2021 - 2022

CLASS OF 2025 COHORT

ACADEMIC PLANNING GUIDE

Dear Class of 2025:

The 2021- 2022 Academic Planning Guide is provided to assist you in planning your academic pathway toward high school graduation. The planning guide contains all courses offered at our three comprehensive high schools, early colleges, and our magnet programs. The Guidance and Counseling Department, along with the Curriculum Instruction Department, collaborated to create a guide for you and your parents to plan your high school career and meet your goal of becoming college and career ready upon graduation.

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

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

Enjoy your academic journey,

Rosina M. Silva
Director
Guidance & Counseling and the At-Risk Population

MISSION STATEMENT

LISD will prepare students to be highly successful, critical thinkers and effective problem solvers who are confident, self-motivated, and actively involved in our local and global community.

Laredo Independent School District Website

www.laredoisd.org

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

2021-2022 ACADEMIC PLANNING GUIDE

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Planning Guide for Academic Success

This academic planning guide assists Laredo ISD students in making course selections for high school. This guide, which includes all high school course offerings and graduation plans, will help guide you and be your road map to academic success. High school principals, guidance counselors, and district staff collaborated in this joint effort designed specifically to help you and your parents plan your successful high school career. We encourage you to choose the courses that will ultimately benefit your college and career goals.

High school guidance counselors will work to assist you in choosing the most appropriate and challenging courses to meet academic success. Carefully review your choices with your parents or guardians. Remember to keep your academic goals a priority so that you can maximize your opportunities for post-secondary education.

PLANNING YOUR HIGH SCHOOL PROGRAM

Practical suggestions for students and parents:

Freshman

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

Sophomores

- ☐ Plan your schedule to complete required courses for graduation.
- ☐ Plan to schedule prerequisite courses for electives you want to take in grades 11 and 12.
- ☐ Review your transcript and verify grade point average and rank.
- ☐ Take the PSAT in October for practice. The PSAT will help prepare you for the National Merit Scholarship Qualifying Test in the 11th grade.
- ☐ Consider taking college placement exams (TSI) in preparation for college credit course. (Student must meet criteria set by LC/TAMIU)
- ☐ Attend LISD College Night in the fall and gather information on colleges and careers.
- ☐ Participate in school related activities and community service.
- ☐ Keep an updated resume and portfolio of accomplishments.
- ☐ Consider taking courses through dual credit.
- ☐ Take three years of language other than English. (It demonstrates your desire to be more competitive and prepared for college).

Juniors

- ☐ Take TSI to meet college readiness standards.
- ☐ Discuss your grade point average and test scores with your counselor and make wise choices about junior and senior classes and college options.
- ☐ Review and update your four-year plan for graduation.
- ☐ Plan to take the PSAT/National Merit Scholarship Qualifying Test in October. (The PSAT is administered only in October. Use the PSAT score report to study and improve your SAT score.)
- ☐ Participate in school-related activities and community service. (Institutes of higher learning consider a student's involvement in activities other than academics.)
- ☐ Take the SAT/ACT in the spring of the junior year and use your score report to study and improve your score when the SAT is repeated in the senior year.
- ☐ Consider taking courses through dual credit or online. Additional credits are impressive to colleges.
- ☐ Take three years of language other than English. It demonstrates the student's desire to be more competitive and prepared for college.

- ☐ Maintain an updated resume and portfolio of accomplishments.
- ☐ Attend College Night in the Fall and gather information on colleges and careers.
- ☐ Continue your college search and planning.
- ☐ Consider three years of a language other than English. (It demonstrates the student's desire to be more competitive and prepared for college.)

Seniors

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

Classification by Credits

Classification	Credits
Freshman	0-5.5
Sophomore	6-11.5
Junior	12-17.5
Senior	18+

State Assessment/Graduation Requirement

In addition to completing the credit requirements under a specific graduation plan, the student must also pass the end-of-course (EOC) assessment designed to measure student academic performance in core high school courses. The End-of-Course will become part of the graduation requirements beginning with the freshman class of 2011-2012. End-of-Course assessments for secondary-level courses will be given in Algebra I, Biology, English I, English II and United States History.

End of Course (EOC) Assessments
English I
English II
Algebra I
Biology
United States History

Valedictorian and Salutatorian

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

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

Academic Achievement Class Ranking

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

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

Honor Graduates

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

Highest-Ranking Graduate

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

To be eligible for valedictorian honors, student shall:

1. Have been continuously enrolled in the same high school in the district of the four semesters immediately preceding graduation; and
2. Have completed the Foundations Program with Distinguished Level of Achievement; and
3. Be graduating after exactly eight semesters of enrollment in high school.

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

A+	98	B+	88	C+	78	D+	68
A	95	B	85	C	75	D	65
A-	92	B-	82	C-	72	D-	62
F=Numerical average if so transcribed, or if not, the number assigned shall be 59							

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

- Weighted Pre-AP, Honors, and AP course grades will be multiplied by 1.10.
- Weighted for enrollment in AP courses with a qualifying AP exam score of 3, 4, or 5 shall be multiplied by 1.15.
- Dual Credits earned through a Dual Enrollment Program will be awarded a weight of 1.15 effective class of 2019 and thereafter.
- **Spring dual-enrollment courses for seniors will not be calculated in GPA.**
- Students receiving dual college credit shall receive as follows:

A	**95**
B	**85**
C	**75**
D	**65**
F	**59**

Grade Point Average

- Completed and earned dual enrollment program credits and AP credits will be utilized for grade point average and class ranking.
- Any high school credit taken prior to freshman year will be ***included*** on high school transcript.
- Courses taken prior to freshman year will be calculated in grade point average only if they are aligned to a STAAR End of Course Exam. Example: Algebra I

Concurrent Enrollment
High school students in their junior year may enroll concurrently at the local university or community college if they meet criteria as set by the institution of higher learning. Concurrent enrollment is the opportunity to take university level courses for university credit while still in high school. Each student participating in concurrent enrollment is responsible for his/her college tuition. Each student earning a "B" or better is responsible for providing his/her counselor with an official university transcript if they intend to use this course for Performance Acknowledgment. Some students may qualify for concurrent enrollment tuition scholarships from their respective colleges or other funding sources. Students should visit their counselor for more information.
Note: Concurrent Enrollment will not be calculated in the GPA.

Dual Credit
Collaboration between Laredo College, Texas A & M International University and Laredo ISD is a crucial element in providing dual enrollment to students during their 11th and 12th grade high school years. Laredo ISD together with both institutions of higher education has defined through dual enrollment agreements the qualifying courses of which will equate to proper high school course credit effective class of 2019 and thereafter. Students having an interest in participating in dual or concurrent enrollment must meet all requirements set forth by the Texas Higher Education Coordinating Board.

Dual Enrollment courses will be taught on the College campuses, High Schools, Online or Hybrid in accordance with the College's instructional calendar. The method and location will be determined by both institutions which will be mutually agreed upon. Students meeting entrance requirements for House Bill 1 will take courses listed below. For students enrolled in district Early College Programs/Academies, refer to crosswalks included in this manual.
**** Please note that dual courses offered by the district may vary depending on college and district resources available. ****

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

Top 10 Percent Eligible for Automatic Admission

Under HB5, students who hope to gain automatic admission to the state's public-universities under the top 10 percent rule must graduate under the Foundation with Endorsement Plan with DLA. (Exception: UT Austin, see your counselor for details).

Credit by Exam for Acceleration-Texas Tech University

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

Foundation Graduation Program beginning Class of 2018

English Language Arts	**Four credits:** • English I • English II • English III • An advance English course
Mathematics	**Three credits:** • Algebra I • Geometry • An advance math course
Science	**Three credits:** • Biology • IPC or advanced science course • Any advanced science course
Social Studies	**Three credits:** • World History or World Geography • U.S. History • U.S. Government (one-half credit) • Economics (one-half credit)
Speech ***(local policy)**	**Half credit**
Physical Education	**One credit**
Languages Other Than English	**Two credits in the same language** Computer programming languages (other exceptions)
Fine Arts	**One credit**
Health ***(local policy)**	**Half credit or** **Principles of Health Science (Substitution)**
Electives	**Four credits**
Total Credits	**22 Credit Requirement**
Endorsements	**A student may earn an endorsement by successfully completing:** • Curriculum requirements for the endorsement and • four credits in mathematics and • four credits in science and • two additional elective credits
STEM-Endorsement	Includes 4 courses in a coherent sequence directly related to: • science, including Chemistry and Physics or • technology, including computer science or • engineering or • advanced math or

Foundation Graduation Program beginning Class of 2018

Business and Industry	Includes 4 courses in a coherent sequence directly related to: • database management or • information technology or • communications or • accounting or • finance or • marketing or • welding or • logistics or • automotive technology or • HVAC or • Culinary arts and hospitality For a complete list of courses refer to pgs. 55-62.
Public Services	Includes 4 courses in a coherent sequence directly related to: • health sciences and occupation or • education and training or • law enforcement or • human service (cosmetology) or • JROTC
Arts and Humanities-Endorsement	Includes 4 courses in a coherent sequence directly related to: • political science or • world languages or • cultural studies or • English literature or • History **(5 credits)** or • fine arts
Multidisciplinary Studies-Endorsement	Allows a student to select courses from the curriculum of each endorsement area and earn credits in a variety of advanced courses from multiple content areas sufficient to complete the distinguished level of achievement
	Total Credits w/Endorsement-26
Distinguished Level of Achievement	• Four credits in math, including credit in Algebra II • Four credits in science • Completion of curriculum requirements for at least one endorsement
Performance Acknowledgment	▪ for outstanding performance • in a dual credit course • in bilingualism and biliteracy • on an AP test • on the PSAT, the ACT-Plan, the SAT, or the ACT • for earning a nationally or internationally recognized business or industry certification or license

*LISD has retained Speech and Health as a local graduation requirement.

Foundation Plus Endorsements

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

- Student must specify in writing which endorsement he/she chooses during the 8th grade.
- A district shall permit a student to enroll in courses under more than one endorsement before the student's junior year and to choose, at any time, to earn an endorsement other than the endorsement the student previously indicated. This section does not entitle a student to remain enrolled to earn more than 26 credits.
- Student must at least earn a total of 26 credits to earn an endorsement
- Student must have at least 5 state elective credits.

Endorsements

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

(A) a coherent sequence of four courses in career and technical education (CTE) that includes at least two courses in the same career Pathway and at least one advanced CTE course. The courses may be selected from Chapter 130 of this title (relating to Texas Essential Knowledge and Skills for Career and Technical Education) or CTE innovative courses approved by the commissioner of education. The final course in the sequence must be selected from one of the following CTE career Programs of Study:

(i) science, technology, engineering and mathematics as defined by Chapter 130, Subchapter O of this title; or

(B) a coherent sequence of four courses in computer science by selecting courses from Chapter 126 of this title (relating to Texas Essential Knowledge and Skills for Technology Applications); or

(C) five courses in mathematics by successfully completing Algebra II and two additional mathematics courses for which Algebra II is a prerequisite by selecting courses from Chapter 111 of this title (relating to Texas Essential Knowledge and Skills for Mathematics); or

(D) four courses in science by successfully completing chemistry, physics and two additional science courses by selecting courses from Chapter 112 of this title (relating to Texas Essential Knowledge and Skills for Science).

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

A) a coherent sequence of four courses in career and technical education (CTE) that includes at least two courses in the same career Pathway and at least one advanced CTE course. The courses may be selected from Chapter 130 of this title (relating to Texas Essential Knowledge and Skills for Career and Technical Education) or CTE innovative courses approved by the commissioner of education. The final course in the sequence must be selected from one of the following CTE career Programs of Study:

(i) agriculture, food, and natural resources as defined by Chapter 130, Subchapter A of this title; or

(ii) architecture and construction as defined by Chapter 130, Subchapter B of this title; or

(iii) arts, audio/visual technology, and communications as defined by Chapter 130, Subchapter C of this title; or

(iv) business management and administration as defined by Chapter 130, Subchapter D of this title; or

(v) finance as defined by Chapter 130, Subchapter F of this title; or

(vi) hospitality and tourism as defined by Chapter 130, Subchapter I of this title; or

(vii) information technology as defined by Chapter 130, Subchapter K of this title; or

(viii) manufacturing as defined by Chapter 130, Subchapter M of this title; or

(ix) marketing as defined by Chapter 130, Subchapter N of this title; or

(x) transportation, distribution, and logistics as defined by Chapter 130, Subchapter P of this title; or

(B) four English elective courses by selecting courses from Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts) to include three levels in one of the following areas:

(i) advanced broadcast journalism; or

(ii) newspaper; or

(iii) public speaking.

Public Services: A student may earn a public services endorsement by completing the requirements specified in §74.13(d) including Algebra II and a coherent sequence of four courses in career and technical education (CTE) that includes at least two courses in the same career Pathway and at least one advanced CTE course. The courses may be selected from Chapter 130 of this title (relating to Texas

Essential Knowledge and Skills for Career and Technical Education) or CTE innovative courses approved by the commissioner of education. The final course in the sequence must be selected from one of the following CTE career Programs of Study:

(A) education and training as defined by Chapter 130, Subchapter E of this title; or
(B) government and public administration as defined by Chapter 130, Subchapter G of this title; or
(C) human services as defined by Chapter 130, Subchapter J of this title; or
(D) law, public safety, corrections, and securities as defined by Chapter 130, Subchapter L of this title
(E) health science as defined by Chapter 130, Subchapter H or this title.

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

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

Multidisciplinary Studies: A student may earn a multidisciplinary studies endorsement by completing the requirements specified in §74.13(d) including Algebra II and:

A) four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence; or

(B) four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics; or

(C) four credits in Advanced Placement or dual credit from English, Mathematics, Science, Social Studies, Economics. Languages other then English or Fine Arts.

Performance Acknowledgments

a) **A student may earn a performance acknowledgment on the student's diploma and transcript for outstanding performance in a dual credit course by successfully completing:**

(1) at least 12 hours of college academic courses, including those taken for dual credit as part of the Texas core curriculum, and advanced technical credit courses, including locally articulated courses, with a grade of the equivalent of 3.0 or higher on a scale of 4.0; or

(2) an associate degree while in high school.

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

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

(A) completing all English language arts requirements and maintaining a minimum GPA of the equivalent of 80 on a scale of 100; and

(B) satisfying one of the following:

(i) completion of a minimum of three credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or

ii) demonstrated proficiency in the TEKS for level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or

(iii) completion of at least three credits in foundation subject area courses in a language other than English with a minimum GPA of 80 on a scale of 100; or

(iv) demonstrated proficiency in one or more languages other than English through one of the following methods:

(I) score 3 or higher on an Advanced Placement exam for a language other than English; or

(II) score 4 or higher on an International Baccalaureate exam for a higher-level language other than English course; or

(III) performance on a national assessment of language proficiency in a language other than English of at least Intermediate High.

In addition to meeting the requirements of (b)(1) of this subsection, to earn a performance acknowledgment in bilingualism and biliteracy, an English language learner must also have:

(A) participated in and met the exit criteria for a bilingual or ESL program; and

(B) scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS).

C) A student may earn a performance acknowledgment on the student's diploma and transcript for outstanding performance on a college advanced placement test or International Baccalaureate examination by earning:

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

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

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

(1) a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation;

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

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

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

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

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

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

Course Descriptions

English Language Arts

Effective starting 2015-2016 School year

Foundation Program	
	English Language Arts
Four credits:	
9th	English I
10th	English II
11th	English III
12th	An advanced ELA course*

Foundation w/Endorse-ments

With Endorsements **(Not DLA)** Four English Language Arts courses that include Eng. I, Eng. II, Eng. III and an Advanced ELA course must be completed successfully to achieve any endorsement.

D L A

Foundation Advanced Courses (SBOE Rule)

****A student may earn a distinguished level of achievement by successfully completing the curriculum requirements for the Foundation High School Program and the curriculum requirements for at least one endorsement required by the Texas Education Code (TEC), §28.025(b-15), including four credits in science and four credits in mathematics to include Algebra II**

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

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

College Prep ELA [pursuant to TEC §28.014]

Requirements subject to change based on TEA Rulings

Four-year Intervention Plan
9th grade-Reading I/Practical Writing
10th grade-Reading II/*Research Technical Writing
11th grade- Reading III/*Literary Genres
12th grade-*Creative Writing

*Courses count as Advanced Courses

English Language Arts/Reading
Graduation Requirements

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

PAP English I (EOC) ★ **Credit 1.0**
Prerequisite: None **Weight 1.10**
Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing and oral language skills. Students will read and compose a wide variety of written texts, research and know how to locate, synthesize and organize information, listen and respond to ideas of others, and learn how to use oral and written conventions of the English Language. Curriculum is taught at a higher depth and complexity.

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

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

PAP English II (EOC) ★ **Credit 1.0**
Prerequisite: English I **Weight 1.10**
Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing and oral language skills. Students will read and compose a wide variety of written texts, research and know how to locate, synthesize and organize information, listen and respond to ideas of others and learn how to use oral and written conventions of the English Language. Curriculum is taught at a higher depth and complexity.

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

★ = **Refer to page 8 regarding weighted credit courses**

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

AP English III Language and Composition ★ **Credit 1.0**
Prerequisite: English II **Weight 1.10**
Students engage in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.

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

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

AP English IV Literature and Composition ★ **Credit 1.0**
Prerequisite: English III **Weight 1.10**
Students engage in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for the readers. As they read, students consider a work's structure, style and themes, as well as the use of figurative language, imagery, symbolism and tone. Students enrolled are expected to take AP exam.

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

English 1301 (Composition I) – Dual Enrollment★ **Credit 1.0**
Three semester hours **Weight 1.15**
(Satisfies English III)
Prerequisite: DENG 0370, a satisfactory score on standard assessment test, or exemption from any TSI test. See Texas Success Initiative in the section entitled UNIVERSITY COLLEGE.
The objective of this course is to build students' reading and writing skills using selected readings and guiding them through the writing process. Students will apply critical and analytical thinking skills by dissecting a variety of texts and will employ an awareness of voice, audience, purpose, and mode through multiple stages of writing. Students will also practice listening and speaking skills through discourse of relevant topics based on reading and writing assignments. In addition, this course will introduce research writing and finding credible sources in print and electronic. To earn credit, this course must be completed with a "C" or better.

★ = **Refer to page 8 regarding weighted credit**

English 1302 (Composition II) – Dual Enrollment★ **Credit 1.0**
Three semester hours **Weight 1.15**
Prerequisite 1301
(Satisfies English IV)
Prerequisite: ENGL 1301 with a grade of "C" or better. See Texas Success Initiative in the section entitled UNIVERSITY COLLEGE.
The goal of this course is to further develop reading and writing skills students acquired from 1301. Students will continue to evaluate selected readings that are more rigorous and extensive. Additionally, students will apply the art of argumentation by using their listening, speaking, and writing based on analysis and discussion of reading tasks. Students will be supported through every step of the research process that now entails in-depth techniques such as synthesizing information, evaluating primary and secondary sources, and essay length. There will be a series of comprehensive research projects that incorporate more sophisticated application of reading and writing skills. To earn credit, this course must be completed with a "C" or better.

ENGL 2327 American Literature I-Dual Enrollment ★ **Credit: 1.0**
Three semester hours **Weight: 1.15**
A survey of American literature from the period of exploration and settlement through the Civil War. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character.

ENGL 2351 Mexican-American Literature-Dual Enrollment ★ **Credit: 1.0**
Three semester hours **Weight: 1.15**
Prerequisite ENGL 1301/1302: Satisfactory score on standard test or exemption from any TSI Test. (See Texas Success Initiative). A survey of Mexican-American/Chicanx literature from Mesoamerica to the present. Students will study literary works of fiction, poetry, drama, essays, and memoirs in relation to their historical, linguistic, political, regional, gendered, and cultural contexts. Texts will be selected from a diverse group of authors, literary movements, and media forms. Topics and themes may include the literary performance of identity and culture, aesthetic mediation of racialization, struggle and protest, and artistic activism.

Practical Writing - Local Credit **Credit 1.0**
Prerequisite: None **Weight 1.0**
(Satisfies Advanced English IV) (Elective credit)
This course prepares students to compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose. Additionally, students will develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.

Professional Communications **Credit 0.5**
Prerequisite: None (CTE) (Local Requirement) **Weight 1.0**
(Requirement)
This course develops effective communication skills. Students will identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, personal and professional presentations.

Advanced Journalism: Yearbook I **Credit 1.0**
Prerequisite: Business Image Multi-Media **Weight 1.0**
(Elective credit)
Students will plan, draft, and complete written communications on a regular basis, become analytical consumers of media to enhance their journalistic skills, learn journalistic ethics and standards, and plan, organize, and prepare a project.

★ = **Refer to page 8 regarding weighted credit**

Debate I **Credit 1.0**
Prerequisite: None **Weight 1.0**
(Elective credit)
Debate and argumentation are widely used to make decisions and reduce conflict. Students who develop skills in debate become interested in current issues, develop sound critical thinking, and sharpen communication skills.

Independent Study in English **Credit 1.0**
Prerequisite: English II **Weight 1.0**
Write a variety of forms including business, personal, literary, and persuasive texts for a variety of audiences and purposes, evaluate written work, read extensively for a variety of purposes, and monitor and adjust their use of a variety of comprehensive strategies.

Reading I **Credit 1.0**
Prerequisite: None **Weight 1.0**
(Elective credit)
This course offers opportunities for students to acquire techniques for learning from texts, including studying word meanings, identifying and relating key ideas, drawing and supporting inferences, reviewing study strategies, and understanding informational text through the use of Achieve 3000, a supplemental web-based reading program. Through wide reading, students interpret and understand varying forms of content texts in preparation for post-secondary schooling. **Support course for English I EOC.**

Reading II **Credit 1.0**
Prerequisite: None **Weight 1.0**
(Elective credit)
This course offers opportunities for students to acquire techniques for learning from texts, including studying word meanings, identifying and relating key ideas, drawing and supporting inferences, reviewing study strategies, and understanding informational text through the use of Achieve 3000, a supplemental web-based reading program. Through wide reading, students interpret and understand varying forms of content texts in preparation for post-secondary schooling. **Support course for English II EOC.**

Reading III **Credit 1.0**
Prerequisite: None **Weight 1.0**
(Elective credit)
This course offers opportunities for students to acquire techniques for learning from texts, including studying word meanings, identifying and relating key ideas, drawing and supporting inferences, reviewing study strategies, and understanding informational text through the use of Achieve 3000, a supplemental web-based reading program. Through wide reading, students interpret and understand varying forms of content texts in preparation for post-secondary schooling. **Support course for English I and II EOC.**

FILAS (Foundations of Intensive Language Acquisition and Support) **Credit 1.0**
Prerequisite: LPAC committee recommendation. **Weight 1.0**
(Elective credit)
This one credit course is designed for recent immigrant and /or recently arrived English language learners (ELLs) who are unschooled or have limited schooling. This course will assist students to become proficient in listening, speaking, reading and writing in English. It prepares students to succeed in the American public school system.

Literary Genres **Credit 1.0**
Weight 1.0
This course is designed to improve the ability to understand and analyze motivations and techniques of writers in various genres. It engages students in the reading of rich, mentor texts with the opportunity to become critical thinkers with the process of analysis, which exists as the cornerstone for success in the work place, the military, and/or post-high school collegiate work.

Creative Writing **Credit 1.0**
Weight 1.0

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

Research and Technical Writing **Credit 1.0**
Weight 1.0

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

College Prep ELA (CPELA)
Prerequisite: English III **Credit 1.0**
(Satisfies English IV) **Weight 1.0**

This course prepares students to compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose. Additionally, students will develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.

English Language Development and Acquisition **Credit 1.0**
Course Abbreviation: ELDA **Weight 1.0**

This course implements the English Language Development and Acquisition TEKS (§128.36) and is designed to provide instructional opportunities for recent immigrant students who have little or no English proficiency. The course enables students to become increasingly more proficient in all four domains – listening, speaking, reading and writing. The ELDA course will satisfy elective credit requirements for graduation. The course must be taken concurrently with a corequisite language arts/reading course. Students may take this course with a different corequisite for a maximum of two credits.

Mathematics Graduation Requirements

Effective starting 2014-2015 School Year

Foundation Program

Mathematics

Three credits:

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

Foundation w/Endorsements

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

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**A student may earn a Distinguished level of Achievement (formally DAP) by successfully completing the curriculum requirements for the Foundation High School Program and the curriculum requirements for at least one endorsement required by the Texas Education Code (TEC), §28.025(b-15), including four credits in science and four credits in mathematics to include Algebra II

*a combination of two half credits from two different courses , subject to prerequisite requirements, from within each cluster.

Cluster I : Fourth Mathematics Credit to Earn an Endorsement

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

*** New for 2015-2016

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

Cluster II — **Cluster I and II applies for third math under foundation**

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

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

*<u>after the successful completion of Algebra I and Geometry</u>, a locally developed mathematics course or other activity, including an apprenticeship or training hours needed to obtain an industry-recognized credential or certificate that is developed pursuant to the TEC, §28.002(g-1).

Requirements subject to change based on TEA Rulings

Mathematics

Algebra I (EOC) **Credit 1.0**
Required: 8th Grade Math or its equivalent **Weight 1.0**
In this course students, students will study relationships among quantities, use functions to represent and model problem situations, analyze and interpret relationships, work in many situations to set up equations and use a variety of methods to solve these equations, use a variety of representations (concrete, numerical, algorithmic, graphical) to solve meaningful problems. Student must demonstrate mastery of subject in order to take other math classes.

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

PAP Algebra I (EOC) ★ **Credit 1.0**
Required: 8th Grade Math or its equivalent **Weight 1.10**
In this course, students will study relationships among quantities, use functions to represent and model problem situations, analyze and interpret relationships, work in many situations to set up equations and use a variety of methods to solve these equations, use a variety of representations (concrete, numerical, algorithmic, graphical) to solve meaningful problems. Curriculum is taught at a higher depth and complexity. Student must demonstrate mastery of subject to take other math classes.

Geometry **Credit 1.0**
Required: Algebra I **Weight 1.0**
In this course, students use geometric thinking to understand mathematical concepts and the relationships among them. Geometry consists of the study of geometric figures of zero, one, two, and three dimensions and the relationships among them. Students study properties and relationships having to do with size, shape, location, direction, and orientation of these figures, perceive the connection between geometry and the real and mathematical worlds, and use geometric ideas, relationships, and properties to solve problems.

PAP Geometry ★ **Credit 1.0**
Required: Algebra I **Weight 1.10**
In this course, students use geometric thinking to understand mathematical concepts and the relationships among them. Geometry consists of the study of geometric figures of zero, one, two, and three dimensions and the relationships among them. Students study properties and relationships having to do with size, shape, location, direction, and orientation of these figures, perceive the connection between geometry and the real and mathematical worlds, and use geometric ideas, relationships, and properties to solve problems. Curriculum is taught at a higher depth and complexity.

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

★ = **Refer to page 8 regarding weighted credit**

Algebraic Reasoning **Credit 1.0**
Required: Algebra I **Weight 1.0**
In this course, students will study functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build to workforce and college readiness. Effective Fall of 2018 and thereafter.

Algebra II **Credit 1.0**
Required: Algebra I Prerequisites: Algebra I, Geometry **Weight 1.0**
In this course students study linear systems and quadratic functions. Students perceive the connections between algebra and geometry, use the tools of one to help solve problems in the other, and use a variety of representations (concrete, numerical, algorithmic, and graphical), tools, and technology to solve meaningful problems.

Honors Algebra II ★ **Credit 1.0**
Required: Algebra I Prerequisites: Algebra I, Geometry **Weight 1.10**
In this course, students study linear systems and quadratic functions. Students perceive the connections between algebra and geometry, use the tools of one to help solve problems in the other, and use a variety of representations (concrete, numerical, algorithmic, and graphical), tools, and technology to solve meaningful problems. Curriculum is taught at a higher depth and complexity.

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

Honors Precalculus ★ **Credit 1.0**
Required: Algebra I Prerequisites: Algebra I, Geometry, Algebra II **Weight 1.10**
In Honors Precalculus, students use symbolic reasoning and analytical methods to represent mathematical situations, to express generalizations, and to study mathematical concepts and the relationships among them. Students use functions, equations, and limits as useful tools for expressing generalizations and as means for analyzing and understanding a broad variety of mathematical relationships. Students also use functions as well as symbolic reasoning to represent and connect ideas in geometry, probability, statistics, trigonometry and calculus and to model physical situations. Students use a variety of representations (concrete, numerical, algorithmic, and graphical), tools, and technology to model functions and equations to solve real life problems. Curriculum is taught at a higher depth and complexity.

Calculus AB ★ **Credit 1.0**
Required: Algebra I Prerequisites: Algebra I, Geometry, Algebra II **Weight 1.10**
Pre-Calculus, Independent Studies in Math (Spring Sem)
AP Calculus AB is primarily concerned with developing the student's understanding of the concepts of calculus providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally. The connections among these representations also are important. Students must enroll the Spring Semester and will be expected to take the AP examination.

★ = **Refer to page 8 regarding weighted credit**

Independent Study in Mathematics (Companion course to AP Calculus) ★ **Credit 1.0**
Prerequisite: Algebra I, Geometry, Algebra II **Weight 1.10**
This is a course where students will extend their mathematical understanding beyond the Algebra II level in a specific area or areas of mathematics, such as theory of equations, number theory, non-Euclidean geometry, advanced survey of mathematics or history of mathematics. The local district must approve the requirements for each course before the course begins. If the course is being used to satisfy requirements for the Distinguished Achievement Program, student research/products must be presented before a panel of professional or a panel approved by the students' mentor. Companion course to AP Calculus AB. Must be taken during the Fall semester.

AP Statistics ★ **Credit 1.0**
Required: Algebra I Prerequisites: Algebra I, Geometry, Algebra II **Weight 1.10**
Content Requirements for Advanced Placement (AP) Statistics are prescribed in the College Board Publication Advanced Placement Course Description Mathematics: Statistics, published by the College Board, which may be obtained from the College Board Advanced Placement Program.

Engineering Mathematics (CTE) **Credit 1.0**
Prerequisite: Algebra II **Weight 1.0**
Articulated: No
This is a course where students solve and model robotic design problems. Students use a variety of mathematical methods and models to represent and analyze problems involving data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and robotics with computer programming.

Advanced Quantitative Reasoning **Credit 1.0**
Required: Algebra I Prerequisites: Algebra I, Geometry, Algebra II **Weight 1.0**
The course emphasizes statistics and financial applications, and prepares student to use algebra, geometry, trigonometry, and discrete mathematics to model a range of situations and solve problems.

College Algebra 1314 - Dual Enrollment★ **Credit 1.0**
Weight 1.15
Prerequisite: Algebra II and satisfactory score on standard assessment test or exemption from any TSI Test. See Texas Success Initiative. In College Algebra, students study topics such as quadratics, polynomials and graphs, rational, logarithmic, and exponential functions, system of equations, progressions, sequences and series, and matrices and determinants.

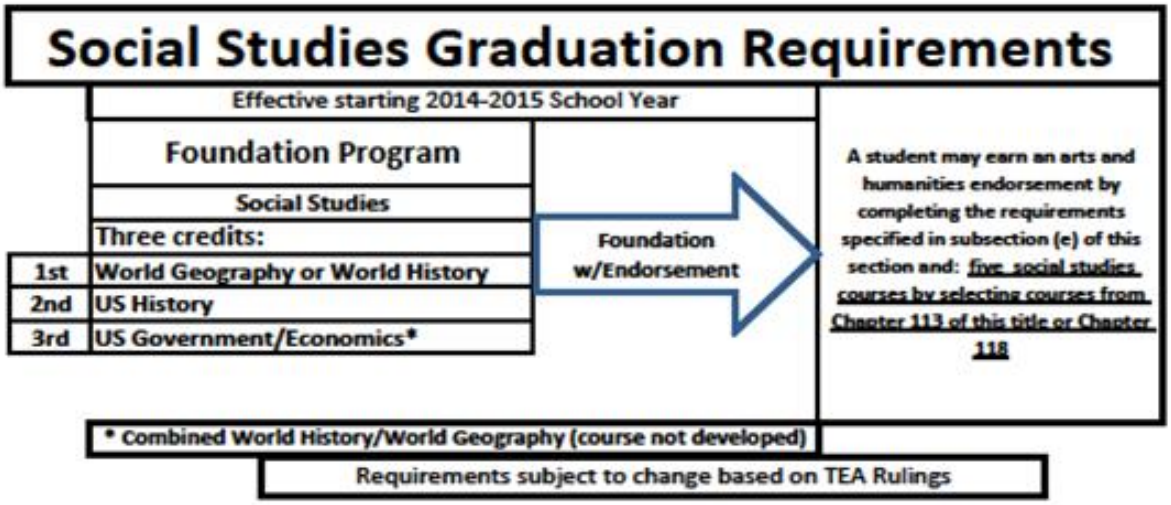
MATH 1342 Elementary Statistical Methods-Dual Enrollment★ **Credit: 1.0**
Weight: 1.15
Prerequisite: Satisfactory score on standard test or exemption from any TSI Test. (See Texas Success Initiative)Collection, analysis, presentation and interpretation of data, and probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals and hypothesis testing. Use of appropriate technology is recommended. Prerequisite: Satisfactory score on standard test or exemption from any TSI Test. (See Texas Success Initiative).

MATH 2412 Pre-Calculus Math-Dual Enrollment ★ **Credit: 1.0**
Weight: 1.15
Prerequisite: Satisfactory score on standard test or exemption from any TSI Test. (See Texas Success Initiative) and MATH 1314 or equivalent. This course is an in-depth combined study of algebra, trigonometry, and other topics for calculus readiness.

★ = **Refer to page 8 regarding weighted credit**

Strategic Learning for High School Math (Innovative) **Credit 0.5**
Grades 9-12 **Weight 1.0**
Prerequisite: None
This course is intended to create strategic mathematical learners from underprepared mathematics students. The basic understandings will stimulate students to think about their approach to mathematical learning**.**
Expires 2023

College Preparatory Mathematics **Credit 1.0**
Grade:12 **Weight 1.0**
Recommended Prerequisite: Algebra I, Geometry, and Algebra II. See TEC 28.014
This course is a full credit course designed to prepare students for success in entry-level college and/or this course success on the Texas Success Initiative (TSI) Assessment. College Preparatory Mathematics is a rigorous course that will include student learning outcomes and objectives in the following areas: Elementary Algebra and Functions. Intermediate Algebra and Functions, Geometry and Measurement: and Data Analysis, Statistics, and Probability.



World Geography **Credit 1.0**
Prerequisite: None **Weight 1.0**
World Geography provides students with the opportunity to study the interaction of people and cultures with their physical environments. Students explore various regions of the world while studying their physical and cultural geography, governments, cultures, and resources.

Honors World Geography ★ **Credit 1.0**
Prerequisite: None **Weight 1.10**
Honors World Geography provides students with active, high level learning to develop skills and concepts needed to succeed at more rigorous academic levels of study in world cultures. The student will research and develop products that encourage deeper understanding of other cultures and environments. The curriculum is taught at a higher depth and complexity.

World History **Credit 1.0**
Prerequisite: None W**eight 1.0**
World History is the study of the development of world cultures, past and present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students will evaluate the causes and effects of political and economic imperialism including major political revolutions since the17th century, examine the impact of geographic factors on major historic events as well as the historical impact of major religious and philosophical traditions.

PAP World History ★ **Credit 1.0**
Prerequisite: None **Weight 1.10**
PAP World History offers students an overview of the entire history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest time to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism including major political revolutions since the17th century. The curriculum is taught at a higher depth and complexity.

United States History (EOC) **Credit 1.0**
Prerequisite: None **Weight 1.0**

★ = **Refer to page 8 regarding weighted credit**

Students will study the history of the United States from Reconstruction to the present. Historical content focuses on the political, economic and social events and issues related to industrialization, urbanization, major wars, domestic and foreign policies of the Cold War and post Cold War eras, and reform movements including civil rights. Students will examine the impact of geographic factors on major events and analyze causes and effects of the Great Depression, explore the impact of constitutional issues on American society, evaluate the relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students will study the relationship between the arts and the times during which they were created, analyze the impact of technological innovations on the American labor movement, and use critical-thinking skills to explain and apply different methods that historians use to interpret the past, including points of view and historical context.

AP United States History (EOC) ★ **Credit 1.0**
Prerequisite: None **Weight 1.10**
AP US History encompasses the age of exploration to the present. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents and historiography. Activities include research papers, debates, discussions, analysis of readings, interpretation of literature and the fine arts throughout American history. Students enrolled are expected to take the AP exam.

HIST 1301 United States History I-Dual Enrollment★ **Credit: 1.0**
Weight: 1.15
Prerequisite: Satisfactory score on standard test or exemption from any TSI Test. (See Texas Success Initiative). A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government.

HIST 1302 United States History II-Dual Enrollment★ **Credit: 1.0**
Weight:1.15

A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

U.S. Government **Credit 0.5**
Prerequisite: US History **Weight 1.0**
Government is the study of American democracy. The course places emphasis on the structure, functions, and powers of government at the national, state, and local levels. A significant focus of the course is on the U.S. Constitution, its underlying principles and form of government. Students will analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights. Students will compare the U.S. government with other political systems, analyze the political parties, interest groups, and the influence of media on the American political system. Students will evaluate the importance of voluntary individual participation in a democratic society and examine the relationship between governmental policies and the culture of the United States.

AP US Government ★ **Credit 0.5**
Prerequisite: US History **Weight 1.10**
AP U.S. Government is a survey of the U.S. political system. An examination of the philosophical foundations of our constitutional system will be combined with the historical development and current trends of the system. a) General requirements. Students shall be awarded one-half credit for successful completion of this course. This course may be used to meet the course requirement in Government for state graduation. b) Content requirements for

★ = **Refer to page 8 regarding weighted credit**

Advanced Placement (AP) U.S. Government and Politics are prescribed in the College Board Publication Advanced Placement Course in U.S. Government and Politics, published by The College Board. Students enrolled are expected to take the AP exam.

Federal Government 2305 – Dual Enrollment★ **Credit 0.5**
Weight 1.15

Prerequisite: Satisfactory score on standard test or exemption from any TSI Test. (See Texas Success Initiative).
This course surveys the national government in the United States with emphasis on the Constitution. Topics include European history and influence, federal-state and interstate relations, rights and obligations of citizens, political parties and interest groups, the legislative process, executive functions, and judicial and administrative functions of the federal government.

Economics **Credit 0.5**
Prerequisite: US History **Weight 1.0**
Economics with emphasis on the free enterprise system focuses on the essentials and benefits of the American economic system. Students will examine the rights and responsibilities of consumers and business, analyze the interaction of supply and demand, and study the role of financial institutions in a free enterprise system. Types of business ownership and market structures are discussed as are basic concepts of consumer economics. The impact of a variety of factors including geography, the federal government, economic ideas from important philosophers and historic documents, societal values, and scientific discoveries and technological innovations on the national economy and economic policy are an integral part of the course. Students will apply critical-thinking skills to create economic models and to evaluate economic-activity patterns. The content enables students to understand the importance of patriotism, the ability to function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code, 28.002(h).

AP Macroeconomics ★ **Credit 0.5**
Prerequisite: U.S. History **Weight 1.10**
Advanced Placement Macroeconomics is a course designed to provide students with a thorough understanding of the principles of economics as they apply to individual decision-making units including individual households and firms. Students enrolled are expected to take the AP exam.

Personal Financial Literacy **Credit 0.5**
Prerequisite: None **Weight 1.0**
This course is designed to develop citizens who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. It is an interactive and research-based course that will teach students to apply critical-thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting, and college and postsecondary education and training.
This one-half elective credit course includes instruction in methods of paying for college and other postsecondary education and training along with completing the application for federal student aid provided by the U.S. Department of Education. Students will analyze the relationship between education and training and earnings potential; evaluate the quality of potential college, postsecondary education, and training courses; evaluate the total cost of these programs; and analyze the advantages and disadvantages of various sources of funds to pay for their education.

Social Studies Research Methods **Credit 0.5**
Prerequisite: None **Weight 1.0**
This course is designed for students that will conduct advanced research on a selected topic in social studies using a framework that includes inquiry-based methods. Students apply ideas and theories related to social issues and questions using a process approach to take into account multiple perspectives and/or analyze historical and contemporary viewpoints within and across cultures.

★ = **Refer to page 8 regarding weighted credit**

Texas Government 2306 for Social Studies Advanced Studies – Dual Enrollment★ **Credit 1.0**
Weight 1.15

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

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

Sociology **Credit 0.5**
Prerequisite: None **Weight 1.0**
In Sociology, an elective course, students study the dynamics and models of individual and group relationships. Students study topics such as the history and systems of sociology, cultural and social norms, social institutions, and mass communication.

SOCI 1301 Introduction to Sociology-Dual Enrollment★ **Credit: 1.0**
Weight: 1.15

Prerequisite: Satisfactory score on standard test or exemption from any TSI Test. (See Texas Success Initiative) The scientific study of human society, including ways in which groups, social institutions, and individuals affect each other. Causes of social stability and social change are explored through the application of various theoretical perspectives, key concepts, and related research methods of sociology. Analysis of social issues in their institutional context may include topics such as social stratification, gender, race/ethnicity, and deviance.

Psychology **Credit 0.5**
Prerequisite: None **Weight 1.0**
In Psychology, an elective course, students consider the development of the individual and the personality. The study of psychology is based on a historical framework and relies on effective collection and analysis of data. Students study topics such as theories of human development, personality, motivation, and learning.

Psychology 2301 – Dual Enrollment ★ **Credit 0.5**
Weight 1.15

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

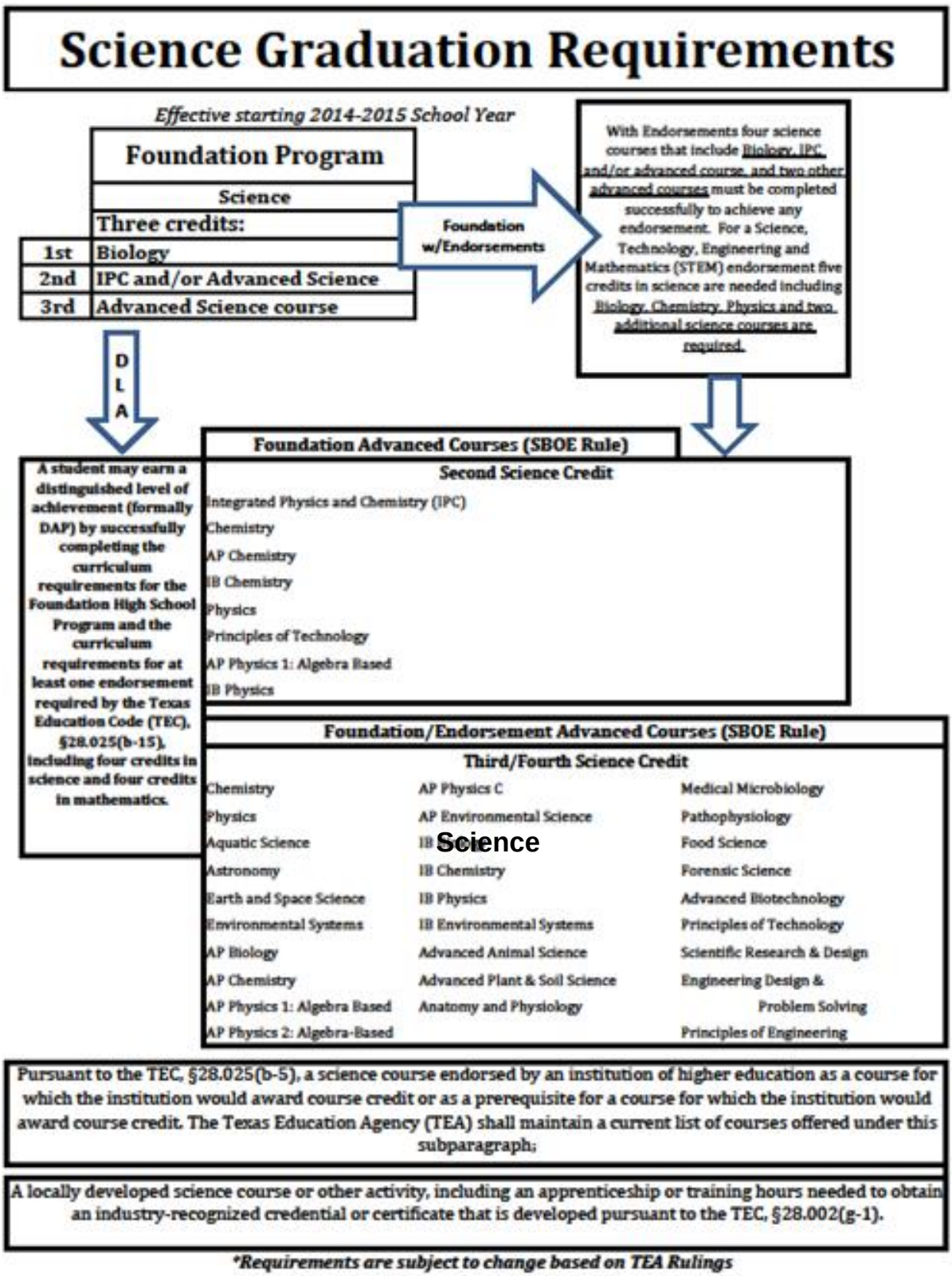
PSYC 2314 Lifespan Growth & Development-Dual Enrollment★ **Credit: 1.0**
Weight: 1.15

Prerequisite: Satisfactory score on standard test or exemption from any TSI Test. (See Texas Success Initiative) Life-Span Growth and Development is a study of social, emotional, cognitive and physical factors and influences of a developing human from conception to death.

Ethnic Studies: Mexican American Studies **Credit 0.5**
Prerequisite: None **Weight 1.0**
In Mexican American Studies, students learn about the history and cultural contributions of Mexican Americans. Students will explore history and culture from an interdisciplinary perspective. They will have opportunities to interact

★ = **Refer to page 8 regarding weighted credit**

with relevant film, literature, art, and other media. The course emphasizes developments in the twentieth and twenty-first centuries, but students will also engage with developments prior to the twentieth century.



Integrated Physics and Chemistry **Credit 1.0**
Prerequisite: None **Weight 1.0**
In Integrated Physics and Chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. This course integrates the discipline of physics and chemistry in the following topics: force, motion, energy and matter.
*Special Notes***:** *Cannot be taken as a senior.*

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

PAP Biology (EOC) ★ **Credit 1.0**
Prerequisite: None **Weight 1.10**
PAP Biology is an advanced level course which exceeds the content and depth of Biology. It includes a strong emphasis on field and laboratory investigations, and may include research activities in preparation for Advanced Placement Biology. Students who desire the academic challenge of a stronger science curriculum are encouraged to select this course. Curriculum is taught at a higher depth and complexity.

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

PAP Chemistry ★ **Credit 1.0**
Prerequisite: One unit of high school science, and Algebra I **Weight 1.10**
PAP Chemistry is an advanced level course which exceeds the content and depth of Chemistry. It includes a strong emphasis on field and laboratory investigations, and may include research activities in preparation for Advanced Placement Chemistry. Students who desire the academic challenge of a stronger science curriculum are encouraged to select this course. Curriculum is taught at a higher depth and complexity.

Physics **Credit 1.0**
Prerequisite: ~~Biology, IPC or Chemistry,~~ ~~and~~ Algebra I **Weight 1.0**
In Physics, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. Students who successfully complete Physics will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical thinking.

Honors Physics ★ **Credit 1.0**
Prerequisite: Algebra I **Weight 1.10**
Honors Physics is an advanced level course which exceed the content and depth of Physics. It includes a strong emphasis on field and laboratory investigations. In addition, this course includes problem solving with a focus on advanced mathematical applications and may include research activities in preparation for Advanced Placement

★ = **Refer to page 8 regarding weighted credit**

Physics. Students who desire the academic challenge of a stronger science curriculum are encouraged to select this course. Curriculum is taught at a higher depth and complexity.

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

AP Biology ★ **Credit 1.0**
Prerequisite: Biology, Chemistry **Weight 1.10**
This course follows the College Board Advanced Placement guidelines in preparation for the AP exam through which students may receive college credit. Concepts presented at the college level include: biochemistry, cytology, bioenergetics, genetics, evolution, ecology, and animal and plant systems. Student investigations emphasize accurate observations, collection of data, data analysis, and the safe manipulation of advanced scientific apparatus and materials during field and laboratory investigations. Students enrolled are expected to take the AP exam. (See companion course for AP Biology on page_)

BIOL 1306/1106 Biology for Science Majors I & Lab-Dual Enrollment★ **Credit: 1.0**
Weight: 1.15
Prerequisite: Satisfactory score on standard test or exemption from any TSI Test. (See Texas Success Initiative)
Biology for Sciences Majors I is the first part of a two-course sequence. Fundamental principles of living organisms will be studied, including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Concepts of cytology, reproduction, genetics, and scientific reasoning are included. This laboratory-based course accompanies BIOL 1306, Biology for Science Majors I. Laboratory activities will reinforce the fundamental principles of living organisms, including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Study and examination of the concepts of cytology, reproduction, genetics, and scientific reasoning are included.

BIOL 1307/1107 Biology for Science Majors II & Lab-Dual Enrollment★ **Credit: 1.0**
Weight: 1.15
Prerequisite: Satisfactory score on standard test or exemption from any TSI Test. (See Texas Success Initiative)
Biology for Sciences Majors II is the second part of a two-course sequence. The diversity and classification of life will be studied including animals, plants, protists, fungi, and prokaryotes. Special emphasis will be given to anatomy, physiology, ecology, and evolution of plants and animals. This laboratory-based course accompanies BIOL 1307, Biology for Science Majors II. Laboratory activities will reinforce study of the diversity and classification of life, including animals, plants, protists, fungi, and prokaryotes. Special emphasis will be given to anatomy, physiology, ecology, and evolution of plants and animals.

AP Chemistry ★ **Credit 1.0**
Prerequisite: Chemistry, and completion of or concurrent enrollment in Algebra II **Weight 1.10**
This course follows the College Board Advanced Placement guidelines in preparation for the AP exam through which students may receive college credit. Concepts presented at the college level include: inorganic and organic chemistry, quantitative and qualitative analysis, reaction rates, and thermodynamics. The laboratory program will present both confirmatory activities and inquiry investigations. Through laboratory experiences, students will gain an operational definition of the concepts and principles of chemistry. Students enrolled are expected to take the AP exam.

AP Environmental Science ★ **Credit 1.0**
Weight 1.0
Prerequisite: Algebra I, Two years of high school laboratory, one year of life and one year of physical science.

★ = **Refer to page 8 regarding weighted credit**

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationship of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Students enrolled are expected to take the AP exam.

AP Physics 1 ★ **Credit 1.0**
Prerequisite: Biology, Chemistry, Physics, Algebra I **Weight 1.10**
This course is an algebra-based, introductory college level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque etc. Students enrolled are expected to take the AP exam.

Scientific Research & Design III (Companion course for AP Biology) ★ **Credit 1.0**
Grades: 11-12 **Weight 1.10**
Prerequisite: Biology, Chemistry, IPC, or Physics
Articulated: No
Scientific Research and Design is a broad-based course designed to allow districts and schools considerable flexibility to develop local curriculum to supplement any program of study or coherent sequence. The course has the components of any rigorous scientific or engineering program of study from the problem identification, investigation design, data collection, data analysis, formulation, and presentation of the conclusions. These components are integrated with the career and technical education emphasis of helping students gain entry-level employment in high-skill, high-wage jobs and/or continue their education. Students must meet the 40% laboratory and fieldwork requirement. This course satisfies a high school science graduation requirement.
Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

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

Advanced Plant & Soil Science (CTE) **Credit 1.0**
Prerequisite: one credit course of Pathway **Weight 1.0**
Articulated: No
Plant and Soil Science provides a way of learning about the natural world. Students should know how to plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science.

Forensic Science (CTE) **Credit 1.0**
Prerequisite: Biology and Chemistry. **Weight 1.0**
Recommended: Principles of Law, Public Safety, Corrections, and Security and Law Enforcement I
Articulated: No
Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes.

Science Lab Assistant-Local Credit – Local Credit **Credit 0.5**
Prerequisite: Teacher recommendation **Weight 1.0**
Student must have completed Science requirements at the high school level.
Science teacher recommendation. Student will assist a science teacher in a lab setting. Grade will not be included in G.P.A.

★ = **Refer to page 8 regarding weighted credit**

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

BIOL 2301/2101 Anatomy and Physiology I & Lab- Dual Enrollment★ **Credit: 1.0**
Weight: 1.15
Prerequisite: Satisfactory score on standard test or exemption from any TSI Test. (See Texas Success Initiative)
Anatomy and Physiology I is the first part of a two-course sequence. It is a study of the structure and function of the human body including cells, tissues and organs of the following systems: integumentary, skeletal, muscular, nervous and special senses. Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis. This laboratory-based course accompanies BIOL 2301, Anatomy and Physiology I. The lab provides a hand-on learning experience for exploration of human system components and basic physiology. Systems to be studied include integumentary, skeletal, muscular, nervous, and special senses.

BIOL 2302/2102 Anatomy and Physiology II & Lab -Dual Enrollment★ **Credit: 1.0**
Weight: 1.15
Prerequisite: Satisfactory score on standard test or exemption from any TSI Test. (See Texas Success Initiative)
Anatomy and Physiology II is the second part of a two-course sequence. It is a study of the structure and function of the human body including the following systems: endocrine, cardiovascular, immune, lymphatic, respiratory, digestive (including nutrition), urinary (including fluid and electrolyte balance), and reproduction (including human development and genetics). Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis.T his laboratory-based course accompanies BIOL 2302, Anatomy and Physiology II. This laboratory-based course accompanies BIOL 2302, Anatomy and Physiology II. The lab provides a hands-on learning experience for exploration of human system components and basic physiology. Systems to be studied include endocrine, cardiovascular, immune, lymphatic, respiratory, digestive (including nutrition), urinary (including fluid and electrolyte balance), and reproductive (including human development and genetics).

Medical Microbiology (CTE) **Credit 0.5**
Prerequisite: 3 Science credits **Weight 1.0**
Articulated: No
Students in Medical Microbiology explore the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases.

Pathophysiology (CTE) **Credit 0.5**
Prerequisite: 3 Science credits **Weight 1.0**
Articulated: No
In Pathophysiology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving regarding the study of disease processes and how humans are affected.

★ = **Refer to page 8 regarding weighted credit**

Fine Arts

Pre-AP Art ★ **Credit: 1.0**
Weight: 1.15

The Pre-AP Art course is designed to be integrated into performance-focused visual arts. The course focus is on skills associated with ideation, experimentation, creation, revision, reflection, and analysis—the full range of processes and activities that artists engage in while producing their work. Rather than limiting arts instruction to a singular focus on a final performance or finished portfolio and the development of technical skills that ensure the quality of this presentation, the Pre-AP Arts course allows room for these culminating events while also emphasizing the opportunities for choice-making that enhance students' abilities to think critically and creatively as artists.

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

ARTS 1301 Art Appreciation-Dual Enrollment★ **Credit: 1.0**
Weight: 1.15

A general introduction to the visual arts designed to create an appreciation of the vocabulary, media, techniques, and purposes of the creative process. Students will critically interpret and evaluate works of art within formal, cultural, and historical contexts.

AP/Drawing ★ **Credit 1.0**
Prerequisite: Art II **Weight 1.10**
The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year. Each of the portfolios asks the student to demonstrate a depth of investigation and process of discovery through concentration, breath, and quality. Students enrolled are expected to take AP exam.

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

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

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

Music I, II Choir **Credit 1.0**
Prerequisite: Sequential order **Weight 1.0**

★ = **Refer to page 8 regarding weighted credit**

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

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

Music I, II, III, IV Jazz Band **Credit 1.0**
Prerequisite: Sequential order **Weight 1.0**
Jazz Band I, students learn a variety of rhythms, articulations, and terminology in order to prepare and perform basic jazz literature. Concepts to specific styles of jazz idioms such as blues, Dixieland, swing, and rock are learned and used in performances. They learn fundamental playing skills to include range development. Students learn the differences between creative groups and solo with emphasis on intonation, rhythm and dynamics.

Music I Theory **Credit 1.0**
Prerequisite: None **Weight 1.0**
Music Theory I enables students to develop an understanding of the theoretical elements of music and their relevance to music composition. Common music expectations include reading and writing music in treble and bass clef; knowledge of C clefs; identifying chords in major and minor, and modal scales; and accurately taking rhythmic and melodic dictation. They work with sight reading, ear training, intervallic relationships and cadence.

MUSI 1306 Music Appreciation-Dual Enrollment★ **Credit: 1.0**
Weight: 1.15
Understanding music through the study of cultural periods, major composers, and musical elements, illustrated with audio recordings and live performances.

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

★ = **Refer to page 8 regarding weighted credit**

General Electives

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

Professional Communications **Credit 0.5**
Prerequisite: None **Weight 1.0**
Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.

Teen Leadership **Credit 0.5**
Prerequisite: None **Weight 1.0**
Topics in this character education and leadership development course include leadership skills, personal responsibility, principle-based decision-making, social skills, communication skills, financial literacy and goal setting.

Health **Credit 0.5**
Prerequisite: None (Local Requirement) **Weight 1.0**
In Health I, students develop skills that will make them health-literate adults. Students gain a deeper understanding of the knowledge and behaviors they use to safeguard their health, particularly pertaining to health risks. Students are taught how to access accurate information that they can use to promote health for themselves and others. Students use problem-solving, research, goal-setting and communication skills to protect their health and that of the community.

Business Information Management I (CTE) **Credit 1.0**
Grades: 9-12 **Weight 1.0**
Prerequisite: Touch Systems Data Entry
Articulated: Yes
Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education.

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

COSC 1301 Introduction to Computing – Dual Enrollment★ **Credit 1.0**
Weight 1.15
Overview of computer systems-hardware, operating systems, the internet, and application software including word processing, spreadsheets, presentation graphics, and database. Current topics such as the effect of computers on society, and the history and use of computers in business, educational, and other interdisciplinary settings are also studied. This course is not intended to count toward a student's major fields of study in business or computer science.

★ = **Refer to page 8 regarding weighted credit**

Technology

Digital Video and Audio Design **Credit 1.0**
Prerequisite: None **Weight 1.0**
Through this study, students will integrate global societies and the exchange of information through innovative and diverse media that require the effective communication of multiple data elements to display use of high quality and complex media that is created with the dynamic end-user expectations. These adaptations drive the creation of new tools to allow students and selection process of powerful and effective ways through social communication that promotes their competitive development.

Web Design **Credit 1.0**
Prerequisite: None **Weight 1.0**
Through the study of technology applications, students learn to make informed decisions about technologies and their using digital tools and appropriate applications. By using online research and information resources, such as journals, newspapers, or authoritative databases, students will synthesize knowledge, create a solution, and evaluate the results for authentic, real world, local, state, national and global issues. Student support and manage the work of individuals and groups to create products to inform and persuade their proposed solutions to diverse audiences using appropriate communication skills and methods of delivery.

Web Communications **Credit 0.5**
Prerequisite: Touch System Data Entry **Weight 1.0**
Through this course, students study the integration of the global society and its exchange of information through innovative and diverse mediums that require the effective communication of multiple data elements, to display use of high quality and complex media that is created with the dynamic end user expectations. These adaptations drive the creation of new tools to allow students a selection process of powerful and effective ways through social communication that promotes their competitive development.

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

Independent Study in Technology Application **Credit 2.0**
Prerequisite: Touch System Data Entry **Weight 1.0**
Through the study of evolving/emerging technology, including technology-related terms, concepts, and data input strategies, students learn to make informed decisions and develop and produce original work that exemplifies the standards identified by the selected profession or discipline and publish the product in electronic media and print. The efficient acquisition of information includes the identification of task requirements; the plan using search strategies; and the use of technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results. Students communicate information in different formats and to diverse audiences. A variety of technologies will be used. Student will analyze and evaluate the results.

Independent Study in Evolving/Emerging Technologies IC3 **Credit 1.0**
Prerequisite: Touch System Data Entry, Technology Application 9th-12th **Weight 1.0**
Through the study of evolving/emerging technology, including technology-related terms, concepts, and data input strategies, students learn to make informed decisions and develop and produce original work that exemplifies the standards identified by the selected profession or discipline and publish the product in electronic media and print. The efficient acquisition of information includes the identification of task requirements; the plan using search strategies; and the use of technology to access, analyze, and evaluate the acquired information. By using technology as a tool that

supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results. Students communicate information in different formats and to diverse audiences.

Foreign Language

Spanish I NSS (Non-Spanish Speakers) **Credit 1.0**
Prerequisite: None **Weight 1.0**
Students will learn and practice basic Spanish language skills in listening, speaking, reading, and writing within a cultural framework. Students will acquire the vocabulary and grammatical structures necessary to communicate and comprehend at the beginner proficiency level.

[Resources from the Avancemos HMH Program Level 1, 1A & 1B]

Spanish II NSS (Non-Spanish Speakers) **Credit 1.0**
Prerequisite: None **Weight 1.0**
Students will continue to develop their basic Spanish language skills in listening, speaking, reading, and writing within a cultural framework. Students will advance their vocabulary and grammatical structures necessary to communicate and comprehend at the high beginner to low intermediate proficiency level.

[Resources from the Avancemos HMH Program Level 2]

Spanish I **Credit 1.0**
Prerequisite: None **Weight 1.0**
Students will learn and actively apply communication skills such as listening, speaking, reading, writing, viewing, and showing. Students will develop these communication skills by using prior knowledge of the language and culture, including grammar, communication, learning strategies, technology, while making connections with real life experiences and content from other subject areas to socialize, acquire, provide information, and to express feelings and opinions at an intermediate to a mid-high proficiency level.

[Resources used from the Avancemos HMH Program Level 3]

Spanish II **Credit 1.0**
Prerequisite: None **Weight 1.0**
Students will learn and actively apply communication skills such as listening, speaking, reading, writing, viewing, and showing. Students will develop these communication skills by using prior knowledge of the language and culture, including grammar, communication, learning strategies, technology, while making connections with real life experiences and content from other subject areas to socialize, acquire, provide information, and to express feelings and opinions at a mid-high to a high proficiency level. Students will be prepared to take the next Spanish level available (e.g. Spanish III or AP Spanish Language and Culture).
[Resources used from the Avancemos HMH Program Level 4]

Spanish III (for Spanish Speakers) **Credit 1.0**
Prerequisite: Spanish II or be native Spanish Speakers **Weight 1.0**
Students will apply their language in communication skills such as listening, speaking, reading, and writing at a high proficiency level while comparing, contrasting and analyzing cultural practices and perspectives of other Spanish-speaking countries. They will apply those skills in real life scenarios, create, write, post reports for the schools digital newspaper, and create news videos with firsthand information they will find around school. They will also practice how to write formal emails, persuasive essays, note taking, improvise a formal and informal conversation, read articles and answer multiple-choice questions, and practice public speaking making presentations. Students will be prepared to take the next Spanish level available (e.g. AP Spanish Language / Literature).

[Resources used from the Avancemos HMH Program Level 4 – Program Resources, news and networking, program resource downloads, lecturas literarias, AP resources. And Jose Diaz AP Spanish activity book.]

SPAN 1411 Beginning Spanish I-Dual Enrollment★ **Credit: 1.0**
Weight: 1.15

Basic Spanish language skills in listening, speaking, reading, and writing within a cultural framework. Students will acquire the vocabulary and grammatical structures necessary to communicate and comprehend at the beginner level.

SPAN 1412 Beginning Spanish II-Dual Enrollment★ **Credit: 1.0**
Weight: 1.15

Continued development of basic Spanish language skills in listening, speaking, reading, and writing within a cultural framework. Students acquire the vocabulary and grammatical structures necessary to communicate and comprehend at the high beginner to low intermediate level.

AP Spanish Language★ **Credit 1.0**
Prerequisite: Spanish II **Weight 1.10**
This course is designed as a college-level course which will prepare students to take the Spanish Language Advanced Placement examination. This course is designed for students who have a command of the Spanish oral language and mastery of grammar studied during the first two years. This course includes additional emphasis on the study of grammar and reading about history, literature, music, art, and customs of Spanish-speaking countries (Latin America and Spain). Instruction is conducted in Spanish only. Students are encouraged to take this course after completing Spanish II. Student enrolled are expected to take AP exam.

AP Spanish Literature★ **Credit 1.0**
Prerequisite: Spanish III for Spanish Speakers or AP Spanish Language **Weight 1.10**
Students will be introduced to Latin American or Peninsular Literature course, covering selected works from the literatures of Spain and Spanish America. Students will read and analyze literature orally and in writing. The course is designed as a college-level course with examinations. This course is designed for students who have a command of the Spanish oral language and mastery of grammar studied during the previous years.
Instruction is conducted in Spanish only. Students are encouraged to take this course after completing Spanish III or AP Spanish Language. Student enrolled are expected to take AP exam.

American Sign Language, (ASL) Level I (CHS) **Credit 1.0**
Prerequisite: None **Weight 1.0**
Service ID: 03980100
The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community. This course will introduce students to ASL communication skills defined as (A) interpretive listening and reading targets are called interpretive receptive; (B) one-to-one interpersonal targets are called receptive and expressive; and (C) one-to-many presentational speaking is expressed through signs and the target is presentational expressive.

American Sign Language, Level II (CHS) **Credit 1.0**
Requirement: American Sign Language, (ASL) Level I **Weight 1.0**
This course in a continuation to ASL Level I . ASL is a signed language where the modes of communication involve different skills than written and/or spoken languages. ASL is not a formal written language; glossing is the term used to describe a chosen written system of symbols devised to transcribe signs and nonmanual signals to an English equivalent. Since ASL information is received visually and not in an auditory manner, communication skills in ASL are defined as follows: (A) interpretive listening and reading targets are called interpretive receptive; (B) one-to-one

★ = **Refer to page 8 regarding weighted credit**

interpersonal targets are called receptive and expressive; and(C) one-to-many presentational speaking is expressed through signs and the target is presentational expressive.

Physical Education

Foundations of Personal Fitness **Credit 0.5**
Prerequisite: None **Weight 1.0**
Foundations of Personal Fitness represent a new approach in physical education and the concept of personal fitness. The basic purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical education. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness in the class. The concept of wellness, or striving to reach optimal levels of health, is the corner stone of this course and is exemplified by one of the course objectives including students designing their own personal fitness program.

Team Sports (PE) **Credit 0.5**
Prerequisite: Foundations of Personal Fitness **Weight 1.0**
Students enrolled in Team Sports are expected to develop health-related fitness and an appreciation for team work and fair play. Like the other high school physical education courses, Team sports reinforces the concept of incorporating physical activity into a healthy lifestyle beyond high school.

Aerobic Activities (PE) **Credit 0.5**
Prerequisite: Foundations of Personal Fitness **Weight 1.0**
In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically - active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical-activity and health throughout the lifespan. Students in aerobic activities are exposed to a variety of activities that promote health related fitness. A major expectation of this course is for the student to design a personal fitness program that uses aerobic activities as a foundation.

Football **Credit 0.5**
Prerequisite: None **Weight 1.0**
In football, students acquire the knowledge and skills of movement that provide the foundation for competing successfully and maintaining a positive environment. Students enrolled in Football are expected to develop an appreciation for teamwork and fair play. Students enrolled in this class are expected to gain knowledge of the sport which can be pursued for a lifetime.

Boys Basketball **Credit 0.5**
Prerequisite: None **Weight 1.0**
In Boys Basketball, students acquire the knowledge and skills for movement that provide the foundation for competing successfully and maintaining a positive environment. Students enrolled in Boys Basketball are expected to develop an appreciation for teamwork and fair play. Students enrolled in this class are expected to gain knowledge of the sport which can be pursued for a lifetime.

Boys Baseball **Credit 0.5**
Prerequisite: None **Weight 1.0**
In Boys Baseball, students acquire the knowledge and skills for movement that provide the foundation for competing successfully and maintaining a positive environment. Students enrolled in Boys Baseball are expected to develop an appreciation for teamwork and fair play. Students enrolled in this class are expected to gain knowledge of the sport which can be pursued for a lifetime.

Boys Soccer **Credit 0.5**
Prerequisite: None **Weight 1.0**
In Boys Soccer students acquire the knowledge and skills for movement that provide the foundation for competing successfully and maintaining a positive environment. Students enrolled in Boys Soccer are expected to develop an appreciation for teamwork and fair play. Students enrolled in this class are expected to gain knowledge of the sport which can be pursued for a lifetime.

Boys and Girls Track **Credit 0.5**
Prerequisite: None **Weight 1.0**
Students acquire the knowledge and skills for movement that provide the foundation for competing successfully and maintaining a positive environment. Students enrolled in track and field are expected to develop an appreciation for teamwork and fair play. Students enrolled in this class are expected to gain knowledge of the sport which can be pursued for a lifetime.

Boys and Girls Cross Country **Credit 0.5**
Prerequisite: None **Weight 1.0**
Students are expected to participate in order to gain knowledge of the sport which can be pursued for a lifetime. Students acquire the knowledge and skills for movement that provide the foundation for competing successfully and maintaining a positive environment.

Golf and Tennis **Credit 0.5**
Prerequisite: None **Weight 1.0**
Students are expected to participate in order to gain knowledge of the sport which can be pursued for a lifetime. Students acquire the knowledge and skills for movement that provide the foundation for competing successfully and maintaining a positive environment.

Girls Volleyball **Credit 0.5**
Prerequisite: None **Weight 1.0**
Students acquire the knowledge and skills for movement that provide the foundation for competing successfully and maintaining a positive environment. Students enrolled in Volleyball are expected to develop an appreciation for teamwork and fair play. Students enrolled in this class are expected to gain knowledge of the sport which can be pursued for a lifetime.

Girls Softball **Credit 0.5**
Prerequisite: None **Weight 1.0**
Students acquire the knowledge and skills for movement that provide the foundation for competing successfully and maintaining a positive environment. Students enrolled in Girls Softball are expected to develop an appreciation for teamwork and fair play. Students enrolled in this class are expected to gain knowledge of the sport which can be pursued for a lifetime.

Girls Basketball **Credit 0.5**
Prerequisite: None **Weight 1.0**
Students acquire the knowledge and skills for movement that provide the foundation for competing successfully and maintaining a positive environment. Students enrolled in Girls Basketball are expected to develop an appreciation for teamwork and fair play. Students enrolled in this class are expected to gain knowledge of the sport which can be pursued for a lifetime.

Girls Soccer **Credit 0.5**
Prerequisite: None **Weight 1.0**
Students acquire the knowledge and skills for movement that provide the foundation for competing successfully and maintaining a positive environment. Students enrolled in Girls Soccer are expected to develop an appreciation for teamwork and fair play. Students enrolled in this class are expected to gain knowledge of the sport which can be pursued for a lifetime.

Girls Track **Credit 0.5**
Prerequisite: None **Weight 1.0**
Students acquire the knowledge and skills for movement that provide the foundation for competing successfully and maintaining a positive environment. Student enrolled in Girls Track are expected to develop an appreciation for teamwork and fair play. Students enrolled in this class are expected to gain knowledge of the sport which can be pursued for a lifetime.

Boys and Girls Swimming **Credit 0.5**
Prerequisite: None **Weight 1.0**
Swimmers will be able to perform strokes proficiently down the length of the pool. Lap swimming is practiced. Strokes will be fine-tuned and swimmers will be introduced to racing techniques, more advanced diving skills, lifesaving and water safety skills, and the benefits of swimming for fitness.

Drill Team I, II, III, IV **Credit 0.5**
Prerequisite: Successful try-out and sequential order **Weight 1.0**
students who participate in Drill Team earn a P.E. credit. Students must compete for places on the Pep Squad by performing the skills needed for membership. The major function of the Pep Squad is to serve as spirit, service, and performing teams for both competitive and non-competitive exhibitions.

Cheerleader I, II, III, IV **Credit 0.5**
Prerequisite: Successful try-out and sequential order **Weight 1.0**
Students who participate in Cheerleading earn a P.E. credit. Students must compete for places in Cheerleading by performing the skills needed for membership. The major function of the Cheerleader is to serve as spirit, service and performing teams for both competitive and non-competitive exhibitions.

KINE 1301 Foundations of Kinesiology-Dual Enrollment★ **Credit: 1.0**
Weight: 1.15
The purpose of this course is to provide students with an introduction to human movement that includes the historical development of physical education, exercise science, and sport. This course offers the student both an introduction to knowledge base, as well as, information on expanding career opportunities.

Boys and Girls Swimming **Credit 0.5**
Prerequisite: None **Weight 1.0**
Swimmers will be able to perform strokes proficiently down the length of the pool. Lap swimming is practiced. Strokes will be fine-tuned and swimmers will be introduced to racing techniques, more advanced diving skills, lifesaving and water safety skills, and the benefits of swimming for fitness.

Drill Team I, II, III, IV **Credit 0.5**
Prerequisite: Successful try-out and sequential order **Weight 1.0**
Students who participate in Drill Team earn a P.E. credit. Students must compete for places on the Pep Squad by performing the skills needed for membership. The major function of the Pep Squad is to serve as spirit, service, and performing teams for both competitive and non-competitive exhibitions.

Cheerleader I, II, III, IV **Credit 0.5**
Prerequisite: Successful try-out and sequential order **Weight 1.0**
Students who participate in Cheerleading earn a P.E. credit. Students must compete for places in Cheerleading by performing the skills needed for membership. The major function of the Cheerleader is to serve as spirit, service and performing teams for both competitive and non-competitive exhibitions.

★ = **Refer to page 8 regarding weighted credit**

Career and Technical Education
Agriculture, Food & Natural Resources Programs of Study

Endorsement	Career Cluster	Sequence	Level 1 Courses	Level 2 Courses	Level 3 Courses	Level 4 Courses
Business & Industry	AG	**Animal Science**	Principles of AFNR	Small Animal Management Equine Science	Livestock Production	Advanced Animal Science Practicum in Agriculture
Business & Industry	AG	**Applied Agricultural Engineering**	Principles of AFNR	Agricultural Mechanics and Metal Technologies	Agricultural Structures Design and Fabrications Agricultural Power Systems	Agricultural Equipment Design and Fabrication Practicum in AFNR
Business & Industry	AG	**Food Science and Technology**	Principles of AFNR	Food Technology and Safety	Food Processing	Practicum in AFNR

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

Principles of Agriculture, Food, and Natural Resources **Credit 1.0**
Grades: 9-12 **Weight 1.0**
Prerequisite: None
Articulated: No
Principles of Agriculture, Food, and Natural Resources will allow students to develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations.

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

agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations.

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

Agricultural Equipment Design and Fabrication **Credit 1.0**
Grade: 11-12 **Weight 1.0**
Articulated: No
Prerequisite: None
Recommended Prerequisite: Agricultural Mechanics & Metal Technologies
In Agricultural Equipment Design and Fabrication, students will acquire knowledge and skills related to the design and fabrication of agricultural equipment. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural equipment design and fabrication.

Agricultural Power Systems **Credit 2.0**
Grades: 10-12 **Weight 1.0**
Prerequisite: None
Recommended Prerequisite: Principles of Agriculture, Food, and Natural Resources
Articulated: Yes
To be prepared for careers in agricultural power, structural, and technical systems, students should attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the workplace; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations.

Livestock Production **Credit 1.0**
Grades: 10-12 **Weight 1.0**
Prerequisite: None
Articulated: No
In Livestock Production, students will acquire knowledge and skills related to livestock and the livestock production industry. Livestock Production may address topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry.

Small Animal Management **Credit 0.5**
Grades: 10-12 **Weight 1.0**
Prerequisite: None
Articulated: No
In Small Animal Management, students will acquire knowledge and skills related to small animals and the small animal management industry. Small Animal Management may address topics related to small mammals such as dogs and cats, amphibians, reptiles, and birds.

Advanced Animal Science **Credit 1.0**
Grade: 11-12 **Weight 1.0**
Prerequisite: Biology and Chemistry or Integrated Physics and Chemistry (IPC); Algebra l and Geometry; and either Small Animal Management, Equine Science, or Livestock Production.
Recommended Prerequisite: Veterinary Medical Applications
Articulated: No

Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences.
Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

Food Technology & Safety **Credit 1.0**
Grades: 10-12 **Weight 1.0**
Prerequisite: None
Articulated: No
Food Technology and Safety examines the food technology industry as it relates to food production, handling, and safety. To prepare for careers in value-added and food processing systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to value-added and food processing and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

Food Processing **Credit 1.0**
Grades: 10-12 **Weight 1.0**
Prerequisite: None
Recommended Prerequisite: Food Technology & Safety
Articulated: No
Food Processing focuses on the food processing industry with special emphasis on the handling, processing, and marketing of food products. To prepare for careers in food products and processing systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

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

Advanced Plant & Soil Science **Credit 1.0**
Grade: 11-12 **Weight 1.0**
Prerequisite: None
Recommended Prerequisite: Biology, IPC, Chemistry, or Physics and a minimum of one course in the Agriculture, Food, and Natural Resources Career Cluster.
Articulated: No
Plant and Soil Science provides a way of learning about the natural world. Students should know how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science.

Practicum in Agriculture, Food, & Natural Resources I **Credit 2.0** **Weight 1.0**
Grade: 11-12
Prerequisite: None
Recommended Prerequisite: A minimum of one credit from the courses in the Agriculture, Food, and Natural Resources Career Cluster.
Articulated: No
The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources Pathway. The practicum is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in

a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories.

Practicum in Agriculture, Food, & Natural Resources II **Credit 2.0** **Weight 1.0**
Grade: 11
Prerequisite: one credit from Pathway
Articulated: No
The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources Pathway.

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

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

Construction Programs of Study

Endorsement	Career Cluster	Sequence	Level 1 Courses	Level 2 Courses	Level 3 Courses	Level 4 Courses
Business & Industry	CONS	**Carpentry**	Principles of Construction	Construction Technology I	Construction Technology II	Practicum in Construction Technology
Business & Industry	CONS	**Electrical**	Principles of Construction	Electrical Technology I	Electrical Technology II	Practicum in Construction Technology
Business & Industry	CONS	**HVAC and Sheet Metal**	Principles of Construction	HVAC and Refrigeration Technology I	HVAC and Refrigeration Technology II	Practicum in Construction Technology

Top Careers
Construction Manager Architect
Cost Estimator

Landscape Architect
Mechanical Drafter
Interior Designer
Construction and Building Inspector Surveyor
Architectural and Civil Drafter
Rigger

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

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

Construction Technology I **Credit 2.0**
Grades: 10-12 **Weight 1.0**
Prerequisite: None
Recommended Prerequisite: Principles of Architecture or Principles Construction
Articulated: Yes
In Construction Technology, students gain knowledge and skills specific to those needed to enter the work force as carpenters or building maintenance supervisors or prepare for a postsecondary degree in construction management, architecture, or engineering. Students acquire knowledge and skills in safety, tool usage, building materials, codes, and framing.

Construction Technology II **Credit 2.0**
Grades: 11-12 **Weight 1.0**
Prerequisite: Construction Technology I
Articulated: No
In Construction Technology II, students gain advanced knowledge and skills specific to those needed to enter the work force as carpenters, building maintenance technicians, or supervisors or prepare for a postsecondary degree in construction management, architecture, or engineering.

Construction Management I **Credit 2.0**
Grades: 10-12 **Weight 1.0**
Prerequisites: None
Recommended Prerequisite: Algebra 1, Geometry, and Principles of Construction
Articulated: No In Construction Management, students gain knowledge and skills specific to those needed to enter the work force as carpenters or building maintenance supervisors or build a foundation toward a postsecondary degree in architecture, construction science, drafting, or engineering.
Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology I **Credit 1.0**
Grades: 10-12 **Weight 1.0**
Prerequisites: None

Articulation: None
In Heating, Ventilation, and Air Conditioning and Refrigeration Technology I, students will gain knowledge and skills needed to enter the industry as technicians in the HVAC and refrigeration industry or building maintenance industry, prepare for a postsecondary degree in a specified field of construction management, or pursue an approved apprenticeship program. Students will acquire knowledge and skills in safety, principles of HVAC theory, use of tools, codes, and installation of HVAC and refrigeration equipment.

Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology II **Credit 2.0**
Grades: 10-12 **Weight 1.0**
Prerequisites: None
Articulation: None
In Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology II, students will gain advanced knowledge and skills needed to enter the industry as HVAC and refrigeration technicians or building maintenance technicians or supervisors, prepare for a postsecondary degree in a specified field of construction or construction management, or pursue an approved apprenticeship program. Students will acquire knowledge and skills in safety, electrical theory, use of tools, codes, installation of commercial HVAC equipment, heat pumps, troubleshooting techniques, various duct systems, and maintenance practices.

HART 1407 Refrigeration Principles-Dual Enrollment★ **Credit: 1**
Weight: 1.15
An introduction to the refrigerant cycle, heat transfer theory, temperature/pressure relationship, refrigerant handling, refrigeration components and safety.

HART 1401 Basic Electricity for HVAC-Dual Enrollment★ **Credit: 1**
Weight: 1.15
Principles of electricity as required by HVAC, including proper use of test equipment, electrical circuits, component theory and operation.

MAIR 1449 Refrigerators, Freezers, Window Air Conditioners★ **Credit: 1**
Weight: 1.15
Theory, sequence of operation, components and repair, electrical schematics, and troubleshooting electronic components in air conditioning and refrigeration. Emphasis on safety for the electrical, mechanical, and sealed systems**.**

Practicum in Construction Technology **Credit 2.0**
Grades: 12 **Weight 1.0**
Prerequisite: Construction Technology II, HVAC II
Articulation: No
In Practicum in Construction Technology, students will be challenged with the application of knowledge and skills gained in previous construction-related coursework. In many cases students will be allowed to work at a job (paid or unpaid) outside of school or be involved in local projects the school has approved for this class.

★ = **Refer to page 8 regarding weighted credit**

Science, Technology, Engineering, and Mathematical Program of Study

Endorsement	Career Cluster	Sequence	Level 1 Courses	Level 2 Courses	Level 3 Courses	Level 4 Courses
Business & Industry OR STEM	STEM	**Engineering**	Principles of Applied Engineering	Engineering Design & Presentation I	Engineering Design and Presentation II	Engineering Design & Problem Solving

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

Principles of Applied Engineering **Credit 1.0**
Grades: 9-10 **Weight 1.0**
Prerequisite: None
Articulated: No
Principles of Applied Engineering provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will develop engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will understand the various fields of engineering and will be able to make informed career decisions. Further, students will have worked on a design team to develop a product or system. Students will use multiple software applications to prepare and present course assignments.

Engineering Design and Presentation I **Credit 1.0**
Grades: 10-12 **Weight 1.0**
Prerequisite: Algebra I
Prerequisite: Principles of Applied Engineering
Articulated: Yes
Engineering Design and Presentation I is a continuation of knowledge and skills learned in Principles of Applied Engineering. Students enrolled in this course will demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain employment in these areas.

Engineering Design & Presentation II **Credit 2.0**
Grades: 11-12 **Weight 1.0**
Prerequisite: Algebra I and Geometry
Recommended Prerequisite: Principles of Applied Engineering and Engineering Design & Presentation I
Articulated: Yes

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

Engineering Design & Problem Solving **Credit 1.0**
Grade: 11-12 **Weight 1.0**
Prerequisite: Algebra I and Geometry
Recommended Prerequisites: two Science, Technology, Engineering, and Mathematics Career Cluster credits.
Articulated: Yes
Engineering design is the creative process of solving problems by identifying needs and then devising solutions. It reinforces and integrates skills learned in previous mathematics and science courses. This course is intended to stimulate students' ingenuity, intellectual talents, and practical skills in devising solutions to engineering design problems.
Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

DFTG 1305 Technical Drafting-Dual Enrollment★ **Credit: 1.0**
Weight: 1.15
Introduction to the principles of drafting to include terminology and fundamentals, including size and shape descriptions, projection methods, geometric construction, sections, and auxiliary views.

DFTG 1309 Basic Computer-Aided Drafting-Dual Enrollment★ **Credit: 1.0**
Weight: 1.15
An introduction to computer-aided drafting. Emphasis is placed on setup; creating and modifying geometry; storing and retrieving predefined shapes; placing, rotating, and scaling objects, adding text and dimensions, using layers, coordinate systems, and plot/print to scale.

DFTG 2330 Civil Drafting-Dual Enrollment★ **Credit: 1.0**
Weight: 1.15
An in-depth study of drafting methods and principles used in civil engineering.

DFTG 2340 Solid Modeling/Design-Dual Enrollment★ **Credit: 1.0**
Weight: 1.15
A computer-aided modeling course. Development of three-dimensional drawings and models from engineering sketches and orthographic drawings and utilization of three-dimensional models in design work.

Engineering Mathematics **Credit 1.0**
Grades: 11-12 **Weight 1.0**
Prerequisite: Algebra II
Articulated: No
Engineering Mathematics is a course where students solve and model design problems. Students will use a variety of mathematical methods and models to represent and analyze problems that represent a range of real-world engineering applications such as robotics, data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and computer programming. This course satisfies a high school mathematics graduation requirement.
Note: This course satisfies a math credit requirement for students on the Foundation High School Program.

Scientific Research & Design★ **Credit 1.0**
Grades: 11-12 **Weight 1.10**
Prerequisite: Biology, Chemistry, IPC, or Physics
Articulated: No

★ = **Refer to page 8 regarding weighted credit**

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

AC/DC Electronics **Credit 1.0**
Grades: 10-12 **Weight 1.0**
Prerequisite: None
Recommended Prerequisite: Principles of Applied Engineering
Articulated: No
AC/DC Electronics focuses on the basic electricity principles of alternating current/direct current (AC/DC) circuits. Students will demonstrate knowledge and applications of circuits, electronic measurement, and electronic implementation. Through use of the design process, students will transfer academic skills to component designs in a project-based environment. Students will use a variety of computer hardware and software applications to complete assignments and projects. Additionally, students will explore career opportunities, employer expectations, and educational needs in the electronics industry.

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

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

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

Principles of Technology **Credit 1.0**
Grades: 10-12 **Weight 1.0**
Prerequisite: Science Credit and Algebra I
Articulated: No
In Principles of Technology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving.
Various systems will be described in terms of space, time, energy, and matter.
Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

GISC 1311 Introduction to Geographic Information Systems (GIS)-Dual Enrollment★ **Credit: 1.0**
Weight: 1.15

Introduction to basic concepts of vector GIS using several industry specific software programs including nomenclature of cartography and geography.

GISC 1491 Special Topics: Drones (sUAS) Fundamentals-Dual Enrollment★ **Credit: 1.0**
Weight: 1.15

This foundation course will apply fundamental Geographic Information Systems (GISC) theories, principles and applications in the use of Small Unmanned Aircraft Systems (UAS/sUAS) technology for the acquisition and analysis of geospatial data. The students will become familiar with specialized UAS related technologies including aircraft platforms, sensors, software and applications. Applicable FAA regulations relating to UAS rating privileges, limitations, and flight operations will be covered.

GISC 2320 Intermediate Geographic Information Systems (GIS)-Dual Enrollment★ **Credit: 1.0**
Weight: 1.15

This course focuses on the study of spatial data structures and the display, manipulation, and analysis of geographic information. Students will study the technical aspects involved in spatial data handling, analysis and modeling. Instruction will include theories and procedures associated with the implementation and management of GIS projects. A variety of GIS software packages will be used in the laboratory.

Transportation, Distribution and Logistics Program of Study

Endorsement	Career Cluster	Sequence	Level 1 Courses	Level 2 Courses	Level 3 Courses	Level 4 Courses
Business & Industry	TRANS	**Automotive**	Principles of Transportation Systems	Automotive Basics	Automotive Technology I	Automotive Technology II
			Small Engine Technology I	Small Engine Technology II	Energy and Power of Transportation Systems	Practicum in Transportation Systems
			Basic Collision Repair and Refinishing	Collision Repair/Lab	Paint and Refinishing	Practicum in Transportation Systems

Top Careers
Airline Pilot, Co-Pilot & Flight Engineer Aerospace Engineer and Operations Technician Insurance Appraiser Auto Damage
Aircraft Mechanic
Auto. Service Tech. & Mechanics
Aerospace Engineer and Operations Technician Insurance Appraiser Auto Damage
Aircraft Mechanic
Auto. Service Tech. & Mechanics
Truck Driver Heavy & Tractor Trailer

★ = **Refer to page 8 regarding weighted credit**

Recreational Vehicle Service Tech.
Auto Body & Related Repairers

Top Careers

Engineer: Aerospace, flights railways, industrial health and safety, marine

Transportation Manager	*Auto or Auto Body Mechanic*
Air Traffic Controller	*Vehicle & System Inspector*
Airline Pilot	*Railroad Safety Inspector*
Urban Regional Planner	*Longshore Worker*
Logistician	*Ship, tugboat or ferry pilot*
Shipping and receiving supervisor	*Cargo & Freight Agent*
Storage & Distribution Managers	*Health & Safety Manager*
Operations Technician	*Marketing Manager*
Industrial equipment Mechanic	*Sales Representative*
Electrician	*Flight Attendant*
Fleet Manager	

Principles of Transportation Systems **Credit 1.0**
Grades: 9-12 **Weight 1.0**
Prerequisite: None
Articulated: No
In Principles of Transportation, Distribution, and Logistics, students gain knowledge and skills in the safe assessment of products, services, and systems. Students should apply knowledge and skills in the application, design, and production of technology as it relates to the transportation, distribution, and logistics industries.

Energy, Power, of Transportation Systems **Credit 1.0**
Grades: 10-12 **Weight 1.0**
Recommended Prerequisite: Principles of Transportation Systems
Articulated: No
Energy and Power of Transportation Systems, students will gain knowledge and skills in material handling and distribution and proper application, design, and production of technology as it relates to the transportation industries. Students will need to understand the interaction between various vehicle systems, the logistics used to move goods and services to consumers, and the components of transportation infrastructure.

Automotive Technology I: Maintenance and Light Repair **Credit 2.0**
Grades: 9-12 **Weight 1.0**
Prerequisite: None
Recommended Prerequisites: Automotive Basics or Principles of Transportation
Articulated: Yes
Automotive Technology I: Maintenance and Light Repair includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. This course includes applicable safety and environmental rules and regulations. In Automotive Technology I: Maintenance and Light Repair, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

Automotive Technology II: Automotive Service **Credit 2.0**
Grades: 11-12 **Weight 1.0**
Prerequisite: Automotive Technology I: Maintenance and Light Repair
Articulated: Yes
Automotive Technology II: Automotive Service includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. Automotive Technology II: Automotive Service includes applicable safety and environmental rules and regulations. In this course, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer

academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

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

Collision Repair **Credit 2.0**
Grades: 10-12 **Weight 1.0**
Prerequisite: None
Recommended Prerequisite: Basic Collision Repair and Refinishing
Articulated: Yes
Collision repair and refinishing services include knowledge of the processes, technologies, and materials used in the reconstruction and alteration of vehicles.

Paint and Refinishing **Credit 2.0**
Grades: 10-12 **Weight 1.0**
Prerequisite: None
Recommended Prerequisite: Basic Collision Repair and Refinishing or Collision Repair
Articulated: Yes
Collision repair and refinishing services include advanced knowledge of the processes, technologies, and materials used in the reconstruction and alteration of vehicles.

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

Small Engine Technology II **Credit 2.0**
Grades: 10-12 **Weight 1.0**
Prerequisite: Small Engine Technology I
Articulated: No
Advanced Small Engine Technology includes advanced knowledge of the function, diagnosis, and service of the systems and components of all types of small engines such as lawn mowers, motorcycles, and irrigation engines. In addition, the student will receive instruction in safety, academic, and leadership skills as well as career opportunities.

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

Distribution and Logistics **Credit: 1.0**
Grades: 11-12 **Weight 1.0**
Recommended Prerequisites: Principles of Distribution and Logistics

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

Management of Transportation Systems **Credit 1.0**
Grades: 10-12 **Weight 1.0**
Recommended Prerequisite: Principles of Transportation Systems
In Management of a Transportation Systems, students gain knowledge and skills in material handling and distribution and proper application, design, and production of technology as it relates to the transportation, distribution, and logistics industries. This course includes the safe operation of tractor-trailers, fork lifts, and related heavy equipment.

Practicum in Transportation, Distribution, and Logistics **Credit 2.0**
Grades: 11-12 **Weight 1.0**
Recommended Prerequisite: Distribution and Logistics Or Transportation System Management
Articulated: No
The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of courses in the Transportation, Distribution, and Logistics Pathway.
It is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, independent study, or laboratories

Manufacturing Program of Study

Endorsement	Career Cluster	Sequence	Level 1 Courses	Level 2 Courses	Level 3 Courses	Level 4 Courses
Business & Industry	MANU	Welding	Introduction to Welding	Welding I	Welding II	Practicum in Manufacturing

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

Principles of Manufacturing **Credit 1.0**
Grades: 9-12 **Weight 1.0**
Prerequisite: None
Recommended Prerequisite: Algebra 1 or Geometry
Articulated: No
In Principles of Manufacturing, students gain knowledge and skills in the application, design, production, and assessment of products, services, and systems and how those knowledge and skills are applied to manufacturing.

Introduction to Welding **Credit 1.0**
Grades 9-12 **Weight 1.0**
Prerequisite: None

Recommended Prerequisite or Corequisite: Algebra I
Introduction to Welding will introduce welding technology with an emphasis on basic welding laboratory principles and operating procedures. Students will be introduced to the three basic welding processes. Topics include: industrial safety and health procedures, welding power sources, welding career potentials, and introduction to welding codes and standards.

Welding I **Credit 2.0**
Grades: 10-12 **Weight 1.0**
Prerequisite: None
Recommended Prerequisite: Algebra I, Principles of Manufacturing, Introduction to Precision Metal Manufacturing, or Introduction to Welding.
Articulated: Yes
Welding I provide the knowledge, skills, and technologies required for employment in metal technology systems. Students will develop knowledge and skills related to this system and apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for future success.

Welding II **Credit 2.0**
Grades: 11-12 **Weight 1.0**
Prerequisite: Welding I
Recommended Prerequisites: Algebra I or Geometry
Articulated: Yes
Welding II builds on the knowledge and skills developed in Welding I. Students will develop advanced welding concepts and skills as related to personal and career development. Students will integrate academic and technical knowledge and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

Practicum in Manufacturing **Credit 2.0**
Grades: 12 **Weight 1.0**
Prerequisite: None
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.

WLDG 1417 Introduction to Layout and Fabrication-Dual Enrollment★ **Credit: 1.0**
Weight: 1.15
A fundamental course in layout and fabrication related to the welding industry. Major emphasis on structural shapes and use in construction.

WLDG 1407 Introduction to Welding using Multiple Processes- Dual Enrollment★ **Credit: 1.0**
Weight: 1.15
Basic welding techniques using some of the following processes: Oxy-fuel welding (OFW) and cutting, shielded metal arc welding (SMAW), gas metal arc welding (GMAW), flux cored arc welding (FCAW), and gas tungsten arc welding (GTAW).

WLDG 1425 Introduction to Oxy-Fuel Welding and Cutting★ **Credit: 1.0**
Weight: 1.15
An introduction to oxy-fuel welding and cutting, safety, set-up, and maintenance of oxy-fuel welding, cutting equipment and supplies.

WLDG 1428 Introduction to Shielded Metal Arc Welding (SMAW)-Dual Enrollment★ **Credit: 1.0**
Weight: 1.15

★ = **Refer to page 8 regarding weighted credit**

An introduction to the shielded metal arc welding process. Emphasis placed on power sources, electrode selection, oxy-fuel cutting, and various joint designs.

Business, Marketing & Finance Programs of Study

Endorsement	Career Cluster	Sequence	Level 1 Courses	Level 2 Courses	Level 3 Courses	Level 4 Courses
Business & Industry	BUS	Accounting and Financial Services	Principles of Business, Marketing, and Finance	Accounting I	Accounting II Financial Analysis	Financial Mathematics Prac. in Business Management
Business & Industry	BUS	Business Management	Business Information Management I	Business Information Management II	Business Management	Global Business Prac. in Business Management

Top Careers

Chief Executive
Industrial Production Manager
Public Relations Manager
Operations Research Analyst
Administrative Services Manager
Statistician
Accountant & Auditor
Budget Analyst
Sales Manager
Personal Financial Advisor
Real Estate Broker
Meeting and Convention Planner
Public Relations
Actuary
Market Research Analyst
Reservation and Transportation Ticket Agent
Appraiser & Assessor of Real Estate

Principles of Business, Marketing, and Finance **Credit 1.0**
Grades: 9-11 **Weight 1.0**
Prerequisite: None
In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing, and finance.

Business Information Management I **Credit 1.0**
Grades: 9–12 **Weight 1.0**
Prerequisite: None
Recommended Prerequisite: Touch System Data Entry.
In Business Information Management I, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.

Business Information Management II **Credit 1.0**
Grades: 10-12 **Weight 1.0**
Prerequisite: Business Information Management I.
In Business Information Management II, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software.

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

Global Business **Credit 0.5**
Grades: 10-12 **Weight 1.0**
Prerequisite: Principles of Business or Principles of Transportation
Articulated: No
Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce and postsecondary education. Students apply technical skills to address global business applications of emerging technologies. Students develop a foundation in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment.

Virtual Business **Credit 0.5**
Grades: 10-12 **Weight 1.0**
Prerequisite: None
Virtual Business is designed for students to start a virtual business by creating a web presence, conducting online and off-line marketing, examining contracts appropriate for an online business, and demonstrating project-management skills. Students will also demonstrate bookkeeping skills for a virtual business, maintain business records, and understand legal issues associated with a virtual business.

Money Matters **Credit 1.0**
Grades: 9-12 **Weight 1.0**
Prerequisite: None
Recommended Prerequisite: Principles of Business, Marketing, and Finance
Articulated: No
Students will investigate global economics with emphasis on the free enterprise system and its impact on consumers and businesses. Students apply critical thinking skills to analyze financial options based on current and projected economic factors.

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

Accounting II **Credit 1.0**
Grades: 11-12 **Weight 1.0**
Prerequisite: Accounting
Articulated: Yes

Students continue the investigate of the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors.

Financial Analysis **Credit 1.0**
Grades 11-12 **Weight 1.0**
Prerequisite: Accounting I
Articulated: Yes
In Financial Analysis, students will apply knowledge and technical skills in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students will develop analytical skills by actively evaluating financial results of multiple businesses, interpreting results for stakeholders, and presenting strategic recommendations for performance improvement.

Financial Mathematics **Credit 1.0**
Grades: 10-12 **Weight 1.0**
Prerequisite: Algebra I
Articulation: No
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. Note: This course satisfies a math credit requirement for students on the Foundation High School Program.

Career Preparation I & II **Credit 2.0**
Grades: 11-12 **Weight 1.0**
Prerequisite: None
Articulated: Yes
Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

Practicum in Business Management **Credit 2.0**
Grades: 11-12 **Weight 1.0**
Prerequisite: None
Recommended Prerequisite: Touch System Data Entry and Business Management or BIM II
Practicum in Business Management is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies. Students develop a foundation in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions

Information Technology Program of Study

Endorsement	Career Cluster	Sequence	Level 1 Courses	Level 2 Courses	Level 3 Courses	Level 4 Courses
Business & Industry OR STEM*	IT	**Information Technology Support and Services**	Principles of Information Technology	Computer Maintenance	Computer Technician Practicum	Computer Technician Practicum (2nd time)

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

Principles of Information Technology **Credit 1.0**
Grades: 9-10 **Weight 1.0**
Prerequisite: None
Articulated: Yes
Students develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.

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

ITSC 1405 Introduction to PC Operating Systems-Dual Enrollment★ **Credit: 1.0**
Weight: 1.15
Introduction to personal computer operating systems including installation, configuration, file management, memory and storage management, control of peripheral devices, and use of utilities.

ITNW 1425 Fundamentals of Networking Technologies- Dual Enrollment★ **Credit: 1**
Weight: 1.15
Instruction in networking technologies and their implementation. Topics include the OSI reference model, network protocols, transmission media, and networking hardware and software.

POFI 1401 Computer Applications I-Dual Enrollment★
Overview of computer office applications including current terminology and technology. Introduction to computer hardware, software applications, and procedures. This course is designed to be repeated multiple times to improve student proficiency.

IMED 1416 Web Design I- Dual Enrollment★ **Credit: 1.0**
Weight: 1.15

Instruction in web design and related graphic design including mark-up languages, and browser issues.

Independent Study in Evolving/Emerging Technologies **Credit 1.0**
Grades: 9-12 **Weight 1.0**
Prerequisite: 1 credit in technology
Articulated: No
Students will learn to make informed decisions, develop and produce original work that exemplifies the standards identified by the selected profession or discipline, and publish the product in electronic media and print. Students will demonstrate efficient acquisition of information by identifying task requirements, using search strategies, and using technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results.

Practicum in Information Technology **Credit 2.0**
Grades: 12 **Weight 1.0**
Prerequisite: A minimum of two high school information technology or computer courses.
Articulated: No
In the Practicum in Information Technology, students will gain advanced knowledge and skills in the application, design, production, implementation, maintenance, evaluation, and assessment of products, services, and systems. Knowledge and skills in the proper use of analytical skills and application of IT concepts and standards are essential to prepare students for success in a technology-driven society. Critical thinking, IT experience, and product development may be conducted in a classroom setting with an industry mentor, as an unpaid or paid internship, as part of a capstone project, or as career preparation.

★ = **Refer to page 8 regarding weighted credit**

Arts, A/V Technology & Communication Programs of Study

Endorsement	Career Cluster	Sequence	Level 1 Courses	Level 2 Courses	Level 3 Courses	Level 4 Courses
Business & Industry	ARTS	**Design and Multimedia Arts**	Principles of Arts, A/V Technology, and Communications	Animation I/Lab	Animation II/Lab	Practicum in Animation
			Principles of Arts, A/V Technology, and Communications	Audio/Video Production I	Audio/Video Production II	Practicum in Audio/Video Production II
			Principles of Arts, A/V Technology, and Communications	Commercial Photography I/Lab	Commercial Photography II / Lab	Practicum in Commercial Photography

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

Principles of Arts, Audio/Video Technology and Communications **Credit 1.0**
Grades: 9 **Weight 1.0**
Prerequisite: None
Articulated: No
The goal of this course is for the student understands arts, audio/video technology, and communications systems. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.

Animation I **Credit 1.0**
Grades: 10-12 **Weight 1.0**
Prerequisite: None
Recommendation Prerequisite: Art I or Principles of Art, Audio/Video Technology, and Communications.
Articulated: Yes
In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster. Students will be expected to develop an understanding of the history and techniques of the animation industry.

Animation II **Credit 1.0**
Grades: 11-12 **Weight 1.0**

Prerequisite: Animation I
Articulated: Yes
In addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to create two- and three-dimensional animations. The instruction also assists students seeking careers in the animation industry.

Audio/Video Production I **Credit 1.0**
Grades: 9-12 **Weight 1.0**
Recommended Prerequisite: Principles of Arts, Audio/Video Technology, and Communications
Articulated: No
In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video products.

Audio/Video Production II **Credit 1.0**
Grades: 10-12 **Weight 1.0**
Prerequisite: Audio/Video Production I
Articulated: Yes
Building upon the concepts taught in Audio/Video Production, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and postproduction products. This course may be implemented in an audio format or a format with both audio and video.

Practicum in Audio/Video Production **Credit 2.0**
Grades: 11-12 **Weight 1.0**
Prerequisites: Audio Video Production II and Audio/Video Production II Lab.
Articulated: No
Building upon the concepts taught in Audio/Video Production II and its corequisite Audio/Video Production II Lab, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio/video or audio format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

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

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

Practicum in Graphic Design & Illustration **Credit 2.0**
Grades: 10-12 **Weight 1.0**

Prerequisites: Graphic Design & Illustration II and Graphic Design and Illustration II Lab.
Articulated: No
In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

Commercial Photography I **Credit 1.0**
Grades: 9-12 **Weight 1.0**
Prerequisite: None
Recommended Corequisite: Commercial Photography Lab I
Articulated: No
In addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs.

Commercial Photography II **Credit 1.0**
Grades: 11-12 **Weight 1.0**
Prerequisite: None
Recommended Prerequisite: Commercial Photography I
Recommended Corequisite: Commercial Photography Lab II
Articulated: No
In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs.

Professional Communications **Credit 0.5**
Grades: 9-12 **Weight 1.0**
Prerequisite: None
Articulated: No
Professional Communications blends written, oral and graphic communication in a career-based environment. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.

Hospitality & Tourism Program of Study

Endorsement	Career Cluster	Sequence	Level 1 Courses	Level 2 Courses	Level 3 Courses	Level 4 Courses
Business & Industry	HOSP	**Culinary Arts**	Introduction to Culinary Arts	Culinary Arts	Advanced Culinary Arts	Food Science Practicum in Culinary Arts

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

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

Culinary Arts **Credit 2.0**
Grades: 10-12 **Weight 1.0**
Recommended Prerequisite: Principles of Hospitality and Tourism and Introduction to Culinary Arts
Articulated: No
Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification or other appropriate industry certifications. This course is offered as a laboratory course.

Advanced Culinary Arts **Credit 2.0**
Grades: 10-12 **Weight 1.0**
Prerequisite: Culinary Arts
Advanced Culinary Arts will extend content and enhance skills introduced in Culinary Arts by in-depth instruction of industry-driven standards to prepare students for success in higher education, certifications, and/or immediate employment.

Practicum in Culinary Arts **Credit 2.0**
Grades: 11-12 **Weight 1.0**
Prerequisite: Culinary Arts
Articulated: No
This course is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Culinary Arts integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing workplace.

Public Services Career Clusters
Cosmetology Program of Study

Endorsement	Career Cluster	Sequence	Level 1 Courses	Level 2 Courses	Level 3 Courses	Level 4 Courses
Public Service	COSMO	Cosmetology	Introduction to Cosmetology	Principles of Cosmetology Design and Color	Cosmetology I Lab	Cosmetology II Lab
Public Service	COSMO	Barbering	Introduction to Cosmetology	Principles of Cosmetology Design and Color	Barbering I Lab	Barbering II Lab

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

Principles of Cosmetology Design and Color **Credit 1.0**
Grades: 9-10 **Weight 1.0**
Prerequisite: None
Articulated: No
In Principles of Cosmetology Design and Color Theory, students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Students will attain academic skills and knowledge as well as technical knowledge and skills related to cosmetology design and color theory. Students will develop knowledge and skills regarding various cosmetology design elements such as form, lines, texture, structure and illusion or depth as they relate to the art of cosmetology. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the TDLR requirements for licensure upon passing the state examination. Analysis of career opportunities, license requirements, knowledge and skills expectations, and development of workplace skills are included.

Cosmetology I **Credit 2.0**
Grades: 10-11 **Weight 1.0**
Prerequisite: Acceptance Required
Recommended Prerequisite: Introduction to Cosmetology.
Articulated: No
Students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the Texas Department of Licensing and Regulation (TDLR) requirements for licensure upon passing the state examination.

Cosmetology II **Credit 2.0**
Grades: 11-12 **Weight 1.0**
Prerequisite: Cosmetology I
Articulated: No

In Cosmetology II, students will demonstrate proficiency in academic, technical, and practical knowledge and skills. The content is designed to provide advanced training in professional standards/employability skills; Texas Department of Licensing and Regulation (TDLR) rules and regulations; use of tools, equipment, technologies, and materials; and practical skills.

Law, Public Safety, Corrections, and Government Program of Study

Endorsement	Career Cluster	Sequence	Level 1 Courses	Level 2 Courses	Level 3 Courses	Level 4 Courses
Public Service	LAW	**Law Enforcement**	Principles of LPSCS	Law Enforcement I	Law Enforcement II Correctional Services	Counseling and Mental Health Forensic Science

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

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

Law Enforcement 1 **Credit 1.0**
Grades: 10-12 **Weight 1.0**
Prerequisite: None
Recommended Prerequisite: Principles of Law, Public Safety, Corrections, and Security
Articulated: Yes
Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. This course includes the role of constitutional law, the United States legal system, criminal law, law enforcement terminology, and the classification and elements of crime.

Court Systems and Practices **Credit 1.0**
Grades: 10-12 **Weight 1.0**
Prerequisite: None
Recommended Prerequisite: Law Enforcement I
Articulated: Yes
Court Systems and Practices is an overview of the federal and state court systems. The course identifies the roles of judicial officers and the trial process from pretrial to sentencing and examines the types and rules of evidence.

Law Enforcement II **Credit 1.0**
Grades: 10-12 **Weight 1.0**
Prerequisite: None
Recommended Prerequisite: Law Enforcement I
Articulated: Yes
Law Enforcement II provides the knowledge and skills necessary to prepare for a career in law enforcement. This course includes the ethical and legal responsibilities, operation of police and emergency telecommunication equipment, and courtroom testimony.

Forensic Science **Credit 1.0**
Grade: 11-12 **Weight 1.0**
Prerequisite: Biology and Chemistry.
Recommended Prerequisite or Corequisite: Any Law, Public Safety, Corrections, and Security Career Cluster course.
Articulated: No
Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes.
Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

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

Health Science Program of study

Endorsement	Career Cluster	Sequence	Level 1 Courses	Level 2 Courses	Level 3 Courses	Level 4 Courses
Public Service	Health Science	**Healthcare Therapeutic Services**	Principles of Health Science	Medical Terminology	Anatomy and Physiology Health Science Theory	Practicum in Health Science

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

Principles of Health Science **Credit 1.0**
Grades: 9-10 **Weight 1.0**
Prerequisite: None
Articulated: Yes
The Principles of Health Science provides an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry.

Medical Terminology **Credit 1.0**
Grades: 9-12 **Weight 1.0**
Prerequisite: None
Articulated: Yes
This course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, and singular and plural forms, plus medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.

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

Health Science Theory/Clinical **Credit 2.0**
Grades: 10-12 **Weight 1.0**
Prerequisites: Biology and Principles of Health Science
Corequisite: Health Science Theory
The Health Science Clinical course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hand-on experiences for continued knowledge and skill development.

Anatomy & Physiology **Credit 1.0**
Grades: 10-12 **Weight 1.0**
Prerequisite: Biology and a second science credit
Recommended Prerequisite: A course from the Health and Science Career Cluster.
Articulated: Yes
In Anatomy and Physiology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.
Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

Practicum in Health Science **Credit 2.0**
Grades: 11-12 **Weight 1.0**
Prerequisite: Principles of Health Science, Health Science Theory, and Biology
Articulated: No
The Practicum is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

Medical Microbiology **Credit 1.0**
Grades: 10-12 **Weight 1.0**
Prerequisite: Biology and Chemistry
Recommended Prerequisite: A course from the Health Science Career Cluster.
Articulated: No

Students in Medical Microbiology explore the microbial world, studying topics such as pathogenic and non-pathogenic micro-organisms, laboratory procedures, identifying micro-organisms, drug resistant organisms, and emerging diseases.
Note: this course satisfies a science credit requirements for students on the Foundation High School program.

Pathophysiology **Credit 1.0**
Grades: 11-12 **Weight 1.0**
Prerequisite: Biology and Chemistry
Recommended Prerequisite: A course from the Health and Science Career Cluster
Articulated: No
In Pathophysiology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving regarding the study of disease processes and how humans are affected.
Note: this course satisfies a science credit requirements for students on the Foundation High School program.

World Health Research **Credit 1.0**
Grades: 11-12 **Weight 1.0**
Prerequisite: Biology and Chemistry
Recommended Prerequisite: A course from the Health Science Career Cluster.
Articulated: No
This course examines major world health problems and emerging technologies as solutions to these medical concerns. The course is designed to improve students' understanding of the cultural, infrastructural, political, educational, and technological constraints and inspire ideas for appropriate technological solutions to global medical cure issue.

BUILDING BRIDGES TO YOUR FUTURE!

2002 San Bernardo
(956)273-7168

MISSION

In order to provide a quality educational experience for all students attending Dr. Dennis D. Cantu Early College High School, all staff will:

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

VISION

At Dr. Dennis D. Cantu Early College High School, WE believe that all students, regardless of their social and economic background, can and will succeed academically as Dual Enrolled students and will gain the knowledge and skills to be successful in the health-related career of their choice.

OUR PARTNERSHIP

Dr. Dennis D. Cantu Early College High School is the product of a strong partnership between Laredo College and Laredo Independent School District. Working together both institutions will provide a challenging, college-level curriculum in a strong, supportive, student-centered learning environment.

CURRICULUM

Students follow a Pre AP / AP curriculum and specialized health science courses with "hands-on" learning experiences. Students are committed to a specific four-year graduation plan that will give them the opportunity for an Associate of Science or Associate of Arts.

BENEFITS

- Tuition cost savings
- Career Fast Track
- Accelerated Learning
- Blended Learning
- School with in a school family atmosphere
- Smaller classes
- Guidance from College & High School Counselor
- Free tutoring support (LC & ECHS)
- College classes taught on campus
- Earn both high school and college credit

- Best of both worlds – attend college and participate in high school extra-curricular activities

***Principles of Health Science waives Health credit.**

Four Year Graduation Plan includes 42 Texas Core Curriculum courses. The additional 18 college hours will consist of electives based on the degree – Associate of Science or Associate of Arts.

		English 4 credits	**Math 4 credits**	**Science 4 credits**	**Social Studies 3 credits and Economics 0.5 cr.**		**Foreign Language 2 credits**	**Physical Education / Elective 1 credit**	**Fine Arts 1 credits**	**Health 0.5 cr. and Speech 0.5 cr.**	**Electives 6 credits ECHS/LC require 6 +**	
											Pre Professional	**EMT**
9th Grade	**S1**		PAP Algebra I 23121F or Honors ALG II 230321	PAP Biology 33021F/S	PAP World History 430211		Spanish 1	**BUSIM1 D831B41 COSC 1301 (D)**		Principles of Health Science		
	S2	PAP English I 13011F/S						Physical Education/ Elective	**Fine Art D61F113 ART 1301 (D) or MUS 1301 (D)**			
								MAPS 812013				
10th Grade	**S1**	PAP English II	Honors Algebra II 230321	PAP Chemistry 330124	Advance Social Studies D41F223 **HIST 1301 (D)**	**Psychology D41F423 PSYC 2301 (D)**	Spanish I or AP Spanish	Physical Education/ Elective .5 credit				
	S2		PAP Geometry		AP US HISTORY **HIST 1302 (D)**			**Kinesiology D810911 KINE 1301 (D)**			Medical Terminology D831B31 MDCA 1313 Cont Ed.	Medical Terminology D831B31 MDCA 1313 Cont Ed.
								College Prep				
11th Grade	**S1**	AP English Language D11F133 **ENGL 1301 (D)**	PAP Pre CAL (needing TSI)	Honors Physics 330321	Government (0.5 CREDIT) D41F143 **GOVT 2305 (D)**		AP Spanish Language	Elective/ College Transition			Anatomy and Physiology MDCA 1409 Cont. Ed.	
			Independent study in Math D21F153 **Math 1314 (D)**									
	S2	AP English Literature D11F133 **ENGL 1302 (D)**	Independent study in Math II D21F341 **Math 1342 (D)**	Science Research Design D31F533 **BIOL 1306 or 2301**							HEALTH SCIENCE THEORY 868521	HEALTH SCIENCE THEORY 868521
12th Grade	**S1**	Independent Studies in English D11F843 **ENGL 2351 (D)**		AP CHEM	Special Topics (0.5 CREDIT) D41F233 **GOVT 2306 (D)**	**Human Growth Dev D810043 PSYC 2314**	**SPAN 1411** D510414 and **SPAN 1412** (Students that took and passed AP Spanish with a 3+ will not have to take these two college classes)				**Health Science Practicum NEW Continuing ED Courses**	Practicum in Health Science (2 credits) **EMSP 1501 (D) MDCA 1305 (D)**
			AP Calculus/ AQR/CPMATH (needing TSI)					Elective/ College Transition/ College Prep		Speech (0.5 credit) SPCH 1311		Extended Practicum in Health Science (1 credit) **EMSP 1160 (D)**
	S2			**Science Research Design BIOL 1307 or 2302 (D)**	Economics (0.5 Credit) / Financial Literacy (0.5 Credit)						**Pathophysiology, Medical Microbiology, Pharmacology**	

Vidal M. Treviño School of Communications & Fine Arts

Vision

It is the vision of The VMT School to build character in students and provide them with opportunities to become worldly, culturally literate, sophisticated thinkers and intellectually prepared to compete with the nation's best, facilitating the development of their artistic and creative talents with the ultimate goal being the development of the "whole" individual. The mission is to provide a comprehensive course of study for the students in the areas of communications, dance, music, theatre arts, and visual arts, with an emphasis on creative development and artistic performance, all supported by a rigorous advanced academic program that supports and prepares students for higher education.

Application Process

Students interested in applying to Vidal M. Treviño Magnet School must complete and submit an application for review.
Student must include:

- **Transcript/Report Card/Attendance Report**
- **Copy of STAAR Scores**
- **Interest Essay**

To be selected, a student must be at an average/above average academic standing and meet all application requirements.

The VMT Magnet Program offers a half-day school schedule that provides one block of Fine Arts and one block of academics at the VMT setting. The remainder of their instructional schedule is spent at their home school. The students are bussed to and from their home school to VMT.

Fine Arts Curriculum

Art

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

Choir

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

Dance

Ballet, Hip - Hop, Jazz, Folkloric, Flamenco

Dance Composition I, II, III, IV
Dance Theory I, II, III, IV
Dance I, II, III, IV

Theatre

Theatre Arts I

Theatre Arts I, II, III, IV
Technical Production I, II, III, IV

Music

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

Vidal M. Treviño School of Communications & Fine Arts

Communications Department Curriculum

Principals of Audio Video Productions
Audio Video Productions/Audio Video Production Lab I
Audio Video Productions II/Audio Video Production Lab II
Practicum Audio Video Productions Technology
Animation/Animation Lab I
Animation II/Animation Lab II
Commercial Photography I/Commercial Photography I Lab
Commercial Photography II/Commercial Photography Lab II
Graphic Design & Illustration I/Graphic Design & Illustration Lab I
Graphic Design & Illustration II/Graphic Design & Illustration Lab II
Digital Arts & Music
Practicum in Commercial Photography
Practicum Graphic Design & Illustration
Practicum in Animation

Academics Curriculum

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

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

Dual Enrollment (College Courses)

English 1301 &1302
American Literature 2326

US History 1301 & 1302
Federal Government 2305
Texas Government 2306

Art Appreciation 1301
Dance Appreciation 2303
Intro. to Theater 1310
American Music 1310

COURSE	9th	10th	11th	12th	**or Dual-Enroll.**
English	PAP ELA I	PAP ELA II	AP English Comp.	AP English Literature	English 1301 English 1302
Social Studies	PAP W. Geo.	PAP W. Hist.	AP US History	AP US Govt. AP Economics	Fed. Govt. 2305 TX Govt. 2306

2102 E. Lyon., St. Laredo, TX 78043
(956) **273-7800**
http://vmt.elisd.org

Sabas Perez Engineering STEM Early College Academy

Engineering Course Sequence

Vision: The Sabas Perez STEM Early College Academy will make available an energetic staff that will not only challenge and inspire, but also motivate all students to experience and practice consistent learning geared toward true globe applications for the 21st century.

Curriculum

Notes: (1) A student may be assigned to EOC Intervention courses based on test scores.(2) Students who are interested in Dual Enrollment course should notify their counselor as early as possible.

Grade Level	English 4 credits	Math 4 credits	Science 4 credits	Social Studies (3. CR)	LOTE 2 Credits	PE 1 Credit	Fine Arts 1 Credit	Elective	Engineering Electives	College Hours
9th Grade	PAP English I 18E013	PAP ALG I 28E013 PAP GEOM 28E023	PAP BIO 38E013	PAP World History 48E013	Spanish I Spanish II	PE/Elective KINE 1301 D810911	ART I Theatre Arts	BIM/COSC 1301 D810011 Path CC Health/Speech 81E023	Principles of Applied Engineering 86E021	6
10th Grade	PAP English II 116113	PAP GEOM 28E023 PAP ALG II 21E321		Spec. Topics in Soc. Stud. HIST 1301 D410113	Spanish II AP SPAN LANG	PE/Elective	MUSI 1306 Music Appreciation D8610113	SOCI 1301 D410323 CAD/Cyber Security (NON TSI ready)*	Engineering Design and Presentation 21E233 Animation 1 81E013	12
11th Grade	English III ENGL 1301 0110133 English IV ENGL 1302 D110143	PAP PRE CALC MATH 2412		US History HIST 1302 D410153		PE/Elective		College Transition 110013 Engineering Design and Problem Solving 81E041	ENGR 1304 Engineering Graphics PRE: MATH 1314 And ENGL 1301	20
12th Grade	Independent Studies in English ENGL 2327 D110183 PRE ENGL 1301	AP CAL MATH 2413 PRE: 2412	PHYS 2326 PHYS LAB 2126 PRE. PHYS 2325	GOVT 2305 D410523 GOVT 2306 D410031		PE/Elective			ENGL 2301 Mechanics I ENGR 2302 Mechanics II PRE: PHYS 2325 Or PHYS 2425	23

Laredo Independent School District (LISD) and Texas A&M International University (TAMIU). GECHS is a small public high school with a maximum of 450 students that recruit at–risk and economically disadvantage students from every middle school in the Laredo Independent School District. The mission of the Hector J. Garcia Early College High School is to provide first generation college-bound students with the opportunity to acquire up to 60 university credit hours by the end of their high school career. Garcia Early College High School offers a rigorous academic program in a small-personalized setting with a prescriptive support system to ensure success. Students who attend GECHS must be dedicated and focused with a strong work ethic towards their academic career.

Freshman	Sophomore	Junior	Senior
Pre-AP Algebra	Pre-AP Geometry/Algebra II	Pre-Calculus/College Algebra	AP-Calculus/AP Statistics/Algebraic Reasoning
Pre-AP Biology	Pre-AP Chemistry	Honors Physics	*Dual Enrolled/Adv.
Pre-AP World History	Honors World Geography	*HIST 1301/1302	*Dual Enrolled/Adv.
Pre-AP English I	Pre-AP English II	*ENGL 1301/1302-Creative Writing	*Dual Enrolled/Adv.
Principals of Technology/STEM Exploration(FUSE)	*Music Theory	*Psychology	*Dual Enrolled/Adv.
Physical Education/Health KINE 1101/1102	*Speech	*UNIV 1101	*UNIV 1402 *Dual Enrolled/Adv
Spanish I and II	Spanish III/ AP Language	*PSCI 2305(Govt) AP Spanish Literature	*Dual Enrolled/Adv.
Reading I	Reading II	Economics	
Intervention Courses are assigned for the area missing in TSI (Reading, Math, and Writing). Students meeting all TSI components are given the opportunity to earn foreign language credit aside from the required Spanish I,II, and AP Language starting their freshman year.			
Depending on student major of study, students will be enrolled in university courses according to degree plan. Course sequence can vary depending on TSI Readiness.			
****All students must have passed all TSI areas by the end of sophomore year. * Denotes college courses.**			

Curriculum

Mission

Jose A. Valdez High School (JAVHS) is a non-traditional school that provides students the opportunity to earn credits through self-paced, computer-based, small group instruction. JAVHS also provides substance abuse recovery support for students in need of these services.

Target Students

- Students who have dropped out of school, or are in danger of dropping out, for personal, family and/or attendance challenges.
- Students who lack credits for graduation.
- Students with special circumstances that require a credit acceleration plan.
- Students who have had or currently have substance use issues.

Admission Criteria

- Students are referred by their home campus counselors and administrators. Once referred, students and parents attend an interview with JAVHS administrative team.
- In order to attend JAVHS, student and parent must agree to the admissions criteria.

Credit Attainment/Acceleration

- Students have the opportunity to earn credits through self-paced, computer based instruction.

Substance Abuse Recovery

- Students who meet criteria for this particular component of JAVHS must agree to participate in and receive support provided by SCAN and LISD Substance Abuse Prevention Programs**.**

Features

- Small classroom setting and one-to-one instruction.
- Credit attainment /acceleration for high school graduation.
- College, Career and Military Readiness.
- Dual-Enrollment opportunities through Laredo College.
- Technical certification opportunities.
- Substance abuse recovery assistance and ongoing treatment support.
- Students follow a prescribed learning path based on individualized graduation plans.
- Students receive ongoing support from JAVHS faculty and staff.
- Students collaborate in group projects and learning activities.

Benefits

- Motivated students can attain credits at a faster pace.
- Reduced stress on students due to self-paced instruction.
- Flexible course scheduling.
- Individualized instruction due to 10:1 student/teacher ratio.
- On-site substance abuse and treatment services provided by SCAN & Substance Abuse Coordinator.
- Optional flexible schedule.

J. W. Nixon High School
Business, Industry and Public Services Early College Academy

Vision:

The J. W. Nixon High School Business, Industy and Public Service Early College Academy aims to empower, innovate, and prepare students to become productive, successful members of the community through responsibility, intellectual academic enviroment, leadership and service to our society through our wide range of academic oppurtunities. J. W. Nixon Business Industry and Public Services Early College Academy offers a rigorous and demanding curriculum designed for motivated students interested in the fields of law enforcement, cosmetology, education, welding, auto body, transportation/logistics, and applied accounting. Students will require the ability to successfully handle both a Pre AP/Honors, &/AP high school curriculum while simultaneously earning college credit hours. Students admitted into the program will have the opportunity to earn up to 60 college hours or an Associate's Degree. In order to be successful in meeting the expectations, students must be able to meet the standards of the Texas Success Initiative Assessment (TSI). The TSI is required at all Texas public colleges and universities.

Application Process:

Students interested in applying to BIPS Early College Academy must complete and submit an application for review. Required:

- Completed application
- Attend Parent/Student Information Session
- Attend Summer Bridge Program

Grade Level	High School Courses	Dual Courses	Welding	Applied Accounting	Education and Training	Law Enforcement Academic Track	Cosmetology
9th Grade	English I Algebra I Biology World History Spanish I Athletic/Band Health/Speech	KINE 1301 COSC 1301	Agricultural Mechanics	Principles of Business	Principles of Education	Principles of Law	Introduction to Cosmetology
10th Grade	English II Chemistry Geometry Spanish II Athletics/Band	HIST 1301 HIST 1302 SOCI 1301 ART 1301	Agricultural Power Systems	Financial Mathematics	PSYC 2314 Lifespan Growth and Development	Law Enforcement I	Principles of Cosmetology Design and Color Theory
11th Grade	Physics Algebra II Athletic/Band	ENGL 1301 ENGL 1302 GOVT 2305 GOVT 2306 BIOL 1308 BIOL 1108	WLDG 1407 WLDG 1417 WLDG 1425 WLDS 1428 One semester certificate	ACNT 1403 Intro to Acct ACNT 1429 Payroll/Tax	Instructional Practices EDUC 1301 Intro to Teaching Profession EDUC 2301 Intro to Special Pop	CRIJ 1301 Intro to CJ CJSA 2324 Contemporary Issues in CJ	Cosmetology/ Lab I or Barbering I
12th Grade	Athletics/Band	MATH 1314 College Alg. or Math 1324 Math for Business (ACCT) CHEM1311 CHEM 1111 ENGL 2327 AM LIT	WLDG 1457 WLDG 1453 WLDG 1435 WLDG 2406 Continuation to One Year Certificate (optional) Practicum Welding	ACNT 1411 Intro to Comp Acct POFI 1449 Spreadsheets Financial Analysis Practicum Business	CDEC 1313 Curriculum Resources for Early Childhood Programs CDEC 1359 Children with Special Needs Practicum in Education and Training	CJSA 1348 Ethics in Criminal Justice CRIJ 2313 Correctional Systems And Practices	Cosmetology/ Lab II or Barbering II
Total		44 Hours	16 Hours One Semester Certificate	16 Hours One Semester Certificate	15 Hours	12 Hours	

Programs of Study in Technology Early College High School
P-TECH Course Sequence

Vision:

P-TECH offers a wide variety of opportunities for students. Whether a student plans to attend a four-year university, a two-year associate degree, Technical Certificate or enter the workforce after high school, P-TECH will provide them with the skills necessary to achieve their goals.

Application Process:

Students interested in applying to the Programs of Study in Technology Early College High must complete and apply for review. Students must include the following with the application:

- **Application**
- **Interest Essay**
- **Acceptance Letter**

To be selected a student must receive a score of 4 or higher on the essay and satisfy all application requirements.

Curriculum

DR. LEO CIGARROA PATHWAYS TO TECHNOLOGY EARLY COLLEGE HIGH SCHOOL CROSSWALK (PTECH)										
Grade Level	**English 4 Credits**	**Math 4 Credits**	**Science 4 Credits**	**Social Studies (3 CR.)**	**LOTE 2 Credits**	**PE 1 Credit**	**Fine Arts 1 Credit**	**Elective**	**Engineering Electives**	**College Hours**
9th Grade	English I	ALG I	Biology	World History	Spanish I	PE/Elective KINE 1301 (Dual)	ART I	Health/Speech	Principles of Construction/Agriculture	**3**
10th Grade	English II	Geometry	Chemistry	US History	Spanish II	Elective	BIM COSC 1301 (Dual)	Precision Metal Manufacturing I WLDG 1425 WLDG 1428	Precision Metal Manufacturing II WLDG 1407 WLDG 1417	**19**
11th Grade	English III	ALG II	Physics	Government Economics		College Transition Elective		Electrical Technology I HVAC I HART 1407 HART 2438	HVAC II HART 1401 MAIR 1449	**16**
12th Grade	College Prep ELA	College Prep Math	Scientific Research and Design ELPT 1321			Elective Construction Management I*		Electrical Technology II ELPT 1325 ELPT 1311	Construction Tech II RBPT 2345 ELPT 1429	**16**
										54 Hours

Students will complete 3 One Semester Dual Enrollment Workforce Certificates:
Welding Certificate, Electrician Helper Certificate, and HVAC Technician Helper
*Students will attempt certificates for TEA accountability certification NCCER Core, Welding, HVAC during Construction Management Courses. ** Summer Bridge
Notes:

1. A student may be assigned to Reading and Math intervention courses
2. A student following the DAP graduation plan should consult with his/her counselor to ensure that DAP Graduation requirements are met.
3. Students who are interested in PTECH will be offered Dual Enrollment courses at Cigarroa High School and Laredo College.

Contact Information

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

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

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

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

Vidal M. Treviño School of Communication and Fine Arts Counseling Department
Address: 2101 Lyon St. **Phone: 273-7800 ext. 7810**

Hector J. Garcia Early College High Counseling Department
Address: 5241 University Blvd. **Phone: 273-7700 ext. 7703/7711**

Dr. Dennis D. Cantu Early College High School Counseling Department
Address: 2002 San Bernardo Ave. **Phone: 273-7168 ext. 7167**

Sabas Perez Engineering and Technology Applications Magnet School
Address: 2600 Zacatecas St. **Phone: 273-6800 ext. 6807**

Jose A. Valdez High School (Non-Traditional)
Address: 1619 Victoria St. **Phone: 273-8000 ext. 8007**

Resources

SAT Website: www.collegeboard.org
ACT Website: http://act.org
Federal Student Aid Website: www.fafsa.ed.gov
TEA Website: www.tea.state.tx.us
ASVAB: https://www.officialasvab.com/
TASB: https://www.tasb.org/home.aspx
Clearing House: https://www.studentclearinghouse.org/

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