $32,240 | 589 | 14% |
| Pesticide Handlers, Sprayers, and Applicators | $36,733 | 196 | 22% |
| Landscaping Supervisors | $44,408 | 807 | 19% |
| Biological Technicians | $42,931 | 452 | 17% |

## WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

| Exploration Activities: | Work Based Learning Activities: |
|---|---|
| Texas FFA | Work part-time at a florist;<br>start or work for a local landscaping business<br>FFA Supervised Agriculture Experience (SAE) |

**The Plant Science program of study focuses on the science, research, and business of plants and other living organisms. It teaches students how to apply biology and life science to real-world life processes of plants and vegetation, either in laboratories or in the field.**

**The Agriculture, Food, and Natural Resources (AFNR) Career Cluster focuses on the essential elements of life—food, water, land, and air. This career cluster includes a diverse spectrum of occupations, ranging from farmer, rancher, and veterinarian to geologist, land conservationist, and florist. It also includes non-traditional agricultural occupations like wind energy, solar energy, and oil and gas production.**

Successful completion of the Plant Science program of study will fulfill requirements of a Business and Industry endorsement or STEM endorsement if the math and science requirements are met. Revised - July 2020

GREENWOOD ISD RANGERS

# COURSE INFORMATION

| COURSE NAME | SERVICE ID | PREREQUISITS (PREQ) COREQUISITES (CREQ) | Grade |
|---|---|---|---|
| Principles of Agriculture, Food, and Natural Resources | 13000200 (1 credit) | None | 9-12 |
| Floral Design/Lab | 13001800 (1 credit)<br>13001810 (2 credits) | None | 9-12 |
| Landscape Design and Management | 13001900 (.5 credit) | None | 10-12 |
| Turf Grass Management | 13001950 (.5 credit) | None | 10-12 |
| Advanced Floral Design | N1300270 (1 credit) | PREQ: Floral Design | 11-12 |
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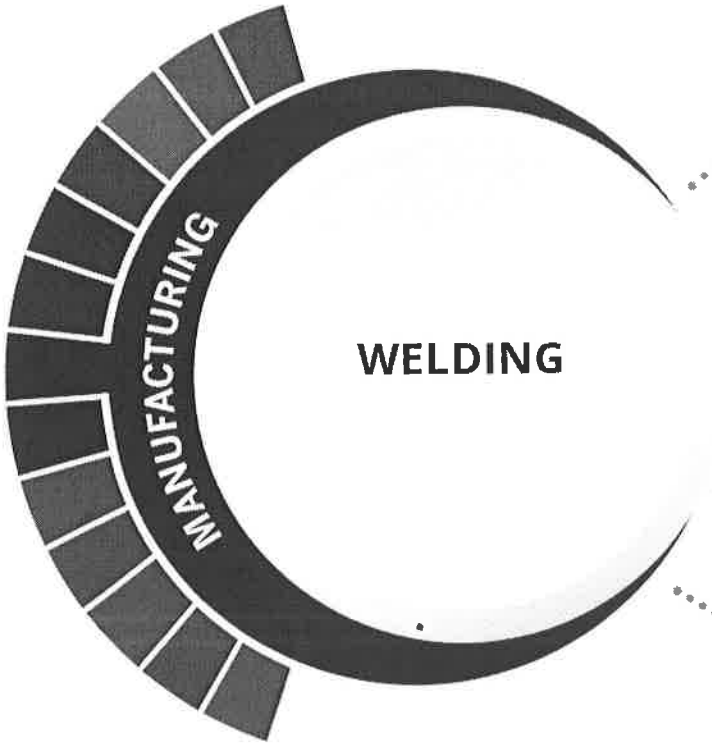


**Level 1** Introduction to Welding

**Level 2** Welding I

**Level 3** Welding II/Lab

**Level 4** Practicum in Manufacturing Career Preparation I

| HIGH SCHOOL/ INDUSTRY CERTIFICATION | CERTIFICATE/ LICENSE* | ASSOCIATE'S DEGREE | BACHELOR'S DEGREE | MASTER'S/ DOCTORAL PROFESSIONAL DEGREE |
|---|---|---|---|---|
| AWS Certified Welder, D1.1, D9.1 | Certified Welder or Welder Inspector | Certified Welder or Welder Inspector | Welding Engineering Technology/ Technician | Welding Engineering Technology/ Technician |
| ASW SENSE Level 1 | Machining Level 1 - CNC Milling: Programming Setup & Operations | Machine Shop Technology/ Assistant | Biomedical Technology/ Technician | Occupational Health and Industrial Hygiene |
| API 1104 Welding Certificate | Certified Welding Engineering | Operations Management and Supervision | Operations Management and Supervision | Operations Management and Supervision |
| NCCER Welding, Level 1 | Certified Environmental, Safety, and Health Trainer | Occupational Safety and Health Technology/ Technician | Environmental Health | Environmental Health |

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

| Occupations | Median Wage | Annual Openings | % Growth |
|---|---|---|---|
| Welders, Cutters, Solderers, and Brazers | $41,350 | 6,171 | 9% |
| Welding Soldering and Brazing Machine Setters, Operators and Tenders | $40,040 | 280 | 9% |

## WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

| Exploration Activities: | Work Based Learning Activities: |
|---|---|
| Participate and compete in SkillsUSA<br>Job shadow a machinist | Apprenticeship at a local business or industry American Welding Society |

The Welding program of study focuses on the development and use of automatic and computer-controlled machines, tools, and robots that perform work on metal or plastic. CTE learners will learn how to modify parts to make or repair machine tools or maintain individual machines, and how to use hand-welding or flame-cutting equipment.

**The Manufacturing Career Cluster focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.**

Successful completion of the Manufacturing Technology program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020

GREENWOOD ISD RANGERS

# COURSE INFORMATION

| COURSE NAME | SERVICE ID | PREREQUISITS (PREQ) COREQUISITES (CREQ) | Grade |
|---|---|---|---|
| Introduction to Welding | 13032250 (1 credit) | None | 9-12 |
| Welding I | 13032300 (2 credit) | None | 10-12 |
| Welding II/Lab | 13032400 (2 credits)<br>13032410 (3 credits) | PREQ: Welding I | 11-12 |
| Practicum in Manufacturing | 13033000 (2 credits)<br>13033005 (3 credits)<br>13033010 (2 credits) | None | 12 |
| Career Preparation I | 13033015 (3 credits)<br>12701300 (2 credits)<br>12701305 (3 credits) | None | 11-12 |

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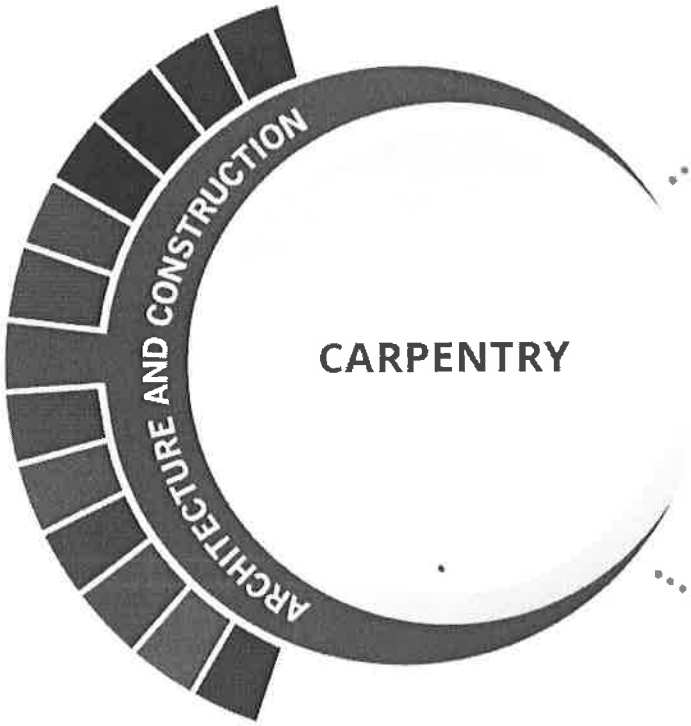


**Level 1** Principles of Construction
Principles of Architecture

**Level 2**

**Level 3** Mill & Cabinetmaking Technology

**Level 4** Career Preparation I

| HIGH SCHOOL/ INDUSTRY CERTIFICATION | CERTIFICATE/ LICENSE* | ASSOCIATE'S DEGREE | BACHELOR'S DEGREE | MASTER'S/ DOCTORAL PROFESSIONAL DEGREE |
|---|---|---|---|---|
| NCCER Carpentry, Level 1 & 2 | Certified Lead Carpenter | Carpentry/ Carpenter | Construction Science | Construction Management |
| NCCER Commercial Carpenter | Certified Installer | Industrial Mechanics and Maintenance Technology | | |
| NCCER Core Curriculum | Certified Door Consultant | | | |
| NCCER Construction Technology | Fluid Power Connector and Conductor | | | |

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

| Occupations | Median Wage | Annual Openings | % Growth |
|---|---|---|---|
| Carpenters | $35,922 | 5,031 | 26% |
| Cost Estimators | $63,939 | 2,239 | 21% |

## WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

| Exploration Activities: | Work Based Learning Activities: |
|---|---|
| Shadow a carpenter or millwright.<br>SkillsUSA | Obtain an NCCER certification in Millwright Level 1 or Carpentry Level 1 |

The Carpentry program of study explores the occupations and educational opportunities related to constructing, installing, or repairing structures and fixtures made of wood, such as concrete forms (including frameworks, partitions, joists, studding, rafters, and stairways). This program of study may also include exploration into installing, dismantling, or moving machinery and heavy equipment according to layout plans, blueprints, or other drawings.

**The Architecture and Construction Career Cluster focuses on designing, planning, managing, building, and maintaining the built environment. Principles of Architecture provides an overview to the various fields of architecture, interior design, and construction management.**

Successful completion of the Carpentry program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020

GREENWOOD ISD RANGERS

# COURSE INFORMATION

| COURSE NAME | SERVICE ID | PREREQUISITS (PREQ) COREQUISITES (CREQ) | Grade |
|---|---|---|---|
| Principles of Construction | 13004220 (1 credit) | None | 9-12 |
| Principles of Architecture | 13004210 (1 credit) | None | 9-12 |
| Mill & Cabinetmaking Technology | 13005300 (2 credits) | None | 10-12 |
| Career Preparation I | 12701300 (2 credits)<br>12701305 3(credits) | None | 11-12 |
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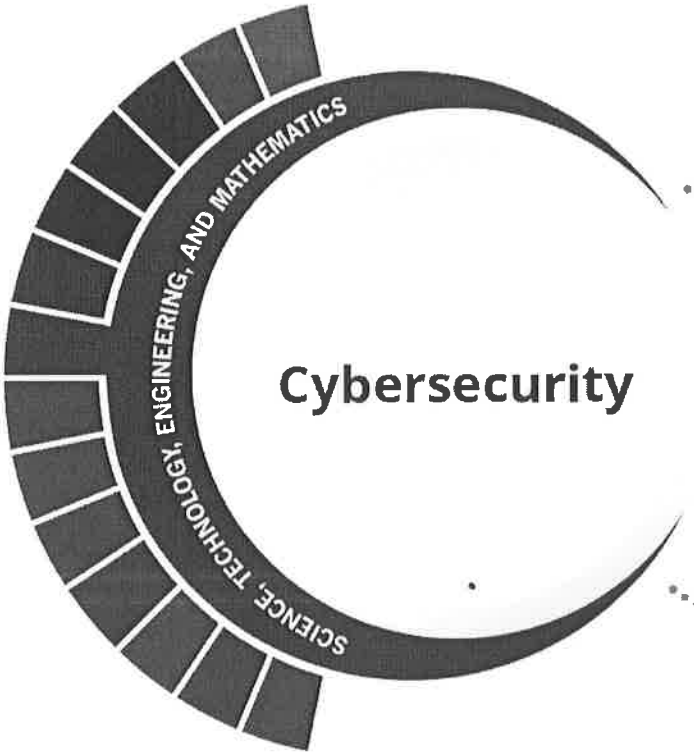


**Level 1** Principles of Information Technology
Fundamentals of Computer Science

**Level 2**

**Level 3** Networking/Lab

**Level 4** Cybersecurity Capstone

| HIGH SCHOOL/ INDUSTRY CERTIFICATION | CERTIFICATE/ LICENSE* | ASSOCIATE'S DEGREE | BACHELOR'S DEGREE | MASTER'S/ DOCTORAL PROFESSIONAL DEGREE |
|---|---|---|---|---|
| Oracle Certified Associate Java SE 8 | GIAC Reverse Engineering Malware | System Networking, and LAN/WAN Management | Computer Systems Networking and Telecommunications | Computer Systems Analysis/Analyst |
| Oracle Certified Database Associate | Certified Advanced Windows Forensic Examiner | Information Technology | Computer Systems Networking and Telecommunications | Information Technology |
| Cisco Certified Entry Networking Technician (CCENT) | SAP Certified Technology Professional System Security Architect | Computer and Information Sciences, General | Computer and Information Sciences, General | Computer and Information Sciences, General |
| CompTIA A+, Network+, Security+, and IT Fundamentals | Cisco Certified Network Professional Security Certification | Computer Science | Computer Science | Computer Science |

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

| Occupations | Median Wage | Annual Openings | % Growth |
|---|---|---|---|
| Information Security Analysts | $91,915 | 814 | 29% |
| Network and Computer System Administrators | $82,597 | 2,814 | 19% |
| Computer System Analysts | $87,568 | 5,937 | 29% |

## WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

| Exploration Activities: | Work Based Learning Activities: |
|---|---|
| Join TSA<br>Job Shadow a computer system analyst or information security analyst. | Obtain an industry based certification. |

**The Cybersecurity program of study includes the occupations and educational opportunities related to planning, implementing, upgrading, or monitoring security measure for the protection of computer networks and information. This program of study may also include exploration into responding to computer security breaches and virus and administering network security measures.**

**The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing, scientific research and professional and technical services, including laboratory and testing services, and research and development services.**

Successful completion of the Cybersecurity program of study will fulfill requirements of the Business and Industry or STEM endorsement if the math and science requirements are met. Revised - July 2020

GREENWOOD ISD RANGERS

# COURSE INFORMATION

| COURSE NAME | SERVICE ID | PREREQUISITS (PREQ) COREQUISITES (CREQ) | Grade |
|---|---|---|---|
| Principles of Information Technology | 13027200 (1 credit) | None | 9-10 |
| Fundamentals of Computer Science | 03580140 (1 credit) | None | 9-12 |
| Networking | 13027400 (1 credit) | None | 10-12 |
| Cybersecurity Capstone | 03580855 (1 credit) | None | 11-12 |

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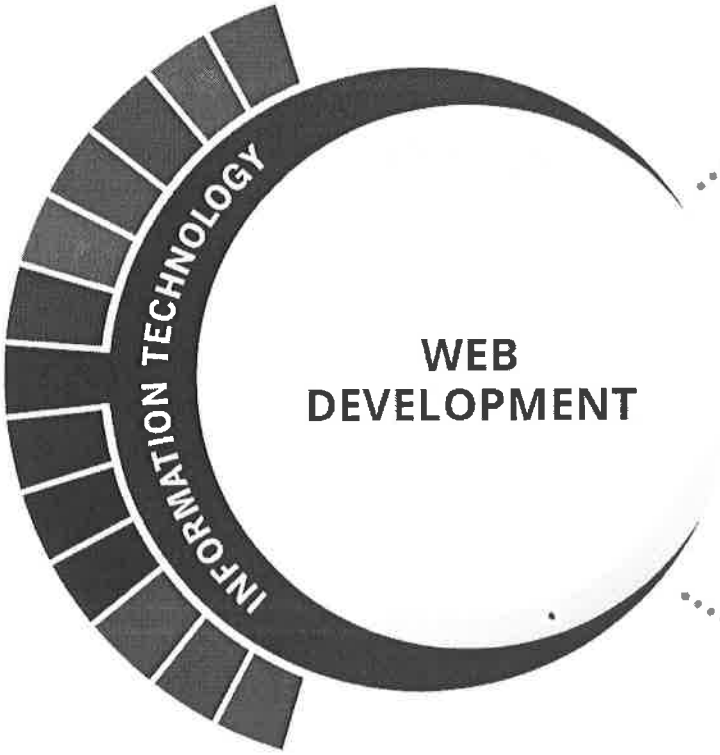


**Level 1** Principles of Information Technology

**Level 2**

**Level 3** Web Design

**Level 4** Career Preparation

| HIGH SCHOOL/ INDUSTRY CERTIFICATION | CERTIFICATE / LICENSE* | ASSOCIATE'S DEGREE | BACHELOR'S DEGREE | MASTER'S/ DOCTORAL PROFESSIONAL DEGREE |
|---|---|---|---|---|
| Oracle Certified Associate Java SE 8 | AEM 6 Developer | Computer Programming/ Programmer, General | Web/ Multimedia Management and Webmaster | Computational Science |
| WD Certified Web Design Certification | Certified Webmaster Professional | Computer Science | Computer Science | Computer Science |
| Microsoft Technology Associate Introduction to Programming Certifications | Adobe Campaign Developer | Web Page, Digital/ Multimedia and Information Resources Design | Web Page, Digital/ Multimedia and Information Resources Design | Information Science/ Studies |
| | IBM Certified Solution Developer – Open Social | Computer Systems Networking and Tele-communications | Computer Systems Networking and Tele-communications | Computer Systems Networking and Tele-communications |

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

| Occupations | Median Wage | Annual Openings | % Growth |
|---|---|---|---|
| Web Developers | $67,912 | 1,079 | 39% |
| Web Administrators, Computer Occupations | $85,197 | 1,616 | 20% |
| Software Developers | $104,499 | 6,311 | 30% |

## WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

| Exploration Activities: | Work Based Learning Activities: |
|---|---|
| Join TSA Participate in a coding or computer programming club Create a web page | Get an Oracle or CISCO Certification |

The Web Development program of study explores the occupations and educational opportunities associated with designing, creating, and modifying websites. This program of study may also explore integrating websites with other computer applications, and converting written, graphic, audio, and video components to compatible web formats by using software designed to facilitate the creation of web and multimedia content.

**The Information Technology (IT) Career Cluster focuses on building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services.**

Successful completion of the Web Development program of study will fulfill requirements of the Business and Industry endorsement or STEM endorsement if the math and science requirements are met. Revised - July 2020

GREENWOOD ISD RANGERS

# COURSE INFORMATION

| COURSE NAME | SERVICE ID | PREREQUISITS (PREQ) COREQUISITES (CREQ) | Grade |
|---|---|---|---|
| Principles of Information Technology | 13027200 (1 credit) | None | 9-12 |
| Web Design | 03580820 (1 credit) | None | 9-12 |
| Career Preparation | 12701300 (2 credit)<br>12701305 (3 credit) | None | 12 |
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**Level 1** Principles of Health Science

**Level 2** Medical Terminology

**Level 3** Anatomy and Physiology

**Level 4** Pharmacology

| HIGH SCHOOL/ INDUSTRY CERTIFICATION | CERTIFICATE/ LICENSE* | ASSOCIATE'S DEGREE | BACHELOR'S DEGREE | MASTER'S/ DOCTORAL PROFESSIONAL DEGREE |
|---|---|---|---|---|
| Registered Dental Assistant | Dental Assistant | Dental Hygienist | Dental Hygienist | Dentist |
| Certified Patient Care Technician | Surgical Technologist | Medical/ Clinical Assistant | | Physician Assistant |
| Certified Nurse Aide/Assistant | Medical Assistant | | | Family and General Practitioners |
| Pharmacy Technician | Pharmacy Aides | | | Pharmacist |

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

| Occupations | Median Wage | Annual Openings | % Growth |
|---|---|---|---|
| Medical Assistants | $29,598 | 8,862 | 30% |
| Surgical Technologists | $45,032 | 1,150 | 20% |
| Dental Hygienists | $73,507 | 1,353 | 38% |
| Physicians and Surgeons | $213,071 | 1,151 | 30% |
| Dental Assistants | $34,840 | 4,422 | 31% |

## WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

| Exploration Activities: | Work Based Learning Activities: |
|---|---|
| SkillsUSA<br>Health Occupation Students of America (HOSA) | Volunteer at a community wellness center, hospital, assisted living, or nursing home. |

**The Healthcare Therapeutic program of study introduces students to occupations and educational opportunities related to diagnosing and treating acute, episodic, or chronic illness independently or as part of a healthcare team. This program of study also includes an introduction to the opportunities associated with providing treatment and counsel to patients as well as rehabilitative programs that help build or restore daily living skills to persons with disabilities or developmental delays.**

**The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and work well with others.**

Successful completion of the Healthcare Therapeutic program of study will fulfill requirements of a Public Service endorsement or STEM endorsement if the math and science requirements are met. Revised - July 2020

GREENWOOD ISD RANGERS

# COURSE INFORMATION

| COURSE NAME | SERVICE ID | PREREQUISITS (PREQ) COREQUISITES (CREQ) | Grade |
|---|---|---|---|
| Principles of Health Science | 13020200 (1 credit) | None | 9-10 |
| Medical Terminology | 13020300 (1 credit) | None | 9-12 |
| Anatomy and Physiology | 13020600 (1 credit) | PREQ: Biology and a second science credit | 10-12 |
| Pharmacology | 13020950 (1 credit) | PREQ: Biology and Chemistry | 11-12 |
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Greenwood High School


# TRAVEL, TOURISM, AND ATTRACTIONS

**Level 1** Principles of Hospitality and Tourism

**Level 2** Entrepreneurship

**Level 3**

**Level 4** Career Preparation I

| HIGH SCHOOL/ INDUSTRY CERTIFICATION | CERTIFICATE/ LICENSE* | ASSOCIATE'S DEGREE | BACHELOR'S DEGREE | MASTER'S/ DOCTORAL PROFESSIONAL DEGREE |
|---|---|---|---|---|
| Certified Hospitality and Tourism Management Professional | Travel and Tourism Professional | Tourism Management | Tourism Management | Tourism Management |
| Entrepreneurship and Small Business | Certified Tourism Executive | Business Administration and Management, General | Business Administration and Management, General | Business Administration and Management, General |
| Certified Associate in Project Management | Communication Management Professional | Tourism and Travel Services Management | Tourism Management | Recreation and Resources Development |
| | Certified Marketing Analyst | Tourism and Travel Services Marketing | Sport Event and Tourism Management | Recreation, Park, and Tourism Sciences |

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

| Occupations | Median Wage | Annual Openings | % Growth |
|---|---|---|---|
| Advertising and Promotions Managers | $94,515 | 164 | 20% |
| Fundraisers | $54,850 | 875 | 21% |
| Market Research Analysts and Marketing Specialists | $70,349 | 4,664 | 40% |
| Marketing Managers | $144,269 | 1,297 | 32% |

## WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

| Exploration Activities: | Work Based Learning Activities: |
|---|---|
| Family, Career, and Community Leaders of America (FCCLA), SkillsUSA, Texas Travel Industry Association | Work at a local tourist attraction, theme park, or summer camp; volunteer at a local community event (fair or rodeo) |

The Travel, Tourism, and Attractions program of study introduces CTE learners to occupations and educational opportunities related to the marketing or sales of travel and tourism services. This program of study allows students to learn how to plan, direct, and coordinate marketing or business policies and programs, including identifying potential customers and determining demand and promotional strategies for products and services.

**The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services. Students acquire knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success.**

Successful completion of the Travel, Tourism, and Attractions program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020

GREENWOOD ISD RANGERS

# COURSE INFORMATION

| COURSE NAME | SERVICE ID | PREREQUISITS (PREQ) COREQUISITES (CREQ) | Grade |
|---|---|---|---|
| Principles of Hospitality and Tourism | 13022200 (1 credit) | None | 9-12 |
| Entrepreneurship | 13034400 (1 credit) | None | 10-12 |
| Career Preparation I | 12701300 (2 credits)<br>12701305 (3 credits) | None | 12 |
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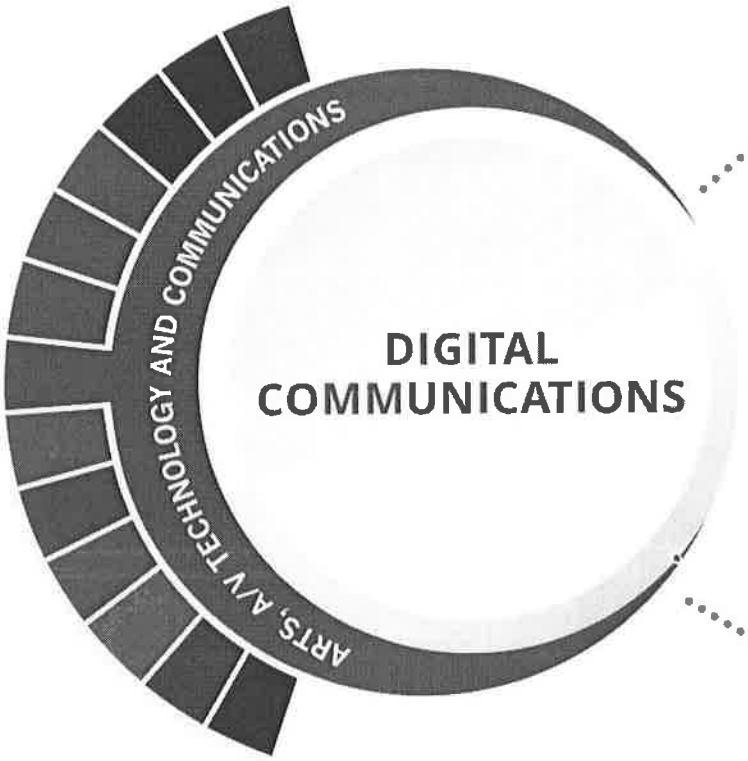
Greenwood High School




**Level 1** Professional Communications

**Level 2** Audio/Video Production I

**Level 3** Audio Video Production II

**Level 4** Practicum of Audio/Video Production

| HIGH SCHOOL/ INDUSTRY CERTIFICATION | CERTIFICATE/ LICENSE* | ASSOCIATE'S DEGREE | BACHELOR'S DEGREE | MASTER'S/ DOCTORAL PROFESSIONAL DEGREE |
|---|---|---|---|---|
| Apple Final Cut Pro X | Certified Video Engineer | Recording Arts Technology/ Technician | Recording Arts Technology/ Technician | Communications Technology/ Technician |
| Apple Logic Pro X | Commercial Audio Technician | Cinematography and Film/ Video Production | Cinematography and Film/ Video Production | Cinematography and Film/ Video Production |
| Adobe Certified Associate Premiere Pro | Certified AM Directional Specialist | Radio and Television Broadcasting Technology/ Technician | Radio and Television | Radio and Television |
| Adobe Certified Associate Certifications | Certified Broadcast Radio Engineer | Music Technology | Agricultural Communication/ Journalism | Agricultural Communication/ Journalism |

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

| Occupations | Median Wage | Annual Openings | % Growth |
|---|---|---|---|
| Sound Engineering Technicians | $39,562 | 79 | 27% |
| Camera Operators, Television, Video and Motion Picture | $50,024 | 129 | 9% |
| Audio and Video Equipment Technicians | $40,581 | 757 | 29% |
| Film and Video Editors | $47,382 | 118 | 23% |

## WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

| Exploration Activities: | Work Based Learning Activities: |
|---|---|
| Shadow a production team<br>Participate in SkillsUSA or TSA | Intern at a local television station or video production company<br>Work with a local company on a project |

**The Digital Communications program of study explores the occupations and educational opportunities associated with the production of audio and visual media formats for various purposes, such as TV broadcasts, advertising, video production, or motion pictures. This program of study may also include exploration into operating machines and equipment to record sound and images, such as microphones, sound speakers, video screens, projectors, video monitors, sound and mixing boards, and related electronic equipment.**

**The Arts, A/V Technology and Communications (AAVTC) Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Careers in the AAVTC career cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication.**

Successful completion of the Digital Communications program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020

GREENWOOD ISD RANGERS

# COURSE INFORMATION

| COURSE NAME | SERVICE ID | PREREQUISITS (PREQ) COREQUISITES (CREQ) | Grade |
|---|---|---|---|
| Professional Communications | 13009900 (.5 credits) | None | 9-12 |
| Audio/Video Production I | 13008500 (1 credit) | None | 10-12 |
| Audio Video Production II | 13008600 (1 credit) | PREQ: Audio/Video Production I | 10-12 |
| Practicum of Audio/Video Production | 13008700 (2 credits) | PREQ: Audio/Video Production II | 11-12 |
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Greenwood High School


**Level 1** Principles of Human Services

**Level 2** Child Development

**Level 3** Child Guidance

**Level 4** Career Preparation I

| HIGH SCHOOL/ INDUSTRY CERTIFICATION | CERTIFICATE/ LICENSE* | ASSOCIATE'S DEGREE | BACHELOR'S DEGREE | MASTER'S/ DOCTORAL PROFESSIONAL DEGREE |
|---|---|---|---|---|
| Child Development Associate | Child Development Associate | Early Childhood Education and Teaching | Early Childhood Education and Teaching | Early Childhood Education and Teaching |
| | Texas Educator Certification Program | Multicultural Early Childhood Development | Multicultural Early Childhood Development | Multicultural Early Childhood Development |
| | County Librarian | Kindergarten/ Preschool Education and Training | Early Childhood | Educational, Instructional, and Curriculum Supervision |
| | Professional Counselor | Psychology/ Sociology | Psychology/ Sociology | Educational Leadership and Administration |

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

| Occupations | Median Wage | Annual Openings | % Growth |
|---|---|---|---|
| Kindergarten Teachers, except Special Education | $53,310 | 1,848 | 17% |
| Preschool Teachers | $27,851 | 4,330 | 17% |
| Special Education Teachers, Preschool | $55,670 | 148 | 27% |
| Elementary School Teachers | $54,140 | 13,121 | 16% |
| Education Administrators, Elementary and Secondary School | $79,830 | 2,407 | 16% |

## WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

| Exploration Activities: | Work Based Learning Activities: |
|---|---|
| Texas Association of Future Educators; Family, Career, and Community Leaders of America | Teach a community education class; volunteer as a teaching assistant. |

**The Early Learning program of study focuses on early childhood education, which consists of instructing and supporting preschool and early elementary school students in activities that promote social, physical and intellectual growth as well as in basic elements of science, art, music, and literature. This program of study introduces CTE learners to tasks necessary for planning, directing, and coordinating activities for young children.**

**The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services. All parts of courses are designed to introduce learners to the various careers available within the Education and Training career cluster.**

Successful completion of the Early Learning program of study will fulfill requirements of the Public Service endorsement.
Revised - July 2020

# COURSE INFORMATION

| COURSE NAME | SERVICE ID | PREREQUISITS (PREQ) COREQUISITES (CREQ) | Grade |
|---|---|---|---|
| Principles of Human Services | 13024200 (1 credit) | None | 9-10 |
| Child Development | 13024700 (1 credit) | None | 10-12 |
| Child Guidance | 13024800 (2 credits) | None | 10-12 |
| Career Preparation I | 12701300 (2 credits)<br>12701305 (3 credits) | None | 12 |
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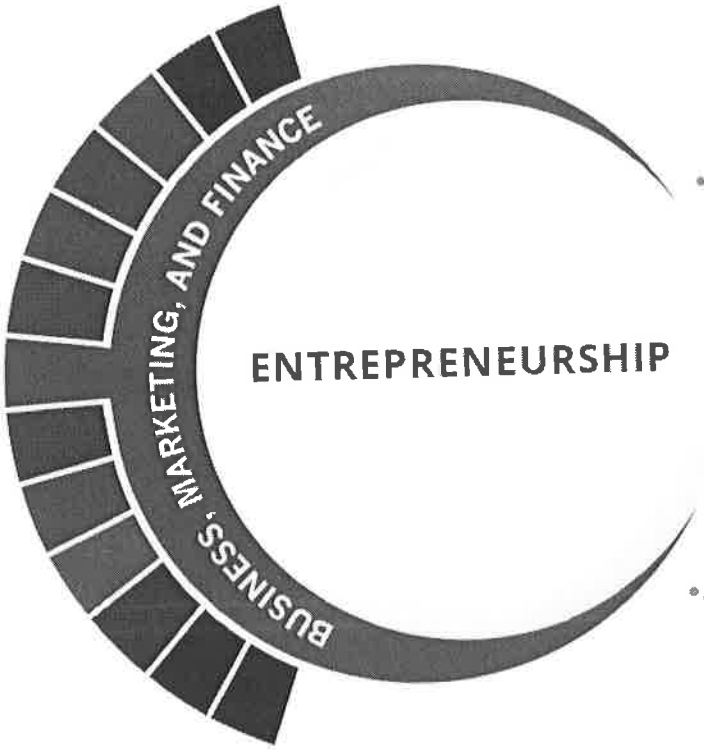


**Level 1** Principles of Business, Marketing, and Finance

**Level 2** Entrepreneurship

**Level 3**

**Level 4** Career Preparation I

| HIGH SCHOOL/ INDUSTRY CERTIFICATION | CERTIFICATE/ LICENSE* | ASSOCIATE'S DEGREE | BACHELOR'S DEGREE | MASTER'S/ DOCTORAL PROFESSIONAL DEGREE |
|---|---|---|---|---|
| Microsoft Office Expert - Excel | Certified Facility Manager | Business Administration and Management | Business Administration and Management | Business Administration and Management |
| Microsoft Office Expert - Word | Certified Management Accountant | Business/ Commerce | Business/ Commerce | Business/ Commerce |
| Entrepreneurship and Small Business | Certified Project Consultant | Public Administration | Public Administration | Public Administration |
| | Accredited Management Consultant | Business Management | Management Science | Management Science |

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

| Occupations | Median Wage | Annual Openings | % Growth |
|---|---|---|---|
| General and Operations Managers | $107,640 | 18,679 | 20% |
| Management Analysts | $87,651 | 4,706 | 32% |
| Managers, All Others | $113,110 | 1,794 | 26% |

## WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

| Exploration Activities: | Work Based Learning Activities: |
|---|---|
| Business Professionals of America (BPA)<br>Future Leaders of America (FBLA)<br>DECA | Internship with local management consulting firm |

The Entrepreneurship program of study teaches CTE learners how to plan, direct, and coordinate the management and operations of public or private sector organizations. Through this program of study, students will learn the skills necessary to formulate policies, manage daily operations, analyze management structures, and plan for the use of materials and human resources.

**The Business, Marketing, and Finance Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.**

Successful completion of the Entrepreneurship program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020

GREENWOOD ISD RANGERS

# COURSE INFORMATION

| COURSE NAME | SERVICE ID | PREREQUISITS (PREQ) COREQUISITES (CREQ) | Grade |
|---|---|---|---|
| Principles of Business, Marketing, and Finance | 13011200 (1 credit) | None | 9-11 |
| Entrepreneurship | 13034400 (1 credit) | None | 10-12 |
| Career Preparation I | 12701300 (2 credits)<br>12701305 (3 credits) | None | 11-12 |
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Greenwood High School


**Level 1** Principles of Human Services

**Level 2** Child Development

**Level 3**

**Level 4** Career Preparation I

| HIGH SCHOOL/ INDUSTRY CERTIFICATION | CERTIFICATE/ LICENSE* | ASSOCIATE'S DEGREE | BACHELOR'S DEGREE | MASTER'S/ DOCTORAL PROFESSIONAL DEGREE |
|---|---|---|---|---|
| Educational Aide I | Texas Educator Certification Program | Teacher Education | Bilingual and Multilingual Education | Instruction and Learning |
| | Educational Instructional Technology | Education, General (or specific subject area) | Education, General (or specific subject area) | Educational Leadership and Administration, General |
| | Counselor, Professional | Special Education | Special Education | Special Education |
| | Athletic Trainer | Health and Physical Education/ Fitness | Health and Physical Education/ Fitness | Social and Philosophical Foundations of Education |

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

| Occupations | Median Wage | Annual Openings | % Growth |
|---|---|---|---|
| Adult Basic and Secondary Education and Literacy Teachers and Instructors | $48,069 | 862 | 17% |
| Middle School Teachers, Except Special and Career/ Technical Education | $54,510 | 6,407 | 15% |
| Career and Technical Education Teachers, Secondary School | $56,360 | 719 | 9% |
| Special Education Teachers, Secondary School | $56,720 | 980 | 18% |

## WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

| Exploration Activities: | Work Based Learning Activities: |
|---|---|
| Texas Association of Future Educators, or Family, Career and Community Leaders of America | Teach a community education class; intern as a teaching assistant or tutor; serve as a camp counselor. |

**The Teaching and Training program of study prepares CTE learners for careers related to teaching, instruction, and creation of instructional and enrichment materials. The program of study introduces CTE learners to a wide variety of student groups and their corresponding needs. It familiarizes them with the processes for developing curriculum, coordinating educational content, and coaching groups and individuals.**

**The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services. All parts of courses are designed to introduce learners to the various careers available within the Education and Training career cluster.**

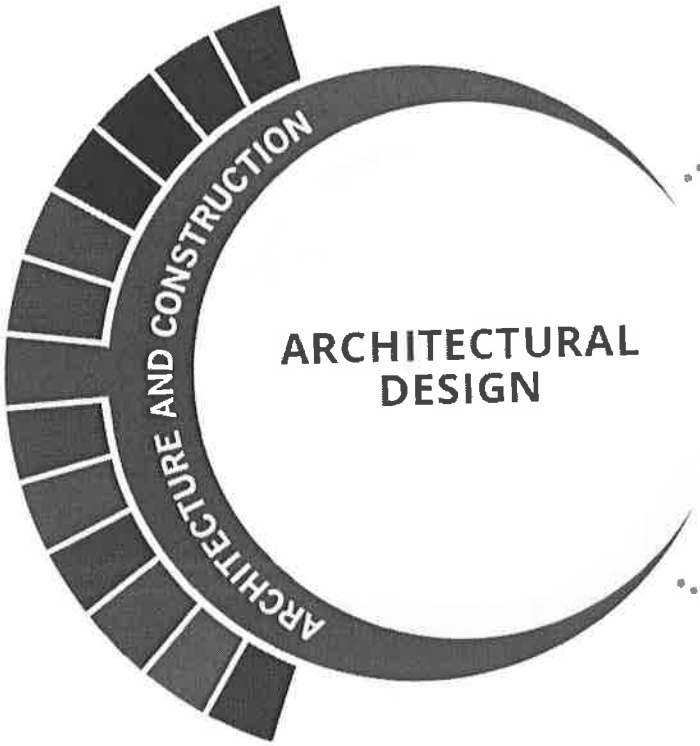
Successful completion of the Teaching and Training program of study will fulfill requirements of the Public Service Endorsement. Revised - July 2020

GREENWOOD ISD RANGERS

# COURSE INFORMATION

| COURSE NAME | SERVICE ID | PREREQUISITS (PREQ) COREQUISITES (CREQ) | Grade |
|---|---|---|---|
| Principles of Human Services | 13024200 (1 credit) | None | 9-10 |
| Child Development | 13024700 (1 credit) | None | 9-12 |
| Career Preparation I | 12701300 (2 credits)<br>12701305 (3 credits) | None | 12 |

Greenwood High School




**Level 1** Principles of Architecture

**Level 2** Architectural Design I

**Level 3** Architectural Design II

**Level 4** Career Preparation I

| HIGH SCHOOL/ INDUSTRY CERTIFICATION | CERTIFICATE/ LICENSE* | ASSOCIATE'S DEGREE | BACHELOR'S DEGREE | MASTER'S/ DOCTORAL PROFESSIONAL DEGREE |
|---|---|---|---|---|
| Autodesk Certified Professional or User in AutoCAD | Certified Photogrammetric Technologist | Architecture | Architecture | Architecture |
| Autodesk Certified Professional or User in AutoCAD Civil 3D | Certified Development, Design & Construction Professional | Interior Design | Interior Design | Interior Architecture |
| Autodesk Certified Professional or User in Autodesk Revit Architecture | National Council Certified Interior Designer | Civil Engineering, General | Civil Engineering, General | Civil Engineering, General |
| Autodesk Certified Professional or User in Autodesk Revit MEP Electrical | LEED AP Building Design & Construction | Geographic Information Science and Cartography | Geographic Information Science and Cartography | Geographic Information Science and Cartography |

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

| Occupations | Median Wage | Annual Openings | % Growth |
|---|---|---|---|
| Architects | $77,043 | 808 | 16% |
| Geographic Information Analysts and Surveyors | $58,926 | 162 | 27% |
| Architectural/ Civil Drafters | $50,170 | 1,068 | 9% |
| Construction Managers | $87,402 | 2,401 | 14% |

## WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

| Exploration Activities: | Work Based Learning Activities: |
|---|---|
| Shadow an architect, interior designer, or civil engineer. SkillsUSA | Intern at an architecture firm. |

**The Architectural Design program of study explores the occupations and educational opportunities associated with developing, engineering, and designing building structures and facilities. This program of study may also include exploration into collecting and interpreting geographic information, researching and preparing maps, and interior design.**

**The Architecture and Construction Career Cluster focuses on designing, planning, managing, building, and maintaining the built environment. Principles of Architecture provides an overview to the various fields of architecture, interior design, and construction management.**

Successful completion of the Architectural Design program of study will fulfill requirements of the Business and Industry endorsement or STEM endorsement if the math and science requirements are met. Revised - July 2020

GREENWOOD ISD RANGERS

# COURSE INFORMATION

| COURSE NAME | SERVICE ID | PREREQUISITS (PREQ) COREQUISITES (CREQ) | Grade |
|---|---|---|---|
| Principles of Architecture | 13004210 (1 credit) | None | 9-12 |
| Architectural Design I | 13004600 (1 credit) | PREQ: Algebra I and English I | 10-12 |
| Architectural Design II | 13004700 (2 credits) | PREQ: Architectural Design I and Geometry | 11-12 |
| Career Preparation I | 12701300 (2 credits)<br>12701305 (3 credits) | None | 11-12 |
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Greenwood High School

Student Name _____ ID_____Expected Graduation Date_____


**Level 1** Principles of Law, Public Safety, Corrections, and Security

**Level 2**

**Level 3** Firefighter I
Anatomy and Physiology
Counseling and Mental Health

**Level 4** Firefighter II

| HIGH SCHOOL/ INDUSTRY CERTIFICATION | CERTIFICATE/ LICENSE* | ASSOCIATE'S DEGREE | BACHELOR'S DEGREE | MASTER'S/ DOCTORAL PROFESSIONAL DEGREE |
|---|---|---|---|---|
| Emergency Medical Technician - Basic | Emergency Medical Technician - Basic | Emergency Medical Technology/ Technician (EMT Paramedic) | Emergency Medical Technology/ Technician (EMT Paramedic) | |
| Emergency Telecommunicator | Fire Protection Personnel/ Firefighter | Fire Prevention and Safety Technology/ Technician | Natural Resources Law Enforcement and Protective Services | |
| Basic Structure Fire Protection Certification | Fire Protection System Contractor | Fire Science/ Firefighting | | |
| | Fire Inspector | | | |

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

| Occupations | Median Wage | Annual Openings | % Growth |
|---|---|---|---|
| Firefighters | $50,149 | 2,309 | 13% |
| Fire Inspectors and Investigators | $54,787 | 161 | 14% |
| Emergency Medical Technicians | $34,091 | 1,880 | 31% |

## WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

| Exploration Activities: | Work Based Learning Activities: |
|---|---|
| Attend local emergency awareness events, Texas Public Service Association | Volunteer at a hospital or a fire station |

The Emergency Services program of study focuses on training CTE learners to respond to emergency situations, such as medical emergencies and fire-based emergencies. Students will learn how to prevent emergencies, respond appropriately and in accordance with rules and regulations during crises, and investigate and delineate the source of the emergency.

The Law and Public Service Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and fire and emergency services.

Successful completion of the Emergency Services program of study will fulfill requirements of the Public Service Endorsement. Revised - July 2020

Student Signature_____Date_____

# COURSE INFORMATION

| COURSE NAME | SERVICE ID | PREREQUISITES (PREQ) COREQUISITES (CREQ) | Grade |
|---|---|---|---|
| Principles of Law, Public Safety, Corrections, and Security | 13029200 (1 credit) | None | 9-12 |
| Firefighter I<br>Anatomy & Physiology<br>Counseling & Mental Health | 13029900 (2 credits)<br>13020600 ( 1 credit)<br>13024600 ( 1 credit) | A&P-PREQ: Biology & a second science credit | 9-12 |
| Firefighter II | 13030000 ( 3 credits) | PREQ: Firefighter I | 11-12 |

Public Notification of Nondiscrimination in Career and Technical Education Programs Greenwood ISD offers career and technical education programs in several types of programs such as Agriculture Science, Business, Culinary Arts, etc. Admission to these programs is based on class space, availability, interest and aptitude, age appropriateness, teacher recommendation, etc. It is the policy of Greenwood ISD not to discriminate on the basis of race, color, national origin, sex, age or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Greenwood ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. For information about your rights or grievance procedures, contact the Title IX Coordinator, Ariel Elliott, at 2700 FM 1379, Midland, Texas, 79706, 432-253-6677, and/or the Section 504 Coordinator, Debra Keel at 2700 FM 1379, Midland, Texas 79706, 432-253-6674.

Notificación Pública de No Discriminación en Programas Profesionales y Técnicos Greenwood ISD ofrece programas técnicos y profesionales en varios tipos de programas, tales como Ciencias Agricolas, Negocios, Artes Culinarias, etc. La admisión a estos programas se basa en el espacio de clase, disponibilidad, interés y aptitud, edad apropiada, recomendación del maestro, etc. Es norma de Greenwood ISD no discriminar por motivos de raza, color, origen nacional, sexo, anos o impedimento, en sus programas vocacionales, servicios o actividades, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmendada; el Título IX de las Enmiendas en la Educación, de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmendada. Greenwood ISD tomará las medidas necesarias para asegurar que la falta de habilidad en el uso del inglés no sea un obstáculo para la admisión y participación en todos los programas educativos y vocacionales. Para información sobre sus derechos o procedimientos para quejas, comuníquese con el Coordinador del Título IX, , Ariel Elliott, en el 2700 FM 1379, Midland, Texas, 79706, al 432-253-6677, y/o con la Coordinadora de la Sección 504, Debra Keel, en el 2700 FM 1379, Midland, Texas 79706, al 432-253-6674.

Texas Education Agency

# Programs of Study Overview

The Texas Education Agency (TEA) requests preliminary public comment on proposed Career and Technical Education (CTE) course sequences, referred to as programs of study. Programs of study are course sequences that prepare students with the knowledge and skills necessary for success in their chosen career. These sequences embed relevant, real world experiences and culminate in a postsecondary credential.

The Division of College, Career, and Military Preparation has engaged members of the workforce, secondary education, and higher education to advise on the development of course sequences, industry-based certifications, and work-based learning opportunities to ensure students are prepared for in-demand, high-skill, high-wage careers in Texas. We seek additional feedback from district and campus level administrators, CTE coordinators, CTE teachers, and counselors during preliminary public comment.

**Highlights of Programs of Study Initiative**

- Provides students with course sequences that prepare them for success in **in-demand, high wage**, **high skill** careers in Texas
- Allows for **flexibility** in district and campus course offerings
- Leads to postsecondary **credentials**
- Expands opportunities for students to engage in **STEM**-related occupations
- Includes resources to assist in **scheduling and career planning** conversations
- Allows districts to address the needs of their **community** through the development of course sequences that are supported by regional workforce data

**Benefits of Programs of Study Initiative**

- Provides students a **career path** with opportunities to continue directly into postsecondary and the workforce
- Aligns education to the **regional economy** building off the diverse needs of the Texas' economy
- Allows for better data collection and reporting of **CTE concentrators** for districts
- Creates **stronger** TEKS through recommendations for future gap analysis between course standards and job skills
- Allows for **flexibility** in alignment of teacher certifications to the course sequencing

**Programs of Study Implementation Considerations**

- The **course sequences** within each program of study will be used for federal reporting of CTE concentrators
- The new federal definition for a CTE concentrator, as outlined in Perkins V, is the **completion of two courses** (for two or more credits) within a program of study
- Proposed definition for a CTE completer to be the **completion of three or more courses for four or more credits** including one level three or level four course
- Perkins funds can be used to **support** statewide or approved regional programs of study

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# Programs of Study Overview

**Programs of Study Definition**
Perkins V describes a program of study as a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that:

- Incorporates challenging state academic standards
- Addresses academic, technical, and employability skills
- Aligns with the needs of industries in the state, regional, and/or local economy
- Progresses in specificity, beginning with all aspects of industry and leading to more occupation specific instruction
- Has multiple entry and exit points that incorporate credentialing
- Culminates in the attainment of a recognized postsecondary credential

**Changes to Career Clusters:**
Labor market analysis identified several areas where occupations and postsecondary training overlap across career clusters. The areas of overlap include Business, Marketing, and Finance as well as Law, Public Safety, Corrections, and Security and Government and Public Administration. The Science, Technology, Engineering, and Math (STEM) cluster did not align with any one industry sector but rather had occupations spread throughout other clusters. This is represented across career clusters and provides students with additional opportunities to engage in STEM. A new Energy career cluster was created to address Texas' diverse economic landscape. Changes to the career clusters are summarized below:

| 16 Career Clusters | Change to career cluster |
|---|---|
| Agriculture, Food, & Natural Resources | No Change |
| Architecture & Construction | No Change |
| Arts, A/V Technology, & Communications | No Change |
| Business Management & Administration | Combined with Marketing and Finance |
| Government & Public Administration | Combined with Law and Public Safety |
| Education & Training | No Change |
| Finance | Combined with Marketing and Business |
| Health Science | No Change |
| Hospitality & Tourism | No Change |
| Human Services | No Change |
| Information Technology | No Change |
| Law, Public Safety, Corrections, & Security | Combined with Government |
| Manufacturing | No Change |
| Marketing | Combined with Business and Finance |
| STEM | Placed programs within industry sectors, embedded throughout |
| Transportation, Distribution, & Logistics | No Change |
| | Added Energy Career Cluster |

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# Programs of Study Overview

## Programs of Study Methodology

The TEA conducted a process to identify high wage, high demand occupations in Texas to ensure alignment between industry and postsecondary education. The process included stakeholders from the Texas Workforce Commission, Texas Workforce Investment Council, and the Texas Higher Education Coordinating Board. The course sequencing methodology backwards-mapped occupations from job knowledge and skill demand, through postsecondary preparation (college, trade schools, certifications, etc.), to secondary education and triangulated data sources for the best results of labor projections alongside real-time labor data.

Phase I: Foundation occupations were identified utilizing median growth rate of 17%, median annual salary of $35,339, and a minimum annual openings floor of 500, each based on the data from all occupations in Texas. Occupations that were related to the foundation occupations were identified to form groupings of occupations and initial focus for programs of study.

Phase II: Groupings of occupations were formed based on: similarities in detailed work activities; directly or closely related postsecondary training and education programs; or directly or closely related through standard occupational classification by ONET. These groupings of occupations were compared to the median data of all occupations in Texas.

Data sources include EMSI data (real-time labor market information), labor projections, Local Workforce Boards Targeted Occupations, and the Bureau of Labor Statistics.

## Implementation Considerations

It is important that the TEA solicit stakeholder feedback prior to determine if there are recommendations to the State Board of Education (SBOE). The public comment process will allow the TEA to take responses from the field and approach the SBOE with any items for consideration. The following items require stakeholder feedback:

- Add the Energy career cluster to §TAC Chapter 130 with corresponding courses listed within the new career cluster
- Allow for additional STEM focused programs of study to qualify for the STEM endorsement
- Allow for innovative courses to serve as the final course in a sequence to earn an endorsement
- Allow for advanced academic courses such as Advanced Placement (AP) courses to count toward an endorsement within a CTE program of study

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## Programs of Study Overview

- Allow for innovative courses to be developed to meet knowledge and skills gap areas identified by industry
- Consider revisions to prerequisites for courses
- Revise the list of courses identified for funding as advanced CTE courses
- Allow for the proposed Practicum in Entrepreneurship course to meet endorsements across multiple career clusters