

# COMO-PICKTON COURSE CATALOG

## 2020-2021



This catalog is available online @ [www.cpcisd.net](http://www.cpcisd.net)

## COMO-PICKTON HIGH SCHOOL COURSE SELECTION CATALOG

Intended for the use of both parents and students, the following Course Descriptions and Curriculum Guidelines for Como-Pickton High School represents the school administration's continuing efforts to provide pertinent information about high school and, specifically, a description of the courses offered. This guide has been assembled utilizing Texas Education Agency publications as they apply to the local district. Students are urged to study this booklet along with other documents as they plan their high school programs. An early decision about the career one wishes to pursue will be helpful in selecting courses.

The course guide lists the courses available to high school students. It should be noted that not all of the courses listed are scheduled every year. For a class to be offered, a minimum number of students must request that course. For this reason, it may be necessary to schedule classes on an alternate-year basis or to eliminate them. When a sufficient number of student requests warrant it, every effort will be made to offer a desired course.

The course guide offers other valuable information such as graduation plans, graduation requirements and college requirements. Students should be careful to stay in contact with colleges they are interested in attending to make sure entrance requirements do not change from year to year.

### **Equal Opportunity**

Como-Pickton CISD offers equal educational opportunities to all eligible persons without regard to race, creed, color, national origin, sex, handicapping conditions, or English proficiency.

## COMO-PICKTON HIGH SCHOOL ACADEMIC PROGRAMS 2020-2021

All students entering Grade 9 in the 2014-2015 school year and thereafter shall enroll in the courses necessary to complete the curriculum requirements for the Foundation High School Program and the curriculum requirements for at least one endorsement specified in HB 5.

### **Foundation High School Plan with ENDORSEMENTS:**

HB 5 creates a single "Foundation Diploma" (22 credits) and one of five endorsements for graduation (increases the required credits to 26):

- STEM (Science, Technology, Engineering, and Mathematics)
- Business and Industry
- Public Service
- Arts and Humanities
- Multidisciplinary Studies

**Distinguished Level of Achievement** A student must earn distinguished level of achievement to be eligible for **top 10% automatic admission to any Texas public post-secondary school. (University of Texas at Austin is top 6%)**

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

- a total of four credits in mathematics, which must include Algebra II
- a total of four credits in science
- the remaining curriculum requirements (FHSP), and
- the curriculum requirements for at least one endorsement.

### **STAAR End of Course (EOC) Assessments**

Students are required to take the STAAR EOC assessments as part of their graduation requirements. STAAR EOC assessments will be administered in Algebra I, Biology, English I, English II and U.S. History.

## **GUIDELINES FOR ALL PROGRAMS**

### **PE Substitutions**

Students who take cheer or marching band/flags may receive a waiver for the physical education requirement, upon successful completion of the fall semester. Each fall semester counts as 1/2 unit of credit toward the physical education credits until 1 credit waivers are received. No student may earn more than 1/2 unit for the physical education waiver per semester in physical education or a physical education equivalent. A student may not receive a physical education credit and physical education waiver during the same semester.

### **Concurrent Enrollment in English and Math Course Guidelines**

A student may not take two separate English courses concurrently unless he/she has received prior approval from the principal. A student may not take Algebra I and Algebra II concurrently unless he/she has received prior approval from the principal.

### **Semester and Year Long Courses**

A one (1) credit course is one that meets for one class period for both semesters, that is, the entire school year. To receive credit in a one (1) credit course the first and second semester averages must average to be a 70 or higher. A one-half (1/2) credit course is one that meets for one class period per day for one semester only, either fall or spring. To receive credit in a one-half (1/2) credit course, the semester average must be a 70 or higher.

### **Class Load Requirements**

All students in grades 9 – 12 are required to take eight classes. Seniors are not allowed to enroll in college level courses that may conflict with their daily Como-Pickton High School class schedule. All college classes should be taken on the Como-Pickton campus as a dual credit class. See the counselor for more information and requirements.

Students in grades 11-12 may enroll in our Career Prep Program. Students enrolled in Career Prep will receive 3 Career and Technical Education (CTE) credits (1 for class, 2 for work). The student spends one hour in class each day and will need to acquire 15+ hours each week at their training station. All students in Career Prep I & II must have a job. Also, students must have room in their schedule to allow them to

participate in Career Prep I & II. Students in Career Prep are the only students that will be allowed to leave school early. Students will be required to provide proof of employment and hours worked to their Career Prep teacher.

### **Grade Level Classifications**

Grade level classifications will be updated one time per year, in August. After the ninth grade, students are classified according to the number of credits earned toward graduation.

<b>Credits Earned</b>	<b>Classification</b>
6	Grade 10 (Sophomore)
12	Grade 11 (Junior)
18	Grade 12 (Senior)

### **DROPPING/ADDING/CHANGING COURSES**

Students who wish to change their schedules in any way must do so within the **first three days** of the semester for which the change is to be made. The Texas Education Agency requires students to be in attendance in a class a certain number of days in order to receive credit for a course (90% of each semester), **there can be no student-initiated changes after this three-day period.** It is important for students to register for the correct courses in the spring of each year for the following year because teacher class assignments are based on the number of students enrolled in a particular course.

The following criteria will be used to allow for schedule changes:

- A change is needed because the student failed a required course making necessary a schedule adjustment.
- A change is needed because the student earned credits during summer school necessitating a change.
- A change is needed which enables a senior to graduate in his/her senior year as opposed to not graduating.
- A change is needed as a result of a student being elected to or administratively assigned to an activity within the school.
- A change is needed as a result of a student having a schedule, which is not educationally feasible, i.e. prerequisite not met, etc.
- A change is needed, in the judgment of the principal that is in the best interest of the student and/or the teacher.

**In order to best serve all students, some schedules may need to be changed to lower class size after each semester begins.**

## **Early Graduates**

Applicants for Early Graduation must meet with the counselor to declare early graduation during the student's sophomore year. Parent, Principal, and Counselor approval is required. Students will not be classified as a Senior until the semester in which the student will meet all graduation requirements. Students meeting graduation requirements prior to the scheduled graduation ceremonies may participate. Students taking college, correspondence or other approved alternative classes for early graduation purposes must have final grades submitted to the Student Services Office five school days before the scheduled graduation ceremony in order to participate.

## **HONORS COURSES**

Honors classes are academically rigorous, take more time and require more effort. Honors courses are accelerated and course objectives are extended in depth and content. Projects are assigned routinely and preparation assignments/projects are required the summer before the class begins. Students are responsible for completing all summer work prior to the first day of class. Students not completing the summer work will be placed in a regular class during the schedule change period.

### **What are the criteria for enrolling in an Honors course?**

- Have an average of 80+ in an honors class or a 90+ average in a regular class of the academic area(s) for which applying
- Pass all sections of previous state assessment
- Complete and return the Honors application by due date. Application may be found on the school webpage under the Counselor tab.
- Teacher recommendation
- Students who does not pass for a six weeks grading period may be removed from the honors class and placed in a regular class. This change could possibly modify the students class schedule.

### **What Honors courses are offered at Como-Pickton High School?**

Algebra I	English I	Biology
Algebra II	English II	Chemistry
Geometry	English III	PreCalculus
World History	English IV	Government
U.S. History	Economics	Anatomy & Physiology

## **CREDIT BY EXAM WITH PRIOR INSTRUCTION**

Students who fail a class may make up credits lost by:

- attending summer school if offered.
- taking approved correspondence courses at the student's expense
- scoring 70% on a Credit by Exam (To be eligible for credit recovery, a student must have had prior instruction in the course and pay appropriate test fees.)
- A+

Circumstances under which a student with prior instruction may take CBE:

- student is enrolling from a non-accredited school
- student has failed a course
- student has failed to earn credit because of excessive absences

## **CREDIT BY EXAM WITHOUT PRIOR INSTRUCTION**

Students may take an examination to receive credit without prior instruction for certain courses. To receive credit, the student must score 80% or higher. Interested students must visit with the counselor to determine eligibility and pick up an application. Applications must be completed and returned thirty days prior to the published test date. Credit by Exams are offered a minimum of three times during the school year with dates being posted in the Student Handbook. Please see the counselor if you would like to schedule a Credit by Exam. There is no limit to the number of credits by exam a student may obtain. There is no fee for Credit by Exam for Acceleration.

## **DUAL CREDIT**

Eligible students can earn both high school and college credit simultaneously by taking classes needed for graduation at an approved college or university.

All college classes must be taken on the Como-Pickton campus, during the school day, as a dual credit class. See the counselor for more information and requirements.

Students who withdraw or fail a dual credit course need to contact their counselor immediately to see what alternatives are available to receive credit for graduation.

High School credit will be awarded for any successfully completed approved dual credit course needed for graduation. If area colleges utilize a Letter Grade System, CPCISD will award grade as follows unless the institution submits an official numeric grade via mail, e-mail, or fax.

**A-95   B-85   C-75   D-65\*   F, W, I-No grade or credit issued**

**\*Students receiving a “D” in a Dual Credit Course WILL NOT receive high school credit for the course.**

Students interested in dual credit may take up to two classes per semester if they meet the following requirements:

1. Have a 3.0 or higher on a scale of 4.0
2. Classified as a junior or senior (completed two years of high school or obtain special permission)
3. Complete the institutions of higher education’s application for admission
4. Provide institutions of higher education with official high school transcript, most current state assessment scores and high school letter of approval to enroll in dual credit courses
5. Pass the TSI (Texas college readiness test) or provide documentation of exemption (please refer to the college for exemption information)

Students desiring to take more than two classes per semester must meet the above requirements as well as demonstrate outstanding academic performance and capability by having at least a 3.5 or higher on a scale of 4.0 and must document eligibility in Reading, Writing and Mathematics as designated in the Texas Success Initiative (TSI) Placement criteria and the Texas Higher Education Coordinating Board (THECB) Rules and Texas Administrative Code (TAC).

*A student must successfully complete the course(s) with a final grade of at least a “70” (“C”) to earn credit for high school graduation requirements. If a student does not meet the grade requirements, he/she will not be allowed to enroll the following semester. At this time, Como-Pickton will pay for ½ of the tuition, for one dual credit course, per semester for Juniors and Seniors, pending available funds. All students receiving Como-Pickton tuition assistance must apply for the NTCC Dual Credit Scholarship. Courses must be taken on the Como-Pickton high school campus during the school day.*

## **COLLEGE PLANS**

A student who plans to enter college after high school graduation should know the requirements for entrance into the college or university he/she plans to attend. Be certain to enroll in high school subjects required for admission to that particular college, since college admission requirements vary from one university to another and from year to year. Students and their parents must accept the responsibility for making the proper choices of subjects in high school to meet the requirements for entrance into the college of their choice. Under no circumstances should you depend on any high school official to choose your courses for you. The counselors, principal, or faculty members would be glad to assist you at any time concerning your program, but you and your parents must make the final decisions.

## **COLLEGE ENTRANCE EXAMS AND CERTIFICATION TESTS**

Many colleges and universities require that students take an entrance examination such as the ACT or SAT, and many junior colleges require that students take the Texas Success Initiative Assessment (TSIA) to meet entrance qualifications. Also, many of our Programs of Study require certification tests to help them complete their desired Program of Study. With the passing of House Bill 3 in the 86th Legislature, funding was approved to allow for reimbursement of one college entrance examination while in high school or one certification examination while in high school. Students will need to discuss with the school counselor which test they wish to have CPCISD pay. This reimbursement will be provided to students in their senior year or spring of their junior year for ACT, SAT, or TSIA. Reimbursement is provided once per high school student for any of the Industry-Based Certifications that are offered through our CTE Programs of Study.

Students are also eligible to receive fee waivers for ACT and SAT examinations while in high school. Students must meet one of the qualifying areas to receive an ACT or SAT fee waiver:

1. Be currently enrolled in high school in the 11th or 12th grade.
2. Be testing in the United States, US territories, or Puerto Rico.
3. Meet one or more of the indicators of economic need listed below:
  - Enrolled in a federal free or reduced-price lunch program at school, based on US Department of Agriculture (USDA) income levels (see table).
  - Enrolled in a program for the economically disadvantaged (for example, a federally funded program such as GEAR UP or Upward Bound). Note: If the student participates in a program, but is not economically disadvantaged, they are not eligible for a fee waiver.
  - Resides in a foster home, is a ward of the state, or is homeless.
  - Family receives low-income public assistance or lives in federally subsidized public housing.
  - Family’s total annual income is at or below USDA levels for free or reduced-price lunches on the USDA Food and Nutrition Service website. USDA Food and Nutrition Service

Como-Pickton High School Code for ACT is 441-450.

Como-Pickton High School Code for College Board/SAT is 441-450.

### **NCAA COLLEGE-BOUND STUDENT ATHLETE INFORMATION**

Students planning to participate in Division I or Division II college athletics are encouraged to register with the NCAA during their sophomore year. Students following the Recommended or Distinguished Achievement Program meet the NCAA “core course” requirements. Go to [www.ncaa.org](http://www.ncaa.org) for more information or to register. Athletes registering with the NCAA must send ACT / SAT scores directly to NCAA by entering “9999” on the test registration form. Please note, students receiving an ACT/SAT fee waiver, may be eligible for a NCAA application fee waiver as well.

### **COLLEGE AND CAREER TESTING PROGRAMS**

**ACT** - The ACT college readiness assessment is a curriculum- and standards-based educational and career planning tool that assesses students' academic readiness for college. Como-Pickton offers the ACT each December.

**PSAT** - The PSAT measures the critical reading, math problem solving, and writing skills that have been developed throughout the student's life. Juniors taking the test will be attempting to qualify for the National Merit Scholarship. Sophomores taking the test will be practicing for the junior year. The PSAT is administered on the Como-Pickton campus to sophomore and/or junior students.

**ASVAB** - The Armed Services Vocational Aptitude Battery is offered to juniors and seniors in the fall at no cost to the student.

## Foundation High School Program Plus Endorsement

**All students must pass State Mandated Assessment in order to graduate**

<b>English</b>	4 credits	<ul style="list-style-type: none"> <li>• English I, II, III, IV</li> <li>• An advanced English Course may be substituted for English IV</li> </ul>
<b>Mathematics</b>	4 credits	<ul style="list-style-type: none"> <li>• Algebra I</li> <li>• Geometry</li> <li>• Algebra II</li> <li>• Advanced Mathematics Course</li> </ul>
<b>Science</b>	4 credits	<ul style="list-style-type: none"> <li>• Biology or Integrated Physics and Chemistry</li> <li>• Biology or Chemistry</li> <li>• Chemistry, Physics or Advanced Science Course</li> <li>• Physics or Advanced Science Course</li> </ul>
<b>Social Studies</b>	4 credits	<ul style="list-style-type: none"> <li>• World Geography Studies</li> <li>• World History Studies</li> <li>• U.S. History Studies Since Reconstruction</li> <li>• U.S. Government (one-half credit)</li> <li>• Economics (one-half credit)</li> </ul>
<b>Physical Education</b>	1 credit	<ul style="list-style-type: none"> <li>• Individual or Team Sports/Athletics (up to 4 credits)</li> <li>• Physical Education</li> <li>• Marching Band /Cheer Waiver</li> </ul>
<b>World Languages</b>	2 credits	<ul style="list-style-type: none"> <li>• Any two levels of the same language</li> <li>• Two credits in a computer programming language</li> </ul>
<b>Financial Literacy</b>	½ credit	<ul style="list-style-type: none"> <li>• Dollars and Sense</li> </ul>
<b>Health</b>	½ credit	<ul style="list-style-type: none"> <li>• Lifetime Nutrition and Wellness</li> </ul>
<b>Technology Applications</b>	1 credit	<ul style="list-style-type: none"> <li>• Approved Technology Course</li> </ul>
<b>Fine Arts</b>	1 credit	<ul style="list-style-type: none"> <li>• Music</li> <li>• Art</li> <li>• Guitar</li> <li>• Floral Design (CTE)</li> <li>• Other approved fine arts course</li> </ul>
<b>Endorsement(s)/Performance Acknowledgements</b>	4 credits	<ul style="list-style-type: none"> <li>• Depending on Selected Endorsements</li> </ul>
<b>Total Credits</b>	26	

## **FOUNDATION HIGH SCHOOL PLAN OVERVIEW**

In order to earn a Distinguished Level of Achievement on the Foundation High School Program, students must take Algebra II as one of their advanced math courses and complete the curriculum requirements for at least one endorsement. A student must earn the distinguished level of achievement to be eligible for the top 10% automatic admissions.

Como-Pickton will offer endorsements in the following areas and students may select multiple endorsements.

Arts and Humanities, Business and Industry, Multidisciplinary Studies, Public Service, and STEM (Science, Technology, Engineering, and Mathematics)

With the endorsement, student will select from an area of specialization. Como-Pickton will offer the following specializations to better prepare our graduates for both career and college.

Arts and Humanities	Business/Industry	Multidisciplinary Studies	Public Service	STEM
Art	Agriculture, Food and Natural Resources	Pathway A: Take 4 advanced courses within 1 endorsement area or among endorsement areas that are not in a coherent sequence. The courses must prepare students to enter the workforce successfully or postsecondary education without remediation.	Education and Training	Advanced Math
Music			Health Science	Advanced Science
Languages Other than English	Architecture and Construction	Pathway B: Take 4 credits in each of the 4 core subject areas to include English IV and chemistry and/or physics.	Human Services	Advanced Math & Science
Social Studies	Arts, Audio-visual, and Communications			
	Business Management and Administration			
	Finance			
	Hospitality and Tourism			
	Information Technology			
	Manufacturing			

## **PERFORMANCE ACKNOWLEDGEMENT**

Students may also earn performance acknowledgements in one or more of the following areas:

### Performance Acknowledgement

- In a dual credit course – At least 12 dual credit hours as part of Texas core curriculum or advanced technical credit with a grade of 3.0 or higher on 4.0 scale.
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- In bilingualism and bi-literacy – demonstrate proficiency in any two or more languages. There are two separate tracks
    - Foreign Language Path
      - Complete all requirements for graduation under the Foundation diploma program.
      - Complete ELA requirements and maintain a minimum GPA of 3.0.
      - Complete a four-year high school course of study in language other than English with a minimum GPA of 3.0.
      - Demonstrate proficiency in one or more languages other than English through the method of scoring a 3 or higher on an Advanced Placement exam for a language other than English.
    - Bilingual/ESL Path
      - Complete all requirements for graduation under the Foundation diploma program.
      - Complete ELA requirements and maintain a minimum GPA of 3.0.
      - Demonstrate proficiency in the TEKS for level IV or higher in a language other than English or complete at least three credits in foundation subject area courses in a language other than English with a minimum GPA of 3.0.
      - Demonstrate proficiency in one or more languages other than English through the method of scoring a 3 or higher on an Advanced Placement exam for a language other than English.
      - Students must have participated in and met the exit criteria for a Bilingual or ESL program
      - Students must have scored at the Advance High level on the Texas English Language Proficiency Assessment System (TELPAS).
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- On an AP test or IB Exam
    - Score of 3 or better on an AP exam; OR
    - Score of 4 or better on IB exam
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- On the PSAT, the ACT-Plan, the SAT, or the ACT
    - PSAT Commended Scholar, National Hispanic Scholar, National Achievement Scholar OR
    - ACT PLAN college readiness in 2 of 4 subject test OR
    - SAT combined Critical Reading and Math of at least 1250; OR
    - ACT composite of 28
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- Earn a nationally or internationally recognized business or industry certification or license
    - Examination performance to obtain national or international business or industry certification OR
    - Examination performance to obtain government-required credential to practice a profession

## COURSE OFFERINGS AND DESCRIPTIONS

### (Advancement Via Individual Determination)

**AVID I Freshmen/Sophomore (9,10)** The AVID course is an elective class for students who are college-bound. The AVID curriculum focuses on writing, inquiry, collaboration, organization, and reading (WICOR) through the AVID High School curriculum in both teacher and tutor-led activities. Note-taking, outlining, writing, speaking, reading, test-taking strategies, and self-awareness are stressed. In addition, the course includes college motivational activities and intensive preparation for the ACT and SAT.

**AVID II Junior/Senior (11,12)** The AVID course for the junior and senior years prepares students for entrance into four-year colleges by emphasizing analytical writing, preparation for college entrance and placement exams, college study skills, oral language development, note taking, and research. Students are required to make oral presentations to the class on topics related to career searches, contemporary issues, and social concerns, all the while focusing on a portfolio, scholarship essays, and/or special projects.

## ENGLISH LANGUAGE ARTS

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### ENGLISH I (R)

English I students continue to develop their writing skills by creating compositions through the use of writing process. They advance their reading abilities and acquire knowledge of literary terminology through the study of various literary genres. Students continue to expand their vocabularies, learn grammar of Standard English, and analyze the components and structure of well-formed sentences and paragraphs, with emphasis placed on the development of skills required for successful performance on standardized tests. Individual and group projects help students enhance their library and research skills. Students are encouraged to develop and use oral language skills through a variety of applications.

### ENGLISH I HONORS (A)

English I Honors emphasizes the higher-level critical thinking skills of analysis, evaluation, and synthesis. Students in English I Honors follow the Basic English I curriculum, but they write more compositions of greater length and complexity. They read more literature selections and study them in greater depth; the pieces themselves tend to be more difficult. Students study elements of grammar and ACT/SAT vocabulary at an accelerated rate, and they complete individual and cooperative projects that encourage creative thinking, accommodate a variety of learning styles, and ensure competency in research skills. A summer reading project is required. The project is due on the first day of school.

### ENGLISH II (R)

English II students study a variety of literary genres: poetry, short stories, novels, plays, and non-fiction. As they learn to recognize the major differences among these various forms, they acquire the ability to recognize and use various literary and poetic devices and techniques. Reading skills and vocabulary are reinforced through the literary selections. Reading and vocabulary skills are reinforced through the literary selections. In their language study, the students distinguish and produce different types of sentences, analyze the parts of a sentence, choose appropriate language, learn to vary word and sentence choice, and learn to convey coordinate and subordinate ideas appropriately. Oral language of a variety of types is encouraged. Students produce a variety of legible compositions of increasing length and complexity, learning to adjust their writing for audience and purpose. Additionally, students will write a composition incorporating outside information with documentation. They also produce a variety of types of literary discourse. Students are asked to write according to form and convention, evaluate the merits of a written work, and proofread work for mechanical and grammatical errors. Papers are taken through the writing process. Use of technology is expected. Critical thinking skills and collaborative skills are necessary for success.

### **ENGLISH II HONORS (A)**

English II Pre AP covers the regular English II core curriculum and also provides an enriched version of this curriculum. The higher level thinking skills of analysis, evaluation, and synthesis are stressed, and students are expected to work independently and collaboratively. Many of the projects are designed to encourage creativity, productive thinking, and interdisciplinary work. Careful examination of various genres of world literature, the application of research methods (1500 word research paper), and preparation of composition exercises are emphasized to acquaint the student with fine literature and to provide the student with the opportunity to experience a variety of activities designed to accommodate different learning styles. Use of technology is expected. Reading and vocabulary skills, specifically those required for the SAT and ACT tests are reinforced. Students study grammar and vocabulary at an accelerated rate and cover more material. A summer reading project is required. The project is due on the first day of school.

### **ENGLISH III (R)**

In English III students study American literature chronologically. They learn to recognize major American authors, periods, forms, and works while acquiring and using literary and poetic terminology. Reading skills are reinforced through the study of literature and writing. Students write paragraphs and essays of a variety of types generally in relation to the literature they read, making rhetorical choices based upon audience, purpose, period, and form. They also write a longer composition incorporating outside information with documentation. Both literary and ACT/SAT vocabulary is emphasized.

### **ENGLISH III HONORS (A)**

This course will emphasize a study of a variety of texts and a variety of writing tasks that will train students to become skilled readers of American prose written in a variety of periods, disciplines, and rhetorical contexts. The expressive potential of language is emphasized, especially in terms of diction, syntax, tone, structure, purpose, and meaning. It is a college-bound course designed for students who are willing to devote the time and energy necessary to complete the demanding course work. Both literary and ACT/SAT vocabulary is emphasized. Discussion is an important part of this class. A summer reading project is required. The project is due on the first day of school.

### **ENGLISH IV (R)**

English III Students survey British literature in chronological order from the Anglo-Saxon age through the twentieth century. After reading historical background and selected literary masterpieces, students analyze the literature through class discussion and through the writings of various forms of literary discourse. They are expected to write unified, clarified, and coherent compositions following accepted form and convention and then to proofread, revise, and evaluate their work and others. Both literary and ACT/SAT vocabulary is emphasized. Students will write a research paper with documentation. The overall aim is to lay the foundation required by the workplace, technical school, and/or college/university.

### **COLLEGE PREP ENGLISH (A)**

Grade: 12. This course is designed to prepare students for college-level reading and writing courses. This course will provide an opportunity for students to investigate academic texts, construct supported interpretations and arguments, and acquire academic habits of thought. Reading instruction will focus on developing critical reading skills for comprehension, interpretation, and analysis. The successful completion of this course can grant the student an exemption to TSI requirements for reading and writing at our partnering institution, NTCC.

### **DUAL CREDIT ENGLISH (A)**

Grade: 12. Credit: 1. The course provides advanced academic instruction beyond and in greater depth than the TEKS mandated by the state for English IV. Students commit in the spring of their junior year to take the course in the fall for college credit. This course is an in-depth study of literature, grammar, and composition. Students will also be expected to complete more outside reading assignments. The course is designed as a college course, requiring a high level of student performance and academic achievement. Prerequisite: Successful completion of English III and meet all Como-Pickton High School and Northeast Texas Community College (NTCC) admission and testing requirements. Tuition for six semester hours must be paid to NTCC. Students finishing the course with a “B” or better may use this course as fulfillment of a Performance Acknowledgement. NTCC College Credit – English Comp I & II (ENGL1301 & 1302)

## MATHEMATICS

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### **ALGEBRA I (R)**

Algebra I is the foundation of high school math, providing a transition from arithmetic to higher math. It is the study of the interrelationship between variables and the methods for manipulating them. Topics of study include equations and inequalities, functions and graphing, polynomials, radicals and factoring. Students will use tools, technology and a variety of representations to model and solve problems.

### **ALGEBRA I HONORS (A)**

Algebra I Honors is a rigorous and fast paced course designed to challenge the academically able student. This course covers the regular Algebra I curriculum in greater depth.

### **GEOMETRY (R)**

Geometry consists of the study of geometric figures of zero, one, two, and three dimensions. Students study properties and relationships having to do with size, shape, location, direction, and orientation of these figures. Deductive reasoning is used extensively to develop an axiomatic system. Compass and straightedge constructions are used to explore attributes of geometric figures and make conjectures about geometric relationships. The connection between algebra and geometry is made and the tools of both courses will be used to solve applications problems.

### **GEOMETRY HONORS (A)**

Geometry Honors is a rigorous and fast-paced course designed to challenge the academically able student. This course covers the regular Geometry curriculum in greater depth and tests the student in comprehension, application, analysis, and synthesis. Students in an honors class are expected to be independent and self-initiated learners. Proficiency in Algebra I is essential.

### **FINANCIAL MATH (R)**

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. Financial Mathematics will integrate career and postsecondary education planning into financial decision-making. *Prerequisite: Algebra I and Geometry.*

### **COLLEGE PREP MATH (A)**

Grade: 12. This course addresses a variety of mathematical topics needed to prepare students for success in college-level mathematics. Mathematics topics include: numeracy with an emphasis on estimation and fluency with large numbers; manipulating and evaluating expressions and formulas; rates, ratios, and proportions; percentages; solving equations; linear equations and inequalities; linear systems; exponential models; data interpretations; functions. Successful completion of this course can grant the student an exemption to TSI requirements for mathematics at our partnering institution, NTCC. *Prerequisite: Algebra I and Geometry*

### **ALGEBRA II (R)**

Algebra II is an extension of Algebra I. Topics are added in the area of functions that expand the algebras to include conic sections, thus relating algebra to geometric concepts. This course focuses on problem solving and mathematical reasoning, real and complex numbers, equations and inequalities, polynomials and factoring, powers and roots, quadratic functions, rational functions, exponential and logarithmic functions, and conic sections. The student will be required to use a graphing calculator.

### **ALGEBRA II HONORS (A)**

Algebra II Honors is a one-year course designed for students showing advanced aptitude toward mathematics. The course covers the same topics as Algebra II, but in greater depth and scope. Additional topics that are beneficial to college-bound students considering math and science careers are included.

## **PRECALCULUS (A)**

Precalculus covers the essential elements of trigonometry, analytical geometry, as well as real numbers and coordinates; functions and their graphs; polynomial and rational functions; exponential and logarithmic functions; circular functions and their properties; trigonometric functions, their properties, identities, and applications; vectors; complex numbers; polar coordinates and their graphs; sequences and series; curves in a plane, conics and transformations; second degree relations; matrices and determinants; the binomial theorem; and limits. It is recommended that students earn average or above average grades in Geometry and Algebra II.

## **DUAL CREDIT COLLEGE ALGEBRA / DUAL CREDIT STATISTICS (Both classes must be taken) (A)**

Advanced math including topics in Algebra II, Statistics and Analytical Geometry.  
Advanced math skills are required. Prerequisite: Algebra I, Geometry, Algebra II and meet all Como-Pickton High School and Northeast Texas Community College (NTCC) admission and testing requirements. Tuition for three semester hours must be paid to NTCC. Students finishing the course with a “B” or better may use this course as fulfillment of a Performance Acknowledgement. NTCC College Credit– College Algebra (MATH 1314).

## **SCIENCE**

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### **INTEGRATED PHYSICS & CHEMISTRY (R)**

Integrated Physics & Chemistry integrates the disciplines of physics and chemistry in the following topics: motion, waves, energy, properties of matter, and solution chemistry. This course is designed to provide students with an introduction to the basic concepts of these two sciences. Students will be challenged with hands-on activities, class discussions, lectures, demonstrations, and performance activities.

### **BIOLOGY (R)**

Biology is the study of life. Students will study life from the cellular level all the way to the global level. Students will experience a variety of ways in which each topic is presented. The classroom part will be enhanced by hands-on, laboratory experiences. Students will be expected to learn how to use the lab correctly and safely. Laboratory work will include, but will not be limited to, microscope work, dissection, and practice in experimental design, and data collection.

### **BIOLOGY HONORS (A)**

Honors Biology is the study of living organisms, their origins, how they survive, reproduce, change over time, and interact with each other and the environment. This course provides enrichment and acceleration for students with special interests in science and math. The honors curriculum examines topics with more depth and includes more advanced resource material in addition to the adopted text. Laboratory investigations play a more prominent role in the honors course. Labs are more sophisticated than in the regular curriculum and students are expected to design and carry out experiments using appropriate methods and resources. Students will also be expected to write formal lab reports over major labs.

### **CHEMISTRY (R)**

Chemistry is a laboratory-based course that combines the theories and concepts of inorganic chemistry with practical applications and problems. Time spent in the laboratory (approximately 40%) utilizes a lab notebook, which documents the lab experience, safety, scientific measurement, atomic theory, chemical names and formulas, stoichiometry, gas laws, quantum theory, periodicity, chemical bonding, solutions and equilibrium, acids and bases, and oxidation-reduction reactions. The course is mathematically oriented for the college bound student. Students do best with a very strong math background.

### **CHEMISTRY HONORS (A)**

Honors Chemistry covers regular Chemistry but also emphasizes research, laboratory activities, manipulating experimental data, use of technology to solve problems, and critical thinking skills. The quality and quantity of the student work is greater in these project-driven classes.

### **PRINCIPLES OF TECHNOLOGY (R)**

Principles of Technology is an applied physics course designed to provide a study of force, work, rate, resistance, energy, and power as applied to mechanical, fluid, thermal and electrical energy systems. It is a lab-based course which is designed to present physics concepts in the context of real-world applications. All labs have significant mathematical applications and analysis. ***This course counts as a Career and Technology Science credit and meets HB 5 Graduation requirements.***

### **ANATOMY AND PHYSIOLOGY(A)**

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. *Recommended prerequisite: a course from the Health Science Career Cluster. This course counts as a Career and Technology Science credit and meets HB 5 Graduation requirements*

### **ADVANCED ANIMAL SCIENCE (A)**

This course 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. ***This course counts as a Career and Technology Science credit and meets HB 5 Graduation requirements. Possible Dual Credit Option Available.***

## **SOCIAL STUDIES**

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### **WORLD GEOGRAPHY (R)**

World Geography encompasses the general study of the physical geography of the world and the elements that affect the physical setting and environment. Regional studies are conducted with emphasis on the use of natural resources and the cultures that developed within these regions.

### **WORLD HISTORY (R)**

World History traces the development of man and civilization from prehistoric times to the present day. The emphasis of this course is to show the basis of other world civilizations and to give the student an understanding of our modern world based on this historical study. The course content will primarily emphasize factual information.

### **WORLD HISTORY HONORS (A)**

The objective of this course is to present a brief economic, political, and social history of the world from prehistoric time to the modern period with emphasis on the growth and development of western civilization. Included will be the important contributions of Middle Eastern, Asian, African, and South American cultures. In addition to classroom lectures and discussions, the course will be supplemented by various audio-visual aids, such as films, tapes and readings. A high reading and comprehension level is required. Students will discuss reading assignments in an analytical and interpretive way.

**UNITED STATES HISTORY (R)**

United States History is taught as a survey of United States history since the Civil War. It begins with a review of U.S. History through the Civil War. It then encompasses an in-depth study of major movements and events in U.S. history from 1877 to present, including geographic influences, political, economic, social, and cultural developments, and the emergence of the U.S. as a world power and its conduct as such. The course content will primarily emphasize factual information.

**U.S. HISTORY HONORS (A)**

This course provides advanced academic instruction beyond, and in greater depth, than the TEKS mandated by the state for U.S. History

**UNITED STATES GOVERNMENT (R)**

The main focus in this one-semester course is on the American government, covering the United States and the Texas Constitution in addition to its operation at the local, state, and federal level. This course includes comparative studies of various types of government such as democracy, republicanism, socialism, and communism. It explores foreign policy and voting rights and responsibilities.

**UNITED STATES GOVERNMENT HONORS (A)**

This course provides advanced academic instruction beyond, and in greater depth, than the TEKS mandated by the state for U.S. History

**US GOVERNMENT DUAL CREDIT (A)**

Dual credit course offered through NTCC as on-line, with CPCISD providing a facilitator. NTCC is responsible for providing assignments, grades, etc. A study of the founding of the United States political system and its governmental system, with a study of its structures and functions, including the Legislative, Executive, and Judicial branches of government and how they check and balance each other. Students also learn participation and decision making in civic affairs, while studying state county, and local government.

**ECONOMICS (R)**

Economics, a one-semester course, emphasizes the essentials and benefits of the free enterprise economic system. Topics include profit and competition, the role of government, taxation, the roles of business and the consumer, and the interaction of the American economy in the world market.

**ECONOMICS HONORS (A)**

This course provides advanced academic instruction beyond, and in greater depth, than the TEKS mandated by the state for U.S. History

**ECONOMICS DUAL CREDIT (A)**

Dual credit course offered through NTCC as on-line, with CPCISD providing a facilitator. NTCC is responsible for providing assignments, grades, etc.

**SOCIAL STUDIES ELECTIVES**

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**SOCIOLOGY (R)**

This course is designed to help students develop an understanding of the basic principles of sociology. It deals with the study of people and their social institutions found in all societies.

**INTRO TO PSYCHOLOGY (R)**

This course is an introduction to the systematic and scientific study of the behavior and mental processes of human beings and other animals. The course will also examine the history of psychology.

### **INDEPENDENT STUDIES IN SOCIAL STUDIES: The Bible's Hebrew Scriptures (Old Testament) and New Testament and Their Impact On The History And Literature Of Western Civilization (R)**

The fall semester will be a course on the Hebrew Scriptures (Old Testament) and its impact on the History and Literature of the Western Civilization. The spring semester will be a study of the New Testament and its impact on the History and Literature of the Western Civilization. The purpose of these courses will be to teach students knowledge of biblical content, characters, poetry, and narratives that are prerequisites to understanding contemporary society and culture, including literature, art, music, mores, oratory, and public policy. The courses will also familiarize students, as applicable, the contents, history, literary style and structure, and the influence of the Hebrew Scriptures or New Testament on law, history, government, literature, art, music, customs, morals, values, and culture.

**These courses will follow all applicable law and all federal and state guidelines in maintaining religious neutrality and accommodating the diverse religious views, traditions, and perspectives of students in the school district. These courses will not endorse, favor, or promote, or disfavor or show hostility toward, any particular religion or nonreligious faith or religious perspective.**

### **LANGUAGES OTHER THAN ENGLISH (LOTE)**

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#### **SPANISH I (R)**

This course is designed to give students a working Spanish vocabulary and a basic understanding of the verb/sentence structure in the language as it compares to, and differs from, English. Basic grammar skills and vocabulary will be taught through methods that include reading, writing, listening, and speaking.

#### **SPANISH II (R)**

This course is an extension of Spanish I, with broadening of vocabulary, greater stress upon grammar and structure, and an extension of the study of Spanish verb tenses. Also, listening, speaking, reading and composition skills will be developed. Translation skills are needed also.

#### **SPANISH III (A)**

This course is an extension of Spanish II. Students review Spanish grammar and verb tenses, and enhance their skills with more advanced writing and reading assignments. Speaking and listening skills will also be utilized.

### **HEALTH AND PHYSICAL EDUCATION**

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#### **PERSONAL FITNESS (R)**

Grade: 9. Credit: 1. Foundations of Personal Fitness represents 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 fitness. 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 within 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-students designing their own personal fitness program.

## **INDIVIDUAL OR TEAM SPORTS (R)**

Grade: 10. Credit: 1. 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 is less concerned with the acquisition of physical fitness during the course than reinforcing the concept of incorporating physical activity into a lifestyle beyond high school.

### **ATHLETICS 1 (Boys)**

For boys grade 9. Credit: 1. See course description.

### **ATHLETICS 1 (Girls)**

For girls grade 9. Credit: 1. See course description.

### **ATHLETICS 2 (Boys)**

For boys grades 10. Credit: 1. See course description.

### **ATHLETICS 2 (Girls)**

For girls grades 10. Credit: 1. See course description.

### **ATHLETICS 3 (Boys)**

For boys grades 11. Credit: 1. See course description.

### **ATHLETICS 3 (Girls)**

For girls grades 11. Credit: 1. See course description.

### **ATHLETICS 4 (Boys)**

For boys grades 12. Credit: 1. See course description.

### **ATHLETICS 4 (Girls)**

For girls grades 12. Credit: 1. See course description.

The Como-Pickton High School athletic program consists of football, basketball, volleyball, track, baseball, cross country, and softball. All programs are U.I.L. participant sports. Each sport with the exception of cross country and track, consists of weight training and year-round exercises for both boys and girls in an off-season program. PE equivalent courses are included under the same course credit requirements as PE courses with no more than 4 credits used toward graduation.

## **FINE ARTS**

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### **BAND I (R)**

For 9th grade. Credit: 1. Prerequisite: Jr. High Band. See description below.

### **BAND II (R)**

For 10th grade. Credit: 1. Prerequisite: Level I. See description below.

### **BAND III (R)**

For 11th grade. Credit: 1. Prerequisite: Level II. See description below.

### **BAND IV (R)**

For 12th grade. Credit: 1. Prerequisite: Level III. See description below.

### **JAZZ BAND I\***

### **JAZZ BAND II**

### **JAZZ BAND III**

### **JAZZ BAND IV**

The high school band is composed of the marching band, symphonic winds, group ensembles and the color guard/winter guard. The Instrumental Department offers many opportunities for you to support your peers through school activities while enriching your academic, cultural, social, mental, and personal maturity

### **HIGH SCHOOL MARCHING BAND – Can earn .5 substitute credit for P.E. in the fall**

Marching Band is taught during the fall semester of band. Marching Band consists of the Color Guard, Wind players and Percussionist. The Marching Band ensemble performs a variety of musical styles including: blues, classical, country, jazz, rock, show tunes, etc... The Color Guard accents and contributes to the overall effect of the marching ensemble.

#### **ART I (R)**

Art I will include both two and three-dimensional art. This is a yearlong course in which first semester skills are needed to be successful in semester two. Basic drawing, design, and painting will be taught through the understanding of the elements and principles of art. Students are required to purchase a specific list of supplies costing approximately \$10-15. Supplies must be purchased during the first 3 weeks of school to remain in the class.

#### **ART II (R)**

Art II is an intensive yearlong course in basic drawing, design, and painting with some three dimensional work designed to challenge the students who are planning to take advanced art classes. First semester skills are needed to be successful in semester two. Students are required to purchase a specific list of supplies costing approximately \$15-20. Supplies must be purchased during the first 3 weeks of school to remain in the class.

#### **ART III (R)**

Art III is an intensive yearlong course in drawing, design, and painting for the student who is seriously interested in the practical experience of art. The course is oriented toward exhibitions and competitions and the development of individual artistic strengths and interests. First semester skills are needed to be successful in semester two. Students are required to purchase a specific list of supplies costing approximately \$15-20. Supplies must be purchased during the first three weeks of school to remain in the class.

#### **Art IV (R)**

This course is designed for the student planning to further his/her education after high school in the area of Art. This course will allow students to develop their own style and explore new materials on an individual basis with teacher guidance. Students will have the opportunity to put together a portfolio of their current work. There will be an estimated art fee of \$15-20 for this class.

#### **Guitar 1 (R)**

*Student must have access to a classical or steel string acoustic guitar for class. Limit on student enrollment. No prior music learning necessary, this is a beginner class.*

This is a beginner class teaching the foundations of classical, flamenco & acoustical guitar through performance. You will analyze musical sounds, study music literacy and theory through practical hands on guitar performance. Creative expression and studies of historical and cultural relevance to various music will be included. Critical evaluations of student application and responses will also be asked of the student.

#### **MUSIC APPRECIATION (R)**

This class involves the study of critical listening to understand the different types of music. The focus will be largely on Western Art Music, commonly called "Classical Music". It will include the study of the history and cultural aspects of the music. Information about the composers, the instruments and ensembles, and the different styles of music will also be covered.

#### **JAZZ BAND I, II, III, IV (R)**

This course is designed as a concurrent ensemble to the Concert Band. It focuses on the performance, study, and development of music written specifically for the jazz band. Emphasis will be placed on not just performance technique, but also rudimentary improvisational skills, musicianship, and a sense of personal accountability. Due to the difficulty of the music and the demands on the performer, this class should be considered as an advanced ensemble. The ability to read music is considered essential to this class. This ensemble is a skilled effort in which each student is expected to show technical and musical growth throughout this course. **Teacher approval required.**

**THEATRE I (R)**

A course designed to give students an opportunity to gain insight into stage performance; understand the language and direction of staging; to gain an appreciation of drama as an art form; to know and appreciate the history and purpose of drama. These goals shall be achieved through instruction, demonstration, actual state performance, viewing films, reading and attending plays.

**THEATRE II (R)**

Essentially the same description as Theatre Arts I, but for the more interested and dedicated student.

**THEATRE III (R)**

Essentially the same description as Theatre Arts I & II, but for the more interested and dedicated student.

**THEATRE IV (R)**

Essentially the same description as Theatre Arts I, II & III, but for the more interested and dedicated student.

**FLORAL DESIGN (R)**

Grades: 10-12. Credit: 1. To be prepared for careers in floral design, students need to attain academic skills and knowledge as well as technical knowledge and skills related to horticultural systems and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. Through the analysis of artistic floral styles and historical periods, students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations. *This course is a Career and Technology course that may be substituted for Fine Art Credit and meets HB 5 Graduation requirements.*

**YEARBOOK****YEARBOOK I, II, III (R)** Grades 10-12

Annual is a highly technical and specialized course that is designed to provide instruction in computer graphics layout, design, and implementation using varied software. The course will focus on a journalistic approach to publishing. Technical aspects include the printing process, image format, image resolution, and color mixing, among others. The yearbook is designed and compiled in this course, and entails a proficiency at graphics software, photography, ad sales, extensive writing, and the attendance of extra-curricular events. Students are expected to investigate all aspects of design, publishing, and printing. Applications will be provided at registration. This course meets the required technology credit for graduation.

**Accelerated STAAR EOC Tutorial (L)**

In this course instruction will be focused on areas of need, with emphasis on assessed curriculum and focused learning in different subject areas. In order to help prepare students for the State of Texas Assessments of Academic Readiness, accelerated instruction class will concentrate on student data with regard to learning objectives and performance indicators to help students achieve at grade level and beyond.

**Literacy Lab (L)**

The Literacy Lab was designed to help students improve their reading and writing skills in a small group setting with both direct instructions from the Lit Lab Coach and individualized computer tutorials. The program is part of the Texas Literacy Initiative.

**KEY:**

Advanced	(A)
Local	(L)
Regular	(R)

# Como-Pickton CISD

## Career and Technology Education (CTE)

*Como-Pickton Career – Technical Education Program does not discriminate on the basis of race, color, creed, national origin, sex, age, or disability in providing education services.*

### Student Organizations

FFA      FCCLA      SkillsUSA

## Career Development

### **Career Preparation I (R)**

GRADE Placement: 11-12

Credit: 2

Career Preparation I provides opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders. The goal is to prepare students with a variety of skills for a fast changing workplace. This instructional arrangement should be an advanced component of a student's individual program of study. Students are taught employability skills, which include job-specific skills applicable to their training station, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Career preparation is relevant, rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

### **Career Preparation II (R)**

GRADE Placement: 12

Credit: 2

Prerequisite: Career Preparation I

Career Preparation II develops essential knowledge and skills through classroom technical instruction and on-the-job training in an approved business and industry training area. Students will develop skills for lifelong learning, employability, leadership, management, work ethics, safety, and communication as a group; however, each student will have an individual training plan that will address job-specific knowledge and skills. Approved training sponsors will provide paid occupational training for a student. The training sponsor will assist the teacher in providing the necessary knowledge and skills for the student's specific career preparation.



## CAREER AND TECHNICAL EDUCATION (CTE)



## AGRICULTURE, FOOD, AND NATURAL RESOURCES

### **Principles of Agriculture Food and Natural Resources (R)**

Grade: 9.

Credit: 1.

To be prepared for a career in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. This course allows students to develop knowledge and skill regarding the FFA Organization, History of Agriculture, Agricultural Careers, Parliamentary Procedures, Plant Science, Animal Science and All livestock species.

### **Advanced Animal Science (Dual Credit Option) (A)**

Grade Placement: 12

Credit: 1

Prerequisite: A minimum of one credit from the courses in the Agriculture, Food and Natural Resources cluster.

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. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course 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. Scientific inquiry, science and social ethics and science models will also be discussed.

### **Advanced Energy and Natural Resource Technology (R)**

Grade Placement: 11-12

Credit: 1

To be prepared for careers in environmental service systems, students need to attain academic skills and knowledge, acquire advanced technical knowledge and skills related to environmental service systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings. This course examines the interrelatedness of environmental issues and production agriculture. Students evaluate sustainable resources and green technologies which will provide environmental benefits. Instruction is designed to allow production agriculture through field and laboratory experiences.

### **Advanced Floral Design (A)**

Grade Placement: 10-12.

Credit: 1

Prerequisite: Floral Design

In this course, students build on the knowledge from Floral Design and are introduced to more advanced floral design concepts, with an emphasis on specialty designs and specific occasion planning.

### **Agricultural Equipment Design and Fabrication (R)**

Grade Placement: 11-12

Credit: 1

Recommended prerequisite: Agricultural Mechanics and Metal Technologies.

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. To prepare for success, students reinforce, apply, and transfer their academic knowledge and technical skills in a variety of settings.

### **Agricultural Mechanics and Metal Technologies (R)**

Grade Placement: 9 -12

Credit: 1

To be prepared for careers in agricultural power, structural, and technical systems, students need to attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills and technologies in a variety of settings. This course is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal working techniques.

### **Agricultural Structures Design and Fabrication (R)**

Grade Placement: 10-12

Credit: 1

To be prepared for careers in agricultural power, structural, and technical systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to agricultural power, structural and technical systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and technical skills in a variety of settings. This course is designed to develop an understanding of agricultural power

systems, metal fabrication techniques, agricultural structures, electrical controls, and land and water management systems.

### **Energy and Natural Resource Technology (R)**

Grade Placement: 9-12

Credit: 0.5

To be prepared for careers in the field of energy and natural resource systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to energy and natural resources and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need to have opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings. This course is designed to explore the interdependency of the public and natural resource systems related to energy production. In addition, renewable, sustainable, and environmentally friendly practices will be explored.

### **Equine Science (R)**

Grade Placement: 10-12

Credit: .5

To be prepared for careers in the field of animal science, students need to enhance academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. Suggested animals which may be included in the course of study include, but are not limited to, horses, donkeys, and mules.

### **Floral Design (R) and Advanced Floral Design (A)**

Grade Placement: 9-12.

Credit: 1

To be prepared for careers in floral design, students need to attain academic skills and knowledge as well as technical knowledge and skills related to horticultural systems and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply and transfer their knowledge and skills and technologies in a variety of settings. This course is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

### **Greenhouse Operation and Production (R)**

Grade Placement: 9-12

Credit: 1

Designed to develop an understanding of greenhouse production techniques and practices. To prepare for careers in horticultural systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings.

**Horticultural Science (R)**

Grade Placement: 10-12

Credit: 1

To be prepared for careers in horticultural systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to horticulture and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills in a variety of settings. This course is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production.

**Livestock Production (R)**

Grade Placement: 9-12

Credit: 1

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

**Principles of Agriculture, Food, and Natural Resources (R)**

Grade Placement: 9-12

Credit: 1

To be prepared for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for success, students need to have opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings.

**Veterinary Medical Applications (R)**

Grade Placement: 11-12.

Credit: 1

Prerequisite: Equine Science, Small Animal Management, or Livestock Production.

Covers topics relating to veterinary practices, including practices for large and small animal species. To prepare for careers in the field of animal science, students must attain academic skills and knowledge, acquire technical knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills and technologies in a variety of settings.

**Wildlife, Fisheries, and Ecology Management (R)**

Grade Placement: 9 -12

Credit: 1

To be prepared for careers in natural resource systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources, 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. This course examines the management of game and non-game wildlife species, fish, and aquacrops and their ecological needs as related to current agricultural practices.

## **Practicum in Agriculture, Food, and Natural Resources (R)**

Grade Placement 11-12

Credit 2

Practicum in Agriculture, Food, and Natural Resources 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, internship, assistantship, mentorship, or laboratories. To prepare for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge, acquire technical knowledge and skills related to 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 and technologies in a variety of settings. **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 Career Cluster. Recommended prerequisite: a minimum of one credit from the courses in the Agriculture, Food, and Natural Resources Career Cluster. Students shall be awarded two credits for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills. All practicum students must receive teacher and principal approval.**



## **Building Maintenance Technology 1 (R)**

Grade Placement: 10-12

Credit: 1

In Building Maintenance Technology, students gain knowledge and skills specific to those needed to enter the field of building maintenance as a building maintenance technician or supervisor or secure a foundation for a postsecondary degree in construction management, architecture, or engineering. Students acquire knowledge and skills in plumbing, electrical, and Heating, Ventilation, and Air Conditioning (HVAC) systems. Additionally, students learn methods for repair and installation of drywall, roof, and insulation systems.

## **Construction Management 1 (R)**

Grade Placement: 10 - 12

Credit: 1

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. Construction Management includes the knowledge of the design techniques and tools related to the management of architectural and engineering projects.

## **Construction Technology 1 (R)**

PEIMS NUMBER: 13005100 (CONSTECH)

Grade Placement: 10 - 12

Credit: 1

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.

**Interior Design 1 (R)**

Grade Placement: 10 - 12

Credit: 1

Interior design is a technical course that addresses psychological, physiological, and sociological needs of individuals by enhancing the environments in which they live and work. Individuals use knowledge and skills related to interior and exterior environments, construction, and furnishings to make wise consumer decisions, increase productivity, and compete in industry.

**Principles of Architecture (R)**

Grade Placement: 9 - 12

Credit: 1

Principles of Architecture and Construction provides an overview to the various fields of architecture, interior design, construction science, and construction technology. Achieving proficiency in decision making and problem solving is an essential skill for career planning and lifelong learning. Students use self-knowledge, educational, and career information to set and achieve realistic career and educational goals. Job-specific, skilled training can be provided through the use of training modules to identify career goals in trade and industry areas.



## ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS

### **Principles of Arts, Audio/Video Technology, and Communications (R)**

Grade: 9. Credit: 1. 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.

### **Graphic Design and Illustration I (R)**

Grades: 10-12. Credit: 1. Students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design. *Prerequisite: Principles of Arts, Audio/Video Technology, and Communications*

### **Graphic Design and Illustration II (R)**

Grades: 11-12. Credit: 1. Students will expand upon ideas and concepts learned in Graphic Design I. Students will apply cyber safety procedures, learn about copyright law, and model professional standards of the industry while applying design choice and art elements and principles to designs and illustrations.

### **Fashion Design 1 (R)**

Grade Placement: 10 - 12

Credit: 1

Careers in fashion span all aspects of the textile and apparel industries. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of fashion and the textile and apparel industries.

### **Fashion Design 2 (R)**

Grade Placement: 11 - 12

Credit: 2

Careers in fashion span all aspects of the textile and apparel industries. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced understanding of fashion, with emphasis on design and production. Pre requisite: Fashion Design



## **BUSINESS MANAGEMENT, AND FINANCE**

### **Business Information Management I (R)**

Grade Placement: 10 – 12

Credits: 1

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 (R)**

Grade Placement: 11 - 12

Credits: 1

Recommended Prerequisite: 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 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 (R)**

Grade Placement: 11 - 12

Credits: 1

Students recognize, evaluate, and prepare for a rapidly evolving global business environment that requires flexibility and adaptability. Students analyze the primary functions of management and leadership, which are planning, organizing, staffing, directing or leading, and controlling. Topics will incorporate social responsibility of business and industry. Students develop a foundation in the economical, financial, technological, international, social, and ethical aspects of business to become competent managers, employees, and entrepreneurs. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate management decisions.



## EDUCATION AND TRAINING

### **2113 Human Growth and Development (R)**

For grades 9-12. Credit: 1. The course is an examination of human development across the lifespan with emphasis upon research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. *Recommended prerequisite: Principles of Education and Training*

### **2015 Child Development (R)**

Grades 9-12. Credit: 1. This technical laboratory course addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children. *Recommended Prerequisite: Principles of Human Services*

### **2012 Practicum in Education and Training (R)**

Grade: 12. Credit:2. Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators in direct instructional roles with elementary, middle school, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel. **Students shall be awarded two credits for successful completion of this course.** **Prerequisite: Instructional Practices. Recommended prerequisites: Principles of Education and Training and Human Growth and Development. All practicum students must receive teacher and principal approval.**



## HEALTH SCIENCE & MEDICAL CAREERS

### **Principles of Health Science (R)**

Grades: 9-10. Credit: 1. The Principles of Health Science course is designed to provide an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the healthcare industry.

### **Medical Terminology (R)**

Grades: 10-12. Credit: 1. This course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, combining forms, and singular and plural forms, plus medical abbreviations and acronyms. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology. *Prerequisite: Principles of Health Science*

### **Health Science Theory (R)**

Grades: 10-12. Credit: 1. 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. *Prerequisites: Principles of Health Science and Biology. Recommended corequisite: Health Science Clinical.*

### **Anatomy and Physiology (A)**

Grade Placement: 12. Credit: 1. This course is an advanced biology course primarily intended for those students who plan to take advanced courses in college in the biological sciences. Students will build on information learned in biology and chemistry, focusing specifically on human anatomy and physiology. Emphasis will be placed on healthcare careers. Through lecture, labs, and activities, students will review human anatomy and increase their knowledge of how the human body works. They will learn language of anatomy and increase knowledge of the chemical, cellular and tissue levels of organisms before beginning some body systems. The extensive dissection will be utilizing the fetal pig and the cat. Students will find it extremely useful to purchase a dictionary of Latin and Greek prefixes and suffixes along with the Anatomy and Physiology Coloring Book.

### **Practicum in Health Science (R)**

Grades: 11-12. Credit: 2. The Practicum in Health Science course 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. Students will have the opportunity to participate in the NTCC Certified Medical Assistant Program and/or earn a certification as a Pharmacy

Technician. *Prerequisites: Biology and Health Science Theory.* **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 Health Science Career Cluster. All practicum students must have teacher and principal approval.**



## HUMAN SERVICES

### **Child Development (R)**

Grade Placement: 10 - 12

Credit: 1

This technical laboratory course addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

### **Child Guidance (R)**

Grade Placement: 10 - 12

Credit: 2

This technical laboratory course addresses the knowledge and skills related to child growth and guidance equipping students to develop positive relationships with children and effective caregiver skills. Students use these skills to promote the well-being and healthy development of children, strengthen a culturally diverse society, and pursue careers related to the care, guidance, and education of children, including those with special needs.

### **Dollars and Sense (R)**

Grade Placement: 10 - 12

Credit: 0.5

Dollars and Sense focuses on consumer practices and responsibilities, the money management process, decision-making skills, impact of technology, and preparation for human services careers. Students are encouraged to participate in career and technical student organizations and other leadership organizations.

### **Family and Community Services (R)**

Grade Placement: 10 - 12

Credit: 1

This laboratory-based course is designed to involve students in realistic and meaningful community-based activities through direct service experiences. Students are provided opportunities to interact and provide services to individuals, families, and the community through community or volunteer services. Emphasis is placed on developing and enhancing organizational and leadership skills and characteristics.

**Interpersonal Studies (R)**

Grade Placement: 10 – 12

Credit: 0.5

This course examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

**Lifetime Nutrition and Wellness (R)**

Grade Placement: 11

Credit: 0.5

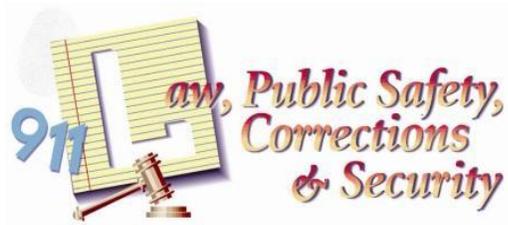
This laboratory course allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences.

**Principles of Human Services (R)**

Grade Placement: 9-12

Credit: 1

This laboratory course will enable students to investigate careers in the human services career cluster, including counseling and mental health, early childhood development, family and community, and personal care services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.



**Forensic Science (R)**

Grade Placement: 11 - 12

Credit(s): 1

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



### **Principles of Manufacturing (R)**

Grade Placement: 9-12

Credit: 1

Students are introduced to knowledge and skills used in the proper application of principles of manufacturing. The study of manufacturing technology allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities. Students will gain an understanding of what employers require to gain and maintain employment in manufacturing careers.

### **Welding 1 (R)**

Grade Placement: 11 - 12

Credit: 2

Rapid advances in technology have created new career opportunities and demands in many industries. Welding provides the knowledge, skills, and technologies required for employment in metal technology systems. Students develop knowledge and skills related to this system in order to apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer their 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 2 (R)**

Grade Placement: 11 - 12

Credit: 2

Advanced Welding builds on knowledge and skills developed in Welding, Students will develop advanced welding concepts and skills as they relate to personal and career development. This course integrates 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.



### **Robotics 1(R)**

Grade Placement: 9 -12

Credit: 1

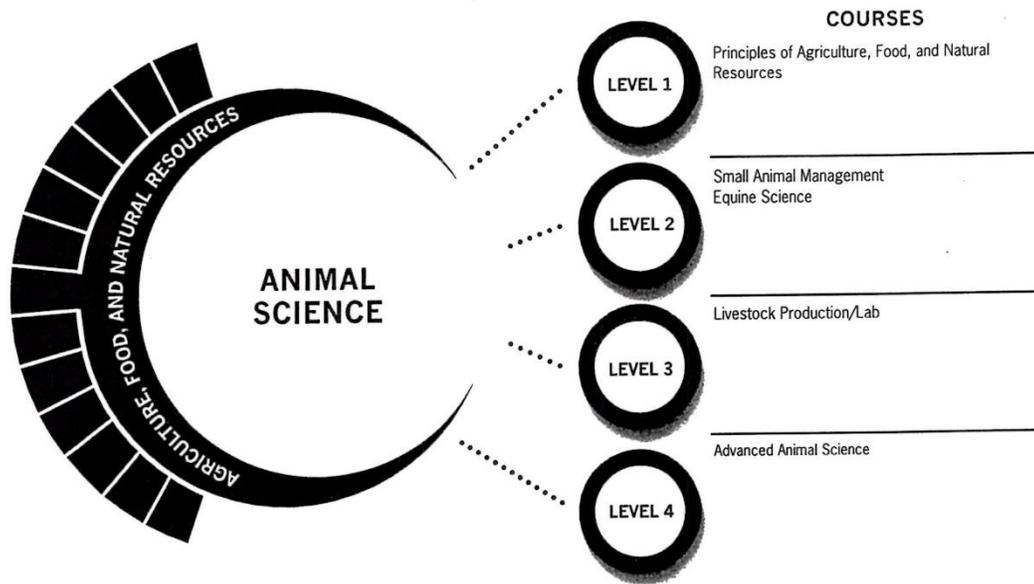
Students enrolled in this course will demonstrate knowledge and skills necessary for the robotic and automation industry. Through implementation of the design process, students will transfer advanced academic skills to component designs in a project-based environment. Students will build prototypes or use simulation software to test their designs. Additionally, students explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.

### **Principles of Applied Engineering**

Grade Placement: 9-10

Credit: 1

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 have an understanding of 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.



**POSTSECONDARY OPTIONS**

HIGH SCHOOL/INDUSTRY CERTIFICATION	CERTIFICATE/LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/DOCTORAL PROFESSIONAL DEGREE	OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Licensed Veterinary Technician	Pet Groomer	Food Science and Technology	Animal Sciences	Genetics	Animal Breeders	\$39,135	28	9%
Feedyard Technician in Cattle Care and Handling	Veterinary Technician	Veterinary Studies	Agriculture	Veterinary Medicine	Animal Scientists	\$57,533	22	12%
Certified Veterinary Assistant	Licensed Breeder	Biotechnology Laboratory Technician	Biology	Biological and Physical Sciences	Medical Scientists	\$63,898	435	27%
		Biology Technician	Zoology/ Animal Biology	Biological and Biomedical Sciences	Veterinarians	\$93,496	294	24%
					Zoologists and Wildlife Biologists	\$67,309	45	32%

Additional industry based certification information is available from the TEA CTE website.

For more information on postsecondary options for this program of study, visit [TXCTE.org](http://TXCTE.org).

**WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES**

- Exploration Activities:** Texas FFA
- Work Based Learning Activities:** Agri-Science Fair, 4H, Volunteer at a local farm or veterinary office

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



The Agriculture, Food, and Natural Resources (AFNR) Career Cluster® focuses on the essential elements of life—food, water, land, and air. This career cluster includes a diverse spectrum of occupations, ranging from farmer, rancher, and veterinarian to geologist, land conservationist, and florist.

Successful completion of the Animal Science program of study will fulfill requirements of the Business and Industry Endorsement. Approved Statewide Program of Study - September 2019



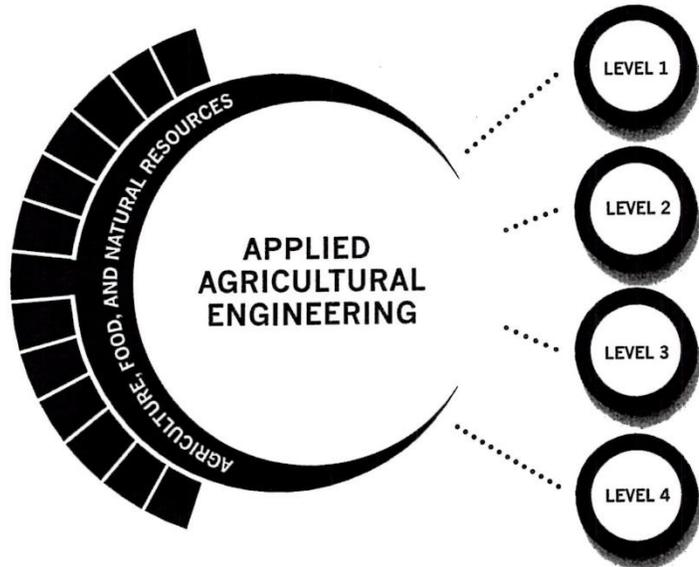
# COURSE INFORMATION

COURSE NAME	SERVICE ID	PRE REQS CO REQS	GRADE
Principles of Agriculture, Food, and Natural Resources	13000200 (1 credit)	None	9-12
Small Animal Management	13000400 (0.5 credit)	None	10-12
Equine Science	13000500 (0.5 credit)	None	10-12
Livestock Production/Lab	13000300 (1 credit) 13000310 (2 credits)	None	10-12
Advanced Animal Science	13000700 (1 credit)	<small>           PREQ: Biology and Chemistry or Integrated Physics            and Chemistry (IPC); Algebra I and Geometry; and            either Small Animal Management, Equine Science, or            Livestock Production.         </small>	11-12

FOR ADDITIONAL INFORMATION ON THE AGRICULTURE, FOOD, AND NATURAL RESOURCES CAREER CLUSTER, PLEASE CONTACT:

Amanda Brantley | [Amanda.Brantley@tea.texas.gov](mailto:Amanda.Brantley@tea.texas.gov)

<https://tea.texas.gov/cte>



**COURSES**

Principles of Agriculture, Food, and Natural Resources

**LEVEL 1**

Agricultural Mechanics and Metal Technologies/Lab

**LEVEL 2**

Agricultural Structures Design and Fabrications/Lab

**LEVEL 3**

Agricultural Equipment Design and Fabrication/Lab  
Practicum in Agriculture, Food, and Natural Resources

**LEVEL 4**

**POSTSECONDARY OPTIONS**

HIGH SCHOOL / INDUSTRY CERTIFICATION	CERTIFICATE / LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S / DOCTORAL PROFESSIONAL DEGREE	OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
OSHA 30 Hour General Industry	Certified Professional Agronomist	Heavy Equipment Maintenance Technology/ Technician	Agricultural Engineering		Outdoor Power Equipment and Other Small Engine Mechanics	\$32,406	366	16%
Feedyard Technician in Machinery, Operation, Repair and Maintenance	Certified Reliability Engineer	Agricultural Mechanization, General	Agricultural Mechanization, General		Welders	\$41,350	6,171	9%
AWS SENSE Welding Level 1	Certified Irrigation Designer	Small Engine Mechanics and Repair Technology/ Technician			Farm Equipment Mechanics and Service Technicians	\$39,915	304	17%
AWS D1.1 or D9.1 Certification	Fluid Power Mobile Hydraulic Mechanic	Welding Technology/ Welder			Mobile Heavy Equipment Mechanics	\$47,299	1,627	16%
					Agricultural Engineers	\$64,792	9	13%

**WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES**

**Exploration Activities:**  
Tour a farm products or machinery plant  
Texas FFA

**Work Based Learning Activities:**  
Earn a welding certification; intern at a farm products or machinery plant

Additional industry based certification information is available from the TEA CTE website.

For more information on postsecondary options for this program of study, visit TXCTE.org.

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



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

Successful completion of this program of study will fulfill requirements of a Business and Industry Endorsement.  
Approved Statewide Program of Study - September 2019



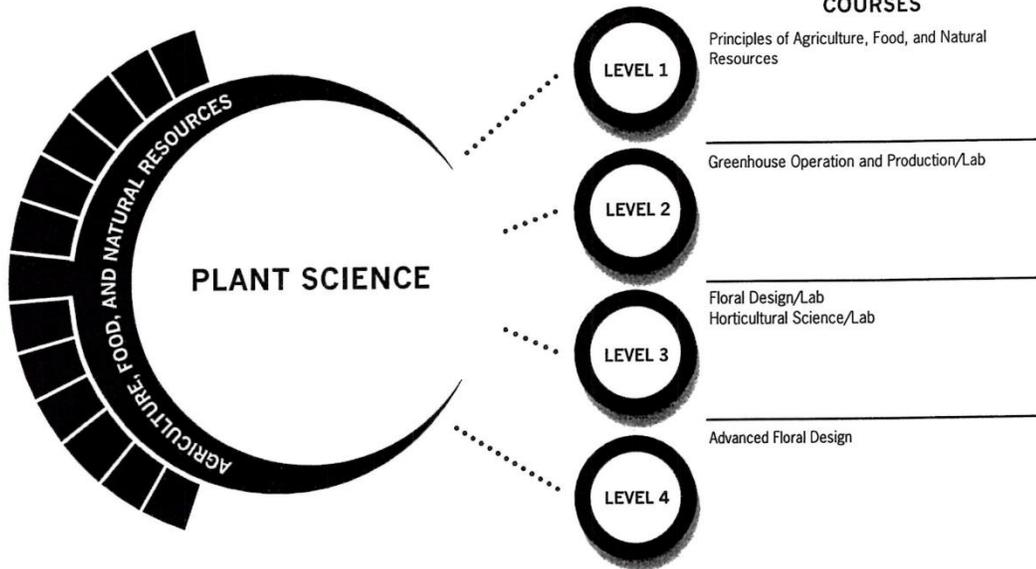
# COURSE INFORMATION

COURSE NAME	SERVICE ID	PREREQUISITES (PREQ) COREQUISITES (CREQ)	GRADE
Principles of Agriculture, Food, and Natural Resources	13000200 (1 credit)	None	9-12
Agricultural Mechanics and Metal Technologies/Lab	13002200 (1 credit) 13002210 (2 credits)	None	10-12
Agricultural Structures Design and Fabrications/Lab	13002300 (1 credit) 13002310 (2 credits)	PREQ: Agricultural Mechanics and Metal Technologies	11-12
Agricultural Equipment Design and Fabrication/Lab	13002350 (1 credit)	None	11-12
Practicum in Agriculture, Food, and Natural Resources	13002500 (2 credits) 13002505 (3 credits) 13002510 (2 credits) 13002515 (3 credits)	None	11-12

FOR ADDITIONAL INFORMATION ON THE AGRICULTURE, FOOD, AND NATURAL RESOURCES CAREER CLUSTER, PLEASE CONTACT:

Amanda Brantley | [Amanda.Brantley@tea.texas.gov](mailto:Amanda.Brantley@tea.texas.gov)

<https://tea.texas.gov/cte>



**COURSES**

**LEVEL 1**

Principles of Agriculture, Food, and Natural Resources

**LEVEL 2**

Greenhouse Operation and Production/Lab

**LEVEL 3**

Floral Design/Lab  
Horticultural Science/Lab

**LEVEL 4**

Advanced Floral Design

**POSTSECONDARY OPTIONS**

HIGH SCHOOL/INDUSTRY CERTIFICATION	CERTIFICATE/LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/DOCTORAL PROFESSIONAL DEGREE	OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Landscape Irrigation Technician License	Pesticide Applicator	Applied Horticulture/Horticulture Operations, General			Soil and Plant Scientists	\$54,662	116	21%
Commercial/Noncommercial Pesticide Applicator	Certified Floral Designer	Ornamental Horticulture	Agronomy and Crop Science		Tree Trimmers and Pruners	\$32,240	589	14%
Texas State Floral Association Level One Floral Certification	Accredited Member of AIFD	Agricultural Business and Management, General			Pesticide Handlers, Sprayers, and Applicators	\$36,733	196	22%
Texas State Floral Association Level Two Floral Certification	Landscape Industry Certified Technician	Turf and Turfgrass Management	Farm/Farm and Ranch Management		Landscaping Supervisors	\$44,408	807	19%
					Biological Technicians	\$42,931	452	17%

Additional industry based certification information is available from the TEA CTE website.

For more information on postsecondary options for this program of study, visit TXCTE.org.

**WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES**

**Exploration Activities:** Texas FFA  
**Work Based Learning Activities:** Work part-time at a florist; start or work for a local landscaping business

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



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

Successful completion of the Plant Science program of study will fulfill requirements of a Business and Industry Endorsement. Approved Statewide Program of Study - September 2019



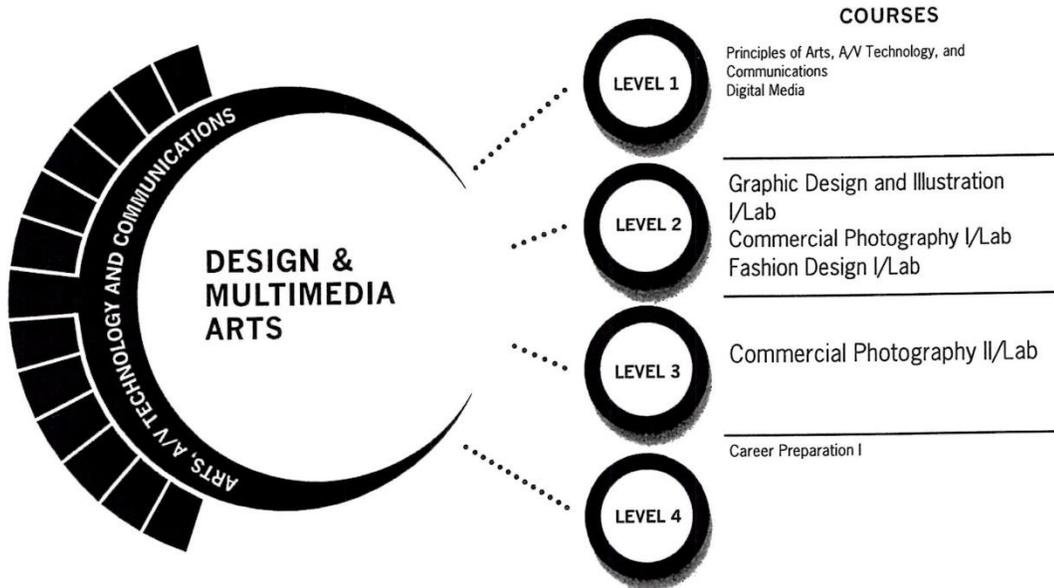
# COURSE INFORMATION

COURSE NAME	SERVICE ID	PREREQUISITES (PREQ) COREQUISITES (CREQ)	GRADE
Principles of Agriculture, Food, and Natural Resources	13000200 (1 credit)	None	9-12
Floral Design/Lab	13001800 (1 credit) 13001810 (2 credits)	None	9-12
Horticultural Science/Lab	13002000 (1 credit) 13002010 (2 credits)	None	10-12
Advanced Floral Design	N1300270 (1 credit)	PREQ: Floral Design	11-12
Greenhouse Operation and Production/Lab	13002050 (1 credit) 13002060 (2 credits)	None	10-12

FOR ADDITIONAL INFORMATION ON THE AGRICULTURE, FOOD, AND NATURAL RESOURCES CAREER CLUSTER, PLEASE CONTACT:

Amanda Brantley | [Amanda.Brantley@tea.texas.gov](mailto:Amanda.Brantley@tea.texas.gov)

<https://tea.texas.gov/cte>



HIGH SCHOOL/INDUSTRY CERTIFICATION	CERTIFICATE/LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/DOCTORAL PROFESSIONAL DEGREE	OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Adobe Certified Associate Certifications	Certified Digital Designer	Animation, Interactive Technology, Video Graphics and Special Effects	Graphic Design		Graphic Designers	\$44,824	1,433	15%
Adobe Certified Expert Certifications	WOW Certified Web Designer Apprentice				Multimedia Artists and Animators	\$67,392	186	21%
Apple Logic Pro X	Adobe Suite Certifications	Game and Interactive Media Design		Intermedia/Multimedia				

Additional industry based certification information is available from the TEA CTE website.

For more information on postsecondary options for this program of study, visit TXCTE.org.

**WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES**

- Exploration Activities:** Join a website development or coding club. SkillsUSA, TSA
- Work Based Learning Activities:** Intern with a multimedia or animation studio. Obtain a certificate in graphic design.

The Graphic Design and Multimedia Arts program of study explores the occupations and educational opportunities associated with designing or creating graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. This program of study may also include exploration into designing clothing and accessories, and creating special effects, animation, or other visual images using film, video, computers, or other electronic tools and media, for use in computer games, movies, music videos, and commercials.

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

Successful completion of the Graphic Design & Multimedia Arts program of study will fulfill requirements of a Business and Industry Endorsement. Approved Statewide Program of Study - September 2019

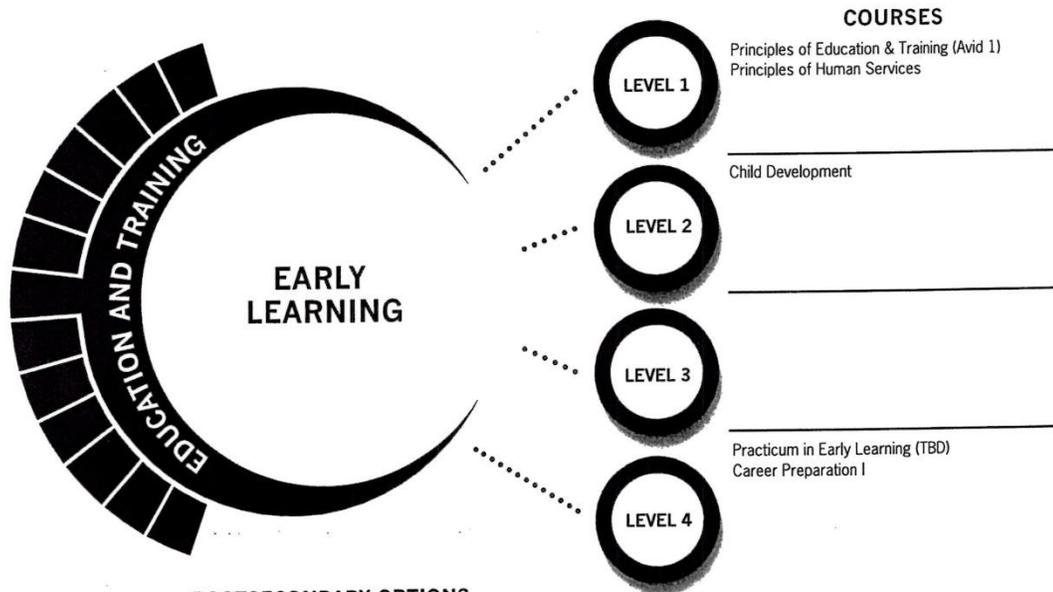


# COURSE INFORMATION

COURSE NAME	SERVICE ID	PREREQUISITES (PREQ) COREQUISITES (CREQ)	GRADE
Principles of Arts, A/V Technology, and Communications	13008200 (1 credit)	None	9
Digital Media	13027800 (1 credit)	None	9-12
Graphic Design and Illustration I /Lab	13008800 (1 credit) 13008810 (2 credits)	None	10-12
Commercial Photography I/Lab	13009100 (1 credit) 13009110 (2 credits)	None	9-12
Fashion Design I/Lab	13009300 (1 credit) 13009310 (2 credits)	None	10-12
Commercial Photography II/Lab	13009200 (1 credit) 13009210 (2 credit)	None	10-12
Career Preparation I	12701300 (2 credits) 12701305 (3 credits)	None	11-12

FOR ADDITIONAL INFORMATION ON THE ARTS, AUDIO/VISUAL TECHNOLOGY,  
AND COMMUNICATIONS CAREER CLUSTER, PLEASE CONTACT:

Les Hudson | [Les.Hudson@tea.texas.gov](mailto:Les.Hudson@tea.texas.gov)  
<https://tea.texas.gov/cte>



**POSTSECONDARY OPTIONS**

HIGH SCHOOL/INDUSTRY CERTIFICATION	CERTIFICATE/LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/DOCTORAL PROFESSIONAL DEGREE	OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
	Child Development Associate		Early Childhood Education and Teaching		Kindergarten Teachers, except Special Education	\$53,310	1,848	17%
					Preschool Teachers	\$27,851	4,330	17%
Educational Aide I	Texas Educator Certification Program		Multicultural Early Childhood Development		Special Education Teachers, Preschool	\$55,670	148	27%
	County Librarian	Kindergarten/Preschool Education and Training	Early Childhood	Educational, Instructional, and Curriculum Supervision	Elementary School Teachers	\$54,140	13,121	16%
	Professional Counselor	Psychology/Sociology		Educational Leadership and Administration	Education Administrators, Elementary and Secondary School	\$79,830	2,407	16%

Additional industry based certification information is available from the TEA CTE website.

For more information on postsecondary options for this program of study, visit [TXCTE.org](http://TXCTE.org)

**WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES**

**Exploration Activities:** Texas Association of Future Educators; Family, Career, & Community Leaders of America

**Work Based Learning Activities:** Teach a community education class; volunteer as a teaching assistant.

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



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

Successful completion of the Early Learning program of study will satisfy the requirements for the Public Service Endorsement. Approved Statewide Program of Study - September 2019

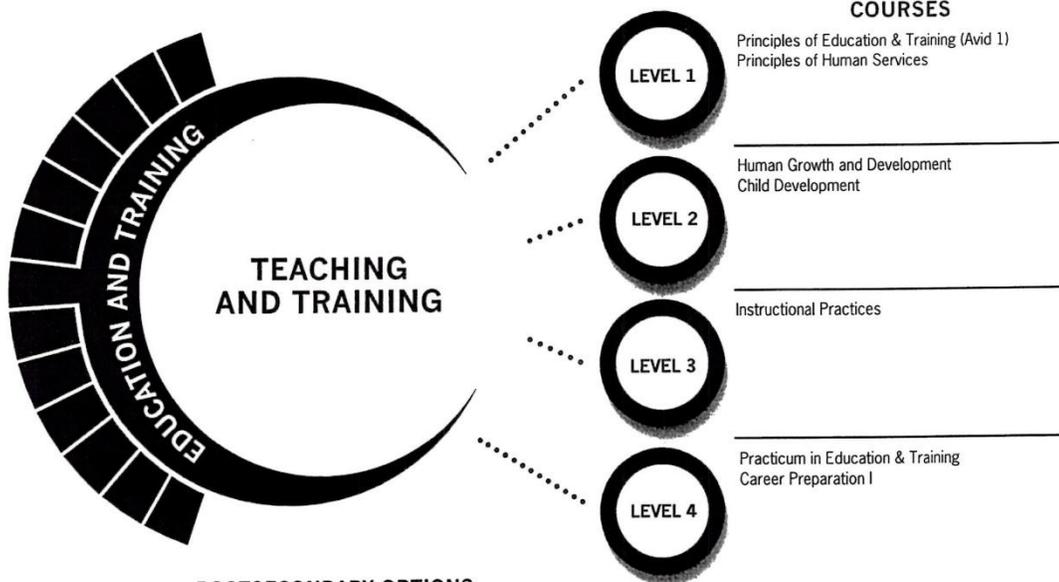


# COURSE INFORMATION

COURSE NAME	SERVICE ID	PREREQUISITES (PREQ) COREQUISITES (CREQ)	GRADE
Principles of Education and Training	13014200 (1 credit)	None	9-10
Principles of Human Services	13024200 (1 credit)	None	9-12
Child Development	13024700 (1 credit)	None	10-12
Practicum in Early Learning	TBD	TBD	TBD
Career Preparation I	12701300 (2 credits) 12701305 (3 credits)	None	11-12

**FOR ADDITIONAL INFORMATION ON THE EDUCATION AND TRAINING CAREER CLUSTER, PLEASE CONTACT:**

Debbie Wieland | [Debbie.Wieland@tea.texas.gov](mailto:Debbie.Wieland@tea.texas.gov)  
<https://tea.texas.gov/cte>



**POSTSECONDARY OPTIONS**

HIGH SCHOOL/INDUSTRY CERTIFICATION	CERTIFICATE/LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/DOCTORAL PROFESSIONAL DEGREE	OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Educational Aide I	Texas Educator Certification Program	Teacher Education	Bilingual and Multilingual Education	Instruction and Learning	Adult Basic and Secondary Education and Literacy Teachers and Instructors	\$48,069	862	17%
	Educational Instruction Technology	Education, General (or specific subject area)		Educational Leadership and Administration, General	Middle School Teachers, Except Special and Career/Technical Education	\$54,510	6,407	15%
	Counselor, Professional		Special Education		Career and Technical Education Teachers, Secondary School	\$56,360	719	9%
	Athletic Trainer	Health and Physical Education/Fitness		Social and Philosophical Foundations of Education	Special Education Teachers, Secondary School	\$56,720	980	18%

Additional industry based certification information is available from the TEA CTE website.

For more information on postsecondary options for this program of study, visit [TXCTE.org](http://TXCTE.org).

**WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES**

**Exploration Activities:** Texas Association of Future Educators, or Family, Career and Community Leaders of America

**Work Based Learning Activities:** Teach a community education class; intern as a teaching assistant or tutor; serve as a camp counselor.

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



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

Successful completion of the Teaching and Training program of study will fulfill requirements of the Public Service Endorsement. Approved Statewide Program of Study - September 2019

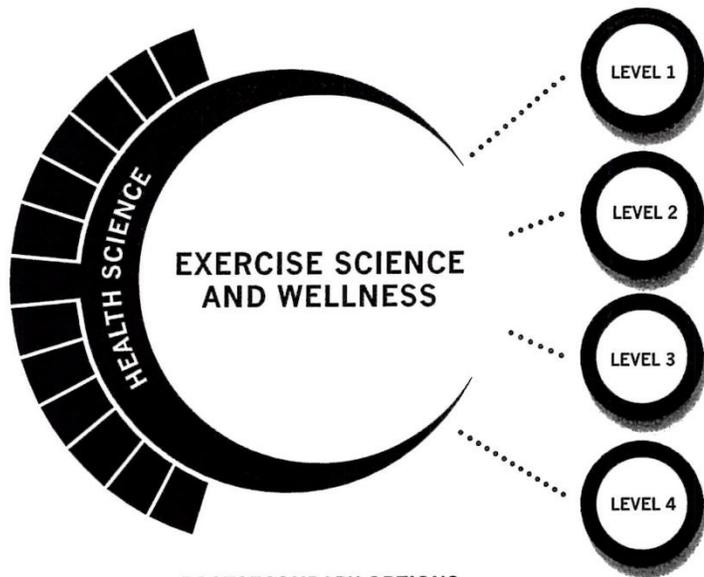


# COURSE INFORMATION

COURSE NAME	SERVICE ID	PREREQUISITES (PREQ) COREQUISITES (CREQ)	GRADE
Principles of Education and Training	13014200 (1 credit)	None	9-10
Principles of Human Services	13024200 (1 credit)	None	9-12
Human Growth and Development	13014300 (1 credit)	None	10-12
Child Development	13024700 (1 credit)	None	10-12
Instructional Practices	13014400 (2 credits)	None	11-12
Practicum in Education & Training	13014500 (2 credits) 13014505 (3 credits) 13014510 (2 credits) 13014515 (3 credits)	PREQ: Instructional Practices	12
Career Preparation I	12701305 (3 credits)	None	11-12

**FOR ADDITIONAL INFORMATION ON THE EDUCATION AND TRAINING CAREER CLUSTER, PLEASE CONTACT:**

Debbie Wieland | [Debbie.Wieland@tea.texas.gov](mailto:Debbie.Wieland@tea.texas.gov)  
<https://tea.texas.gov/cte>



**COURSES**

Lifetime Nutrition and Wellness

LEVEL 1

LEVEL 2

Anatomy and Physiology

LEVEL 3

Career Preparation I

LEVEL 4

**POSTSECONDARY OPTIONS**

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE	OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Certified Personal Trainer	Physical Therapist Assistant	Kinesiology and Exercise Science		Exercise Physiology	Athletic Trainers	\$53,450	215	22%
	Physical Therapy Aides	Therapeutic Recreation/ Recreational Therapy			Exercise Physiologists	\$41,662	33	33%
	Dietetic Technician		Athletic Training/ Trainer		Coaches and Scouts	\$40,010	2,133	23%
					Dietitians and Nutritionists	\$57,762	428	24%
					Recreational Therapists	\$45,906	74	24%
			Dietitians and Nutritionists	Physical Therapist				

Additional industry based certification information is available from the TEA CTE website.

For more information on postsecondary options for this program of study, visit TXCTE.org.

**WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES**

**Exploration Activities:**  
Health Occupation Students of America (HOSA)

**Work Based Learning Activities:**  
Volunteer at a hospital or rehabilitation center; manage a school sports team

The Exercise Science and Wellness program of study introduces students to the fields that assist patients with maintaining physical, mental, and emotional health. Students will research diet and exercise needed to maintain a healthy, balanced lifestyle and learn about and practice techniques to help patients recover from injury, illness, or disease.



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

Successful completion of the Exercise Science and Wellness program of study will fulfill requirements of the Public Service Endorsement. Approved Statewide Program of Study - September 2019

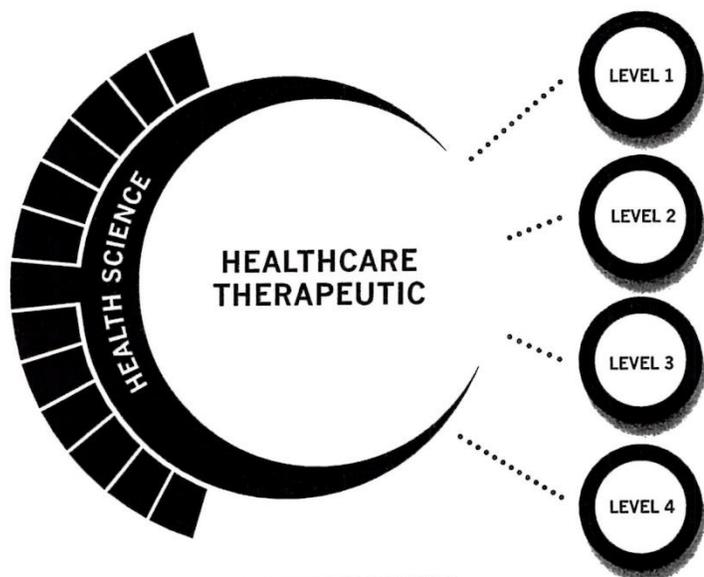


# COURSE INFORMATION

COURSE NAME	SERVICE ID	PREREQUISITES (PREQ) COREQUISITES (CREQ)	GRADE
Lifetime Nutrition and Wellness	13024500 (.5 credit)	None	9-12
Anatomy and Physiology	13020600 (1 credit)	PREQ: Biology and a second science credit; RPREQ: a course from the Health Science cluster	10-12
Career Preparation I	12701305 (3 credits)	None	11-12

**FOR ADDITIONAL INFORMATION ON THE HEALTH SCIENCE CAREER CLUSTER, PLEASE CONTACT:**

Kevin Johnson | [Kevin.Johnson@tea.texas.gov](mailto:Kevin.Johnson@tea.texas.gov)  
<https://tea.texas.gov/cte>



**COURSES**

Principles of Health Science

LEVEL 1

LEVEL 2

Anatomy and Physiology  
Health Science Theory

LEVEL 3

Practicum in Health Science

LEVEL 4

**POSTSECONDARY OPTIONS**

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE	OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Registered Dental Assistant	Dental Assistant	Dental Hygienist		Dentist	Medical Assistants	\$29,598	8,862	30%
Certified Patient Care Technician	Surgical Technologist			Physician Assistant	Surgical Technologists	\$45,032	1,150	20%
Certified Nurse Aide/Assistant	Medical Assistant	Medical/ Clinical Assistant		Family and General Practitioners	Dental Hygienists	\$73,507	1,353	38%
Pharmacy Technician	Pharmacy Aides			Pharmacist	Physicians and Surgeons	\$213,071	1,151	30%
					Dental Assistants	\$34,840	4,422	31%

Additional industry based certification information is available from the TEA CTE website.

For more information on postsecondary options for this program of study, visit TXCTE.org.

**WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES**

**Exploration Activities:**  
SkillsUSA  
Health Occupation  
Students of America  
(HOSA)

**Work Based Learning Activities:**  
Volunteer at a community  
wellness center, hospital,  
assisted living, or nursing  
home.

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



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

Successful completion of the Healthcare Therapeutic program of study will fulfill requirements of the Public Service Endorsement.  
Approved Statewide Program of Study - September 2019



# COURSE INFORMATION

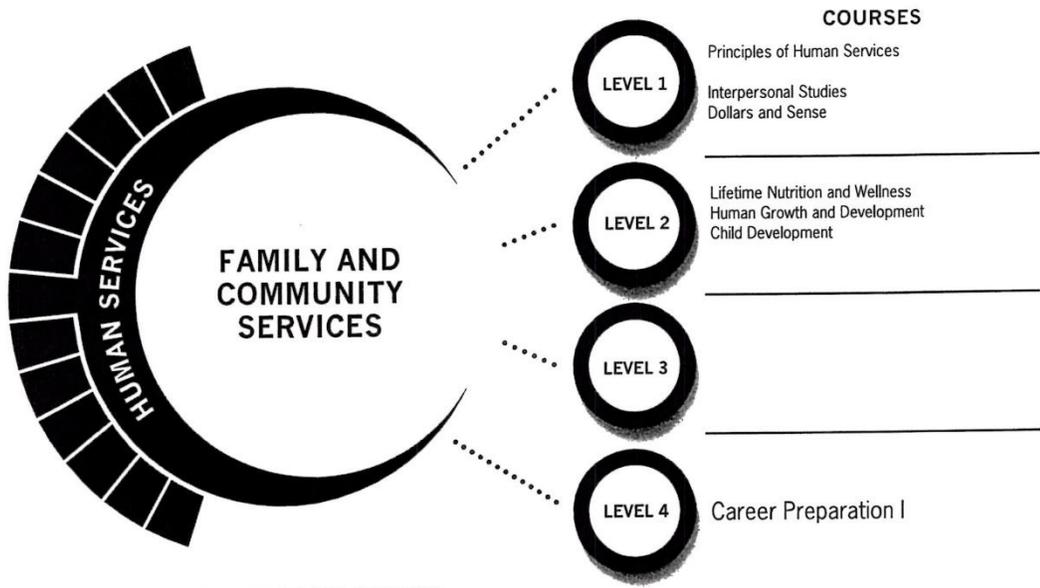
COURSE NAME	SERVICE ID	PREREQUISITES (PREQ) COREQUISITES (CREQ)	GRADE
Principles of Health Science	13020200 (1 credit)	None	9-10

Anatomy and Physiology	13020600 (1 credit)	PREQ: Biology and a second science credit	10-12
Health Science Theory	13020400 (1 credit) 13020410 (2 credits)	PREQ: Biology	10-12

Practicum in Health Science	13020500 (2 credits) 13020505 (3 credits) 13020510 (2 credits) 13020515 (3 credits)	PREQ: Health Science Theory and Biology	11-12
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FOR ADDITIONAL INFORMATION ON THE HEALTH SCIENCE CAREER CLUSTER, PLEASE CONTACT:

Kevin Johnson | [Kevin.Johnson@tea.texas.gov](mailto:Kevin.Johnson@tea.texas.gov)  
<https://tea.texas.gov/cte>



**POSTSECONDARY OPTIONS**

HIGH SCHOOL/INDUSTRY CERTIFICATION	CERTIFICATE/LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/DOCTORAL PROFESSIONAL DEGREE	OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
					Child, Family, and School Social Workers	\$41,350	2,221	17%
Community Health Worker	Human Development and Family Studies	Human Development and Family Studies			Social and Community Services Managers	\$65,146	608	33%
Certified Associate in Project Management	Community Health Services/Liaison/Counseling	Human Services/Sciences, General		Marriage and Family Therapy/Counseling	Marriage and Family Therapists	\$42,266	217	35%
	Distance Credentialed Counselor	Family and Consumer Sciences		Human Services/Sciences	Social and Human Service Assistants	\$32,448	2,822	25%
	Educator Certification in Family and Consumer Sciences	Community Health Services	Child and Family Services	Family Studies	Mental Health and Substance Abuse and Behavioral Disorder Counselors	\$42,120	576	39%

Additional industry based certification information is available from the TEA CTE website.

For more information on postsecondary options for this program of study, visit [TXCTE.org](http://TXCTE.org).

**WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES**

**Exploration Activities:** American Association of Family and Consumer Sciences, Family, Career and Community Leaders of America

**Work Based Learning Activities:** Volunteer at a community center; intern for a community non-profit organization

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



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

Successful completion of the Family and Community Services program of study will fulfill requirements of the Public Service Endorsement. Approved Statewide Program of Study - September 2019



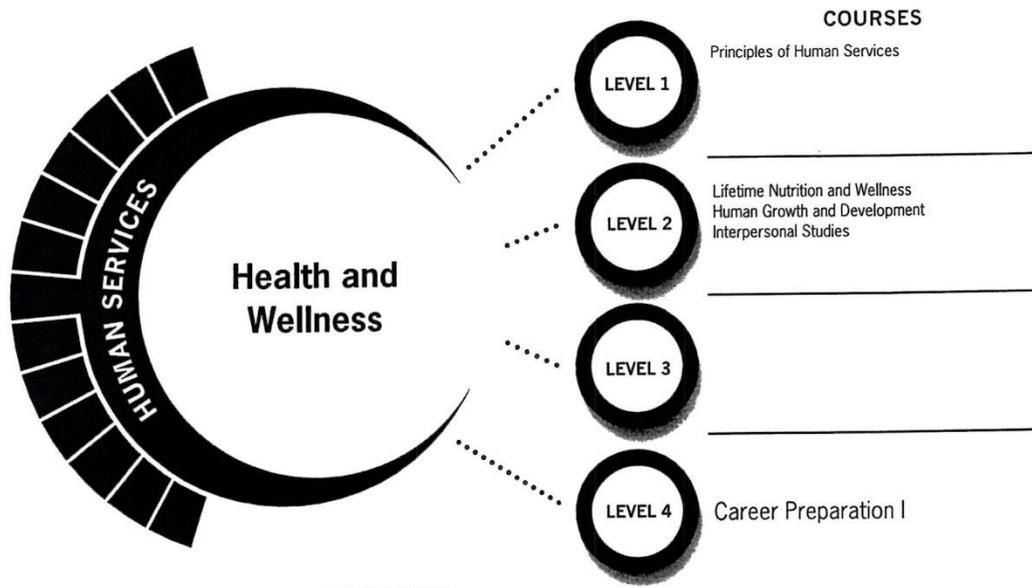
# COURSE INFORMATION

COURSE NAME	SERVICE ID	PREREQUISITE (PREQ) COREQUISITE (CREQ)	GRADE
Principles of Human Services	13024200 (1 credit)	None	9-12
Interpersonal Studies	13024400 (.5 credit)	None	9-12
Dollars and Sense	13024300 (.5 credit)	None	11-12
Lifetime Nutrition and Wellness	13024500 (.5 credit)	None	9-12
Human Growth and Development	13014300 (1 credit)	None	10-12
Child Development	13024700 (1 credit)	None	10-12
Career Preparation I	12701300 (2 credits) 12701305 (3 credits)	None	11-12

FOR ADDITIONAL INFORMATION ON THE HUMAN SERVICES CAREER CLUSTER, PLEASE CONTACT:

Debbie Wieland | [Debbie.Wieland@tea.texas.gov](mailto:Debbie.Wieland@tea.texas.gov)

<https://tea.texas.gov/cte>



**POSTSECONDARY OPTIONS**

HIGH SCHOOL/INDUSTRY CERTIFICATION	CERTIFICATE/LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/DOCTORAL PROFESSIONAL DEGREE	OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Community Health Worker	Registered Dietitian		Nutrition Sciences		Community Health Workers	\$38,064	592	25%
Entrepreneurship and Small Business	Counselor, Professional	Community Health Services/Liaison/Counseling	Mental Health Counseling/Counselor	Community Health and Preventative Medicine	Rehabilitation Counselors	\$43,930	586	23%
	Registered Dietitian Nutritionist	Health and Wellness, General		Nutrition	Mental Health Counselors	\$41,558	812	38%
	Social Worker	Public Health	Human Nutrition and Foods	Exercise and Sports Nutrition	Health Care Social Workers	\$55,515	1,583	35%
					Dietitians and Nutritionists	\$57,762	428	24%

Additional industry based certification information is available from the TEA CTE website.

For more information on postsecondary options for this program of study, visit TXCTE.org.

**WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES**

**Exploration Activities:** American Association of Family and Consumer Sciences; Family, Career and Community Leaders of America

**Work Based Learning Activities:** Job shadow a dietitian or nutritionist; work part-time at a counseling services center, health department or hospital

The Health and Wellness program of study introduces students to knowledge and skills related to promoting physical, emotional, social, and mental health and wellness. Students who choose this program of study may learn how to assist patients in planning for their health and wellness, respond to crises, and advise, provide education or counseling, or make referrals. CTE concentrators may also focus on addressing barriers to access health and wellness services.



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

Successful completion of the Health and Wellness program of study will fulfill requirements of the Public Service Endorsement. Approved Statewide Program of Study - September 2019

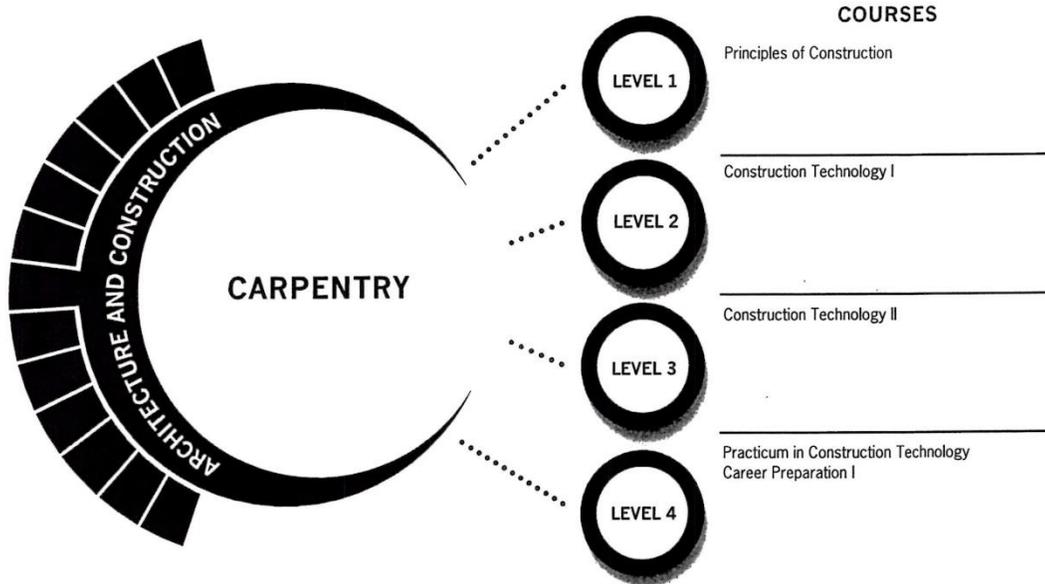


# COURSE INFORMATION

COURSE NAME	SERVICE ID	PREREQUISITES (PREQ) COREQUISITES (CREQ)	GRADE
Principles of Human Services	13024200 (1 credit)	None	9-12
Lifetime Nutrition and Wellness	13024500 (.5 credit)	None	9-12
Human Growth and Development	13014300 (1 credit)	None	10-12
Interpersonal Studies	13024400(.5 credit)	None	9-12
Career Preparation I	12701300 (2 credits) 12701305 (3 credits)	None	11-12

**FOR ADDITIONAL INFORMATION ON THE HUMAN SERVICES CAREER CLUSTER, PLEASE CONTACT:**

Debbie Wieland | [Debbie.Wieland@tea.texas.gov](mailto:Debbie.Wieland@tea.texas.gov)  
<https://tea.texas.gov/cte>



HIGH SCHOOL/INDUSTRY CERTIFICATION	CERTIFICATE/LICENSE*	ASSOCIATES DEGREE	BACHELOR'S DEGREE	MASTER'S/DOCTORAL PROFESSIONAL DEGREE	OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
NCCER Carpentry, Level 1 & 2	Certified Lead Carpenter	Carpentry/ Carpenter	Construction Science	Construction Management	Carpenters	\$35,922	5,031	26%
NCCER Commercial Carpenter	Certified Installer	Industrial Mechanics and Maintenance Technology			Cost Estimators	\$63,939	2,239	21%
NCCER Core Curriculum	Certified Door Consultant							
NCCER Construction Technology	Fluid Power Connector and Conductor							

Additional industry based certification information is available from the TEA CTE website.  
 For more information on postsecondary options for this program of study, visit [TXCTE.org](http://TXCTE.org).

**WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES**

**Exploration Activities:**  
 Shadow a carpenter or millwright.  
 SkillUSA

**Work Based Learning Activities:**  
 Obtain an NCCER certification in Millwright Level 1 or Carpentry Level 1.

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

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

Successful completion of the Carpentry program of study will fulfill requirements of the Business and Industry Endorsement.  
 Approved Statewide Program of Study - September 2019



# COURSE INFORMATION

COURSE NAME	SERVICE ID	PREREQUISITES (PREQ) COREQUISITES (CREQ)	GRADE
Principles of Construction	13004220 (1 credit)	None	9-12
Construction Technology I	13005100 (2 credits)	None	10-12
Construction Technology II	13005200 (2 credits)	PREQ: Construction Technology I	11-12
Practicum in Construction Technology	13005250 (2 credits) 13005255 (3 credits) 13005260 (2 credits) 13005265 (3 credits)	PREQ: Construction Technology II, Building Maintenance Technology II, Electrical Technology II, Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology II, Plumbing Technology I, or Mill and Cabinetmaking Technology	12
Career Preparation I	12701305 (3 credits)	None	11-12

**FOR ADDITIONAL INFORMATION ON THE ARCHITECTURE AND CONSTRUCTION CAREER CLUSTER, PLEASE CONTACT:**

Les Hudson | Les.Hudson@tea.texas.gov

<https://tea.texas.gov/cte>

## **GRADING SYSTEM / GRADE REPORTING / INTERNET GRADE ACCESS**

Student academic evaluation is achieved through the use of a grading system. An average grade of 70 is required for successful completion of a course. The grading system of the Como-Pickton Consolidated Independent School District shall be in accordance with the following scale:

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

One-half credit may be earned in one semester. Students who fail one semester of a two-semester course may:

- A. Retake the semester failed or
- B. Earn a 70 or above when the two semesters are averaged.

**Grades are available to parents online. Contact Gina McCord at 903-488-3671 ext. 3414 for the Parent Portal ID and assistance.**

### RANK IN CLASS

Class rank is determined by averaging the grades of all academic courses taken for high school credit, including those taken in Grade 8, through the fifth six-week grading period of the senior year.

### VALEDICTORIAN AND SALUTATORIAN

The valedictorian and salutatorian shall be the eligible students with the highest weighted grade point average as determined by the District's ranking procedure who have been continuously enrolled at CPHS since the fall semester of their Sophomore year, beginning with the graduating class of 2018, to be eligible for this local graduation honor, a student must: 1. Attend high school all four years. 2. Have been continuously enrolled in the District high school for the six semesters immediately preceding graduation; and 3. Have completed the foundation program with the distinguished level of achievement, the foundation program with at least one endorsement. The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.

### HONOR GRADUATE

Honor graduates are students who have completed Foundation High School Program with an Endorsement with a GPA of 3.8 or higher.

### EARLY GRADUATE RANKING

Final ranking will be determined within the graduating class of the school year in which the student completes all requirements for a diploma.

### GRADE POINT SYSTEM

Numeric grades earn grade points according to the District's weighted grade point scale. Level 3, Advanced courses, (designated Honors or dual credit) receive a 7.0 weight; Level 2, Regular courses, receive a 6.0 weight; In the course description section, advanced courses are denoted with an (A) and Regular courses are denoted with a (R).

**GRADE POINT SCALE**

<b>Grade</b>	<b>Advanced</b>	<b>Regular</b>
100	7.0	6.0
99	6.9	5.9
98	6.8	5.8
97	6.7	5.7
96	6.6	5.6
95	6.5	5.5
94	6.4	5.4
93	6.3	5.3
92	6.2	5.2
91	6.1	5.1
90	6.0	5.0
89	5.9	4.9
88	5.8	4.8
87	5.7	4.7
86	5.6	4.6
85	5.5	4.5
84	5.4	4.4
83	5.3	4.3
82	5.2	4.2
81	5.1	4.1
80	5.0	4.0
79	4.9	3.9
78	4.8	3.8
77	4.7	3.7
76	4.6	3.6
75	4.5	3.5
74	4.4	3.4
73	4.3	3.3
72	4.2	3.2
71	4.1	3.1
70	4.0	3.0
Below 70	0	0

**Note: The following provisions shall apply to students in the graduating class of 2021**

<b>Grade</b>	<b>Advanced</b>	<b>Regular</b>	<b>Basic</b>
100	7.0	6.0	5.0
99	6.9	5.9	4.9
98	6.8	5.8	4.8
97	6.7	5.7	4.7
96	6.6	5.6	4.6
95	6.5	5.5	4.5
94	6.4	5.4	4.4
93	6.3	5.3	4.3
92	6.2	5.2	4.2
91	6.1	5.1	4.1
90	6.0	5.0	4.0
89	5.9	4.9	3.9
88	5.8	4.8	3.8
87	5.7	4.7	3.7
86	5.6	4.6	3.6
85	5.5	4.5	3.5
84	5.4	4.4	3.4
83	5.3	4.3	3.3
82	5.2	4.2	3.2
81	5.1	4.1	3.1
80	5.0	4.0	3.0
79	4.9	3.9	2.9
78	4.8	3.8	2.8
77	4.7	3.7	2.7
76	4.6	3.6	2.6
75	4.5	3.5	2.5
74	4.4	3.4	2.4
73	4.3	3.3	2.3
72	4.2	3.2	2.2
71	4.1	3.1	2.1
70	4.0	3.0	2.0
Below 70	0	0	0

### *GPA EXEMPT CLASSES*

Grades earned in physical education, athletics, any local credit courses, credit by examination with prior instruction, summer school credit, credit for which only a pass/fail grade was given, credit for courses not recognized by TEA, and credit awarded in a non-accredited instructional setting shall not be included in this calculation.