HIGH SCHOOL

FBISD
INSPIRE • EQUIP • IMAGINE

FORT BEND INDEPENDENT SCHOOL DISTRICT

Course Selection Guide 2024–25

Welcome to Students and Parents

The purpose of this guide is to assist students and parents in planning a course of study tailored to individual student needs, interests, and aspirations. After an introductory section on general requirements, grades, academic placement, and student classification, the program of studies provides a brief description of the prerequisites and content of the courses Fort Bend ISD offers. These descriptions should be consulted in selecting courses for next year. Students and parents with questions regarding courses and the implications of selecting them are encouraged to consult with school counselors. Information in this guide is accurate as of date of printing and subject to change at any time due to updates in local, state, and federal policies. Please refer to the online version of this guide for the most up-to-date information.

Students and Parents: Review the state and local course requirements included in the guide. Also review the graduation requirements for the Foundation High School Plan.

- Consider your post-secondary education plans and career interests. Decide which college or other post-secondary institutions you might attend.
- Review the core course and elective offerings.
- Complete the course selection process as directed by your school counselor and/or advisor.

Availability of courses listed in the program guide depends on student requests, staffing and other resources at each campus. Some courses may not be available on all campuses in a face-to-face traditional format. Other formats (online learning or distance learning) may be utilized to provide a course to meet student requests within district procedures. Fort Bend Independent School District provides equal educational opportunity without regard for race, color, religion, national origin, sex, gender, disability and/or age.

Additional information can be found on the Fort Bend ISD website, **www.fortbendisd.com**.

A Fort Bend ISD Graduate has a rigorous academic foundation, strong character, and is…

equipped with skills for life.
Fort Bend ISD graduates exhibit grit and determination in all aspects of life; respect self and others; engage in healthy life choices; are literate and articulate; proficient with technology; and meaningfully and practically apply knowledge in productive ways.

a servant leader.
Fort Bend ISD graduates demonstrate confidence while maintaining a humble and kind demeanor; prioritizing the needs of others while accepting responsibility for themselves and are accountable for their own actions; are optimistic; and strive to bring out the best in others.

an effective communicator.
Fort Bend ISD graduates communicate clearly both orally and in writing; respectfully and actively listen to others; appropriately engage in courageous conversations; and appropriately adapt their communication style to the audience.

a critical thinker.
Fort Bend ISD graduates are visionary and solutions-oriented problem solvers; are inquisitive and innovative; and have the courage to actively challenge conventional methods in order to improve themselves and the world around them.

a compassionate citizen.
Fort Bend ISD graduates are empathetic to

their fellow citizens, exhibiting care and concern for others; are inclusive and embrace differences; are culturally aware; actively engage in improving our diverse community; exercise their right to vote; and are dependable, respectful, trustworthy, and self-disciplined.

a collaborative team member.
Fort Bend ISD graduates work effectively with others to achieve group goals; take actions that respect the needs and contributions of others; yield their own objectives to the goals of the team; and positively facilitate and contribute to teamwork.

a life-long learner.
Fort Bend ISD graduates approach life with wonder and curiosity; seek opportunities to be creative; possess a thirst for knowledge and the ability to adapt to change; and are academically prepared to pursue and attain futures beyond what they can imagine!

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FBISD Mission

Fort Bend ISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

FBISD Vision

Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

How to Use the FBISD Course Selection Guide

Planning Your Course of Study

Planning your course of study during middle and high school is an important step in preparing for your future. The decisions you make, along with the courses you take, will affect your success and readiness for college and/or a career.

Please use this guide to plan your coursework and future. You have many important decisions to make. Take them seriously and make them count!

Course Selection Checklist

✔ What are your passions and interests?

_____

_____

_____

✔ What are your plans and career goals after high school?

_____

_____

_____

✔ Use your Career Cluster Finder and Strengths Explorer results in SchooLinks to explore your interests and strengths and how they connect with future careers.

✔ Which endorsement best matches your interests and goals?

- ○ STEM
- ○ Business and Industry
- ○ Public Service
- ○ Arts and Humanities
- ○ Multidisciplinary Studies

✔ Review and select your specific endorsement pathway aligned to your future plans.

✔ Declare your endorsement and pathway (8th grade) and make your Career Plan (Four-year Plan) in Skyward.

✔ Track your progress toward graduation by using this guide.

✔ Challenge yourself with the most rigorous courses you can manage.

Schedule Corrections

In the early spring of each school year, students are given the opportunity to choose courses after having met with their counselor for an informational session. In March, students are given an opportunity to verify their course request in Skyward Family Access. After that time the Master Schedule is developed.

The student course requests are used to make decisions about the number of sections of each course. For example, if 60 students request a particular class, two sections will be offered; if only 30 students request the class, only one section will be offered. Therefore, after the Master Schedule has been created, there are very few slots available to accommodate late request for changes.

To maintain balance of classroom numbers and to minimize disruptions to the academic process, schedule changes will be made for the following reasons by using the Schedule Change Request Form.

- To maintain balance of classroom numbers and to minimize disruptions to the academic process, schedule changes will be made for the following reasons by using the Schedule Change Request Form.
- A student has already received credit for the class in which they are currently scheduled.
- A male has been scheduled into a female PE/Athletics, or vice versa.
- A student is in a class for which they do not have the appropriate prerequisite (i.e., enrolled in • Spanish II and has not taken Spanish I).
- A student is a SENIOR and needs the requested class for graduation.
- A student is duplicating a class in which they are enrolled through the Dual Credit program at Houston Community College (documentation must be submitted showing the student has enrolled in the course).
- A student requiring a schedule correction must pick up a Schedule Change Request Form and submit to their counselor. The deadline for all schedule correction(s) is 9 days after the start of each semester.

In general, elective change requests will not be honored. However, if a student is trying to move from a regular elective into an extracurricular program (i.e. band, choir, and athletics) the request for the change will be considered but must be initiated by the coach/ program director.

Foundation Graduation Program Overview

Foundation-Only 22 Credits*	Foundation + Endorsements – 26 Credits	Distinguished Level of Achievement – 26 Credits
• 4 credits English – ELA I, II, III, IV or one credit in any authorized advanced English course • 3 credits Mathematics – Algebra I, Geometry, one credit in any authorized advanced math course • 3 credits Science – Biology, IPC/ Chemistry/ Physics, and one credit in any authorized science course • 3 credits Social Studies –US History, Government, Economics or Personal Financial Literacy and Economics, World Geography and/or World History • 2 credits World Language or Computer Science (level I and level II) • 1 credit Physical Education • 1 credit Fine Arts • .5 credit Health (FBISD) • .5 credit Speech (FBISD) • 4 credits in electives (may include CTE or certification courses) ** Students may opt to Foundation-only after completing sophomore year with parent and campus approval.*	• 4 credits English – ELA I, II, III, IV or one credit in any authorized advanced English course • 4 credits Mathematics – Algebra I, Geometry, two credits in any authorized advanced math course • 4 credits Science – Biology, IPC/ Chemistry/ Physics, and two credits in any authorized science course • 3 credits Social Studies – US History, Government, Economics or Personal Financial Literacy and Economic, World Geography and/or World History • 2 credits World Language or Computer Science (level I and level II) • 1 credit Physical Education • 1 credit Fine Arts • .5 credit Health (FBISD) • .5 credit Speech (FBISD) • 6 credits in electives (may include CTE or certification courses) • Credit requirements specific to at least one endorsement	• 4 credits English – ELA I, II, III, IV or one credit in any authorized advanced English course • 4 credits Mathematics – Algebra I, Geometry, Algebra II**, one credit in any authorized advanced math course • 4 credits Science – Biology, IPC/ Chemistry/ Physics, and two credits in any authorized science course • 3 credits Social Studies – US History, Government, Economics or Personal Financial Literacy and Economic, World Geography and/or World History • 2 credits World Language or Computer Science (level I and level II) • 1 credit Physical Education • 1 credit Fine Arts • .5 credit Health (FBISD) • .5 credit Speech (FBISD) • 6 credits in electives (may include CTE or certification courses) • Credit requirements specific to at least one endorsement

***While a student is not required by state law (Texas Education Code, Section 28.025) to successfully complete Algebra II as a requirement for high school graduation, a student may not earn the distinguished level of achievement or be eligible for automatic admission to a Texas public college or university if the student does not successfully complete high school Algebra II. In addition, many colleges and universities require Algebra II as an admission requirement even if the student is not in the top 10% of their class. For more information, please visit the FBISD website: https://www.fortbendisd.com/Page/984.*

Endorsements, Programs and Pathways

STEM	Business and Industry	Public Service	Arts and Humanities	Multidisciplinary-Studies
• Math • Science • STEM	• Agriculture, Food, and Natural Resources • Architecture and Construction • Arts, Audio/Video Technology, and Communications • Business, Marketing, and Finance • Hospitality and Tourism • Information Technology • Manufacturing • Transportation, Distribution, and Logistics • English — Journalism and Debate	• Education and Training • Health Science • Human Services • Junior Reserve Officers' Training Corps (JROTC) • Law and Public Service	• Visual Art (drawing, painting, sculpture, ceramics, and digital art) • Music (band, orchestra, choir) • Theatre (theatre, technical theatre, and theatre production) • Dance • World Languages • Social Studies	• 4x4 • Advanced Courses • AP/IB/Dual

State Assessments Required for Graduation

English I
English II
Algebra I
US History
Biology

Performance Acknowledgments

- Outstanding performance: Dual credit coursework; bilingualism/ biliteracy; college AP or IB exam; PSAT, ACT-Plan, SAT, or ACT
- Certification: nationally or internationally recognized business or industry certificate or license

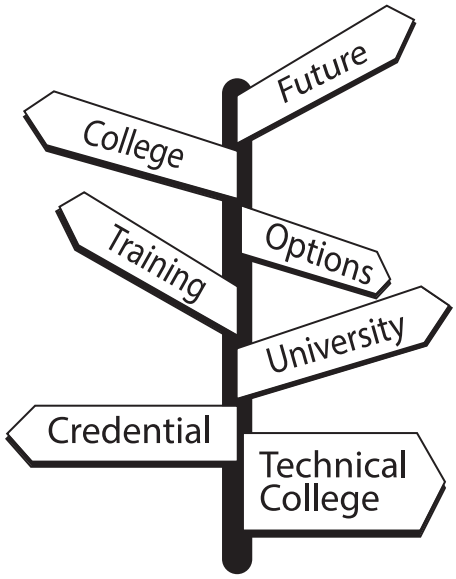
For more information, see page 7.

Distinguished Level of Achievement

Texas Education Agency Graduation Toolkit
Distinguished Level of Achievement – ***Benefits***

Choices determine options

Most of the high-skill, high-wage, and in-demand jobs available now and in the future require education and training beyond a high school diploma. Whether you intend to pursue an industry workforce credential from a community or technical college or a traditional four-year degree from a university, the choices you make in high school will determine your future options. To best prepare yourself now for the transition to postsecondary education and career entrance, choosing and taking the right classes is essential.



Distinguished Level of Achievement

The distinguished level of achievement requires:

- A total of four credits in math, including Algebra II.
- A total of four credits in science; and
- Successful completion of an endorsement in your area of interest.

A student must earn the distinguished level of achievement to be admitted to a Texas public university under the Top 10 percent automatic admission law.

Why it matters — ***Benefits***

The Distinguished Level of Achievement opens a world of educational and employment opportunities for you beyond high school. The Distinguished Level of Achievement will:

- Allows you to compete for Top 10% automatic admissions eligibility at almost any Texas public university;
- Makes you a more competitive applicant at selective colleges and universities;
- Prepares you for college-level coursework at community/technical colleges and universities;
- Lays a strong foundation for successful completion of an industry workforce credential or college degree.

What it means

The Distinguished Level of Achievement requires more math and more science than the Foundation High School Program. The Distinguished Level of Achievement requires:

- A total of four credits in math, including Algebra II;
- A total of four credits in science; and
- Successful completion of an endorsement in your area of interest.

Advantages

- Opportunity to earn an endorsement in an area of interest
- More college and university options
- More financial aid options
- Better preparation for college-level coursework at community/technical colleges and universities
- Opportunity for immediate enrollment in classes related to your chosen field of study
- Strong foundation to successfully complete an industry workforce credential or college degree

Texas Education Agency

www.tea.state.tx.us
Texas Higher Education Coordinating Board
www.thecb.state.tx.us
Texas Workforce Commission
www.twc.state.tx.us

Performance Acknowledgments

Performance Acknowledgments note outstanding achievement in specific areas. These distinctions will be included on your high school transcript and better position you for successful entry into college and/or the workforce.

Students may earn performance acknowledgments on their Academic Achievement Record or transcript for the following:

Outstanding performance in Dual Credit coursework by successfully completing:

- At least 12 hours of college academic courses, including those taken for dual credit as part of the Texas core curriculum, and advanced technical credit courses, including locally articulated courses, with a grade of the equivalent of 3.0 or higher on a scale of 4.0; or
- An Associate degree while in high school.

Outstanding performance in Bilingualism and Biliteracy:

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

- Completing all English Language Arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100; and
- Satisfying one of the following:
  - ◆ Completion of a minimum of three credits in the same language in a Language Other Than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
  - ◆ Demonstrated proficiency in the TEKS for level IV or higher in a Language Other Than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
  - ◆ Completion of at least three credits in foundation subject area courses in a Language Other Than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
  - ◆ Demonstrated proficiency in one or more Languages Other Than English through one of the following methods:
    - ★ Score 3 or higher on an Advanced Placement exam for a Language Other Than English; or
    - ★ Score 4 or higher on an International Baccalaureate exam for a higher-level Language Other Than English course; or
      - ■ Performance on a national assessment of language proficiency in a Language Other Than English of at least Intermediate High or its equivalent.
- In addition to meeting the requirements of the above subsection, to earn a performance acknowledgment in bilingualism and biliteracy, an emergent bilingual student must also have:
  - ◆ Participated in and met the exit criteria for a bilingual or ESL program; and
  - ◆ Scored at the Advanced level on the Texas English Language Proficiency Assessment System (TELPAS).

Outstanding performance on a college Advanced Placement test or International Baccalaureate examination by earning:

- A score of 3 or above on a College Board Advanced Placement examination; or
- A score of 4 or above on an International Baccalaureate examination.

Outstanding performance on the PSAT, the ACT PLAN/Aspire, the SAT, or the ACT by:

- Earning a score on the Preliminary SAT/ National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies the student for recognition as a commended scholar or higher by the National Merit Scholarship Corporation, or as an awardee of the National Recognition Programs of the College Board; or
- Earning a composite score of 442 on the ACT Aspire examination; or
- Earning a composite 29 on the ACT PreACT ® examination;
- Earning a total score of at least 1350 on the SAT ®; or
- Earning a composite score on the ACT ® examination of 29 (excluding the writing subscore).

Earning a nationally or internationally recognized business or industry certification or license with:

- A student may earn a performance acknowledgment with:
  - ◆ Performance on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification; or
  - ◆ Performance on an examination sufficient to obtain a government-required credential to practice a profession.
- Nationally or internationally recognized business or industry certification shall be defined as an industry validated credential that complies with knowledge and skills standards promoted by a nationally or internationally recognized business, industry, professional, or government entity representing a particular profession or occupation that is issued by or endorsed by:
  - ◆ A national or international business, industry, or professional organization;
  - ◆ A state agency or other government entity; or
  - ◆ A state-based industry association.

Certifications or licensures for performance acknowledgments shall:

- Be age appropriate for high school students;
- Represent a student's substantial course of study and/or end-of- program knowledge and skills;
- Include an industry recognized examination or series of examinations, an industry validated skill test, or demonstrated proficiency through documented, supervised field experience; and
- Represent substantial knowledge and multiple skills needed for successful entry into a high-skill occupation.

Special Education Graduation Requirements

Students complete the secondary program of special education either with graduation or when the student no longer meets the age requirement for eligibility in the Texas Education Code (TEC), ß29.001 and ß29.003. A student receiving special education services who is younger than 22 years of age on September 1 of a scholastic year shall be eligible for services through the end of that scholastic year or until graduation, whichever comes first.

Graduation with a regular high school diploma terminates a student's eligibility for special education services under the Individuals with Disabilities Education Act of 2004.

A student entering Grade 9 in the 2014–15 school year and thereafter who receives special education services may graduate and be awarded a regular high school diploma If the student meets the following criteria:

1. Demonstrates mastery of the required state standards (or district standards if greater).
2. Satisfactorily completes the credit requirements for graduation under the Foundation High School Program
3. Achieves satisfactory performance on the required state assessments, unless the student's admission, review, and dismissal (ARD) committee has determined that satisfactory performance on the required state assessments is not necessary for graduation.

A child entering grade 9 in the 2014-15 school year and thereafter who receives special education services may also graduate and be awarded a regular high school diploma if the child meets the following criteria:

1. Demonstrates mastery of the required state standards or LEA standards if they are greater;
2. Satisfactorily completes the credit requirements for graduation under the Foundation High School Program through courses, one or more of which contain modified curriculum that is aligned to the standards applicable to general education;
3. Achieves satisfactory performance on the required state assessments, unless the child's admission, review, and dismissal (ARD) committee has determined that satisfactory performance on the required state assessments is not necessary for graduation; and
4. Successfully completes the individualized education program (IEP) and meets one of the following conditions:

   A. Consistent with the IEP, the student has obtained full- time employment, based on the student's abilities and local employment opportunities, in addition to mastering sufficient self-help skills to enable the student to maintain the employment without the direct and ongoing educational support of the local school district.

   B. Consistent with the IEP, the student has demonstrated mastery of specific employability skills and self-help skills that do not require direct ongoing educational support of the local school district. Employability and self-help skills are those skills directly related to the preparation of children for employment, including general skills necessary to obtain or retain employment.

   C. The student has access to services that are not within the legal responsibility of the public education or employment or education options for which the student has been prepared by the academic program.

   D. The student no longer meets age eligibility requirements.

   ** *Modified curriculum and modified content* refer to any reduction of the amount or complexity of the required Texas Essential Knowledge and Skills.

   ** Substitutions that are specifically authorized in statute or rule must not be considered modified curriculum or modified content

House Bill (HB) 165, which relates to endorsements for public high school students enrolled in special education programs, passed in the 86th legislative session and amends Texas Education Code (TEC) §28.025 by adding Subsections (c-7) and (c-8). The Act applies beginning with the 2019–2020 school year.

A child receiving special education services may earn an endorsement by:

- Successfully completing, with or without modification of the curriculum:
  - The curriculum requirements for graduation under the Foundation High School Program; and
  - The additional endorsement curriculum requirements; and
- Successfully completing all curriculum requirements for that endorsement:
  - Without modification of the curriculum; or
  - With modification of the curriculum, provided that the curriculum as modified, is sufficiently rigorous as determined by the child's ARD committee.
- The ARD committee of a child in a special education program will determine whether the child is required to achieve satisfactory performance on an end-of-course assessment instrument to earn an endorsement on the child's transcript.

A summary of performance generally refers to a summary of the child's academic achievement and functional performance, which will include recommendations on how to assist the child with a disability in meeting the child's postsecondary goals. A summary of performance is required for the child whose eligibility terminates due to:

- GRADUATION with a regular high school diploma; or
- Exceeding the age eligibility for a free appropriate public education

*For students receiving special education services who entered Grade 9 before the 2014–2015 school year, please refer to your child's IEP.

About Endorsements and Pathways

All Texas students who entered high school in the 2014–2015 school year or after graduate under the Foundation High School Program. This graduation plan consists of 22 credits plus the addition of one endorsement for a total of 26 credits.

An endorsement is a set of courses that allows students to explore an area of interest and learn more about a particular subject or career area.

Students in the Fort Bend Independent School District select their endorsement in their 8th grade year during the career planning/course selection process. In middle school, students complete the Career Cluster Inventory in SchooLinks to narrow their career interests, which in turn helps them select an endorsement. There are five endorsements from which to choose:

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

Each endorsement has a variety of pathways students may take to earn the endorsement. Program options in FBISD include:

STEM

- Engineering
- Programing and Software Development
- Math

Business and Industry

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, Audio/Video Technology, and Communications
- Business, Marketing, and Finance
- Hospitality and Tourism
- Information Technology
- Manufacturing
- Transportation, Distribution, and Logistics
- English — Journalism and Debate

Public Service

- Education and Training
- Health Science
- Human Services
- Junior Reserve Officers' Training Corps (JROTC)
- Law and Public Service

Arts and Humanities

- Visual Art (drawing, painting, sculpture, ceramics, and digital art)
- Music (band, orchestra, choir)
- Theatre (theatre, technical theatre, and theatre production)
- Dance
- World Languages
- Social Studies

Multidisciplinary Studies

- 4x4
- AP/IB/Dual Credit
- Advanced Courses

FBISD CTE

Career & Technical Education

PROGRAMS OF STUDY

Endorsements: Frequently Asked Questions

What is an endorsement?

Students may earn one or more endorsements as part of their high school diploma. An endorsement consists of a sequence of courses that are grouped together by interest or occupational skill. They provide students with in-depth knowledge of a subject area or a high-wage, high-skill, and in-demand occupation. Every career and technical education (CTE) Program of Study leads to an endorsement. Students earn an endorsement by completing four credits each in both math and science, two additional elective credits, and the curriculum requirements for the endorsement.

Does a student have to select an endorsement?

Yes. Students must select an endorsement, in writing, upon entering their freshman year. Students in FBISD select their endorsement in 8th grade during the annual course selection period.

Is there a way for students to opt out of choosing an endorsement?

A student, with written approval of a parent or guardian, may elect to graduate without an endorsement after their sophomore year. Before taking this route, it is very important that the student and parents discuss the benefits of earning an endorsement with their counselor and the potential consequences of graduating without one. Graduating without an endorsement may limit the student's opportunity to continue their education after high school.

Can a student earn more than one endorsement?

Yes. A student may earn multiple endorsements.

Can a student change their declared endorsement?

Yes. A student may elect to change their endorsement at any time. It is important to keep in mind that as students' progress through high school, it may become more difficult to earn a different endorsement due to the limited amount of time that remains and the fact that classes often have prerequisites. A student may not change their pathway/option within a declared endorsement after their sophomore year.

How do students know which endorsement is best for them?

There are many inventories available for students to take including the Career Cluster Finder and Strengths Explorer in SchooLinks. Students may also research career interests in SchooLinks to learn more about their areas of interest or strength. It is always best for students to discuss their options with their parents, teachers, and counselor. Remember, students may earn more than one endorsement.

Things to consider: What are the student's interests and goals? What job does he/she want to start preparing for? Does the student want to go to college? Does the student want to take advantage of the Texas Top Ten Automatic Admission policy? (Students must earn an endorsement and the Distinguished Level of Achievement to qualify for the top 10% auto-admission program.)

What if my student does not know which endorsement he/she wants?

If a student is undecided or unsure of which endorsement, he/she wants, the Multidisciplinary Studies endorsement may be the best option. This endorsement allows flexibility with courses while still preparing them for college and the workforce.

Keep in mind it is also possible for students to earn more than one endorsement if they have multiple interests.

Science, Technology, Engineering, and Math (STEM) Endorsement

Are you interested in a career in engineering or science, but not sure about your options? You could consider being a Food Scientist, Chemical Engineer, or Computer Network Specialist. Some jobs only require a two-year college degree and certification. Options include lab technician, radiologic technologist, nuclear technician, and computer network support specialist, just to name a few.

—Adapted from the Texas Workforce Commission

Pathways

ENGINEERING

PROGRAMMING AND SOFTWARE DEVELOPMENT

MATH

SCIENCE

Engineering Program

Engineering covers many fields and many skills. Engineers are scientists, inventors, designers, builders, and great thinkers. They push the boundaries of human knowledge and seek to better understand and improve the state of the world. If you enjoy identifying a problem, coming up with solutions, and turning ideas into reality, then Engineering may be the right career pathway for you.

Pathway Course Sequence

- Principles of Applied Engineering
- Engineering Design and Presentation I
- Engineering Science
- Engineering Design and Problem-Solving

Pathway Course Sequence (Academy)

- Introduction to Engineering Design
- Engineering Essentials
- Aerospace Engineering AND/OR Civil Engineering and Architecture
- Engineering Design and Development

Clubs and Organizations

The Technology Student Association (TSA) enhances personal development, leadership, and career opportunities in science, technology, engineering, and math (STEM), whereby members apply and integrate these concepts through co-curricular activities, competitions, and related programs. TSA accelerates student achievement and supports teachers by providing engaging opportunities to develop STEM skills.

Industry Certifications

AUTODESK CERTIFIED USER - FUSION 360

AUTODESK CERTIFIED USER – REVIT (ACADEMY ONLY)

Hot Jobs

INDUSTRIAL ENGINEERS

10% JOB GROWTH IN TEXAS

$97,074 AVERAGE SALARY

AEROSPACE ENGINEERS

9% JOB GROWTH IN TEXAS

$110,843 AVERAGE SALARY

MECHANICAL ENGINEERS

11% JOB GROWTH IN TEXAS

$91,707 AVERAGE SALARY

Engineering

Principles of Applied Engineering

Course: 1
Course Number: CST010
Offered In: 9
Credits: 1
Level: On Level
Prerequisites: None
Description: Students will learn to draft and model engineering solutions through a study of emerging engineering technologies. By utilizing engineering communication skills, students will present conclusions, findings, and designs using a variety of media. Students will work on collaborative design teams to develop, test, and communicate solutions to address various real-world problems. Upon completing this course, students will understand various fields of engineering and be able to make informed career decisions.

Engineering Design and Presentation I

(Advanced CTE Course)

Course: 2
Course Number: CST050
Offered In: 10
Credits: 1
Level: AP
Prerequisites: Principles of Applied Engineering and Algebra I
Description: Students enrolled in this course will demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use various computer hardware and software applications to complete assignments and projects. This course aligns to an industry certification available to all students.

Engineering Science

(Advanced CTE Course)

Course: 3
Course Number: CST150
Offered In: 11
Credits: 1
Level: AP
Prerequisites: Principles of Applied Engineering; Engineering Design and Presentation I, Algebra I and Biology; Chemistry, Integrated Physics and Chemistry (IPC) or Physics
Description: Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.
**This CTE course counts as a science credit.*

Engineering Design and Problem Solving

(Advanced CTE Course)

Course: 4
Course Number: CST140
Offered In: 12
Credits: 1
Level: AP
Prerequisites: Engineering Design and Presentation I; Algebra I and Geometry, Engineering Science
Description: This course emphasizes solving problems, moving from well-defined toward more open-ended, with real-world application. Students apply critical thinking skills to justify a solution from multiple design options. This course is intended to stimulate students' ingenuity, intellectual talents, and practical skills in devising solutions to engineering design problems in a project-based learning environment. Students use the engineering design process cycle to investigate, design, plan, create, and evaluate solutions. At the same time, this course fosters awareness of the social and ethical implications of technological development.
**This CTE course counts as a science credit.*

Engineering (Academy)

Introduction to Engineering Design

Course: 1
Course Number: CST190
Offered In: 9
Credits: 1
Level: On Level
Prerequisites: Completed application and acceptance required at the Engineering Academy
Description: Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. Working both individually and in teams, students will design solutions to a variety of problems using 3D modeling software and use of an engineering notebook to document their work. This course aligns to an industry certification available to all students.

Engineering Essentials

(Advanced CTE Course)

Course: 2
Course Number: CST211
Offered In: 10
Credits: 1
Level: On Level
Prerequisites: Introduction to Engineering Design; Algebra I and Biology; Chemistry, Integrated Physics and Chemistry (IPC) or Physics; Completed application and acceptance required at the Engineering Academy
Description: Students explore the work of engineers and their role in the design and development of solutions to real-world problems. Students are introduced to engineering concepts applicable across multiple engineering disciplines. They are empowered to build technical skills using a variety of engineering tools. Students learn and apply the engineering design process to develop mechanical, electronic, process, and logistical solutions to relevant problems across a variety of industry sectors. Using PLTW's activity-, project-, problem based (APB) instructional approach, students advance from completing structured activities to solving open-ended projects and problems that provide opportunities to develop planning and technical documentation skills and in-demand, transportable skills, such as problem solving, critical and creative thinking, collaboration, communication, and ethical reasoning. The course emphasizes statistical analysis and mathematical modeling – computational methods commonly used in engineering problem-solving.

Aerospace Engineering

(Advanced CTE Course)

Course: 3
Course Number: CST210
Offered In: 11
Credits: 1
Level: AP
Prerequisites: Engineering Science and Geometry or higher-level math; Completed application and acceptance required at the Engineering Academy
Description: This course propels student learning in the fundamentals of atmospheric and space flight. Explore the physics of flight and bring concepts to life by designing airfoils, propulsion systems, and rockets. Students will utilize industry-standard software while learning basic orbital mechanics and exploring robot systems through class created projects.

Civil Engineering and Architecture

(Advanced CTE Course)

Course: 4
Course Number: CST220
Offered In: 11
Credits: 1
Level: AP
Prerequisites: Engineering Science; currently enrolled in Geometry or higher-level math; Completed application and acceptance required at the Engineering Academy
Description: This course provides an overview into the fields of Civil Engineering and Architecture as students use state-of-the-art software to solve real world problems and communicate solutions to hands-on projects and activities. Learners in this class are introduced to project planning, building design, site planning, project documentation and presentation. This course aligns to an industry certification available to all students.

Engineering Design and Development

(Advanced CTE Course)

Course: 5
Course Number: CST270
Offered In: 12
Credits: 1
Level: AP
Prerequisites: Aerospace Engineering and/or Civil Engineering and Architecture; Completed application and acceptance required at the Engineering Academy
Description: The knowledge and skills students acquire throughout PLTW Engineering come together in Engineering Design and Development as they identify an issue to research, design, and test a solution to present to a panel of engineers. Students apply the professional skills they have developed by taking their project from design to completion, proving themselves ready to take on any post-secondary program or career.

Computer Science Program

Computer scientists study information and decide how to represent, store, process, and relay information. Computer scientists use logical, computational thinking to develop systematic instructions for solving problems that may be applied to almost any field of work from manufacturing to healthcare.

Non-Pathway Course Option

- AP Computer Science Principles

Programming and Software Development Pathway Course Sequence

- Computer Science I
- AP Computer Science A
- Computer Science III
- Independent Study in Technology Applications

Clubs and Organizations

The Technology Student Association (TSA) enhances personal development, leadership, and career opportunities in science, technology, engineering, and math (STEM), whereby members apply and integrate these concepts through co-curricular activities, competitions, and related programs. TSA accelerates student achievement and supports teachers by providing engaging opportunities to develop STEM skills.

Industry Certifications

CERTIFIED ENTRY-LEVEL PYTHON PROGRAMMER

Hot Job

COMPUTER SYSTEMS ANALYST

32.11% JOB GROWTH IN TEXAS

$96,188 AVERAGE SALARY

COMPUTER AND INFORMATION SYSTEMS MANAGER

27.52% JOB GROWTH IN TEXAS

$139,220 AVERAGE SALARY

SOFTWARE DEVELOPER, SYSTEMS SOFTWARE

25% JOB GROWTH IN TEXAS

$103,334 AVERAGE SALARY

COMPUTER NETWORK ARCHITECT

9% JOB GROWTH IN TEXAS

$111,633 AVERAGE SALARY

For additional information regarding opportunities to take AP Computer Science courses for elective credit, please visit **www.fortbendisd.com/cte.**

Programming and Software Development Pathway

Computer Science I

Course Number: CST290
Offered In: 9
Credits: 1
Level: AAC (Formerly known as Pre-AP)
Corequisite: Algebra I
Description: The focus of this course is to develop foundational computational practices and computer programming designs that support an inquiry approach to solving problems and creating artifacts. This course may be used to satisfy one LOTE credit requirement for graduation. This course aligns to an industry certification available to all students. This course fulfills the Engineering Academy computer science course requirement.

AP Computer Science A

(Advanced CTE Course)

Course Number: CST310/CST320
Offered In: 10
Credits: 2
Students in the Class of 2024 and beyond will receive only one GPA weighted credit
Level: AP
Prerequisites: Fundamentals of Computer Science or Computer Science I
Description: Computer Science A (AP) is an introductory college-level programming course for students who are interested in a career in math or science fields such as software design, engineering, game design, or computer science. The course focuses on programming methodology, data types, object-oriented programming, and algorithms in preparation for the Computer Science AP exam. This course satisfies one credit of Advanced Math and one credit of LOTE requirement for graduation.

Computer Science III

(Advanced CTE Course)

Course Number: CST350
Offered In: 11
Credits: 1
Level: Beyond AP
Prerequisites: AP Computer Science A
Description: Computer Science III provides students with an in-depth look at advanced topics in computing, such as dynamic data structures, algorithm efficiency, digital logic, and advanced recursion. This course is a continuation for those students who are interested in a career in math or science fields such as software design, engineering, game design, research or computer science. This course may be used to satisfy LOTE requirement for graduation.

Independent Study in Technology Applications

(Advanced CTE Course)

Course Number: CST360
Offered In: 12
Credits: 1
Level: Honors
Prerequisites: AP Computer Science A and Computer Science III
Description: Students will plan and produce projects involving programming techniques. Projects may focus on advanced data structures, mobile applications, robotics, graphics, and/or game theory. Students will focus on creating products used in real world applications. This course will prepare students for postsecondary work in a computer science related field.

Non-Pathway Course

AP Computer Science Principles

Course Number: CST300
Offered In: 9–12
Credits: 1
Level: AP
Prerequisite: None
Description: AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career. This course may be used to satisfy LOTE requirement for graduation. This course fulfills the Engineering Academy computer science course requirement.

For additional information, please visit **www.fortbendisd.com/cte**

Math Pathway

People who have a head for figures can use their skills to solve business problems, determine the probability of events like accidents or natural disasters, help people invest and plan for their future, and use statistical analysis to solve science, engineering, and other problems.

Pathway Course Sequence

- Five (5) or more credits in Math that must include Algebra I, Geometry, and Algebra II

Hot Jobs

ACTUARY

33.96% JOB GROWTH IN TEXAS

$112,397 AVERAGE SALARY

STATISTICIAN

51.45% JOB GROWTH IN TEXAS

$80,206 AVERAGE SALARY

MATH

Please go to the Math section of this guide, **page 67**, for course descriptions.

Science Pathway

Can you imagine a world without scientists? Advances in technology, cures for disease, even creating safe, more nutritious food are all the work of scientists. Science is all about innovation, discovery, and improving lives by developing knowledge about people, nature, the world, and the universe!

Pathway Course Sequence

- Five (5) or more credits in science that must include Biology, Chemistry, and Physics

Hot Jobs

BIOMEDICAL ENGINEER

37.14% JOB GROWTH IN TEXAS

$94,990 AVERAGE SALARY

GENETIC COUNSELOR

50.00% JOB GROWTH IN TEXAS

$79,654 AVERAGE SALARY

SCIENCE

Please go to the Science section of this guide, **page 72**, for course descriptions.

Business and Industry Endorsement

If you want to become an industry leader in a large corporation, you can become a budget analyst, human resources manager, or a chief executive officer. Are you an entrepreneur? You might want to pursue a career as a real estate agent, private chef, or a landscape architect.

—Adapted from the Texas Workforce Commission

Programs

AGRICULTURE, FOOD, AND NATURAL RESOURCES

ARCHITECTURE AND CONSTRUCTION

ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS

BUSINESS, MARKETING, AND FINANCE

HOSPITALITY AND TOURISM

INFORMATION TECHNOLOGY

MANUFACTURING

TRANSPORTATION, DISTRIBUTION, AND LOGISTICS

ENGLISH — JOURNALISM AND DEBATE

Agriculture, Food, and Natural Resources Program

Agriculture, Food, and Natural Resources focus on the essential elements of life– water, air, food, and land. Individuals who work in this area include farmers and ranchers as well as conservationists protecting wilderness and wildlife. This Pathway encompasses everything from putting food on our tables to turning raw materials into products everyone uses. For students in this program, the Earth is one giant classroom full of natural wonders to explore. If you love to be outdoors, enjoy caring for plants and animals, and want to help conserve our natural resources, then Agriculture, Food, and Natural Resources may be the right career choice for you.

Non-Pathway Course Option

- Floral Design

Animal Science Pathway Course Sequence

- Principles of Agriculture, Food, and Natural Resources
- Small Animal Management AND Equine Science
- Livestock Production
- Advanced Animal Science OR Veterinary Medical Applications + Lab *(James Reese Career and Technical Center)**

Clubs and Organizations

FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agriculture education. This national organization exists to increase awareness of the global and technological importance of agriculture and encourage achievement in supervised agriculture experience programs. FFA members believe in the motto of: Learning to Do, Doing to Learn, Earning to Live, Living to Serve.

Industry Certifications

CERTIFIED VETERINARIAN ASSISTANT, LEVEL I

ELANCO FUNDAMENTALS OF ANIMAL SCIENCE

Hot Jobs

ANIMAL SCIENTISTS

12% JOB GROWTH IN TEXAS

$57,533 AVERAGE SALARY

VETERINARIANS

24% JOB GROWTH IN TEXAS

$93,496 AVERAGE SALARY

**Due to the extensive lab requirements for programs at Reese Center, students placed in alternative educational environments may not be able to remain in or return to these programs.*

Agriculture, Food, and Natural Resources

Principles of Agriculture, Food, and Natural Resources

Course: 1
Course Number: CAG010
Offered In: 9
Credits: 1
Level: On Level
Prerequisites: None
Description: In this introductory course, students will understand the significance of the Agriculture, Food, and Natural Resource industry. Classroom instruction includes the study of technical skills related to plant, soil, and animal systems as well as an understanding of food production and structural systems. Students also learn about agriculture organizations, leadership skills, and career development.

Small Animal Management

(Fall Semester Only)

Course: 2
Course Number: CAG030
Offered In: 10
Credits: 0.5
Level: On Level
Prerequisites: Principles of Agriculture, Food, and Natural Resources
Description: To prepare for careers in the field of animal science, students will learn skills related to small animals and their management. The study of small mammal systems, animal health and welfare, and industry career opportunities are an emphasis of this course.

Equine Science

(Spring Semester Only)

Course: 3
Course Number: CAG040
Offered In: 10
Credits: 0.5
Level: On Level
Prerequisites: Principles of Agriculture, Food, and Natural Resources
Description: Students will acquire knowledge and skills related to equine animals and their care. Learned topics include the study of various species and breeds, equine body systems, nutrition, health, and management.

Livestock Production

(Advanced CTE Course)

Course: 4
Course Number: CAG123
Offered In: 11
Credits: 1
Level: AAC
Prerequisites: Small Animal Management and Equine Science
Description: Students will develop knowledge and skills pertaining to the nutrition, reproduction, and health of production animals. The study of livestock management including animal physiology and care is covered throughout this course.

Advanced Animal Science

(Advanced CTE Course)

Course: 5
Course Number: CAG063
Offered In: 12
Credits: 1
Level: AAC
Prerequisites: Biology and Chemistry or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; Livestock Production
Description: Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction allows for the application of scientific and technological aspects of animal science through field and laboratory experiences.
**This CTE course counts as a science credit.*

Veterinary Medical Applications + Lab

(Advanced CTE Course)
James Reese Career and Technical Center

Course: 6
Course Number: CAG321
Offered In: 12
Credits: 2
Level: AAC
Prerequisites: Livestock Production; Completed application and acceptance to the James Reese Career and Technical Center
Description: This lab-based course introduces students to veterinary medicine and other animal science industries. Students can develop technical skills through the grooming and handling of animals. Concepts learned include health, nutrition, examinations, diseases, sanitation, and regulatory programs of small and large animals. This course aligns to an industry certification available to all students.

Non-Pathway Course

Floral Design

Course Number: CAG190
Offered In: 9–12
Credits: 1
Level: On Level
Prerequisites: None
Description: This class will prepare students for careers in the floriculture industry. Students will gain knowledge of floral design and associated skills, including design principles, plant identification and classification, enterprise management skills, and employability characteristics. Students might be required to purchase some materials in some instances. A $50 annual fee will be required.
** This CTE course counts as a Fine Arts credit.*

Architecture and Construction Program

Have you ever thought about the structures around you? An architect played a role in determining aspects of the structure, such as how tall it would be and where the walls and doorways would be located. The architect drew up plans that guided teams of people as they went about constructing the building that included: plumbers, electricians, masons, roofers, and framers. After the building is finished, another team of people manage and maintain it, and keep equipment up and running. If you like to design and build things, or are interested in project management, then Architecture and Construction may be the right career choice for you.

Architectural Design Pathway Course Sequence

- Principles of Architecture
- Architectural Design I
- Computer Aided Drafting for Architecture
- Architectural Design II

HVAC and Sheet Metal Pathway Course Sequence

- Principles of Construction (James Reese Career and Technical Center)*
- Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology I *(James Reese Career and Technical Center)**
- Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology II *(James Reese Career and Technical Center)**

Clubs and Organizations

The Technology Student Association (TSA) enhances personal development, leadership, and career opportunities in science, technology, engineering, and math (STEM), whereby members apply and integrate these concepts through co-curricular activities, competitions, and related programs. TSA accelerates student achievement and supports teachers by providing engaging opportunities to develop STEM skills.

Industry Certifications

AUTODESK CERTIFIED USER – AUTOCAD

REFRIGERANT HANDLING EPA 608

OSHA 30 HOUR-CONSTRUCTION

Hot Jobs

ARCHITECTS

16% JOB GROWTH IN TEXAS

$77,043 AVERAGE SALARY

HVAC TECHNICIAN

26% JOB GROWTH IN TEXAS

$45,407 AVERAGE SALARY

** Due to the extensive lab requirements for programs at Reese Center, students placed in alternative educational environments may not be able to remain in or return to these programs.*

Architectural Design

Principles of Architecture

Course: 1
Course Number: CAC010
Offered In: 9
Credits: 1
Level: On Level
Prerequisites: None
Description: Principles of Architecture provides an overview of the various fields of architecture, interior design, and construction management. Classroom studies include topics such as safety, technology applications, environment, ethical and legal responsibility, employability skills, and career development. Problem solving, critical thinking, and reading technical drawings are emphasized throughout the course.

Architectural Design I

Course: 2
Course Number: CAC070
Offered In: 10
Credits: 1
Level: On Level
Prerequisites: Principles of Architecture, Algebra I, and English I
Description: Continue the path toward a career in architecture, drafting, interior design, or landscape architecture with the experience earned through this course. Students will draft blueprints and architectural drawings and renderings to create residential and nonresidential scaled models.

Computer-Aided Drafting for Architecture

Course: 3
Course Number: CAC062
Offered In: 11
Credit: 1
Level: On Level
Prerequisites: Architectural Design
Description: Computer Aided Drafting for Architecture introduces students to the specific architectural computer aided design and drafting (CADD) software and equipment required to produce architectural working drawings and construction documents.

Architectural Design II

(Advanced CTE Course)

Course: 4
Course Number: CAC081
Offered In: 12
Credits: 2
Level: AAC
Prerequisites: Architectural Design I and Geometry
Description: In Architectural Design II, students will gain advanced knowledge and skills needed to enter a career in architecture or prepare for a postsecondary degree in architecture, construction science, drafting, interior design, or landscape architecture. Architectural Design II includes the advanced knowledge of design history, techniques, and tools related to the production of drawings and renderings, and scaled models for residential and nonresidential architectural purposes. This course aligns to an industry certification available to all students.

HVAC and Sheet Metal

Principles of Construction

James Reese Career and Technical Center

Course: 1
Course Number: CAC020
Offered In: 11
Credits: 1
Level: On Level
Prerequisites: Concurrent enrollment in Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology I; Completed application and acceptance required at the James Reese Career and Technical Center
Description: Learn the fundamentals of the construction and skilled craft industry through this hand-on learning course. Students gain knowledge of construction safety, construction mathematics, and the practical application of hand and power tools. This course also develops a student's interpretation and understanding of construction drawings.

Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology I

James Reese Career and Technical Center

Course: 2
Course Number: CAC240
Offered In: 11
Credits: 1
Level: On Level
Prerequisites: Concurrent enrollment in Principles of Construction; Completed application and acceptance required to the James Reese Career and Technical Center
Description: In Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology I, students will gain knowledge and skills needed to enter the industry as technicians, prepare for a postsecondary degree in a specified field, or pursue an apprenticeship program. Students will also acquire skills in safety, principles of HVAC theory, use of tools and codes, and installation of HVAC and refrigeration equipment. This course aligns to an industry certification available to all students.

Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology II

(Advanced CTE Course)
James Reese Career and Technical Center

Course: 3
Course Number: CAC251
Offered In: 12
Credits: 2
Level: AAC
Prerequisites: Principles of Construction and Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology I; Completed application and acceptance to the James Reese Career and Technical Center
Description: In Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology II, students will gain advanced knowledge and skills needed to enter the industry as HVAC and refrigeration technicians or building maintenance technicians or supervisors, prepare for a postsecondary degree in a specified field of construction or construction management, or pursue an apprenticeship program. Students will acquire knowledge and skills in safety, electrical theory, use of tools, codes, installation of commercial HVAC equipment, heat pumps, troubleshooting techniques, various duct systems, and maintenance practices.

Arts, Audio/Video Technology, and Communications Program

As Shakespeare observed, all the world's a stage. Whether it is music, painting, drawing, writing, or any other genre, artistic expression is all around us. Opportunities are available to entertain and inform through an ever-growing array of new media forms. A world of audio/video (A/V) technology and communications professionals—including producers and directors, print and electronic journalists, website designers, video game programmers, and multimedia artists—make it all possible. If you have a calling to be creative, yearn to express yourself, or love using new technologies, then careers in Arts, A/V Technology, and Communications may be the right choice for you.

Non-Pathway Course Option

- Professional Communications

Digital Communications Pathway Course Sequence

- Audio/Video Production I + Lab *(James Reese Career and Technical Center)**
- Audio/Video Production II + Lab *(James Reese Career and Technical Center)**
- Practicum in Audio/Video Production

Graphic Design and Multimedia Arts Pathway Course Sequence (Academy)

- Digital Media
- Digital Design and Media Production
- Digital Arts and Animation
- Practicum in Graphic Design and Illustration

Clubs and Organizations

SkillsUSA empowers its members to become world-class workers, leaders, and responsible American citizens. The organization improves the quality of our nation's future skilled workforce through the development of framework skills that include personal, workplace and technical skills grounded in academics. SkillsUSA works because it empowers every student to achieve career success.

Industry Certifications

ADOBE CERTIFIED PROFESSIONAL (ACP) – ADOBE ILLUSTRATOR (ACADEMY ONLY)

ADOBE CERTIFIED PROFESSIONAL (ACP) – ADOBE PHOTOSHOP (ACADEMY ONLY)

ADOBE CERTIFIED PROFESSIONAL (ACP) – ADOBE PREMIERE PRO

Hot Jobs

GRAPHIC DESIGNERS

15% JOB GROWTH IN TEXAS

$44,824 AVERAGE SALARY

MULTIMEDIA ARTISTS AND ANIMATORS

21% JOB GROWTH IN TEXAS

$67,392 AVERAGE SALARY

** Due to the extensive lab requirements for programs at Reese Center, students placed in alternative educational environments may not be able to remain in or return to these programs.*

Arts, Audio/Video Technology, and Communications

Audio/Video Production I + Lab

James Reese Career and Technical Center

Course: 1
Course Number: CAT090
Offered In: 10
Credits: 2
Level: On Level
Prerequisites: Principles of Arts, Audio/Video Technology, and Communications; Completed application and acceptance required at the James Reese Career and Technical Center
Description: This course introduces students to the technical skills, practices, and equipment used in the audio and video industry. Focus on the basics of pre-production, production, and post-production while increasing the software and equipment skills required in this field.

Audio/Video Production II + Lab

(Advanced CTE Course)
James Reese Career and Technical Center

Course: 2
Course Number: CAT110
Offered In: 11
Credits: 2
Level: On Level
Prerequisites: Audio/Video Production I + Lab; Completed application and acceptance required at the James Reese Career and Technical Center
Description: Students develop an advanced understanding of the industry with a focus on pre- production, production, and post-production activities. Technical skills are strengthened and expanded using professional and consumer video cameras, broadcast equipment, and editing software. Advanced storyboarding, project management, teamwork, and project evaluation skills are also learned. This course aligns to an industry certification available to all students.

Practicum in Audio/Video Production

James Reese Career and Technical Center

Course: 3
Course Number: CAT111
Offered In: 12
Credits: 2
Level: AP
Prerequisites: Audio/Video Production I + Lab and Audio/Video Production II +Lab.
Description: Students will be expected to develop an increasing understanding of the industry with a focus on applying preproduction, production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio/video or audio format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

Graphic Design and Multimedia Arts Pathway (Academy)

Principles of Arts, A/V Technology and Communications

Course: 1
Course Number: CAT010
Offered In: 9
Credits: 1
Level: On Level
Prerequsites: None
Description: Students will be expected to design and present an effective product based on well-researched issues in order to thoughtfully propose suggested solutions to authoritative stakeholders. The outcome of the process and product approach is to provide students an authentic platform to demonstrate effective application of multimedia tools within the contexts of global communication and collaborative communities and appropriately share their voices to affect change that concerns their future. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

Graphic Design and Illustration I

Course: 2
Course Number: CAT140
Offered In: 10
Credits: 1
Level: On Level
Prerequisites: Principles of Arts, A/V Technology and Communications
Description: Students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

Graphic Design and Illustration II + Lab

Course: 3
Course Number: CAT171
Offered In: 11
Credits: 2
Level: AAC
Prerequisites: Graphic Design and Illustration I and Principles of Arts, A/V Technology and Communications
Description: Students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills. Districts are encouraged to offer this lab in a consecutive block with Graphic Design and Illustration II to allow students sufficient time to master the content of both courses.

Practicum in Graphic Design and Illustration

(Advanced CTE Course)

Course: 4
Course Number: CAT181
Offered In: 12
Credits: 2
Level: AP
Prerequisites: Graphic Design and Illustration II + Lab; Completed application and acceptance required at the Digital Media Academy; Completed application and acceptance into Practicum; At least 16 years old; Personal transportation to training sites; Required summer orientation
Description: The Practicum in Graphic Design and Illustration course is designed to give students practical application of previously studied knowledge and skills related to the graphic design industry. Practicum experiences can occur in various locations appropriate to the nature and level of experience, including lab-based classroom experiences and supervised work-based learning. Students will demonstrate critical thinking skills, problem-solving skills, and adhere to ethical and professional standards. Students will also exhibit effective oral and written communication using technical terminology.

Non-Pathway Course

Professional Communications

Course Number: CAT380
Offered In: 9–12
Credits: 0.5
Level: On Level
Prerequisites: None
Description: Professional Communications blends written, oral, and graphic communication in a career- based environment. In this course students will read, write, edit, speak, and listen. Students will use software applications, manipulate graphics within documents and presentations, and conduct internet research to improve their interpersonal skills in a professional setting.
**This CTE course fulfills the local graduation speech requirement.*

Business, Marketing, and Finance Program

Business, Marketing, and Finance touches everything in the world. It is behind the food you eat, the vehicles you drive, and the clothes you wear. Every product or service you consume is the result of a business somewhere organizing the people, money, materials, and other resources to deliver that product or service to you. From chief executive officers to receptionists, every employee makes businesses run more smoothly and profitably. If you see yourself managing teams of people to get projects done, crunching numbers to keep costs down, or becoming an entrepreneur and starting your own venture, then Business, Marketing, and Finance may be the right career choice for you.

Accounting and Financial Services Pathway

- Principles of Business, Marketing, and Finance
- Business Information Management I
- Accounting I
- Securities and Investments

Entrepreneurship Pathway Course Sequence (Academy)

- Principles of Business, Marketing, and Finance
- Business Information Management I
- Entrepreneurship I
- Entrepreneurship II
- Practicum in Entrepreneurship

Marketing Pathway Course Sequence (Academy)

- Principles of Business, Marketing, and Finance
- Sports and Entertainment Marketing
- Social Media Marketing
- Advanced Marketing
- Practicum in Marketing

Clubs and Organizations

DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality, and management in high schools and colleges around the globe. Members put their knowledge into action through rigorous project-based activities that require creative solutions with practical outcomes. Business Professionals of America prepares students pursuing careers in business management, information technology, finance, office administration, and other related career fields. As a co-curricular activity, Business Professionals of America can enhance student participation in professional, civic, service, and social endeavors.

Industry Certifications

MICROSOFT OFFICE SPECIALIST (MOS): EXPERT – EXCEL

MICROSOFT OFFICE SPECIALIST (MOS): EXPERT – POWERPOINT

MICROSOFT OFFICE SPECIALIST (MOS): EXPERT – WORD

Hot Jobs

ADMINISTRATIVE SERVICE MANAGERS

21% JOB GROWTH IN TEXAS

$96,138 AVERAGE SALARY

MANAGEMENT ANALYSIS

32% JOB GROWTH IN TEXAS

$87,651 AVERAGE SALARY

GENERAL AND OPERATIONS MANAGERS

20% JOB GROWTH IN TEXAS

$107,640 AVERAGE SALARY

Accounting and Financial Services Pathway

Principles of Business, Marketing, and Finance

Course: 1
Course Number: CBU010
Offered In: 9
Credits: 1
Level: On Level
Prerequisites: None
Description: Students will explore global markets, methods used for pricing goods and services, concepts of distribution, advertising, and personal finance. Emphasis is placed on creating an effective marketing mix and understanding personal financial management. Students will explore career opportunities in these fields.

Business Information Management I

Course: 2
Course Number: CBU030
Offered In: 10
Credits: 1
Level: On Level
Prerequisites: Principles of Business, Marketing, and Finance
Description: Students will develop software skills to create authentic word processing documents, spreadsheets, databases, and professional presentations. Skills necessary for employment and basic problem solving are incorporated. This course aligns to industry certifications available to all students.

Accounting I

Course: 3
Course Number: CFI050
Offered In: 11
Credits: 1
Level: On Level
Prerequisite: Business Information Management I
Description: Students will investigate accounting, including how it is impacted by industry standards and economic, financial, technological, international, social, legal, and ethical factors. Students will reflect on this knowledge as they record, classify, summarize, analyze, and communicate accounting information. Students will formulate and interpret financial information for use in management decision making.

Securities and Investments

(Advanced CTE Course)

Course: 4
Course Number: CFI031
Offered In: 12
Credits: 1
Level: AAC
Prerequisites: None
Description: In Securities and Investments, students will understand the laws and regulations to manage business operations and transactions in the securities industry. Students will investigate personal and business operations and transactions and explore security and investment licensing and certification programs.

Entrepreneurship Pathway (Academy)

Principles of Business, Marketing, and Finance

Course: 1
Course Number: CBU010
Offered In: 9
Credits: 1
Level: On Level
Prerequisites: Completed application and acceptance required at the International Business and Marketing Academy
Description: Students will explore global markets, methods used for pricing goods and services, concepts of distribution, advertising, and personal finance. Emphasis is placed on creating an effective marketing mix and understanding personal financial management. Students will explore career opportunities in these fields.

Business Information Management I

Course: 1
Course Number: CBU030
Offered In: 9
Credits: 1
Level: On Level
Prerequisites: Principles of Business, Marketing, and Finance; Concurrent enrollment in Business Law; Completed application and acceptance required at the International Business and Marketing Academy
Description: Students will develop software skills to create authentic word processing documents, spreadsheets, databases, and professional presentations. Skills necessary for employment and basic problem solving are incorporated. This course aligns to an industry certification available to all students.

Entrepreneurship I

Course: 2
Course Number: CMA030
Offered In: 10
Credits: 1
Level: On Level
Prerequisites: Principles of Business, Marketing, and Finance; Concurrent enrollment in Business Information Management I; Completed application and acceptance required at the International Business and Marketing Academy
Description: In this course, students will learn the difference between civil and criminal law as they incorporate a broad base of knowledge that will assist them in making appropriate business decisions throughout their life. Topics include torts, contract law, personal and family law, negligence, insurance, real estate property and concepts regarding agencies and employment.

Entrepreneurship II

(Advanced CTE Course)

Course: 3
Course Number: CMA045
Offered In: 11
Credits: 1
Level: AAC
Prerequisites: Business Information Management I and Business Law; Concurrent enrollment in Virtual Business and Business Management; Completed application and acceptance required at the International Business and Marketing Academy
Description: Global Business teaches students to analyze global trade theories, international monetary systems, trade policies, politics, and laws relating to global business as well as cultural issues, logistics, and international human resource management.

Practicum in Entrepreneurship

Course: 3
Course Number: CMA220
Offered In: 12
Credits: 0.5
Level: AP
Prerequisites: Business Information Management I and Business Law; Concurrent enrollment in Global Business and Business Management; Completed application and acceptance required at the International Business and Marketing Academy
Description: Virtual Business is designed for students to learn about creating a web presence, conducting online and off-line marketing, examining contracts appropriate for online businesses, and demonstrating project management skills to simulate the start of a virtual business. Students will demonstrate bookkeeping skills, maintain business records, and understand legal issues associated with a virtual business.

Marketing Pathway (Academy)

Principles of Business, Marketing, and Finance

Course: 1
Course Number: CBU010
Offered In: 9
Credits: 1
Level: On Level
Prerequisites: Completed application and acceptance required at the International Business and Marketing Academy
Description: Students will explore global markets, methods used for pricing goods and services, concepts of distribution, advertising, and personal finance. Emphasis is placed on creating an effective marketing mix and understanding personal financial management. Students will explore career opportunities in these fields.

Marketing

Course 2
Course Number: CMA012
Offered In: 10
Credit: 1
Level: On Level
Prerequisite: Principles of Business, Marketing and Finance
Description: Students will demonstrate knowledge in hands-on projects which may include conducting research, creating a promotional plan, pitching a sales presentation, and introducing an idea for a new product/service

Sports and Entertainment Marketing

Course: 3
Course Number: CMA040
Offered In: 10
Credits: .5
Level: On Level
Prerequisite: Marketing
Description: Sports and Entertainment Marketing will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and entertainment. The areas this course will cover include basic marketing concepts, publicity, sponsorship, endorsements, licensing, branding, event marketing, promotions, and sports and entertainment marketing strategies.

Social Media Marketing

Course: 3
Course Number: CMA050
Offered In: 10
Credits: .5
Level: On Level
Prerequisite: Marketing
Description: Social Media Marketing is designed to look at the rise of social media and how marketers are integrating social media tools in their overall marketing strategy. The course will investigate how the marketing community measures success in the new world of social media. Students will manage a successful social media presence for an organization, understand techniques for gaining customer and consumer buy-in to achieve marketing goals, and properly select social media platforms to engage consumers and monitor and measure the results of these efforts.

Advanced Marketing

Course: 4
Course Number: CMA160
Offered In: 11
Credits: 2
Level: AAC
Prerequisite: Sports Marketing and Social Media Marketing, Marketing, Principles of Business, Marketing, Finance
Description: students will gain knowledge and skills that will help them become proficient in one or more of the marketing functional areas. Students will demonstrate appropriate management and research skills to solve problems related to marketing. This course covers technology, communication, and customer-service skills.

Practicum in Marketing

Course:5
Course Number: CMA200
Offered in 12
Credits: 2
Level: AP
Prerequisites: Advanced Marketing, Social Media Marketing and Sports and Entertainment Marketing
Description: Students will gain knowledge and skills that help them to be proficient in one or more of the marketing functional areas associated with distribution, financing, marketing information management, pricing, product planning, promotion, purchasing, risk management, and selling skills. Students will integrate skills from academic subjects, information technology, interpersonal communication, and management training to make responsible decisions.

Hospitality and Tourism Program

People from around the world enjoy various types of cuisines. Tourists enjoy hotels, restaurants, theaters, museums, zoos, aquariums, campgrounds, and national parks that offer a smorgasbord of local foods and beverages. Employees in Hospitality and Tourism ensure consumer satisfaction. Whether chefs or concierges, travel agents or tour guides, park rangers or property managers, the professionals in this area are experts at pleasing the public. If you want to see the world, enjoy serving others, or dream of opening a restaurant someday, then Hospitality and Tourism may be the right career choice for you.

Culinary Arts Pathway Course Sequence

- Culinary Arts *(James Reese Career and Technical Center)**
- Advanced Culinary Arts *(James Reese Career and Technical Center)**
- Practicum in Culinary Arts *(James Reese Career and Technical Center)**

Clubs and Organizations

SkillsUSA empowers its members to become world-class workers, leaders, and responsible American citizens. The organization improves the quality of our nation's future skilled workforce through the development of framework skills that include personal, workplace and technical skills grounded in academics. SkillsUSA works because it empowers every student to achieve career success.

Industry Certifications

FOOD HANDLER

FOOD SAFETY MANAGER

Hot Jobs

CHEF AND HEAD COOK

25% JOB GROWTH IN TEXAS

$43,285 AVERAGE SALARY

FOOD AND BEVERAGE MANAGER

28% JOB GROWTH IN TEXAS

$55,619 AVERAGE SALARY

** Due to the extensive lab requirements for programs at Reese Center, students placed in alternative educational environments may not be able to remain in or return to these programs.*

Hospitality and Tourism

Culinary Arts

James Reese Career and Technical Center

Course: 1
Course Number: CHT030
Offered In: 10
Credits: 2
Level: On Level
Prerequisites: Completed application and acceptance required at the James Reese Career and Technical Center
Description: This introductory course is for students interested in pursuing careers in the food service industry. It begins with the fundamentals and principles of the art of cooking, the science of baking, and includes hand-on study of techniques within an authentic kitchen and restaurant. Students will learn and apply the management and supervision skills needed to run the back of house at a restaurant. This course aligns to an industry certification available to all students.

Advanced Culinary Arts

(Advanced CTE Course)
James Reese Career and Technical Center

Course: 2
Course Number: CHT041
Offered In: 11
Credits: 2
Level: AAC
Prerequisites: Culinary Arts; Completed application and acceptance required at the James Reese Career and Technical Center
Description: Advanced Culinary Arts will extend and enhance the laboratory- based skills introduced in Culinary Arts. This class emphasizes the principles of planning, organizing, staffing, directing, and managing a variety of food service operations. Students gain insight into the marketing and management operations of restaurants and other food and beverage industries.

Practicum in Culinary Arts

(Advanced CTE Course)
James Reese Career and Technical Center

Course: 3
Course Number: CHT051
Offered In: 12
Credits: 2
Level: AP
Prerequisites: Advanced Culinary Arts; Completed application and acceptance required at the James Reese Career and Technical Center; Completed application and acceptance into Practicum; At least 16 years old; Personal transportation to training sites; Required summer orientation
Description: This course is designed to give students relevant and supervised on-the-job training in quality food preparation and presentation skills. Through school and work-based lab instruction, students apply advanced culinary techniques relevant to all aspects of a food service operation.

Information Technology Program

From high-tech companies to smaller firms, every business needs Information Technology (IT) expertise, either from in-house staff or from outside vendors. Keeping electronic data flowing takes both technical expertise and problem-solving savvy. If you are good at grasping how technology works or want a career that is always changing, then Information Technology Systems may be the right career Pathway for you.

Networking Systems Course Sequence

- Internetworking Technologies I *(James Reese Career and Technical Center)**
- Computer Maintenance + Lab (James *Reese Career and Technical Center)**
- Networking Systems + Lab *(James Reese Career and Technical Center)**

Clubs and Organizations

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Industry Certifications

COMPTIA A+

COMPTIA IT FUNDAMENTALS

COMPTIA NETWORK+

Hot Jobs

INFORMATION SECURITY ANALYST

31% JOB GROWTH IN TEXAS

$94,966 AVERAGE SALARY

NETWORK SYSTEMS ADMINISTRATOR

20.75% JOB GROWTH IN TEXAS

$91,339 AVERAGE SALARY

COMPUTER NETWORK ARCHITECT

21.89% JOB GROWTH IN TEXAS

$116,467 AVERAGE SALARY

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Information Technology

Internetworking Technologies I

James Reese Career and Technical Center

Course: 1
Course Number: CIT012
Offered In: 11
Credits: 1
Level: On Level
Prerequisites: Concurrent enrollment in Computer Maintenance + Lab; Completed application and acceptance required at the James Reese Career and Technical Center
Description: Students will develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students will enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.

Computer Maintenance + Lab

James Reese Career and Technical Center

Course: 2
Course Number: CIT030
Offered In: 11
Credits: 2
Level: On Level
Prerequisites: Concurrent enrollment in Principles of Information Technology; Completed application and acceptance required at the James Reese Career and Technical Center
Description: Students will learn to install, configure, upgrade, and perform computer maintenance with respect to security using appropriate tools. Students acquire practical knowledge of system setup, diagnostic procedures and troubleshooting techniques. This course aligns to an industry certification available to all students.

Networking Systems + Lab

(Advanced CTE Course)
James Reese Career and Technical Center

Course: 3
Course Number: CIT051
Offered In: 12
Credits: 2
Level: AAC
Prerequisites: Principles of Information Technology and Computer Maintenance + Lab; Completed application and acceptance required at the James Reese Career and Technical Center
Description: This laboratory-based course provides learners with a better understanding of telecommunications and data networking technologies. Students actively participate in learning types of configurations and upgrading, recognizing the many network components, and developing and implementing a network design plan. This course aligns to an industry certification available to all students.

Manufacturing Program

Manufacturing is raw materials that become products such as cars, computer chips, cell phones, cosmetics, couches, and more. Employees who create those products range from production-line workers assembling parts in factories to executives in skyscrapers overseeing global operations. With the automation process, performing tasks that typically occur in manufacturing, highly trained employees that can adapt to a variety of situations are necessary. Manufacturing today needs people who can understand highly technical information and who can make complex decisions. If you are a creative problem solver, can follow detailed instructions, or are good at organizing people and processes, then Manufacturing may be the right career choice for you.

Welding Pathway Course Sequence

- Introduction to Welding
- Welding I *(James Reese Career and Technical Center)**
- Welding II *(James Reese Career and Technical Center)**

Clubs and Organizations

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Industry Certifications

AWS WELDING

Hot Jobs

WELDER, CUTTER, AND FITTER

9% JOB GROWTH IN TEXAS

$41,350 AVERAGE SALARY

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Manufacturing

Introduction To Welding

James Reese Career and Technical Center

Course: 1

Course Number: CMN020

Offered In: 11

Credits: 2

Level: On Level

Prerequisites: Concurrent enrollment in Welding I; Completed application and acceptance required at the James Reese Career and Technical Center

Description: Students will learn the skills and techniques in welding with an emphasis on basic welding laboratory principles and operating procedures. Students will learn the three basic welding processes. Introduction to Welding will provide students with the knowledge, skills, and technologies required for employment in welding industries.

Welding I

James Reese Career and Technical Center

Course: 1

Course Number: CMN030

Offered In: 11

Credits: 2

Level: On Level

Prerequisites: Concurrent enrollment in Introduction to Welding; Completed application and acceptance required at the James Reese Career and Technical Center

Description: Students will learn the skills and techniques in welding including obtaining measurements, performing welds, evaluating, and inspecting welds, and compliance. This course aligns to an industry certification available to all students.

Welding II

James Reese Career and Technical Center

Course: 2

Course Number: CMN040

Offered In: 12

Credits: 2

Level: On Level

Prerequisites: Introduction to Welding and Welding I; Completed application and acceptance required at the James Reese Career and Technical Center

Description: Students will advance their skills in vertical and horizontal welding along with special processes including hard facing, prepping, and painting. Students will operate arc, oxyacetylene, MIG, and other advanced welders utilizing various base metals, filler metals, and flux coating. This course aligns to an industry certification available to all students.

Transportation, Distribution, and Logistics Program

Every day, people and products travel hundreds of thousands of miles of roads, waterways, railroad tracks, and air routes—all because of those who work in Transportation, Distribution, and Logistics. Many of these professionals are responsible for diagnosing, repairing, and performing preventative maintenance on today's vehicles. Auto technicians use sophisticated diagnostic tools to repair transmissions improve engine performance, steering and suspension, brakes, electrical, heating and air conditioning systems. If you have a love for hands-on work and the motivation to learn and adapt to ever-changing technology, then a career in Transportation, Distribution, and Logistics could be the right choice for you.

Automotive Pathway Course Sequence

- Small Engine Technology *(James Reese Career and Technical Center)**
- Automotive Basics *(James Reese Career and Technical Center)**
- Automotive Technology I: Maintenance and Light Repair *(James Reese Career and Technical Center)**
- Automotive Technology II: Automotive Service *(James Reese Career and Technical Center)**

Clubs and Organizations

SkillsUSA empowers its members to become world-class workers, leaders, and responsible American citizens. The organization improves the quality of our nation's future skilled workforce through the development of framework skills that include personal, workplace and technical skills grounded in academics. SkillsUSA works because it empowers every student to achieve career success.

Industry Certifications

EPA 609 MOTOR VEHICLE AIR CONDITIONER (MVAC)

ASE ENTRY-LEVEL AUTOMOBILE

ASE ENTRY-LEVEL MEDIUM/HEAVY TRUCK

ASE AUTOMOBILE & LIGHT TRUCK - BRAKES

ASE AUTOMOBILE & LIGHT TRUCK - SUSPENSION & STEERING

ASE MEDIUM/HEAVY TRUCK - BRAKES

ASE MEDIUM/HEAVY TRUCK - SUSPENSION & STEERING

Hot Jobs

BUS AND TRUCK MECHANICS AND DIESEL ENGINE SPECIALIST

21% JOB GROWTH IN TEXAS

$44,574 AVERAGE SALARY

TRANSPORTATION INSPECTOR

19.37% JOB GROWTH IN TEXAS

$79,643 AVERAGE SALARY

TRANSPORTATION, STORAGE, AND DISTRIBUTION MANAGER

31% JOB GROWTH IN TEXAS

$89,045 AVERAGE SALARY

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Automotive

Small Engine Technology

Course 1
Course Number: CTS011
Offered In: 10
Credits: 1
Level: On Level
Prerequisites: None
Description: Small Engine Technology I includes knowledge of the function and maintenance of the systems and components of all types of small engines such as outdoor power equipment, motorcycles, generators, and irrigation engines. This course is designed to provide training for employment in the small engine technology industry. Instruction includes the repair and service of cooling, air, fuel, lubricating, electrical, ignition, and mechanical systems. In addition, the student will receive instruction in safety, academic, and leadership skills as well as career opportunities.

Automotive Basics

Course 1
Course Number: CTS022
Offered In:10
Credits:1
Level: On Level
Prerequisites: None
Description: Automotive Basics includes knowledge of the basic automotive systems and the theory and principles of the components that make up each system and how to service these systems. Automotive Basics includes applicable safety and environmental rules and regulations. In Automotive Basics, students will gain knowledge and skills in the repair, maintenance, and servicing of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

Automotive Technology I: Maintenance and Light Repair

(Advanced CTE Course)
James Reese Career and Technical Center

Course: 2
Course Number: CTD091
Offered In: 11
Credits: 2
Level: AAC
Prerequisites: Small Engine Technology and Automotive Basics. Completed application and acceptance required at the James Reese Career and Technical Center
Description: In this course, students study the principles of vehicle maintenance. Topics include automotive history, safety practices, shop equipment and tools, vehicle subsystems, professional responsibilities, and basic maintenance. Students learn to diagnose and actively participate in the repair of automotive brake systems.

Automotive Technology II: Automotive Service

(Advanced CTE Course)
James Reese Career and Technical Center

Course: 3
Course Number: CTD101
Offered In: 12
Credits: 2
Level: AAC
Prerequisites: Automotive Technology I: Maintenance and Light Repair; Completed application and acceptance required at the James Reese Career and Technical Center
Description: Advanced knowledge of automotive technology service is acquired through this course. Students will engage in hands-on diagnosis and repair of automotive suspension and steering systems including electronically controlled systems. Learned techniques include component repair, alignment procedures, and tire and wheel service. This course aligns to an industry certification available to all students.

English — Journalism and Debate Pathway

The English/Journalism Pathway offers students an engaging journey that equips them with essential skills in communication, critical thinking, and research. Through this pathway, students explore the world of journalism, learning how to report, write, and edit news stories while adhering to ethical standards. Students may also engage in the art of debate, honing their public speaking, argumentation, and persuasion abilities.

This pathway not only fosters the next generation of communicators but also cultivates future leaders and informed citizens, encouraging a culture of critical thinking and civic engagement. If you have a passion for storytelling, a commitment to truth and accuracy, and a desire to inform and engage the public, the English/Journalism Pathway might be right for you.

Pathway Course Sequence

- Journalism or Photojournalism, Advanced Journalism: Yearbook Production I, II, and III
- Journalism or Photojournalism, Newspaper II and III (Applicable to students that completed Newspaper I during the 2023-24 school year)
- Journalism or Photojournalism, Advanced Broadcast Journalism I, II, and III
- Debate I, II, III, and IV
- Yearbook I,II,III, and IV
- Newspaper II, III and IVBroadcast I, II, III, IV

Hot Jobs

REPORTER AND CORRESPONDENT

6.28% JOB GROWTH IN TEXAS

$41,187 AVERAGE SALARY

EDITOR

8.79% JOB GROWTH IN TEXAS

$73,017 AVERAGE SALARY

CAMERA OPERATOR, TELEVISION, VIDEO, AND MOTION PICTURE

13.61% JOB GROWTH IN TEXAS

$57,583 AVERAGE SALARY

English — Journalism and Debate

Journalism

Course Number: EJ113
Offered In: 9–12
Credits: 1
Level: On level
Prerequisites: None
Description: Students enrolled in Journalism write in a variety of forms for a variety of audiences and purposes. High school students enrolled in this course are expected to plan, draft, and complete written compositions on a regular basis, carefully examining their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Journalism, students are expected to write in a variety of forms and for a variety of audiences and purposes. Students will become analytical consumers of media and technology to enhance their communication skills. Students enrolled in Journalism will learn journalistic traditions, research self-selected topics, write journalistic texts, and learn the principles of publishing.

Photojournalism

Course Number: EP113
Offered In: 9–12
Credits: 1
Level: On level
Prerequisites:
Description: Students enrolled in Photojournalism communicate in a variety of forms for a variety of audiences and purposes. High school students are expected to plan, interpret, and critique visual representation, carefully examining their product for publication with the use of DSLR cameras. Students will become analytical consumers of media and technology to enhance their communication skills. High school students will study the laws and ethical considerations that impact photography. Students enrolled in this course will refine and enhance their journalistic skills and plan, prepare, and produce photographs for a journalistic publication and portfolio, whether print, digital, or online media.

Advanced Journalism: Newspaper II and III

Course Number: , EN122, EN132
Offered In: 9–12
Credits: 1 per year
Level: On level
Prerequisites: Newspaper I
Description: Students enrolled in Advanced Journalism: Newspaper II and III will communicate in a variety of forms such as print, digital, or online media for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Advanced Journalism: Newspaper II and III students are expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will apply journalistic ethics and standards. Students enrolled in Advanced Journalism: Newspaper II and III will refine and enhance their journalistic skills, research self-selected topics, and plan, organize, and prepare a project(s) in one or more forms of media. Students in II and III will create a project very grading period that demonstrates their leadership ability in class projects.

Please note: The Newspaper Course is being phased out but students currently in Newspaper I and II may still continue on their pathway. Newspaper I will not be offered in the 2024-25 school year. Consider other courses within the Journalism Pathway such as Yearbook or Broadcasting.

Advanced Journalism: Yearbook Production I, II, III

Course Number: EY112, EY122, EY132
Offered In: 9–12
Credits: 1 per year
Level: On level
Prerequisites: Journalism I or Photojournalism or teacher recommendation
Description: Students enrolled in Advanced Journalism: Yearbook I, II, III will communicate in a variety of forms such as print, digital, or online media for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Advanced Journalism: Yearbook I, II, III students are expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will apply journalistic ethics and standards. Students enrolled in Advanced Journalism: Yearbook I, II, III will refine and enhance their journalistic skills, research self-selected topics, and plan, organize, and prepare a project(s) in one or more forms of media. Students in II and III will create a project every grading period that demonstrates their leadership ability in class projects.

Advanced Broadcast Journalism I, II, III

Course Number: EB112, EB122, EB132
Offered In: 9–12
Credits: 1 per year
Level: On level
Prerequisites: Journalism I, Middle School Intro to Broadcasting, Photojournalism, or have a teacher recommendation
Description: High school students enrolled in this course will apply and use their journalistic skills for production intended for a select audience. Students will learn the laws and ethical considerations that affect broadcast journalism; learn the role and function of broadcast journalism; critique and analyze the significance of visual representations; and learn to produce by creating a broadcast journalism product. Students will apply industry standard skills, technical and artistic, to productions including but not limited to news programming, documentaries, commercials, PSAs, and graphic design elements. Students in II and III will participate in project-based learning for production every grading period that demonstrates their leadership ability in class projects.

Independent Study in Journalism

Course Number: EJ142
Offered In: 12
Credits: 1
Level: On Level
Prerequisites: Yearbook I, II, and III, Advanced Journalism: Newspaper I, II, and III, or Advanced Journalism Broadcast I,II, and III. Teacher recommendation required. Student has passed both English I and English II EOC tests.
Description: This course is intended as a fourth- year Yearbook, Broadcast or Newspaper course for students serving as the editor, assistant editor, or producer of those publications. Students enrolled in Independent Study in Journalism write in a variety of forms for a variety of audiences and purposes. High school students enrolled in this course are expected to plan, draft, and complete written communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. Students will become analytical consumers of media and technology to enhance their communication skills. Published work of professional journalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Independent Study in Journalism will refine and enhance their journalistic skills, research self-selected topics, plan, organize, and prepare a portfolio.

Debate I, II, III

Course Number: ED112, ED122, ED132
Offered In: 9–12
Credits: 1 per year
Level: On level
Prerequisites: None
Description: Debate and argumentation are widely used to make decisions and reduce conflict. In Debate I, II, III students will develop skills in argumentation and debate. Students will focus on current issues, develop sound critical thinking, and sharpen their communication skills. This course offers life-long skills for intelligently approaching controversial issues. Participation in debate tournaments may be required. A one-year credit in Debate can satisfy the local graduation requirement for a semester of Speech

Public Service Endorsement

If you value long-term relationships with the people you serve, you might consider being a teacher or a coach. If you are interested in law enforcement, you can be a police officer, detective, or a forensic science technician. If you are more interested in the judicial side of the law, you can be a judge advocate general officer, lawyer, paralegal, bailiff, or court reporter, for example.

—Adapted from the Texas Workforce Commission

Programs

EDUCATION AND TRAINING

HEALTH SCIENCE

HUMAN SERVICES

JUNIOR RESERVE OFFICERS' TRAINING CORPS (JROTC)

LAW AND PUBLIC SERVICE

Education and Training Program

Teaching is the profession that makes all other professions possible. The people who work in Education and Training instill knowledge and skills in everyone from preschoolers to adult learners. These caring, capable, and committed professionals help prepare students for the many rewards and challenges that personal, professional, and civic life brings. If you yearn to learn, feel a calling to teach, or would like to work in a favorite subject area, then Education and Training may be the right career choice for you.

Teaching and Training Pathway Course Sequence

- Principles of Education and Training *(James Reese Career and Technical Center)**
- Child Development *(James Reese Career and Technical Center)**
- Instructional Practices *(James Reese Career and Technical Center)**
- Practicum in Education and Training *(James Reese Career and Technical Center)**

Clubs and Organizations

The Texas Association of Future Educators or TAFE (pronounced "taffy") is a co-curricular statewide non-profit student organization created to allow young men and women an opportunity to explore the teaching profession. The organization was created in 1984 to provide the best and brightest high school and middle school students in Texas with the necessary knowledge to make informed decisions about pursuing careers in education.

Industry Certifications

HEARTSAVER CPR

EDUCATIONAL AIDE I

Hot Jobs

ADULT BASIC AND SECONDARY EDUCATION AND LITERACY TEACHERS AND INSTRUCTORS

17% JOB GROWTH IN TEXAS

$48,069 AVERAGE SALARY

CAREER AND TECHNICAL EDUCATION TEACHERS, SECONDARY SCHOOL

9% JOB GROWTH IN TEXAS

$56,360 AVERAGE SALARY

SPECIAL EDUCATION TEACHERS, SECONDARY SCHOOL

18% JOB GROWTH IN TEXAS

$56,720 AVERAGE SALARY

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Teaching and Training

Principles of Education and Training

James Reese Career and Technical Center

Course: 1
Course Number: CET010
Offered In: 10
Credits: 1
Level: On Level
Prerequisites: Concurrent enrollment in Child Development; Completed application and acceptance required at the James Reese Career and Technical Center
Description: Principles of Education and Training is designed to introduce learners to the various careers available within the education and training program. Students will gain an understanding of the basic knowledge and skills essential to careers in education.

Child Development

James Reese Career and Technical Center

Course: 1
Course Number: CET022
Offered In: 10
Credits: 1
Level: On Level
Perquisites: Concurrent enrollment in Principles of Education and Training; Completed application and acceptance required at the James Reese Career and Technical Center
Description: Child Development is a technical laboratory course that addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children

Instructional Practices

(Advanced CTE Course)
James Reese Career and Technical Center

Course: 2
Course Number: CET031
Offered In: 11
Credits: 2
Level: AAC
Prerequisites: Principles of Education and Training and Child Development; Completed application and acceptance required at the James Reese Career and Technical Center; Completion of a background check
Description: Instructional Practices is a program that provides students with background knowledge of child and adolescent development, as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of a teacher with knowledge of early childhood, middle childhood, and adolescent education. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, paraprofessionals, or other educational personnel. This course aligns to an industry certification available to all students.

Practicum in Education and Training

(Advanced CTE Course)
James Reese Career and Technical Center

Course: 3
Course Number: CET041
Offered In: 12
Credits: 2
Level: AP
Prerequisites: Instructional Practices; Completed application and acceptance required at the James Reese Career and Technical Center; Completion of a background check; Completed application and acceptance into Practicum; At least 16 years old; Personal transportation to training sites; Required summer orientation
Description: 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 a teacher with knowledge of early childhood, middle childhood, and adolescence education and/or exemplary educators in direct instructional roles with elementary, middle, and high school-aged students. Successful completion of ALL courses in the Teaching and Training Pathway and approved post-secondary coursework MAY lead to a FBISD letter of intent (LOI) for future employment. This course aligns to an industry certification available to all students.

Health Science Program

Everyone needs health care. From newborns to seniors, our society requires professionals who are experts at diagnosing and treating diseases, using medical technologies, and providing preventative care. There are hundreds of specialties available in Health Science, including technicians, skilled support personnel, dentists, and scientists. As the baby boomer generation ages, demand for health sciences grows, meaning job security in the cluster is strong. If you have a calling to care for others and want to pursue a profession on the cutting edge of technology, then Health Science may be the right career choice for you.

Healthcare Therapeutic Pathway Course Sequence

- Principles of Health Science
- Medical Terminology
- Anatomy and Physiology
- Health Science Theory

Health Therapeutic Pathway (James Reese Center)

- Principles of Health Science AND Medical Terminology
- Anatomy and Physiology (Advanced CTE Course) and Medical Assistant
- Practicum of Health Science

Biomedical Science Pathway (Academy)

- Principles of Biomedical Science
- Medical Terminology AND Human Body Systems
- Medical Intervention AND Health Science Theory
- Biomedical Innovation

Exercise Science, Wellness, and Restoration Pathway (Academy)

- Principles of Health Science
- Kinesiology I
- Kinesiology II AND Anatomy and Physiology
- Practicum in Health Science

Clubs and Organizations

HOSA is an international student organization. HOSA's two-fold mission is to promote career opportunities in the health care industry and to enhance the delivery of quality health care to all people. HOSA's goal is to encourage all health science instructors and students to join and be actively involved.

Industry Certifications

HEARTSAVER CPR

CERTIFIED CLINICAL MEDICAL ASSISTANT (CCMA)

Hot Jobs

DIAGNOSTIC MEDICAL SONOGRAPHER

45% JOB GROWTH IN TEXAS

$74,640 AVERAGE SALARY

NURSE ANESTHETIST

48% JOB GROWTH IN TEXAS

$105,220 AVERAGE SALARY

OCCUPATIONAL THERAPY ASSISTANT

49% JOB GROWTH IN TEXAS

$71,100 AVERAGE SALARY

**Due to the extensive lab requirements for programs at Reese Center, students placed in alternative educational environments may not be able to remain in or return to these programs.*

Healthcare Therapeutic

Principles of Health Science

Course: 1
Course Number: CHS010
Offered In: 9
Credits: 1
Level: On Level
Prerequisites: None
Description: This introductory course exposes students to the health care industry. Students will gain an overview of the health care industry including therapeutic and diagnostic services, health informatics, basic anatomy and physiology, medical terminology, and ethical and legal concerns of the industry. During this course of study, students will explore various professions within the medical field.
**This CTE course counts as a Health credit for the class of 2022 and beyond.*

Medical Terminology

Course: 2
Course Number: CHS020
Offered In: 10
Credits: 1
Level: On Level
Prerequisites: Principles of Health Science
Description: In this course, students learn the terminology and abbreviations that are specific to the health care field. They will explore terms related to medical procedures, human anatomy and physiology, and pathophysiology. A word building system is used to define and identify root words, prefixes, and suffixes.

Anatomy and Physiology

(Advanced CTE Course)
Home campus or James Reese Career and Technical Center

Course: 3
Course Number: CHS071
Offered In: 11
Credits: 1
Level: AAC
Prerequisites: Biology and a second Science; if this course is part of a coherent sequence for graduation, additional prerequisites include Principles of Health Science and Medical Terminology; Concurrent enrollment in Anatomy and Physiology and Health Science Theory is allowed.
Description: Anatomy and Physiology extends a student's knowledge and understanding of the human body in respect to its structure and function. This lab-oriented class teaches proper dissection techniques as well as various physiological phenomena and is recommended for students interested in medically related careers.
**This CTE course counts as a science credit.*

Health Science Theory

(Advanced CTE Course)

Course: 3
Course Number: CHS131
Offered In: 12
Credits: 1
Level: AAC
Prerequisites: Principles of Health Science, Medical Terminology, and Anatomy and Physiology; For Class of 2023 and beyond, Health Science Theory is required for Practicum in Health Science. Concurrent enrollment in Anatomy and Physiology and Health Science Theory is allowed.
Description: Health Science Theory is designed to provide for the development of advanced knowledge and skills as they relate to a wide variety of health careers. Students will employ hands-on learning experiences to reinforce the skills commonly used in today's health care industry. This course aligns to an industry certification available to all students.

Healthcare Therapeutic (James Reese Center)

Principles of Health Science

Course: 1
Course Number: CHS01R
Offered In: 10
Credits: 1
Level: On Level
Prerequisites: Concurrent enrollment in Medical Terminology; Completed application and acceptance required at the James Reese Career and Technical Center
Description: This introductory course exposes students to the health care industry. Students will gain an overview of the health care industry including therapeutic and diagnostic services, health informatics, basic anatomy and physiology, medical terminology, and ethical and legal concerns of the industry. During this course of study, students will explore various professions within the medical field.
**This CTE course counts as a Health credit for the class of 2022 and beyond.*

Medical Terminology

Course: 2
Course Number: CHS02R
Offered In: 10
Credits: 1
Level: On Level
Prerequisites: Concurrent enrollment in Principles of Health Science; Completed application and acceptance required at the James Reese Career and Technical Center
Description: In this course, students learn the terminology and abbreviations that are specific to the health care field. They will explore terms related to medical procedures, human anatomy and physiology, and pathophysiology. A word building system is used to define and identify root words, prefixes, and suffixes.

Anatomy and Physiology

(Advanced CTE Course)

Course: 3
Course Number: CHS7R
Offered In: 11
Credits: 1
Level: AAC
Prerequisites: Biology and a second Science; Concurrently enrolled in Medical Assistant.; Completed application and acceptance required at the James Reese Career and Technical Center.
Description: Anatomy and Physiology extends a student's knowledge and understanding of the human body in respect to its structure and function. This lab-oriented class teaches proper dissection techniques and various physiological phenomena and is recommended for students interested in medically related careers.
**This CTE course counts as a science credit.*

Medical Assistant

Course: 4
Course Number: CHS122
Offered In: 11
Credits: 1
Level: On Level
Prerequisites: Concurrently enrolled in Anatomy and Physiology
Description: The Medical Assistant course provides students with the knowledge and skills to pursue a career as a medical assistant and to improve college and career readiness. Students will obtain communication skills, clinical ethics knowledge, safety awareness, and information related to medical assisting career opportunities.

Practicum in Health Science

(Advanced CTE Course)
James Reese Career and Technical Center

Course: 5
Course Number: CHS051
Offered In: 12
Credits: 2
Level: AP
Prerequisites: Principles of Health Science, Medical Terminology, and Anatomy and Physiology; Completed application and acceptance required at the James Reese Career and Technical Center; Completed application and acceptance into Practicum; At least 16 years old; Personal transportation to training sites; Required summer orientation
Description: 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. The health care industry is comprised of diagnostic, therapeutic, health informatics, support services, and biotechnology research and development systems that function individually and collaboratively to provide comprehensive health care. Students recognize the employment opportunities, technology, and safety requirements of each system. Students are expected to apply the knowledge and skills necessary to pursue a health science certification or licensure through further education and employment. This course aligns to an industry certification available to all students.

Biomedical Science Pathway (Academy)

Principles of Biomedical Science

Course: 1
Course Number: CHS200
Offered In: 9
Credits: 1
Level: On Level
Perquisites: None
Description: Is an introduction to biomedical science through hands-on projects and problems. Students investigate concepts of biology and medicine as they explore health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They will determine the factors that led to the death of a fictional woman as they sequentially piece together evidence found in her medical history and her autopsy report. Students will investigate lifestyle choices and medical treatments that might have prolonged the woman's life and demonstrate how the development of disease is related to changes in human body systems.

Medical Terminology

Course: 2
Course Number: CHS020
Offered In: 10
Credits: 1
Level: On Level
Prerequisites: Principles of Biomedical Science; Concurrent enrollment in Human Body Systems Completed application and acceptance required at the Medical Science Academy
Description: In this course, students learn the terminology and abbreviations specific to the health care field. They will explore terms related to medical procedures, human anatomy and physiology, and pathophysiology. A word building system is used to define and identify root words, prefixes, and suffixes.

Human Body Systems

Course: 2
Course Number: CHS220
Offered In: 10
Credit: 1
Level: On Level
Prerequisites: Principles of Biomedical Science, Concurrent enrollment in Medical Terminology. Completed application and acceptance required at the Medical Science Academy.
Description: Students examine the interactions of body systems as they explore deeply biological identity, communication, power, movement, protection, and homeostasis. Through individual and team activities, projects, and problems, students design experiments, investigate the structures and function of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary actions, and respiration.

Medical Intervention

Course: 3
Course Number: CHS230
Offered In: 11
Credit: 1
Level: AAC
Prerequisites: Principles of Biomedical Sciences, Medical Terminology, Human Body Systems. Concurrent enrollment in Health Science Theory.
Description: In the Medical Interventions (MI)-PLTW course students investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the lives of a fictitious family. Through these scenarios students will be exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Each family case scenario will introduce multiple types of interventions; reinforce concepts learned in the previous two courses, and present new content. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. These interventions will be showcased across the generations of the family and will provide a look at the past, present, and future of biomedical science. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important role that scientific thinking and engineering design play in the development of interventions of the future.

Health Science Theory

(Advanced CTE Course)

Course: 3
Course Number: CHS131
Offered In: 11
Credits: 1
Level: AAC
Prerequisites: Principles of Biomedical Science, Medical Terminology Concurrent enrollment in Medical Intervention
Description: Health Science Theory is designed to provide for the development of advanced knowledge and skills as they relate to a wide variety of health careers. Students will employ hands-on learning experiences to reinforce the skills commonly used in today's health care industry. This course aligns to an industry certification available to all students.

Biomedical Innovation

Course: 4
Course Number: CHS221
Offered In: 12
Credit: 1
Level: AAC
Prerequisites: Health Science Theory, Medical Intervention, Human Body Systems, Medical Terminology, Principles of Biomedical Science.
Description: Students will be asked to apply what they have learned in the previous three courses to solve unique problems in science, medicine, and healthcare. Students will work systematically through required problems before completing optional directed problems or independent work.

Exercise Science, Wellness and Restoration Pathway (Academy)

Principles of Health Science

Course: 1
Course Number: CHS010
Offered In: 9
Credits: 1
Level: On Level
Prerequisites: Completed application and acceptance required at the Medical Science Academy
Description: This introductory course exposes students to the health care industry. Students will gain an overview of the health care industry including therapeutic and diagnostic services, health informatics, basic anatomy and physiology, medical terminology, and ethical and legal concerns of the industry. During this course of study, students will explore various professions within the medical field.
**This CTE course counts as a Health credit for the class of 2022 and beyond.*

Kinesiology I

Course: 2
Course Number: CHS191
Offered In: 10
Credits: 1
Level: On Level
Prerequisites: Principles of Health Science: Completed application and acceptance required at the Medical Science Academy
Description: This course is designed to introduce students to the basic concepts of kinesiology. Students will gain an understanding of body mechanics, physiological functions of muscles and movements, the history of kinesiology, and the psychological impact of sports and athletic performance. Students will also explore careers within the kinesiology field and be able to explain the societal demand for kinesiology-related jobs. Students will develop a foundation in Kinesiology I that will prepare them for upper-level courses that will dive deeper into the anatomical and physiological functions of the body and provide opportunities for an industry-certified exam such as a certified personal trainer.

Kinesiology II

Course: 3
Course Number: CHS222
Offered In: 11
Credits: 1
Level: AAC
Prerequisites: Kinesiology I and Principles of Health Science; Concurrent enrollment in Anatomy and Physiology. Completed application and acceptance required at the Medical Science Academy
Description: The Kinesiology II course is designed to provide students an advanced level of knowledge, skills, and understanding of body composition and the effect on health, nutritional needs of physically active individuals, qualitative biomechanics, application of therapeutic modalities, appropriate rehabilitation services, and aerobic training intensity programs. The course is designed to allow students to advance their understanding of professional standards, employability skills, and ethical and legal standards. Throughout this course, students explore the healthcare/exercise business model and gain an understanding of therapeutic sports psychology. Students develop proper aerobic fitness programs and rehabilitation programs.

Anatomy and Physiology

(Advanced CTE Course)

Course: 4
Course Number: CHS071
Offered In: 11
Credits: 1
Level: AAC
Prerequisites: Principles of Health Science, Kinesiology I; Concurrent enrollment in Kinesiology II; Completed application and acceptance required at the Medical Science Academy
Description: Anatomy and Physiology extends a student's knowledge and understanding of the human body in respect to its structure and function. This lab-oriented class teaches proper dissection techniques and various physiological phenomena and is recommended for students interested in medically related careers.
**This CTE course counts as a science credit.*

Practicum in Health Science

(Advanced CTE Course)

Course: 5
Course Number: CHS051
Offered In: 12
Credits: 2
Level: AP
Prerequisites: Principles of Health Science, Kinesiology I, Kinesiology II, and Anatomy and Physiology; At least 16 years old; Personal transportation to training sites; Required summer orientation
Description: 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. The health care industry is comprised of diagnostic, therapeutic, health informatics, support services, and biotechnology research and development systems that function individually and collaboratively to provide comprehensive health care. Students recognize the employment opportunities, technology, and safety requirements of each system. Students are expected to apply the knowledge and skills necessary to pursue a health science certification or licensure through further education and employment. This course aligns to an industry certification available to all students.

Human Services Program

It takes a special kind of person to work in Human Services. Individuals who choose this Pathway tend to be motivated by the desire to assist others. Psychologists, therapists, counselors, social workers, health aides, cosmetologists, and others who tend to the physical, mental, and spiritual needs of people are successful in Human Services. They offer helping hands to everyone from babies in childcare centers to seniors in long-term care facilities. The work is sometimes challenging, but the reward of knowing you have improved someone's life is immense. If you feel a calling to serve others, feel comfortable caring for people, or want to improve your community, then Human Services may be the right career choice for you.

Family and Community Services Pathway Course Sequence

- Principles of Human Services
- Human Growth and Development
- Counseling and Mental Health
- Family and Community Services

Cosmetology Pathway Course Sequence

- Principles of Cosmetology Design and Color Theory *(James Reese Career and Technical Center)** AND Introduction to Cosmetology *(James Reese Career and Technical Center)**
- Cosmetology I *(James Reese Career and Technical Center)**
- Cosmetology II *(James Reese Career and Technical Center)**

Clubs and Organizations

Family, Career, and Community Leaders of America (FCCLA) promotes personal growth and leadership development through unique learning experiences. Focusing on the multiple roles of family member, wage earner, and community leader, members develop skills for life through character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation.

Industry Certifications

HEARTSAVER CPR

OSHA 10-HOUR GENERAL INDUSTRY

COSMETOLOGY LICENSE

Hot Jobs

CHILD, FAMILY, AND SCHOOL SOCIAL WORKERS

17% JOB GROWTH IN TEXAS

$41,350 AVERAGE SALARY

COSMETOLOGISTS

19% JOB GROWTH IN TEXAS

$25,524 AVERAGE SALARY

SOCIAL AND COMMUNITY MANAGERS

33% JOB GROWTH IN TEXAS

$65,146 AVERAGE SALARY

**Due to the extensive lab requirements for programs at Reese Center, students placed in alternative educational environments may not be able to remain in or return to these programs.*

Family and Community Services

Principles of Human Services

Course: 1
Course Number: CHU010
Offered In: 9
Credits: 1
Level: On Level
Prerequisites: None
Description: Students will investigate different careers that involve helping and serving people. This course provides hands-on experience in the career fields of counseling and mental health, early childhood development, family and community services, fashion and interior design, and entrepreneurial pathways. Students will also develop strong career traits in management, budgetary practices, and nutrition.

Human Growth and Development

Course: 2
Course Number: CET020
Offered In:10
Credits: 1
Level: On Level
Prerequisites: Principles of Human Services
Description: Human Growth and Development is an examination of human development across the lifespan with emphasis on research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones through hands-on activities and discussion. The course covers material that is generally taught in a postsecondary, one-semester introductory course in developmental psychology or human development. This course aligns to an industry certification available to all students.

Counseling and Mental Health

Course: 3
Course Number: CHU050
Offered In: 11
Credits: 1
Level: On Level
Prerequisites: Human Growth and Development, and Principles of Human Services
Description: In Counseling and Mental Health, students explore the knowledge and skills necessary to pursue a counseling and mental health career through simulated environments. Students are expected to apply knowledge of ethical and legal responsibilities, limitations on their actions and responsibilities, and the implications of their actions. Students understand how professional integrity in counseling and mental health care is dependent on acceptance of ethical and legal responsibilities.

Family and Community Services

(Advanced CTE Course)

Course: 4
Course Number: CHU081
Offered In: 12
Credits: 1
Level: AAC
Prerequisites: Counseling and Mental Health, Human Growth and Development and Principles of Human Services
Description: Family and Community Services is a laboratory-based course designed to involve students in realistic and meaningful community-based activities through direct service or service-learning experiences. Students are provided opportunities to interact with 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.

Cosmetology

Principles of Cosmetology Design and Color Theory

James Reese Career and Technical Center

Course: 1
Course Number: CHU110
Offered In: 10
Credits: 1
Level: On Level
Prerequisites: Concurrent enrollment in Introduction to Cosmetology; Cosmetology I; Completed application and acceptance required at the James Reese Career and Technical Center
Description: In Principles of Cosmetology Design and Color Theory, students coordinate various knowledge and skills in a laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Students will develop knowledge and skills regarding various cosmetology design elements such as form, lines, texture, structure and illusion and depth as they relate to the art of cosmetology. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the Texas Department of Licensing and Regulation (TDLR) requirements for licensure upon passing the state examination. Students must accrue 350 to 400 hours each year to be on track to accumulate the 1000 hours required by the end of Cosmetology II. Students will be expected to participate in activities outside the regular school day to gain additional opportunities to practice skills and earn hours. This course aligns to an industry certification available to all students.

Introduction to Cosmetology

James Reese Career and Technical Center

Course: 2
Course Number: CHU120
Offered In: 10
Credits: 1
Level: On Level
Prerequisites: Concurrent enrollment in Principles of Cosmetology Design and Color Theory; Completed application and acceptance required at the James Reese Career and Technical Center
Description: In Introduction to Cosmetology, students coordinate the integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Students will attain academic skills and knowledge as well as technical knowledge and skills related to cosmetology. Analysis of career opportunities, license requirements, knowledge and skills expectations, and workplace skills development are included. The student demonstrates professional standards/employability skills required by business and industry. The student applies academic skills to the field of cosmetology. The student demonstrates knowledge of the rules and regulations established by the Texas Department of Licensing and Regulation (TDLR). Students must accrue 350 to 400 hours each year to be on track to accumulate the 1000 hours required by the end of Cosmetology II. Students will be expected to participate in activities outside the regular school day to gain additional opportunities to practice skills and earn hours.

Cosmetology I

James Reese Career and Technical Center

Course: 3

Course Number: CHU131

Offered In: 11

Credits: 2

Level: AAC

Prerequisites: Principles of Cosmetology Design and Color Theory and Introduction to Cosmetology; Completed application and acceptance required at the James Reese Career and Technical Center

Description: In Cosmetology I, students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the TDLR requirements for licensure upon passing the state examination. Analysis of career opportunities, license requirements, knowledge and skills expectations, and development of workplace skills are included. Students must accrue 350 to 400 hours each year to be on track to accumulate the 1000 hours required by the end of Cosmetology II. Students will be expected to participate in activities outside the regular school day to gain additional opportunities to practice skills and earn hours.

Cosmetology II

(Advanced CTE Course)
James Reese Career and Technical Center

Course: 4

Course Number: CHU141

Offered In: 12

Credits: 2

Level: AAC

Prerequisites: Cosmetology I, Introduction to Cosmetology and Principles of Cosmetology Design and Color Theory; Completed application and acceptance required at the James Reese Career and Technical Center

Description: Students will continue to acquire certification clock hours and must complete 1,000 clock hours by the end of this course to be eligible for licensure. Students will be expected to participate in activities outside the regular school day to gain additional opportunities to practice skills and earn hours. The development of advanced skills is earned through instruction in sterilization and sanitation processes as well as progressive hair, nail, and skin care practices which meet the TDLR requirements for licensure upon passing the state examination at the end of this course.

Junior Reserve Officers' Training Corps (JROTC) Pathway

Honor and Commitment; these words are more than just a motto. The Junior Reserve Officers' Training Corps (JROTC) is a high school program aimed at educating students in leadership roles while making them aware of the benefits of good citizenship. The program consists of four full-credit elective classes that combine interesting classroom instruction with the opportunity to serve the school and the community. Students that maintain enrollment in the program have the following post-secondary benefits:

- A student presenting evidence of successful completion of at least two academic years of JROTC under any military department is entitled to advance promotion to the grade of no less than E-2 on initial enlistment in an active or reserve component of the military. At their discretion, the military departments may award the grade of E-3 for successful completion of three academic years of JROTC.
- Upon acceptance to a four-year college or university, a student presenting evidence of successful completion of three academic years of the JROTC may be entitled to not less than one year of credit in the Senior ROTC Program.
- Campus branches are determined by the FBISD Board of Trustees in conjunction with the Department of Defense. Current program locations are as follows:
  - Air Force Program: Dulles, Elkins, Kempner, Marshall
  - Army Program: Hightower
  - Marine Program: Ridge Point, Travis, Willowridge
  - Navy Program: Austin, Bush, Clements

Pathway Course Sequence

- JROTC I
- JROTC II
- JROTC III
- JROTC IV

Hot Jobs

INFORMATION TECHNOLOGY PROJECT MANAGER

15.78% JOB GROWTH IN TEXAS

$90,573 AVERAGE SALARY

LOGISTICIAN

15.6% JOB GROWTH IN TEXAS

$86,161 AVERAGE SALARY

Junior Reserve Officers' Training Corps (JROTC)

Junior Reserve Officers' Training Corps (JROTC) I, II, III, IV

Course Number: RO111, RO121, RO132, RO142
Offered In: 9–12
Credits: 1–4
Level: On Level
Prerequisites: None
Description: The JROTC programs emphasize character education, student achievement, wellness, leadership, and diversity. Students are trained in military history, leadership protocol, weaponry, and drill in a specific military branch. JROTC makes significant contributions to the school environment and community as a whole while fostering servant leadership. Students shall maintain at least normal progression of academic achievement leading toward graduation. Acceptable standards of conduct as defined by the Military Service are critical to student success. Students who participate in JROTC are under no military obligation following high school. JROTC I (RO111) counts as a Physical Education substitution.

Law and Public Service Program

Jobs in this field concern the important daily duties of protecting and serving the public. As homeland security moves to the forefront of our nation's concern, jobs relating to the safety, wellness, and rights of people have become increasingly important. The demand for protection of sites as varied as skyscrapers, seaports, airports, reservoirs, and military bases has skyrocketed. Growing opportunities continue in careers such as Emergency Medical Technicians (EMT), trial lawyers, and firefighters. If you have a calling to serve others, can remain calm under pressure, and love the law, then Law and Public Service may be the right career choice for you.

Law Enforcement Pathway Course Sequence

- Principles of Law, Public Safety, Corrections, and Security
- Law Enforcement I
- Law Enforcement II
- Forensic Science

Clubs and Organizations

SkillsUSA empowers its members to become world-class workers, leaders, and responsible American citizens. The organization improves the quality of our nation's future skilled workforce through the development of framework skills that include personal, workplace and technical skills grounded in academics. SkillsUSA works because it empowers every student to achieve career success.

Hot Jobs

POLICE AND SHERIFF'S PATROL OFFICERS

13% JOB GROWTH IN TEXAS

$60,112 AVERAGE SALARY

PROBATION OFFICERS AND CORRECTIONAL TREATMENT OFFICERS

9% JOB GROWTH IN TEXAS

$44,054 AVERAGE SALARY

**Due to the extensive lab requirements for programs at Reese Center, students placed in alternative educational environments may not be able to remain in or return to these programs.*

Law and Public Service

Principles of Law, Public Safety, Corrections, and Security

Course: 1
Course Number: CLP010
Offered In: 9
Credits: 1
Level: On Level
Prerequisites: None
Description: Principles of Law, Public Safety, Corrections, and Security introduces students to professions in law enforcement, security, corrections, and fire and emergency management services. Students will examine the roles and responsibilities of police, courts, private security, and protective agencies. This course provides students with an overview of the skills necessary for careers in these areas.

Law Enforcement I

Course: 2
Course Number: CLP020
Offered In: 10
Credits: 1
Level: On Level
Prerequisites: Principles of Law, Public Safety, Corrections, and Security
Description: Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. This course includes the role of constitution law, the United States legal system, criminal law, law enforcement terminology, and the classification and elements of crime.

Law Enforcement II

(Advanced CTE Course)

Course: 3
Course Number: CLP031
Offered In: 11
Credits: 1
Level: AAC
Prerequisites: Law Enforcement I
Description: Law Enforcement II is designed to give the student insight into the areas of emergency communications, ethical and legal responsibilities, and courtroom testimony topics. This course aligns to an industry certification available to all students.

Forensic Science

Home campus or James Reese Career and Technical Center

Course:4
Course Number: CLP042
Offered In:12
Credits: 1
Level: AAC
Prerequisites: Biology and Chemistry, Physics or IPC, Law Enforcement I, and Law Enforcement II.
Description: Forensic Science is the application of science and how it applies to matters of the law. 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 scenes, while collecting and analyzing 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.
**This CTE course counts as a science credit.*

Arts and Humanities Endorsement

You don't have to be a professional artist to work in the arts. You can become an archivist, curator, museum conservator, or a graphic designer. If you love to dance but sustain an injury, you can still immerse yourself in that professional field with a career as a theatrical makeup artist, producer or director, costume attendant, or choreographer.

—Adapted from the Texas Workforce Commission

Pathways

VISUAL ART
(DRAWING, PAINTING, SCULPTURE, CERAMICS, AND DIGITAL ART)

MUSIC
(BAND, ORCHESTRA, AND CHOIR)

THEATRE
(THEATRE, TECHNICAL THEATRE, AND THEATRE PRODUCTION)

DANCE
WORLD LANGUAGES SOCIAL STUDIES

Visual Art Pathway

- Drawing
- Painting
- Sculpture
- Ceramics
- Digital Arts

We live in a visual world. Nearly everything man-made, from athletic shoes to websites, has been touched in some way by the hand, mind, and eye of a creative person. Visual artists create art to communicate ideas, thoughts, or feelings. They use a variety of methods — painting, sculpting, or illustrating — and an assortment of materials, including oils, watercolors, acrylics, pastels, pencils, pen and ink, photography, plaster, clay, and computers. Visual artists are categorized in two groups: Fine artists create art to satisfy their need for self-expression while Illustrators and graphic designers put their artistic skills at the service of commercial clients, such as major corporations, retail stores, and advertising, design, and publishing firms.

Pathway Course Sequence

- Art I, Art II (Drawing I), Art III (Drawing II), Art IV (Drawing III)
- OR AP Studio Art Drawing Portfolio
- Art I, Art II (Painting I), Art III (Painting II), Art IV (Painting III)
- OR AP Studio Art 2D Design Portfolio
- Art I, Art II (Scupture I), Art III (Sculpture II), Art IV (Sculpture III)
- OR AP Studio Art 3D Design Portfolio
- Art I, Art II (Ceramics I) Art III (Ceramics II), Art IV (Ceramics III)
- OR AP Studio Art 3D Design Portfolio
- Art I, Art II (Digital Art I), Art III (Digital Art II), Art IV (Digital Art III)
- OR AP Studio Art 2D Design Portfolio

Hot Jobs

MULTIMEDIA ARTISTS AND ANIMATORS

17.14% GROWTH RATE IN TEXAS

$82,672 AVERAGE SALARY

ART DIRECTOR

16.71% GROWTH RATE IN TEXAS

$86,718 AVERAGE SALARY

GRAPHIC DESIGNER

15.88% GROWTH RATE IN TEXAS

$49,570 AVERAGE SALARY

VISUAL ART

Please go to the Fine Arts section of this guide, **pages 91-94**, for course descriptions.

Music Pathway

- Band
- Orchestra
- Choir

Nearly everyone enjoys music, whether by listening to it, singing, or playing an instrument. Music enriches our lives every day and has the power to communicate strong emotions and memories as well as calm and soothe. You could say music is a universal language!

Pathway Course Sequence

- Band I, Band II, Band III, Band IV
- Orchestra I, Orchestra II, Orchestra III, Orchestra IV
- Choir I, Choir II, Choir III, Choir IV
- Mariachi I, Mariachi II, Mariachi III, Mariachi IV
- Piano Technician I, Piano Technician II, Piano Technician III, Piano Technician IV

Hot Jobs

MUSIC COMPOSERS AND ARRANGERS

20.72% GROWTH RATE IN TEXAS

$57,075 AVERAGE SALARY

MUSICAL INSTRUMENT REPAIRERS AND TUNERS

12.70% GROWTH RATE IN TEXAS

$60-100K AVERAGE SALARY

SOUND ENGINEERING TECHNICIAN

18.18% GROWTH RATE IN TEXAS

$54,707 AVERAGE SALARY

MUSIC

Please go to the Fine Arts section of this guide, **pages 94-95**, for course descriptions.

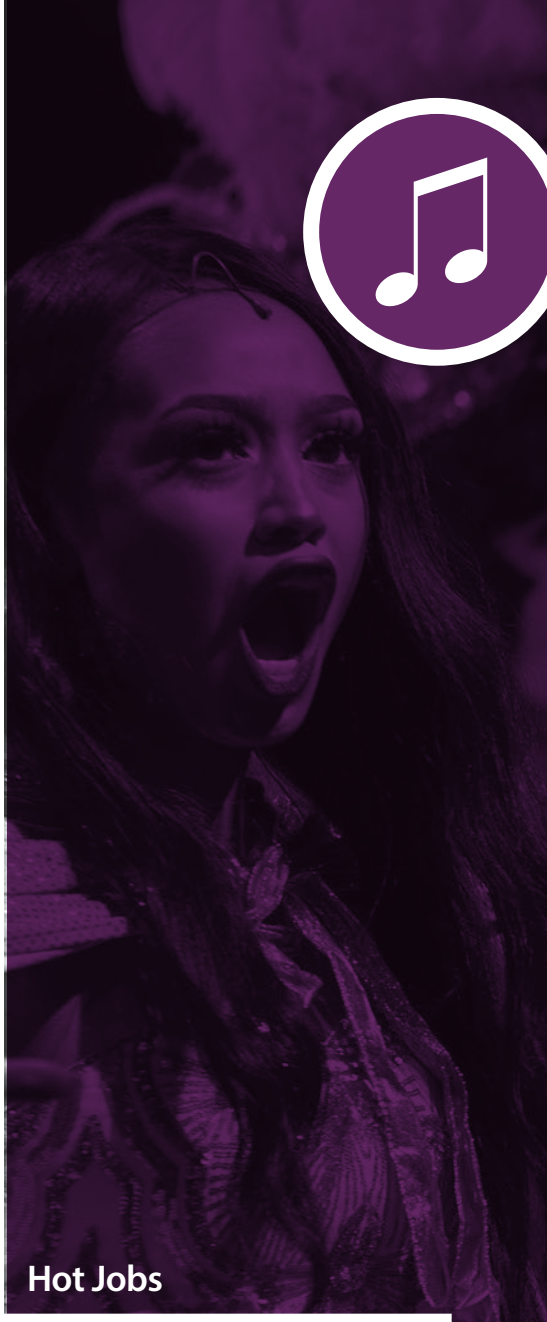
Theatre Pathway

- Theatre
- Technical Theatre
- Theatre Production

Young children naturally express themselves by acting out real or imagined events. Theatre allows people to mimic and project stories to others, communicating meaning through narrative and metaphor. Performances may be funny, sad, moving, thought provoking and reflect a society's way of thinking about humanity, the world, and nature. If you enjoy performing and telling stories, a career in theatre may be for you.

Pathway Course Sequence

- Theatre I, Theatre II, Theatre III, Theatre IV
- Technical Theatre I, Technical Theatre II, Technical Theatre III, Technical Theatre IV,
- Theatre 1 or Theatre Production I, Theatre Production II, Theatre Production III, Theatre Production IV



Hot Jobs

DIRECTORS – STAGE, MOTION PICTURE, TELEVISION, AND RADIO

22.56% GROWTH RATE IN TEXAS

$68,560 AVERAGE SALARY

MAKEUP ARTISTS, THEATRICAL AND PERFORMANCE

14.81% GROWTH RATE IN TEXAS

$53,173 AVERAGE SALARY

TALENT DIRECTOR

22.56% GROWTH RATE IN TEXAS

$68,561 AVERAGE SALARY

THEATRE

Please go to the Fine Arts section of this guide, **pages 96-97**, for course descriptions.

Dance Pathway

Moving our bodies to a song or rhythm can be a joyful experience. Like other ways to perform, dance is a form of expression when words are not enough. If you enjoy expressing yourself through movement, then dance is the Pathway for you.

Pathway Course Sequence

- Principles of Dance I, Principles of Dance II, Principles of Dance III, Principles of
- Dance IV
- Principles of Dance I or Dance Team I, Dance Team II, Dance Team III, Dance
- Team IV

Hot Jobs

CHOREOGRAPHERS

15.15% GROWTH RATE IN TEXAS

$64,157 AVERAGE SALARY

RECREATION AND FITNESS STUDIES TEACHER, POSTSECONDARY

18.58% GROWTH RATE IN TEXAS

$62,972 AVERAGE SALARY

PRODUCER/DIRECTOR

22.56% GROWTH RATE IN TEXAS

$68,560 AVERAGE SALARY

DANCE

Please go to the Fine Arts section of this guide, **page 96**, for course descriptions.

World Languages Pathway

The study of languages and literature enhances the ability to understand and communicate with people from other countries and cultures. Careers involving world languages require the ability to understand diverse perspectives as well as apply reading, writing, and critical thinking skills in a global context.

Pathway Course Sequence

- Levels I-IV of any World Language including Advanced Placement (AP) options
- Levels I and II of two different World Languages
- World Languages offered include: Spanish, French, German, Japanese, Chinese, Latin, and American Sign Language (levels I-III only)

Hot Jobs

INTERPRETERS AND TRANSLATORS

42.59% GROWTH RATE IN TEXAS

$51,600 AVERAGE SALARY

INTELLIGENCE ANALYST

9% GROWTH RATE IN TEXAS

$79,970 AVERAGE SALARY

INTERNATIONAL TRADE SPECIALIST

14% GROWTH RATE IN TEXAS

$95,710 AVERAGE SALARY

World Languages

Please go to the World Languages section of this guide, **pages 84-86**, for course descriptions.

Social Studies Pathway

Social Studies is the study of places and people and helps us understand how people have lived and related to each other throughout history. Learning history and how it has influenced our modern world forms a basic understanding of how to be a good member of society.

Pathway Course Sequence

- Five (5) credits in Social Studies which must include World Geography or World History, United States History, Government, andEconomics or Personal Financial Literacy and Economic

Hot Jobs

MARKET RESEARCH ANALYST

23% GROWTH IN TEXAS

$63,230 AVERAGE SALARY

PSYCHOLOGIST

14% GROWTH IN TEXAS

$77,030 AVERAGE SALARY

URBAN AND REGIONAL PLANNER

13% GROWTH IN TEXAS

$71,490 AVERAGE SALARY

Social Studies

Please go to the Social Studies section, **pages 78-83**, of this guide for course descriptions.

Multidisciplinary Studies Endorsement

With the Multi-Disciplinary endorsement, you can explore more than one career or academic Pathway, so your options remain more flexible. Many occupations require you to build knowledge from more than one endorsement. For example, nurses are classified primarily under the Public Service endorsement, but also have a strong Science, Technology, Engineering and Math (STEM) component. Other multi-disciplinary occupations include historians, animal scientists, biomedical engineers and more.

—Adapted from the Texas Workforce Commission

Options

4X4

FOUR CREDITS IN EACH OF THE FOUR FOUNDATION SUBJECT AREAS TO INCLUDE ENGLISH IV AND CHEMISTRY AND/OR PHYSICS; OR AP/IB/DUAL CREDIT

FOUR CREDITS IN AP, IB, OR DUAL CREDIT SELECTED FROM ENGLISH, MATHEMATICS, SCIENCE, SOCIAL STUDIES, ECONOMICS, LANGUAGES OTHER THAN ENGLISH, OR FINE ARTS; OR ADVANCED COURSES

FOUR ADVANCED COURSES THAT PREPARE A STUDENT TO ENTER THE WORKFORCE SUCCESSFULLY OR POSTSECONDARY EDUCATION WITHOUT REMEDIATION FROM WITHIN ONE ENDORSEMENT AREA OR AMONG ENDORSEMENT AREAS THAT ARE NOT IN A COHERENT SEQUENCE.

Courses: English Language Arts

English Language Arts

English I

Course Number: EL112
Offered In: 9
Credits: 1
Level: On Level
Prerequisites: None
Description: Students will apply earlier TEKS strands of developing and sustaining foundational skills, comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry with greater depth in increasingly complex texts as they become self-directed, critical learners who work collaboratively and independently to develop and use metacognitive skills. The strands are integrated and progressive, so students think critically as readers and writers as they adapt to the ever-evolving nature of language and literacy. The overarching theme in English Language Arts is the study, analysis, and application of the intentional decisions authors make as they design an experience for an audience. Students will engage in academic discourse, writing, and reading across diverse texts with opportunities for cross-curricular content, close reading routines, and independent, self-selected reading.

English I AAC

Course Number: EL111
Offered In: 9
Credits: 1
Level: AAC (Formerly known as Pre-AP)/GT
Prerequisites: None
Description: English I AAC courses focus on the same strands as English I on-level (see above), but also emphasize advanced reading, analytical reasoning skills, and writing for the Advanced Placement courses in language and literature. Students may be expected to read outside of class during the school year and encouraged to read during the summer.

English II

Course Number: EL122
Offered In: 10
Credits: 1
Level: On level
Prerequisites: None
Description: Students will apply earlier TEKS strands of developing and sustaining foundational skills, comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry with greater depth in increasingly complex texts as they become self-directed, critical learners who work collaboratively and independently to develop and use metacognitive skills. The strands are integrated and progressive, so students think critically as readers and writers as they adapt to the ever-evolving nature of language and literacy. The overarching theme in English Language Arts is the study, analysis, and application of the intentional decisions authors make as they design an experience for an audience. Students will engage in academic discourse, writing, and reading across diverse texts with opportunities for cross-curricular content, close reading routines, and independent, self-selected reading.

English II AAC

Course Number: EL121
Offered In: 10
Credits: 1
Level: AAC (Formerly known as Pre-AP)/GT
Prerequisites: None
Description: English AAC courses focus on the same strands as English II on-level (see above), but also emphasize advanced reading, analytical reasoning skills, and writing to prepare for the Advanced Placement courses in language and literature. Students may be expected to read outside of class during the school year and encouraged to read during the summer.

English I for Speakers of Other Languages (ESOL – I)

Course Number: EL213
Offered In: 9–12
Credits: 1
Level: ESL
Prerequisite: District ESL staff recommendation pending LPAC approval
Description: This is a companion course for Reading I Sheltered - Newcomers. This course may substitute for English I credit for students who are new to the country and whose English proficiency is at the beginner or intermediate level. ESOL I learning expectations are the same as those of English I with the addition of instruction that is accommodated to meet the needs of students who are at the beginner or intermediate stage of English language acquisition. Emphasis is placed on vocabulary expansion, written and oral communication and reading comprehension to accelerate social and academic English language acquisition. ESOL I is taught through sheltered instruction methods for teaching proficiency in listening, speaking, reading, and writing in English as well as content knowledge.

Reading I - Newcomer

Course Number: ER213
Offered In: 9–12
Credits: 1
Level: Beginner/Intermediate
Prerequisite: District ESL staff recommendation pending LPAC approval
Description: This is a companion course for ESOL I. This course is designed for students who are new to country and whose English proficiency is at the beginner or intermediate level. The main focus of this course is English language development through reading comprehension strategies, word recognition, vocabulary development and fluency through the state ESOL standards. This class does not meet the needs of native English speakers who struggle with reading skills.

English II for Speakers of Other Languages (ESOL – II)

Course Number: EL223
Offered In: 10–12
Credits: 1
Level: ESL
Prerequisite: ESOL I and LPAC approval
Description: This is a companion course for Reading II Sheltered- Newcomers. This course may substitute for English II credit for students who are new to the country and whose English proficiency is at the beginner or intermediate level. ESOL II learning expectations are the same as those of English II with the addition of instruction that is accommodated to meet the needs of students who are at the beginner or intermediate stage of English language acquisition. Emphasis is placed on vocabulary expansion, written and oral communication and reading comprehension to accelerate social and academic English language acquisition. ESOL II is taught through sheltered instruction methods for teaching proficiency in listening, speaking, reading, and writing in English as well as content knowledge.

Reading II - Newcomer

Course Number: ER223
Offered In: 9–12
Credits: 1
Level: Beginner/Intermediate
Prerequisites: Reading I (Newcomers)
Description: This is a companion course for ESOL II. This course is designed for students who are new to country and whose English proficiency is at the beginner or intermediate level. The main focus of this course is English language development through reading comprehension strategies, word recognition, vocabulary development and fluency through the state ESOL standards. This class does not meet the needs of native English speakers who struggle with reading skills.

English III

Course Number: EL132
Offered In: 11
Credits: 1
Level: On level
Prerequisites: None
Description: Students will apply earlier TEKS strands of developing and sustaining foundational skills, comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry with greater depth in increasingly complex texts as they become self-directed, critical learners who work collaboratively and independently to develop and use metacognitive skills. The strands are integrated and progressive, so students think critically as readers and writers as they adapt to the ever-evolving nature of language and literacy. The overarching theme in English Language Arts is the study, analysis, and application of the intentional decisions authors make as they design an experience for an audience. Students will engage in academic discourse, writing, and reading across diverse texts with opportunities for cross-curricular content, close reading routines, and independent, self-selected reading.

AP English Language and Composition (English III — AP)

Course Number: EL131
Offered In: 11
Credits: 1
Level: AP/GT
Prerequisites: None
Description: This course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions authors make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. This course aligns to an introductory college- level rhetoric and writing curriculum and serves as preparation for successful completion of the AP Exam in May. As in the college course, students should be able to read and comprehend college-level texts and write grammatically correct, complete sentences. Students may be expected to read outside of class during the school year. Summer reading may be required.

English IV

Course Number: EL142
Offered In: 12
Credits: 1
Level: On level
Prerequisites: None
Description: Students will apply earlier TEKS strands of developing and sustaining foundational skills, comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry with greater depth in increasingly complex texts as they become self-directed, critical learners who work collaboratively and independently to develop and use metacognitive skills. The strands are integrated and progressive, so students think critically as readers and writers as they adapt to the ever-evolving nature of language and literacy. The overarching theme in English Language Arts is the study, analysis, and application of the intentional decisions authors make as they design an experience for an audience. Students will engage in academic discourse, writing, and reading across diverse texts with opportunities for cross-curricular content, close reading routines, and independent, self-selected reading.

AP English Literature and Composition (English IV — AP)

Course Number: EL141
Offered In: 12
Credits: 1
Level: AP/GT
Prerequisites: None
Description: The AP English Literature and Composition Course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, and drama), from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure for an audience. As they read, students consider a work's structure, style, and theme, as well as its use of figurative language, imagery, and symbolism. Writing assignments include informational, analytical, and argumentative essays that require students to analyze and interpret literary works. This course aligns to an introductory college-level literature and writing curriculum. As in the college course, students should be able to read and comprehend college-level text and write grammatically correct, complete sentences. Students may be expected to read outside of class during the school year. Summer reading may be required.

English IV — Dual Credit

Course Number: EL642D1/EL642D2
Offered In: 12
Credits: 1
Level: Dual Credit
Prerequisites: Meet TSI requirements
Description: This advanced level English IV course is for college credit as well as high school credit. It focuses on the student's ability to think objectively and communicate effectively. Major areas include the writing process, sentence structure, basic essay organization, rhetorical modes, and analysis of writing. Successful completion of this course will provide students with college level ENGL-1301 English Composition 101 and ENGL-1302 English Composition 102 which are accepted at most Texas colleges and universities, as well as many out-of-state institutions. Please see "Dual Credit" sections for more information. Community college enrollment requirements, deadlines, and fees apply.

UT OnRamps Rhetoric

Course Number:EL142T
Offered In: 12
Credits: 1
Level: OnRamps
Prerequisites: English I, II, and III
Description: This advanced level English IV course is a dual enrollment in partnership with the University of Texas at Austin. It focuses in the first semester on a study and practice in writing processes with emphasis on rhetorical choices, academic essays, and critical analysis. The focus of the second semester is on primary and secondary research methods, critical readings of multiple text genres, and critical thinking skills. Students earn two separate grades in this course, a FBISD English IV credit and a college grade through UT. This course is not eligible for semester exam exemptions; the college final is required. *Not all OnRamps Dual Enrollment courses are offered at all campuses.

College Prep ELA

Course Number: EL144
Offered In: 12
Credits: 1
Level: On level
Prerequisites: None
Description: This course is designed to support students who do not meet the college readiness indicators for English Language Arts. College Prep ELA will prepare students for English core courses in college. It is available to high school seniors who have successfully completed English I, II, and III. A student who successfully completes this course may use the credit earned in the course toward satisfying the advanced English Language Arts (English IV) curriculum requirement for the foundation high school program. This course satisfies the advanced English requirement for all endorsements except Arts and Humanities and Multidisciplinary.

Reading I, II, III

Course Number: ER113, ER123, ER133
Offered In: 9–12
Credits: 1 per year
Level: On level
Prerequisites: None
Description: Reading I, II, III offers students reading instruction to successfully navigate academic demands as well as attain life- long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All these strategies are applied in instructional-level and independent-level texts that cross the content areas.

Creative Writing

Course Number: EL332
Offered In: 11–12
Credits: 1
Level: On level
Prerequisites: None
Description: Creative Writing, a rigorous composition course, asks high school students to demonstrate their skill in such forms of writing as fictional writing, short stories, poetry, and drama. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The students' evaluation of their own writing as well as the writing of others ensures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop peer and self-assessments for effective writing, and set their own goals as writers. This course satisfies the advanced English requirement except for Multidisciplinary Endorsement.

Practical Writing

Course Number: EL313
Offered In: 9–12
Credits: 1
Level: On level
Prerequisites: None
Description: This course allows high school students to develop the skills necessary for practical writing. It emphasizes skill in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar and the effective use of vocabulary. Students are expected to understand and demonstrate the writing process through a variety of written texts.

Journalism

Course Number: EJ113
Offered In: 9–12
Credits: 1
Level: On level
Prerequisites: None
Description: Students enrolled in Journalism write in a variety of forms for a variety of audiences and purposes. High school students enrolled in this course are expected to plan, draft, and complete written compositions on a regular basis, carefully examining their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Journalism, students are expected to write in a variety of forms and for a variety of audiences and purposes. Students will become analytical consumers of media and technology to enhance their communication skills. Students enrolled in Journalism will learn journalistic traditions, research self-selected topics, write journalistic texts, and learn the principles of publishing.

Photojournalism

Course Number: EP113
Offered In: 9–12
Credits: 1
Level: On level
Description: Students enrolled in Photojournalism communicate in a variety of forms for a variety of audiences and purposes. High school students are expected to plan, interpret, and critique visual representation, carefully examining their product for publication. Students will become analytical consumers of media and technology to enhance their communication skills. High school students will study the laws and ethical considerations that impact photography. Students enrolled in this course will refine and enhance their journalistic skills and plan, prepare, and produce photographs for a journalistic publication, whether print, digital, or online media.

Advanced Journalism: Newspaper

Newspaper , II and III

Course Number: , EN122, EN132
Offered In: 10–12
Credits: 1 per year
Level: On level
Prerequisites: Newspaper II
Description: Students enrolled in Advanced Journalism: Newspaper II and III will communicate in a variety of forms such as print, digital, or online media for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Advanced Journalism: Newspaper II and III students are expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will apply journalistic ethics and standards. Students enrolled in Advanced Journalism: Newspaper II and III will refine and enhance their journalistic skills, research self-selected topics, and plan, organize, and prepare a project(s) in one or more forms of media. Journalism III satisfies the advanced English requirement except for Multidisciplinary Endorsement.

Please note: The Newspaper Course is being phased out but students currently in Newspaper I and II may still continue on their pathway. Newspaper I will not be offered in the 2024-25 school year. Consider other courses within the Journalism Pathway such as Yearbook or Broadcasting.

Advanced Journalism: Yearbook Production I, II, III

Course Number: EY112, EY122, EY132
Offered In: 9–12
Credits: 1 per year
Level: On level
Prerequisites: Journalism I or Photojournalism and teacher recommendation
Description: Students enrolled in Advanced Journalism: Yearbook I, II, III will communicate in a variety of forms such as print, digital, or online media for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Advanced Journalism: Yearbook I, II, III students are expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will apply journalistic ethics and standards. Students enrolled in Advanced Journalism: Yearbook I, II, III will refine and enhance their journalistic skills, research self-selected topics, and plan, organize, and prepare a project(s) in one or more forms of media. Journalism III satisfies the advanced English requirement except for Multidisciplinary Endorsement.

Advanced Broadcast Journalism I, II, III

Course Number: EB112, EB122, EB132
Offered In: 9–12
Credits: 1 per year
Level: On level
Prerequisites: Journalism I
Description: High school students enrolled in this course will apply and use their journalistic skills for a variety of purposes. Students will learn the laws and ethical considerations that affect broadcast journalism; learn the role and function of broadcast journalism; critique and analyze the significance of visual representations; and learn to produce by creating a broadcast journalism product. Journalism III satisfies the advanced English requirement except for Multidisciplinary Endorsement.

Independent Study in Journalism

Course Number: EJ142
Offered In: 12
Credits: 1
Level: On Level
Prerequisites: Advanced Journalism: Yearbook I, II, and III or Advanced Journalism: Newspaper II, and III
Description: This course is intended as a fourth- year yearbook or newspaper course for students serving as the editor or assistant editor of those publications. Students enrolled in Independent Study in Journalism write in a variety of forms for a variety of audiences and purposes. High school students enrolled in this course are expected to plan, draft, and complete written communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. Students will become analytical consumers of media and technology to enhance their communication skills. Published work of professional journalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Independent Study in Journalism will refine and enhance their journalistic skills, research self-selected topics, plan, organize, and prepare a project(s). This course satisfies the advanced English requirement except for Multidisciplinary Endorsement.

Debate I, II, III

Course Number: ED112, ED122, ED132
Offered In: 9–12
Credits: 1 per year
Level: On level
Prerequisites: None
Description: Debate and argumentation are widely used to make decisions and reduce conflict. In Debate I, II, III students will develop skills in argumentation and debate. Students will focus on current issues, develop sound critical thinking, and sharpen their communication skills. This course offers life-long skills for intelligently approaching controversial issues. Participation in debate tournaments may be required. To participate in tournaments, students must maintain a passing average in all other coursework. *Students who successfully complete the full year of Debate I will fulfill the FBISD speech requirement for graduation. Debate III satisfies the advanced English requirement except for Multidisciplinary Endorsement.

Humanities

Course Number: EL411
Offered In: 11–12
Credits: 1
Level: Honors
Prerequisites: None
Description: Humanities is an interdisciplinary course in which students read widely to understand how different authors craft compositions for various aesthetic purposes. This course includes the study of major historical and cultural movements and their relationship to literature and other fine arts. In this rigorous course students demonstrate an in-depth understanding through discussions, journals, oral interpretations, and dramatizations. Students write frequently and create original presentations using a variety of media. This course satisfies the advanced English requirement except for Multidisciplinary Endorsement.

English – Additional Courses

Credits: 1 per course
Prerequisite: ARD Committee decision
Course Numbers:

SE511M Applied English I
SE512M Applied English II
SE513M Applied English III
SE514M Applied English IV

**The content aligns to the general education curriculum as determined by the IEP. Students receive modified curriculum in a pull-out setting (Resource).*

SE511A Applied English I AL
SE512A Applied English II AL
SE513A Applied English III AL
SE514A Applied English IV AL

**The content aligns to the general education curriculum as determined by the IEP. Students receive alternate curriculum in a pull-out setting (Resource).*

EL115I English I I
EL125I English II I
EL135I English III I
EL145I English IV I

** Students receive igrade level curriculum in general education with in-class support.*

EL115C English I C
EL125C English II C
EL135C English III C
EL145C English IV C

**The content aligns to the general education curriculum as determined by the IEP. Students usually receive modified instruction in general education with co-teaching support. Courses offered at campus discretion.*

EL117A English I AL
EL127A English II AL
EL137A English III AL
EL147A English IV AL

**The content aligns to the general education curriculum as determined by the IEP. Students receive alternate curriculum in general education with in-class support.*

SE811B English I B
SE812B English II B
SE813B English III B
SE814B English IV B

**The content aligns with the general education curriculum as determined by the IEP. Students receive instruction (grade level or modified) in the behavior support setting.*

English in Specialized Setting (SAILS)

Credits: 1 per course
Prerequisite: ARD Committee decision
Course Numbers:

SE611 English I AL EOC
SE612 English II AL EOC
SE613 English III AL
SE614 English IV AL

**The content aligns to the general education curriculum as determined by the IEP. Students receive alternate curriculum in the SAILS setting.*

English in Specialized Setting (FLASH)

Credits: 1 per course
Prerequisite: ARD Committee decision
Course Numbers:

SE911F English I AL EOC
SE912F English II AL EOC
SE913F English III AL
SE914F English IV AL

**The content aligns to the general education curriculum as determined by the IEP. Students receive alternate curriculum in the FLASH setting.*

English in Specialized Setting (CLASS+)

Credits: 1 per course
Prerequisite: ARD Committee decision
Course Numbers:

SE511C CLASS+ English I
SE512C CLASS+ English II
SE513C CLASS+ English III
SE514C CLASS+ English IV

**The content aligns to the general education curriculum as determined by the IEP. Students receive modified curriculum in CLASS+ setting.*

English in Specialized Setting (STEP)

Credits: 1 per course
Prerequisite: ARD Committee decision
Course Numbers:

SE511S STEP English I
SE512S STEP English II
SE513S STEP English II
SE514S STEP English IV

**The content aligns to the general education curriculum as determined by the IEP. Students receive modified curriculum in the STEP program.*

SE51SA STEP English I-ALT
SE52SA STEP English II-ALT
SE53SA STEP English II-ALT
SES4SA STEP English IV-ALT

**The content aligns to the general education curriculum as determined by the IEP. Students receive alternate curriculum in the STEP program.*

READING – ADDITIONAL COURSES

Credits: 1 per course
Prerequisite: ARD Committee decision
Course Number:

SE551M Applied Reading I
SE552M Applied Reading II
SE553M Applied Reading III

**The content aligns to the general education curriculum as determined by the IEP. Students receive modified instruction in a pull-out setting (Resource).*

SE851M Applied Reading I B
SE852M Applied Reading II B
SE853M Applied Reading III B

**The content aligns to the general education curriculum as determined by the IEP. Students receive modified curriculum in the behavior support setting.*

Reading in Specialized Setting (SAILS)

Credits: 1 per course
Prerequisite: ARD Committee decision
Course Numbers:

SE651 Reading I AL
SE652 Reading II AL
SE653 Reading III AL

**The content aligns to the general education curriculum as determined by the IEP. Students receive alternate curriculum in SAILS.*

Reading in Specialized Setting (FLASH)

Credits: 1 per course
Prerequisite: ARD Committee decision
Course Numbers:

SE951F Reading I AL
SE952F Reading II AL
SE953F Reading III AL

**The content aligns to the general education curriculum as determined by the IEP. Students receive alternate curriculum in FLASH,*

Reading in Specialized Setting (CLASS+)

Credits: 1 per course
Prerequisite: ARD Committee decision
Course Number:

SE551C CLASS+ READING I
SE552C CLASS+READING II
SE553C CLASS+READING III

**The content aligns to the general education curriculum as determined by the IEP. Students receive modified curriculum in the CLASS+ classroom.*

Reading in Specialized Setting (STEP)

Credits: 1 per course
Prerequisite: ARD Committee decision
Course Number:

SE551S STEP READING I
SE552S STEP READING II
SE553S STEP READING III

**The content aligns to the general education curriculum as determined by the IEP. Students receive modified curriculum in theSTEP program*

SE551A STEP READING I-ALT
SE552A STEP READING II-ALT
SE553A STEP READING III-ALT

**The content aligns to the general education curriculum as determined by the IEP. Students receive alternate curriculum in the STEP program*

Courses: Math

Mathematics Algebra I

Course Number: MA212
Offered In: 9
Credits: 1
Level: On level
Prerequisites: 8th Grade Math
Description: This course serves as the foundation for all subsequent mathematics courses. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations.

Algebra I AAC

Course Number: MA211
Offered In: 8-9
Credits: 1
Level: AAC
Prerequisites: 8th Grade Math
Description: This course serves as the foundation for all subsequent courses. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. AAC Algebra 1 will include a more in-depth study of the topics covered in Algebra 1. A strong emphasis is placed on increasing the development of critical thinking and problem-solving skills.

Strategic Learning for High School Mathematics

(Partner with Algebra I for Double Block)

Course Number: MA554
Offered In: 9
Credits: 1
Level: On level
Co-requisite: Concurrent enrollment in Algebra I for identified students
Description: This course is intended to develop strategic mathematical learning strategies while students are concurrently developing algebraic knowledge and skills in Algebra I. The basic strategies will stimulate students to think about their approach to mathematical learning. These basic strategies will include identifying errors in the teaching and learning process, input errors, physiological concerns, and develop key cognitive skills. The essential course content will foster a deeper understanding of the task of learning mathematical concepts. .

Geometry

Course Number: MA222
Offered In: 9–10
Credits: 1
Level: On level
Prerequisites: Algebra I
Description: In this course, students will connect previous knowledge from Algebra I to Geometry within the coordinate and transformational geometry strand. Through a focus on the development of proofs, students will strengthen their mathematical reasoning skills in geometric contexts. Formal constructions using a straight edge and compass will be created to make conjectures about geometric figures. Proportional reasoning skills and analysis of patterns to identify geometric properties will provide context for proofs about special segments and circles. Another focus will be on the application of formulas in multi-step situations using background knowledge in two- and three-dimensional figures. Finally, students will gain exposure to fundamental topics in probability and statistics which will prepare them for success in post-secondary education.

Geometry AAC

Course Number: MA221
Offered In: 9–10
Credits: 1
Level: AAC
Prerequisites: Algebra I
Description: In this course, students will connect previous knowledge from Algebra I to Geometry within the coordinate and transformational geometry strand. Through a focus on the development of proofs students will strengthen their mathematical reasoning skills in geometric contexts. Formal constructions using a straight edge and compass will be created to make conjectures about geometric figures. Proportional reasoning skills and analysis of patterns to identify geometric properties will provide context for proofs about special segments and circles. Another focus will be on the application of formulas in multi-step situations using background knowledge in two- and three-dimensional figures. Finally, students will gain exposure to fundamental topics in probability and statistics which will prepare them for success in post-secondary education. In AAC Geometry, students will extend their work with proofs to include additional theorems and alternative proof approaches.

Algebra II

Course Number: MA232
Offered In: 9–12
Credits: 1
Level: On level
Prerequisites: Algebra I
Description: This course will broaden students' knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations using both paper and pencil and technology. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods. Algebra II is the required prerequisite for many fourth-year math courses.

Algebra II AAC

Course Number: MA231
Offered In: 9–12
Credits: 1
Level: AAC
Prerequisites: Algebra I
Description: This course will broaden students' knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations using both paper and pencil and technology. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods. AAC Algebra II will include a focus on functional analysis to align with the College and Career Readiness Standards. Algebra II is the required prerequisite for many fourth-year math courses.

Algebra II UT OnRamps

Course Number: MA232T
Offered in: 10-12
Credit: 1
Level: Beyond AP
Prerequisite: Algebra I and Geometry
Description: Students in this dual enrollment course will receive FBISD Algebra II credit with the opportunity to earn college credit through UT Austin. This course will provide students with a deep dive into critical thinking skills and develop the ability to persist through challenges as they study function families: Linear, Absolute Value, Quadratic, Polynomial, Radical, Rational Exponential, and Logarithmic. *Note: Onramps not offered at all campuses

Mathematical Models with Applications

Course Number: MA312
Offered In: 11–12
Credits: 1
Level: On level
Prerequisites: Algebra I
Description: In this course, students use algebraic, graphical, and geometric reasoning to recognize patterns and structure to model information and solve problems. Students will model and solve real-life problems involving money, data, chance, patterns, music, design, and science. Students will use a variety of representations, tools, and technology to link modeling techniques with mathematical concepts to solve applied problems.

College Prep Math

Course Number: MA332
Offered In: 12
Credits: 1
Level: On Level
Prerequisites: Algebra I, Geometry, one additional foundation mathematics credit, and meet passing standard on the Algebra 1 EOC
Description: This course is designed to prepare students for college readiness indicators in mathematics. The course content will focus on strengthening numeracy, algebraic reasoning, and developing understanding of functional relationships. Successful completion of this course will result in a student being identified as College Ready and will substitute the TSI requirement.

Algebraic Reasoning

Course Number: MA556
Offered In: 10–12
Credits: 1
Level: On level
Prerequisites: Algebra 1
Description: In this course, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I, continue with the development of mathematical reasoning related to algebraic understandings and processes, and deepen a foundation for studies in subsequent mathematics courses. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build to workforce and college readiness such as probes, measurement tools, and software tools, including spreadsheets.

Statistics

Course Number: MA450
Offered In: 11–12
Credits: 1
Level: On level
Prerequisites: Algebra 1, Geometry
Description: In this course, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. Students will broaden their knowledge of variability and statistical processes. Students will study sampling and experimentation, categorical and quantitative data, probability and random variables, inference, and bivariate data. Students will connect data and statistical processes to real-world situations. In addition, students will extend their knowledge of data analysis.

Advanced Quantitative Reasoning

Course Number: MA322
Offered In: 12
Credits: 1
Level: On level
Prerequisites: Geometry, Algebra II
Description: This course focuses on the application of high school math concepts. It includes a strong emphasis on statistics, an ongoing thread of financial applications, and the use of mathematical models from discrete mathematics, algebra, geometry, and trigonometry to solve complex problems in a range of engaging contexts. This course is designed to prepare students for college or the workplace.

Pre-Calculus

Course Number: MA242
Offered In: 10–12
Credits: 1
Level: On level
Prerequisites: Algebra 1, Geometry, Algebra II
Description: This course approaches topics from a function point of view, where appropriate, and is designed to strengthen and enhance conceptual understanding and mathematical reasoning used when modeling and solving mathematical and real-world problems. Students systematically work with functions and their multiple representations. The study of Pre-Calculus deepens students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels. Pre-Calculus is the preparation for Calculus.

AP Pre-Calculus

Course Number: MA240)
Offered In: 10–12
Credits: 1
Level: AP
Prerequisites: Algebra 1, Geometry, Algebra II
Description: In AP Precalculus, students explore everyday situations and phenomena using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. AP Pre-Calculus prepares students for other college-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Students study each function type through their graphical, numerical, verbal, and analytical representations and their applications in a variety of contexts. Note: AP Pre-Calculus replaces Pre-Calculus AAC.

UT OnRamps Pre-Calculus

Course Number: MA240T
Offered in: 10-12
Credits: 1
Level: ONRamps
Prerequisites: Algebra II, Geometry
Description: Students in this dual enrollment course will receive FBISD Pre-Calculus credit with the opportunity to earn college credit through UT Austin. Students deepen and extend their knowledge of functions, graphs, and equations from their high school algebra and geometry courses so they can successfully work with the concepts in a rigorous university-level calculus course. *Note OnRamps is not offered at all campuses.

AP Calculus AB

Course Number: MA251
Offered In: 11–12
Credits: 1
Level: AP
Prerequisites: Pre-Calculus
Description: AP Calculus AB is an introductory college-level calculus course that focuses on topics that are taught in the college equivalent first semester calculus class. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. Students will select either AP Calculus AB or AP Calculus BC.

AP Calculus BC

Course Number: MA351
Offered In: 11–12
Credits: 1
Level: AP
Prerequisites: AAC Pre-Calculus BC
Description: AP Calculus BC is an introductory college-level calculus course that focuses on topics covered in both first and second semester college calculus classes. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. Students will select either AP Calculus AB or AP Calculus BC.

AP Statistics

Course Number: MA451
Offered In: 10–12
Credits: 1
Level: AP/GT
Prerequisites: Geometry, Algebra II
Description: This course offers students the opportunity to receive college credit for an introductory statistics course. The purpose of the advanced placement course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students enrolled in this course will also prepare for the AP exam in May.

UT OnRamps Statistics

Course Number: MA450T
Offered In: 10–12
Credits: 1
Level:ONRamps
Description: Students in this dual enrollment course will receive FBISD Statistics credit with the opportunity to earn college credit through UT Austin. Students develop the quantitative reasoning skills and habits of mind necessary to use data science and mathematical thinking effectively across multiple disciplines while learning the interactive applications and coding skills needed to meet the demands of higher education and the workplace. *Note: OnRamps courses not offered at all campuses.

Multi-variable Calculus

Course Number: MA662
Offered In: 12
Credits: 1
Level: Beyond AP
Prerequisites: AP Calculus BC and a score of 4 or 5 on the AP Calculus BC Exam.
Description: This course is for students who have completed AP Calculus BC. It is the third year in the Calculus series. This course covers differential, integral and vector calculus for functions of more than one variable. These mathematical tools and methods are used extensively in the physical sciences, engineering, economics, and computer graphics.

Independent Study: Dual Credit College Algebra

Course Number: MA5552
Offered In: 12
Credits: 1
Level: Dual Credit
Prerequisites: Algebra 2 and meet TSI requirements
Description: The first semester of this course is designed to strengthen Algebraic, geometric, and statistical reasoning. Its focus will be on Algebra, geometry, and statistics concepts that relate to success in higher level mathematics. These concepts include foundational algebra skills, functions and their graphs, systems of equations, trigonometry, probability, and statistics. The content of the second semester of this course will provide the student with college level MATH-1314/ College Algebra, which is accepted at most Texas colleges and universities, as well as many out-of-state institutions. This course can only be taken on an FBISD high school campus and taught by an approved FBISD instructor. Students MUST take both semesters in order to receive a full math credit. Students cannot take Pre-Calculus after this course due to the content overlap. Please see "Dual Credit" sections for more information. Community college enrollment requirements, deadlines, and fees apply.

MATH – ADDITIONAL COURSES

Credits: 1 per course
Prerequisite: TEA pre-requisite and ARDC decision
Course Numbers:

SE521M Applied Algebra I
SE522M Applied Geometry
SE523M Applied MMA
SE525M Applied Algebraic Reasoning
SE524M Applied Algebra II

**The content aligns to the general education curriculum as determined by the IEP. Students receive modified instruction in a pull-out setting (Resource).*

SE521A Applied Algebra I AL
SE522A Applied Geometry AL
SE523A Applied MMA AL

**The content aligns to the general education curriculum as determined by the IEP. Students receive alternate instruction in a pull-out setting Resource)*

MA215I Algebra I I
MA225I Geometry I
MA232I Algebra II I
MA235I MMA I
MA322I Advanced Quantitative Reasoning I
MA332I College Prep Math I
MA450I Statistics
MA556I Algebraic Reasoning I

**The content aligns to the general education curriculum as determined by the IEP. Students receive grade level curriculum in general education with in-class support.*

MA215C Algebra I C
MA225C Geometry C
MA232C Algebra II C
MA235C MMA C
MA556C Algebraic Reasoning C

**The content aligns to the general education curriculum as determined by the IEP. Students usually receive modified curriculum in general education with co-teaching support. Courses offered at campus discretion.*

MA215A Algebra I AL
MA225A Geometry AL
MA235A MMA AL

**The content aligns to the general education curriculum as determined by the IEP. Students receive alternate curriculum in general education with in-class support.*

SE821B Algebra I BC
SE822B Geometry BC
SE823B MMA BC
SE824B Algebra 2 BC
SE825B Algebraic Reasoning BC

**The content aligns to the general education curriculum as determined by the IEP. Students receive instruction (modified or grade level) in the behavior support setting.*

Math in Specialized Setting (SAILS)

Credits: 1 per course
Prerequisite: ARD Committee decision
Course Numbers:

SE621 Algebra I AL EOC
SE622 Geometry AL
SE623 Problem Solving Math 1
SE626 Algebraic Reasoning AL
SE627 Algebra II AL

**The content aligns to the general education curriculum as determined by the IEP. Students receive an alternate curriculum in SAILS.*

Math in Specialized Setting (FLASH)

Credits: 1 per course
Prerequisite: ARD Committee decision
Course Numbers:

SE921F Algebra I AL EOC
SE922F Geometry AL
SE926F Algebraic Reasoning AL
SE923F Problem Solving Math 1

**The content aligns to the general education curriculum as determined by the IEP. Students receive alternate curriculum in FLASH.*

Math in Specialized Setting (CLASS+)

Credits: 1 per course
Prerequisite: ARD Committee decision
Course Number:

SE521C CLASS+ Algebra I EOC
SE522C CLASS+ Geometry
SE523C CLASS+ MMA
SE524C CLASS+ Algebraic Reasoning
SE525C CLASS+ Algebra 2

**The content aligns to the general education curriculum as determined by the IEP. Students receive modified curriculum in CLASS+.*

Math in Specialized Setting (STEP)

Credits: 1 per course
Prerequisite: ARD Committee decision
Course Number:

SE521S STEP Algebra I EOC
SE522S STEP Geometry
SE523S STEP MMA
SE524S STEP Algebraic Reasoning
SE525S STEP Algebra II

**The content aligns to the general education curriculum as determined by the IEP. Students receive modified curriculum in the STEP program.*

SE521A STEP Algebra I EOC-ALT
SE522A STEP Geometry-ALT
SE523A STEP MMA-ALT
SE524A STEP Algebraic Reasoning-ALT
SE525A STEP Algebra II-ALT

**The content aligns to the general education curriculum as determined by the IEP. Students receive alternate curriculum in the STEP program.*

Courses: Science

Science

Integrated Physics and Chemistry (IPC)

Course Number: SC312
Offered In: 9–10
Credits: 1
Level: On-Level
Prerequisites: none
This course must be taken before Chemistry and Physics and cannot be used as a fourth science credit.
Description: IPC integrates the disciplines of physics and chemistry in topics such as force, motion, energy, and matter. The use of technology and laboratory investigations is a primary focus in instruction. Student investigations will emphasize accurate observations, collection of data, data analysis, and the safe manipulation of laboratory apparatus and materials in the lab.

Biology

Course Number: SC322
Offered In: 9–10
Credits: 1
Level: On level
Prerequisites: None
Description: Biology is the study of life. This course includes the study of the structures and functions of cells and viruses, metabolism and energy transformations in living organisms, comparative survey of life processes, diversity of life, nucleic acids and genetics, and the interdependence of organisms and their environment. This course allows students to construct their own understanding through an inquiry-based approach. Investigations emphasize process skill development and safe manipulation of laboratory apparatus and materials in the field and laboratory.

Biology AAC

Course Number: SC321
Offered In: 9–10
Credits: 1
Level: AAC
Prerequisites: none
Description: This course is for students who are highly motivated and interested in a rigorous science program. AAC Biology covers the biology curriculum and allows students to construct their own understanding through an inquiry-based approach while encouraging advanced skills, in-depth discussion, more comprehensive lab work and increased independent study. Class assignments and activities build on and expand higher-level thinking skills of analysis, synthesis, evaluation, and integrate units that promote scientific connections and connections with other disciplines. Students are provided opportunities for extension and application of content and processes. Special projects are assigned during the year, which require individual research on the Internet or at a local library. Classroom presentations are expected. AAC Biology will include content and skill developed to prepare students to take AP Biology.

AP Biology

Course Number: SC3513, SC3514
Offered In: 10–12
Credits: 1.0
Level: AP/GT
Prerequisites: Biology and Chemistry
Description: AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Students enrolled in this course will also prepare for the AP exam in May.

UT OnRamps Biology

Course Number:SC351T
Offered In: 10–12
Credits: 1.0
Level: ONRamps
Prerequisites: Biology and Chemistry
Description: Students in this dual enrollment course will receive FBISD credit with the opportunity to earn college credit through UT Austin. This year-long course explores three big ideas of biology: the structure and function of biomolecules, the flow of energy through living systems via photosynthesis and cellular respiration, and how genetic information is expressed and transmitted both within and between cells. *Note: OnRamps not offered at all campuses.

Chemistry

Course Number: SC332
Offered In: 10–12
Credits: 1
Level: On level
Prerequisites: one credit of high school science and Algebra I. Recommended prerequisite: completion of or concurrent enrollment in a second year of mathematics. and one unit of high school science
Description: In Chemistry, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. This course allows students to construct their own understanding through an inquiry-based approach. Students will investigate and apply critical thinking skills to understand how chemistry is an integral part of our daily lives.

Chemistry AAC

Course Number: SC331
Offered In: 10–12
Credits: 1
Level: AAC
Prerequisites: one credit of high school science and Algebra I. Recommended prerequisite: completion of or concurrent enrollment in a second year of mathematics. and one unit of high school science
Description: AAC Chemistry covers the Chemistry curriculum and allows students to construct their own understanding through an inquiry-based approach while encouraging advanced skills, in-depth discussion, more comprehensive lab work and increased independent study. Class assignments and activities build on and expand higher level thinking skills of analysis, synthesis, evaluation, and integrate units that promote scientific connections and connections with other disciplines. Students are provided opportunities for extension and application of content and processes. Special projects are assigned during the year, which require individual research on the Internet or at a local library. Classroom presentations are expected. AAC Chemistry will include content and skill development to prepare students for AP Chemistry.

UT OnRamps Chemistry I

Course Number: SC332T
Offered In: 10
Credits: 1.0
Level: ONRamps
Prerequisites: Algebra I
**This course replaces the on level Chemistry course*

Description: Students in this dual enrollment course will receive FBISD credit with the opportunity to earn college credit through UT Austin. The Principles of Chemistry I course addresses the nature of matter, energy, chemical reactions, and chemical thermodynamics. Students will learn about descriptive chemistry of matter in the natural world, as well as compositional and reaction stoichiometry of chemical compounds. *Note: OnRamps not offered at all campuses.

UT OnRamps Chemistry II

Course Number: SC361T
Offered In: 11-12
Credits: 1.0
Level: ONRamps
Prerequisites: OnRamps Chemistry I, or AP Chemistry
Description: Students in this dual enrollment course will receive FBISD credit with the opportunity to earn college credit through UT Austin. The College Chemistry II course continues the development and application of concepts, theories, and laws underlying chemistry that were introduced in Principles of Chemistry I.*Note: OnRamps not offered at all campuses.

AP Chemistry

Course Number: SC3613, SC3614
Offered In: 10–12
Credits: 1.0
Level: AP
Prerequisites: Chemistry and Algebra II
Description: The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. This course requires that 25 percent of instructional time engages students in lab investigations. Students enrolled in this course will also prepare for the AP exam in May.

Specialized Topics in Science 1st: Organic Chemistry

Course Number: SC9111
Offered In: 12
Credits: 1
Level: Beyond AP
Prerequisites: AP Chemistry
Description: Organic chemistry sub-discipline involves the scientific study of the structure, properties, and reactions of organic compounds and organic materials. This course focuses on current theories of structure and mechanism in organic chemistry, their historical development, and their basis in experimental observation as well as **introd**

uces applications of organic chemistry. This course is designed for the student who intends to continue future study in the sciences.

Physics

Course Number: SC342
Offered In: 9–12
Credits: 1
Level: On level
Recommended prerequisite or corequisite: Algebra I. C
Description: In Physics, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. This course allows students to construct their own understanding through an inquiry-based approach. Students who successfully complete Physics will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical thinking skills.

UTOnRamps Physics

Course Number: SC342T
Offered In: 11-12
Credits: 1
Level: Beyond AP
Prerequisites: Algebra I, Geometry, Recommended completion of Algebra II or Pre-Calculus
Description: Students in this dual enrollment course will receive FBISD Physics credit with the opportunity to earn college credit through UT Austin. Mechanics, Heat, and Sound introduces big ideas in physics, such as Newtonian mechanics (including motion, force, energy, and rotation), as well as solid and fluid mechanics, oscillations, waves, sound, and heat. *Note: OnRamps not available at all campuses.

UTOnRamps Physic II

Course Number: SC431T
Offered In: 12
Credits: 1
Level: Beyond AP
Prerequisites: Algebra II, Geometry, OnRamps Physics I, or AP Physics I. It is recommended but not required to have taken a precalculus course prior to Physics II
Description: Students in this dual enrollment course will receive FBISD credit with the opportunity to earn college credit through UT Austin. This is the second course in a sequence of algebra-based (non-calculus) courses. Students are introduced to the topics of electricity, magnetism, optics, waves, and quantum and nuclear physics while obtaining practical experience with electrical circuits and optical devices *Note: OnRamps not available at all campuses.

AP Physics 1

Course Number: SC421
Offered In: 10–12
Credits: 1
Level: AP/GT
Prerequisites:Algebra 1 and Geometry; e Co-requisite Algebra II or equivalent course from §74.12(b)(2)(B).
Description: AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound. This course requires that twenty-five percent of instructional time be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices. Students enrolled in this course will also prepare for the AP exam in May.

AP Physics 2

Course Number: SC431
Offered In: 11–12
Credits: 1
Level: AP/GT
Prerequisites: AP Physics 1 or comparable physics introductory course; Co-requisite: Precalculus or equivalent course.
Description: AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics. This course requires that twenty-five percent of instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate foundational physics principles and apply the science practices. Students enrolled in this course will also prepare for the AP exam in May.

AP Physics C – Mechanics (1 semester)

Course Number: SC3813
Offered In: 11–12
Credits: 1
Level: AP/GT
Prerequisites: Physics. Completed or concurrent enrollment in Calculus
Description: AP Physics C: Mechanics is a calculus-based, college-level physics course. It covers kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; oscillations; and gravitation. AP Physics C: Mechanics should include a hands-on laboratory component comparable to a semester-long introductory college-level physics laboratory. Students should spend a minimum of 25% of instructional time engaged in hands-on laboratory work. Students ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress.

The AP Physics C exam is unique in that it is administered as two separate one and one-half hour exams: one in mechanics and the other in electricity and magnetism. A student may choose to take either or both parts and a separate score is reported for each.

AP Physics C – Electricity and Magnetism

(1 semester)

Course Number: SC3814
Offered In: 11–12
Credits: 1
Level: AP/GT
Prerequisites: Physics. Completed or concurrent enrollment in Calculus
Description: Electricity and Magnetism is a calculus-based, college-level physics course, especially appropriate for students planning to specialize in or major in physical science or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus are used throughout the course. AP Physics C: Electricity and Magnetism should include a hands-on laboratory component comparable to a semester-long introductory college-level physics laboratory. Students should spend a minimum of 25% of instructional time engaged in hands-on laboratory work. Students ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress. The AP Physics C exam is unique in that it is administered as two separate one and one-half hour exams: one in mechanics and the other in electricity and magnetism. A student may choose to take either or both parts and a separate score is reported for each.

Specialized Topics in Science 2nd: Modern Physics

Course Number: SC9211
Offered In: 12
Credits: 1
Level: Beyond AP
Prerequisites: AP Physics, Geometry, and Pre-Calculus
Description: Modern physics refers to any branch of physics developed in the early 20th century and onwards, or branches greatly influenced by early 20th century physics. This course includes aspects of physics that cover either quantum mechanics (QM) or Einsteinian Relativity (ER) or aspects of both. During this course, students will gain an understanding of how science works; what motivates it, how initially promising ideas are refuted by continued research, and the consequences of science on other fields and society in general. Students will conduct field and laboratory investigations using safe, appropriate scientific practices, planning experimental procedures, making quantitative measurements, and interpreting and evaluating data to reach and communicate valid conclusions.

Aquatic Science

Course Number: SC122
Offered In: 10–12
Credits: 1
Level: On level
Prerequisites: One unit of high school Biology. Recommended Prerequisites: Integrated Physics and Chemistry, Chemistry, or concurrent enrollment in either course.
Description: Aquatic Science is a study of the interactions between abiotic and biotic factors in marine and freshwater habitats as they relate to the environment. Maintenance of aquaria can be used in solving problems arising in the operation of fisheries, aquatic farms, waste disposal, and sanitation and water supply. Student investigations will emphasize observations, collection of data, data analysis, and the safe manipulation of laboratory apparatus and materials in the lab as it relates to aquatic systems. Students who successfully complete Aquatic Science will acquire knowledge about a variety of aquatic systems, conduct investigations and observations of aquatic environments, work collaboratively with peers, and develop critical-thinking and problem-solving skills.

Astronomy

Course Number: SC152
Offered In: 11–12
Credits: 1
Level: On level
Prerequisites: Algebra I and Integrated Physics and Chemistry or Chemistry.
Description: In Astronomy, students conduct laboratory and field investigations, use scientific methods, and make informed decisions using critical thinking and scientific problem solving. Students study the following topics: astronomy in civilization, patterns and objects in the sky, our place in space, the moon, reasons for the seasons, planets, the sun, stars, galaxies, cosmology, and space exploration. Computer applications will be used as part of laboratory investigations. Students will be encouraged to make independent astronomical observations. Students who successfully complete Astronomy will acquire knowledge within a conceptual framework, conduct observations of the sky, work collaboratively, and develop critical-thinking skills.

Earth Systems Science

Course Number: SC391
Offered In: 11–12
Credits: 1
Level: On level
Prerequisites: Algebra 1 and two credits of high school science.
Description: This course is designed to promote scientific literacy, understanding and experimentation in the field of Earth and Space Science. This course provides an opportunity for students to learn about three aspects of Earth: Earth in space and time, solid Earth, and fluid Earth. Students will study the history of the origin, evolution and properties of Earth and Space including earth systems, planetary systems, and the impact natural and human activities have on these systems. Students will use a variety of resources and laboratory equipment to investigate, analyze and research scientific principles related to these topics. These resources include computer applications, GIS, GPS, telescopes, satellite imagery, remote sensing data, image and video libraries, weather stations, fossil and rock kits, globes, and various models. This is a capstone course designed to build on students' prior scientific knowledge and skills to develop understanding of Earth's system in space and time.

UTOnRamps Geoscience: Earth, Wind, and Fire

Course Number: SC391T
Offered In: 10-12
Credits: 1
Level: Beyond AP
Prerequisites: Biology or IPC. It is recommended to have taken Chemistry or be concurrently enrolled in it.
Description: Students in this dual enrollment course will receive FBISD Earth Science credit with the opportunity to earn college credit through UT Austin. Earth, Wind, and Fire is a course in geoscience literacy. It covers the fundamentals of how the Earth works, and how its various systems—the lithosphere, atmosphere, hydrosphere, and biosphere—interact to form the complex world in which we live. *Note: OnRamps not available at all campuses.

Environmental Systems

Course Number: SC112
Offered In: 11–12
Credits: 1
Level: On level
Prerequisites: One unit of high school biology. Recommended Prerequisite: One unit physical science (Integrated Physics and Chemistry, Chemistry, or concurrent enrollment in either course).
Description: This course emphasizes the impact of major changes in the environment and critical environmental issues related to society and technology. Students will study a variety of topics that include biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources, and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, and changes in environments. Emphasis of these topics is given to the relationships and responsibilities of humans to their environment and resources in and around their community. Student investigations will emphasize accurate observations, collection of data, data analysis, and the safe manipulation of laboratory apparatus and materials in the lab.

AP Environmental Science

Course Number: SC411
Offered In: 11–12
Credits: 1
Level: AP/GT
Prerequisites: Algebra I, Biology and one year of physical science (IPC, Chemistry or Physics)
Description: The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. Students are required to have the opportunity to spend a minimum of 25% of instructional time engaged in hands-on, inquiry-based laboratory and/or fieldwork investigations. The focus of this course is preparation for successful completion of the AP Environmental Science exam in May.

Advanced Animal Science (Advanced CTE Course)

Course Number: CAG060
Offered In: 12
Credits: 1
Level: On Level
Prerequisites: Biology and Chemistry or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; Livestock Production
Description: Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction allows for the application of scientific and technological aspects of animal science through field and laboratory experiences.
**This CTE course counts as a science credit.*

Anatomy and Physiology

(Advanced CTE Course)
Home campus or James Reese Career and Technical Center

Course Number: CHS071
Offered In: 11-12
Credits: 1
Level: AAC
Prerequisites: Biology and a second Science; if this course is part of a coherent sequence for graduation, additional prerequisites include Principles of Health Science and Medical Terminology
Description: Anatomy and Physiology extends a student's knowledge and understanding of the human body in respect to its structure and function. This lab-oriented class teaches proper dissection techniques as well as various physiological phenomena and is recommended for students interested in medically related careers.
**This CTE course counts as a science credit.*

Forensic Science

Home campus or James Reese Career and Technical Center

Course Number: CLP042
Offered In: 11–12
Credits: 1
Level: AAC
Prerequisites: Biology and Chemistry
Description: Forensic Science is the application of science and how it applies to matters of the law. 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 scenes, while collecting and analyzing 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.
**This CTE course counts as a science credit.*

Pathophysiology

(Advanced CTE Course)

Course Number: CHS090
Offered In: 12
Credits: 1
Level: On level
Prerequisites: Biology and Chemistry;
Description: Students study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of disease. Students will differentiate between normal and abnormal physiology in laboratory and field investigations. This course is recommended for students interested in medically related careers.
**This CTE course counts as a science credit.*

SCIENCE – ADDITIONAL COURSES

Credits: 1 per course
Prerequisite: TEA Pre-requisite and ARD Committee decision
Course Numbers:

SC312I	IPC IN
SC322I	Biology IN
SC332I	Chemistry IN
SC342I	Physics IN
SC391I	Earth and Space Science IN
SC112I	Env Sci IN
SC122I	Aquatic Science IN
SC152I	Astronomy IN
CLP04I	Forensic Science IN

**The content aligns to the general education curriculum as determined by the IEP. Students receive grade-level curriculum in general education with in-class support.*

SC312C	IPC C
SC322C	Biology I C

**The content aligns to the general education curriculum as determined by the IEP. Students usually receive modified instruction in the general education class with co-teaching support. Courses offered at campus discretion.*

SC312A	IPC AL
SC322A	Biology AL
SC112A	Aquatic Science AL

**The content aligns to the general education curriculum as determined by the IEP. Students receive alternate curriculum in general education class with in-class support.*

SE831B IPC BC
SE832B Biology BC
SE833B Aquatic Science BC
SE834B Chemistry BC

**The content aligns to the general education curriculum as determined by the IEP. Students receive grade level curriculum in the behavior support setting.*

Science in Specialized Setting (SAILS)

Credits: 1 per course
Prerequisite: ARD Committee decision
Course Numbers:
SE631 IPC AL
SE632 Biology AL EOC
SE633 Environmental Systems AL
SE634 Aquatic Science AL
SE635 Chemistry AL

**The content aligns to the general education curriculum as determined by the IEP. Students receive alternative instruction in SAILS.*

Science in Specialized Setting (FLASH)

Credits: 1 per course
Prerequisite: ARD Committee decision
Course Numbers:
SE931F IPC AL
SE932F Biology AL EOC
SE933F Environmental Systems AL
SE934 Aquatic Science AL
SE935F Chemistry AL

**The content aligns to the general education curriculum as determined by the IEP. Students receive alternate instruction in FLASH.*

Science in Specialized Setting (CLASS+)

Credits: 1 per course
Prerequisite: ARD Committee decision
Course Number:
SE531C CLASS+ IPC
SE532CCLASS+ Biology EOC
SE533C CLASS+ Aquatic Science
SE534C CLASS+ Chemistry
SE535C CLASS +Environmental Systems

**The content aligns to the general education curriculum as determined by the IEP. Students receive modified instruction in CLASS+.*

Science in Specialized Setting (STEP)

Credits: 1 per course
Prerequisite: TEA Pre-requisite and ARD Committee decision
Course Number:
SE531S STEP IPC
SE532S STEP Biology EOC
SE533S STEP Aquatic Science
SE534S STEP Chemistry
SE535S STEP Environmental Systems

**The content aligns to the general education curriculum as determined by the IEP. Students receive modified instruction in the STEP program.*

SE531A STEP IPC-ALT
SE532A STEP Biology EOC-ALT
SE533A STEP Aquatic Science-ALT
SE534A STEP Chemistry-ALT
SE535A STEP Environmental Systems-ALT

**The content aligns to the general education curriculum as determined by the IEP. Students receive alternate instruction in the STEP program.*

Courses: Social Studies

Social Studies

World Geography

Course Number: SS412
Offered In: 9–12
Credits: 1
Level: On level
Prerequisites: None
Description: In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

World Geography AAC

Course Number: SS411
Offered In: 9–12
Credits: 1
Level: AAC (Formerly known as Pre-AP)/GT
Prerequisites: None
Description: AAC/GT classes will cover all World Geography TEKS objectives and other topics such as urban geography, environment, globalization, and demographic studies. Students will read case studies and develop critical thinking and writing skills necessary for success on future social studies Advanced Placement exams. Outside reading and independent learning will also be required.

AP Human Geography — WG (World Geography)

Course Number: SS437
Offered In: 9-12
Credits: 1
Level: AP/GT
Description: Considerations: Students who have previously been awarded a WG (World Geography) credit will not be awarded credit for this course. This yearlong course introduces students to the systematic study of patterns and processes that have shaped human understanding, use of, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. This course awards students a World Geography credit, while preparing students for the AP exam in May. This course fulfills the World Geography credit for graduation; therefore, students will not receive graduation credit for AP Human Geography and World Geography. Students must choose between AP Human or World Geography.

World History

Course Number: SS422
Offered In: 10–12
Credits: 1
Level: On level
Prerequisites: None
Description: World History Studies is a survey of the history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

AP World History

Course Number: SS424
Offered In: 10–12
Credits: 1
Level: AP/GT
Prerequisites: None
Description: The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. Students are expected to write for the purposes of interpretation and analysis. The focus of this course is preparation for successful completion of the AP Exam in May.

United States History

Course Number: SS432
Offered In: 11–12
Credits: 1
Level: On level
Prerequisites: None
Description: The course content is based on the founding documents of the U.S. government, which provide a framework for its heritage. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students examine the impact of geographic factors on major events and eras and analyze their causes and effects. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and popular culture and the times during which they were created. Students analyze the impact of technological innovations on American life. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context.

AP United States History

Course Number: SS431
Offered In: 11–12
Credits: 1
Level: AP/GT
Prerequisites: None
Description: This Advanced Placement course involves students in a survey of America's history from the colonial period to the present day. Students read extensively from primary and secondary sources, analyze issues and events, and prepare oral and written presentations and projects based on individual and group research. The focus of this course is preparation for successful completion of the AP Exam in May.

United States History — Dual Credit

Course Number: SS43D1/SS43D2
Offered In: 11–12
Credits: 1
Level: Dual Credit
Prerequisites: Meet TSI requirements and accepted HCC application
Description: This course offers the opportunity for students to receive high school and college credit in U.S. History. It is a rigorous program taught at the college level and a study from the colonial period through current U.S. History. Successful completion of this course will provide students with college level HIST-1301 U.S. History to 1877 and HIST- 1302 U.S. History 1877 to Present which are accepted at most Texas colleges and universities, as well as many out- of-state institutions. This course can only be taken on an FBISD high school campus and taught by an approved FBISD instructor. Please see "Dual Credit" sections for more information. Community college enrollment requirements, deadlines, and fees apply.

United States Government

Course Number: SS4421/SS4422
Offered In: 12
Credits: .5
Level: On level
Prerequisites: None
Description: In this course, students learn major political ideas and forms of government in history. A significant focus on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a constitutional republic, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue.

AP United States Government and Politics

Course Number: SS4411/SS4412
Offered In: 12
Credits: .5
Level: AP/GT
Prerequisites: None
Description: Students participate in an in-depth analysis of concepts, issues, and problems associated with the structure and function of government and the development of political behaviors and philosophies. Through extensive reading and problem-solving activities, civil rights, civil liberties, and activities of various governmental agencies are examined and evaluated. The focus of this course is preparation for successful completion of the AP exam in May.

AP Comparative Government and Politics

Course Number: SS5611/SS5612
Offered In: 12
Credits: .5
Level: AP/GT
Prerequisites: None
Description: Students in this course compare the governments of various countries to analyze political processes, behaviors, and their consequences. The focus of this course is preparation for successful completion of the AP exam in May. This course does not fulfill the required Government coursework for graduation.

United States Government — Dual Credit

Course Number: SS4461/SS4462
Offered In: 12
Credits: .5
Level: Dual Credit
Prerequisites: Meet TSI requirements and accepted HCC application
Description: This advanced level United States Government course is offered for both college and high school credit. It is a rigorous course taught at the college level that includes the study of the structure and function of government and the development of political behaviors and philosophies, as well as an examination of current governmental issues and events. Successful completion of this course will provide students with college level GOVT-2305 American National Government, which is accepted at most Texas colleges and universities, as well as many-out of state institutions. This course can be taken on an FBISD high school campus taught by an approved FBISD instructor or at a local community college. Please see "Dual Credit" sections for more information. Community college enrollment requirements, deadlines, and fees apply.

Economics with Emphasis on the Free Enterprise System and Its Benefits

Course Number: SS4521/SS4522
Offered In: 12
Credits: .5
Level: On level
Prerequisites: None
Description: This course emphasizes the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. Students will investigate the concepts of specialization and international trade, economic growth, key economic measurements, and monetary and fiscal policy. Students will study the roles of the Federal Reserve System and other financial institutions, government, and businesses in a free enterprise system. Types of business ownership and market structures are discussed. The course also incorporates instruction in personal financial literacy. Students apply critical-thinking skills using economic concepts to evaluate the costs and benefits of economic issues.

Personal Financial Literacy and Economics

Course Number: PFLECO SS4525/SS4526
Offered In: 12
Credits: .5
Level: On level
Prerequisites: None
Description: The course emphasizes the economic way of thinking, which serves as a framework for the personal financial decision-making opportunities introduced in the course. Students will demonstrate the ability to anticipate and address financial challenges as these challenges occur over their lifetime. In addition, students are introduced to common economic and personal financial planning terms and concepts. It provides a foundation in both microeconomics and macroeconomics. Students will survey the impact of demand, supply, various industry structures, and government policies on the market for goods, services, and wages for workers. Macroeconomic study involves economic systems with an emphasis on free enterprise market systems, goals of full employment, price stability, and growth while examining problems such as unemployment and inflation and the policies enacted to address them. As a result of learning objective concepts and integrating subjective information, students gain the ability to lead productive and financially self-sufficient lives. This course satisfies the high school economics graduation requirement.

AP Macroeconomics

Course Number: SS4511/SS4512
Offered In: 12
Credits: .5
Level: AP/GT
Prerequisites: None
Description: Students are engaged in a comprehensive exploration of economics and the free enterprise system which involves problem solving and analysis of macroeconomic principles. The completion of group and individual projects, presentations, and outside readings are expected of students in this course. The focus of this course is preparation for successful completion of the AP exam in May. This course may be taken for Economics graduation credit or as an elective.

AP Micoeconomics

Course Number: SS4571/SS4572
Offered In: 12
Credits: .5
Level: AP/GT
Prerequisites: None
Description: This course emphasizes the economic principles that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. The completion of group and individual projects, presentations, and outside readings are expected of students in this course. The focus of this course is preparation for successful completion of the AP exam in May. This course may be taken for Economics graduation credit or as an elective.

Economics — Dual Credit

Course Number: SS4561/SS4562
Offered In: 12
Credits: .5
Level: Dual Credit
Prerequisites: Meet TSI requirements and accepted HCC application
Description: This advanced level Economics course is offered for both college and high school credit. It is a rigorous course taught at the college level that includes the study of macro and microeconomic philosophies, as well as an examination of historical and recent economic events. Students must enroll, register, and pay any associated fees to the appropriate community college. Successful completion of this course will provide students with college level ECON-2301 Principles of Macroeconomics, which is accepted at most Texas colleges and universities, as well as many out of state institutions. This course can be taken on an FBISD high school campus taught by an approved FBISD instructor or at a local community college. Please see "Dual Credit" sections for more information. Community college enrollment requirements, deadlines, and fees apply.

UTOnRamps Economics

Course Number: SS452T
Offered In: 12
Credits: 1
Level: Beyond AP
Prerequisites: None. Algebra II recommended
Description: Students in this dual enrollment course will receive FBISD Economics credit with the opportunity to earn college credit through UT Austin. Economics introduces students to the principles, models, and conditions that influence how consumers, businesses, governments, and workers make and evaluate economic decisions. The course places emphasis on microeconomics concepts and quantitative reasoning as students employ logic, mathematics, and technology to interpret basic statistics and apply economic analysis. It also features macroeconomics topics and personal financial literacy content in addition to core concepts including scarcity and opportunity costs, supply and demand, market structures, competition, and behavioral economics. *Note: OnRamps not available at all campuses.

Sociology

Course Number: SS5221/SS5222
Offered In: 10–12
Credits: .5
Level: On level
Prerequisites: None
Description: Sociology, an elective course, is an introductory study in social behavior and organization of human society. This course will describe the development of the field as a social science by identifying methods and strategies of research leading to an understanding of how the individual relates to society and the ever-changing world. Students will also learn the importance and role of culture, social structure, socialization, and social change in today's society.

Sociology — Dual Credit

Course Number: SS523
Offered In: 11–12
Credits: .5
Level: Dual Credit
Prerequisites: Meet TSI requirements and completed HCC application
Description: This advanced level Sociology course is offered for both college and high school credit. It is a rigorous course taught at the college level that includes the scientific study of human behavior in society and culture. Successful completion of this course will provide students with college level SOCI-1301 Introduction to Sociology, which is accepted at most Texas colleges and universities, as well as many out of state institutions. This course can be taken on a FBISD high school campus taught by an approved FBISD instructor or at a local community college. Please see "Dual Credit" sections for more information. Community college enrollment requirements, deadlines, and fees apply.

Psychology

Course Number: SS5121/SS5122
Offered In: 10–12
Credits: .5
Level: On level
Prerequisites: None
Description: In this elective course, students study the science of behavior and mental processes. Students examine the full scope of the science of psychology such as the historical framework, methodologies, human development, motivation, emotion, sensation, perception, personality development, cognition, learning, intelligence, biological foundations, mental health, and social psychology

AAC Psychology

Course Number: SS5113
Offered In: 11–12
Credits: .5
Level: AAC/GT
Prerequisites: None
Corequisite: AP Psychology
Description: This course is a corequisite for AP Psychology. It is highly recommended that all students who take this course in the fall will proceed into AP Psychology in the Spring. This course will begin the research process and methodology for AP Psychology studies in human behavior, theories, and philosophies of psychology. Students will complete research projects and read extensively. The focus of this course is preparation for successful completion of the AP exam in May.

AP Psychology

Course Number: SS5111/SS5112
Offered In: 11–12
Credits: .5
Level: AP/GT
Prerequisites: None
Corequisite: AAC Psychology
Description: It is highly recommended that students taking this course in the Spring semester enroll in AAC Psychology in the fall. Human behavior, theories, and philosophies of psychology will be studied in depth in this course. Students will complete research projects and read extensively. The focus of this course is preparation for successful completion of the AP exam in May.

Ethnic Studies: Mexican American Studies

Course Number: SS931
Offered In: 10-12
Credits: 1
Level: On level
Prerequisites: None
Description: In Ethnic Studies: Mexican American Studies, an elective course, students learn about the history and cultural contributions of Mexican Americans. Students explore history and culture from an interdisciplinary perspective. The course emphasizes events in the 20th and 21st centuries, but students will also engage with events prior to the 20th century.

Ethnic Studies: African American Studies

Course Number: SS932
Offered In: 10-12
Credits: 1
Level: On level
Prerequisites: None
Description: In Ethnic Studies: African American Studies, an elective course, students learn about the history and cultural contributions of African Americans. This course is designed to assist students in understanding issues and events from multiple perspectives. This course develops an understanding of the historical roots of African American culture, especially as it pertains to social, economic, and political interactions within the broader context of United States history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of past achievements provides citizens of the 21st century with a broader context within which to address the many issues facing the United States.

Ethnic Studies: AP African American Studies

Course Number: SS9331/SS9332
Offered In: 11-12
Credits: 1
Level: AP
Prerequisites: None
Description: In Ethnic Studies: AP African American Studies, an elective course, students learn about the history and cultural contributions of African Americans through literature, the arts and humanities political science, geography, and science. . This course is designed to assist students in understanding the contributions and experiences of African American. College Board is going through the second pilot year of this course so not all high schools will offer this course for the 23-24 school year.

Psychology — Dual Credit

Course Number: SS513
Offered In: 11–12
Credits: .5
Level: Dual Credit
Prerequisites: Meet TSI requirements and accepted HCC application
Description: This advanced level Psychology course is offered for both college and high school credit. It is a rigorous course taught at the college level that includes a study of human behavior, theories, and philosophies of psychology. Successful completion of this course will provide students with college level PSYC-2301 Introduction to Psychology, which is accepted at most Texas colleges and universities, as well as many out of state institutions. This course can be taken on a FBISD high school campus taught by an approved FBISD instructor or at a local community college. Please see "Dual Credit" sections for more information. Community college enrollment requirements, deadlines, and fees apply.

AP Human Geography

Course Number: SS4351/SS4352
Offered In: 12
Credits: .5
Level: AP/GT
Prerequisites: None
Description: This semester long course introduces students to the systematic study of patterns and processes that have shaped human understanding, use of, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. This course prepares students for the AP exam in May. This course does not fulfill the World Geography credit for graduation.

AP European History

Course Number: SS591
Offered In: 10-12
Credits: 1
Level: AP
Prerequisites: None
Description: The goal of this course is to provide a narrative of events and movements in Europe from 1450 to the present. This will include the period from the High Renaissance to the recent past. In addition, students in this course will develop an understanding of some of the principal themes in modern European history, an ability to analyze historical evidence, and an ability to express that understanding and analysis in writing. This course prepares students for the AP exam in May.

Humanities

Course Number: EL413P
Offered In: 10–12
Credits: .5
Level: Dual Credit
Prerequisites Pass the reading and writing portion of the TSI and be enrolled in the course.
Description: An interdisciplinary survey of cultures focusing on the philosophical and aesthetic factors in human values with an emphasis on the historical development of the individual and society and the need to create.

Special Topics in Social Studies— Special Topics 1 and Special Topics 2

Course Number: SS9221, SS9222, SS9219 (H), SS9220 (H)
Offered In: 11–12
Credits: .5
Level: On level or Honors
Prerequisites: None
Description: This course provides students with an opportunity to develop an understanding of the forces that shape their lives and the world in which they live, while using social science knowledge and skills to engage in the analysis of complex problems.

Special Topics in Social Studies — Special Topics 3 and Special Topics 4

Course Number: SS5821, SS5822, SS5811 (H), SS5812 (H)
Offered In: 11–12
Credits: .5
Level: On level or Honors
Prerequisites: None
Description: This course provides students with an opportunity to develop an understanding of the forces that shape their lives and the world in which they live, while using social science knowledge and skills to engage in the analysis of complex problems.
**A student can take up to 4 semesters of STSS with different content in each semester.*

SOCIAL STUDIES —ADDITIONAL COURSES

Credits: 1 per course
Prerequisite: ARD Committee decision
Course Numbers:

SS412I	World Geography I
SS422I	World History I
SS432I	US History I
SS442I	Government I
SS452I	Economics I

**The content aligns to the general education curriculum as determined by the IEP. Students receive grade level curriculum in general education with in-class support.*

SS432C	US History C
SS442C	Government C
SS452C	Economics C

**The content aligns to the general education curriculum as determined by the IEP. Students receive instruction in general education with co-teaching support. Courses offered at campus discretion.*

SS412A World Geography AL
SS422A World History AL
SS432A US History AL
SS442A Government AL
SS452A Economics AL

**The content aligns to the general education curriculum as determined by the IEP. Students receive alternate instruction in general education.*

SE841B World Geography BC
SE842B World History BC
SE843B US History BC
SE844B Government BC
SE845B Economics BC

**The content aligns to the general education curriculum as determined by the IEP. Students receive instruction in the behavior support setting.*

Social Studies in Specialized Setting (SAILS)

Credits: 1 per course
Prerequisite: ARD Committee decision
Course Numbers:
SE641 World Geography AL
SE642 World History AL
SE643 US History AL EOC
SE644 Government AL
SE645 Economics AL

**The content aligns to the general education curriculum as determined by the IEP. Students receive alternate curriculum in SAILS.*

Social Studies in Specialized Setting (FLASH)

Credits: 1 per course
Prerequisite: ARD Committee decision
Course Numbers:
SE941F World Geography AL
SE942F World History AL
SE943F US History AL EOC
SE944F Government AL
SE945F Economics AL

**The content aligns to the general education curriculum as determined by the IEP. Students receive alternate curriculum in FLASH.*

Social Studies in Specialized Setting (CLASS+)

Credits: 1 per course
Prerequisite: ARD Committee decision
Course Number:
SE541C CLASS+ World Geography
SE542C CLASS + World History
SE543C CLASS + US History
SE544C CLASS + Government
SE545C CLASS + Economics

**The content aligns to the general education curriculum as determined by the IEP. Students receive modified curriculum in CLASS+.*

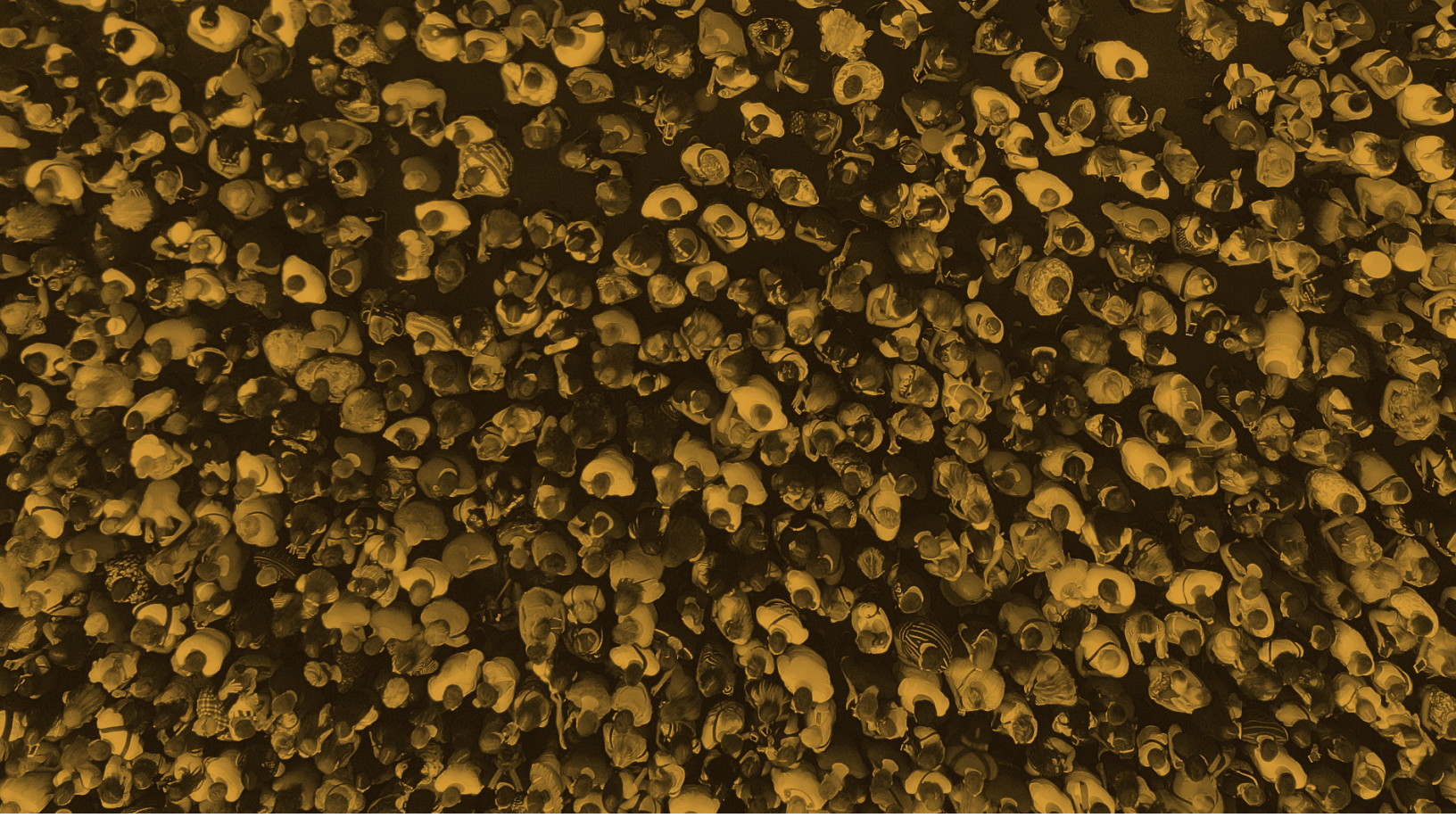
Social Studies in Specialized Setting (STEP)

Credits: 1 per course
Prerequisite: ARD Committee decision
Course Number:
SE541S STEP World Geography
SE542S STEP World History
SE543S STEP US History
SE544S STEP Government
SE545S STEP Economics

**The content aligns to the general education curriculum as determined by the IEP. Students receive modified curriculum in the STEP program.*

SE541A STEP World Geography-Alt
SE542A STEP World History-Alt
SE543A STEP US HISTORY-ALT
SE544A STEP Government-ALT
SE545A STEP Economics-Alt

**The content aligns to the general education curriculum as determined by the IEP. Students receive alternate curriculum in the STEP program .*



Courses: World Languages

Level I

The goal of the study of the beginning levels of modern languages is communicative competence in authentic, real-world situations. Students in this course will develop novice-mid to novice-high proficiency in speaking, listening, reading, and writing on topics dealing with people, places, and events they are likely to encounter in everyday life. The cultural products, practices, and perspectives of the target culture(s) are integrated into all aspects of the course. This course is conducted in the target language as much as possible.

Level II

Level II provides opportunities for students to further develop their proficiency in speaking, listening, reading, and writing on real-world topics. In this level, students go beyond their own personal lives and begin exploring topics related to the community and the world at large, as they progress toward a novice-high to intermediate-low proficiency level. The cultural products, practices, and perspectives of the target culture(s) are integrated into all aspects of the course. This course is conducted in the target language as much as possible.

Level III AAC

(Formerly known as Pre-AP)

Level III AAC classes provide students opportunities to develop greater proficiency in speaking, listening, reading, and writing. In addition to reaching an intermediate-low to intermediate-mid level of proficiency, students will have a deeper understanding of the language and the cultural perspectives associated with it. The units in this course focus on topics that are more global in nature than in previous levels. Level III AAC will provide specific preparation to students for the level IV AP Language and Culture course and exam. This course is conducted predominantly in the target language.

Spanish I

Course Number: FL112
Offered In: 9–12
Credits: 1
Level: On level
Prerequisites: None

Spanish II

Course Number: FL122
Offered In: 9–12
Credits: 1
Level: On level
Prerequisites: Spanish I OR Spanish IA **and** IB

Spanish III AAC

Course Number: FL131
Offered In: 9–12
Credits: 1
Level: AAC (Formerly known as Pre-AP)
Prerequisites: Spanish II or Spanish for Spanish Speakers

French I

Course Number: FL212
Offered In: 9–12
Credits: 1
Level: On level
Prerequisites: None

French II

Course Number: FL222
Offered In: 9–12
Credits: 1
Level: On level
Prerequisites: French I

French III AAC

Course Number: FL231
Offered In: 9–12
Credits: 1
Level: AAC (Formerly known as Pre-AP)
Prerequisites: French II

German I

Course Number: FL312
Offered In: 9–12
Credits: 1
Level: On level
Prerequisites: None

German II

Course Number: FL322
Offered In: 9–12
Credits: 1
Level: On level
Prerequisites: German I

German III AAC

Course Number: FL331
Offered In: 9–12
Credits: 1
Level: AAC (Formerly known as Pre-AP)
Prerequisites: German II

Japanese I

Course Number: FL512
Offered In: 9–12
Credits: 1
Level: On level
Prerequisites: None

Japanese II

Course Number: FL522
Offered In: 9–12
Credits: 1
Level: On level
Prerequisites: Japanese I

Japanese III AAC

Course Number: FL531
Offered In: 9–12
Credits: 1
Level: AAC (Formerly known as Pre-AP)
Prerequisites: Japanese II

Chinese I

Course Number: FL612
Offered In: 9–12
Credits: 1
Level: On level
Prerequisites: None

Chinese II

Course Number: FL622
Offered In: 9–12
Credits: 1
Level: On level
Prerequisites: Chinese I

Chinese III AAC

Course Number: FL631
Offered In: 9–12
Credits: 1
Level: AAC (Formerly known as Pre-AP)
Prerequisites: Chinese II or Chinese for Chinese Speakers

Spanish for Spanish Speakers

Course Number: FL1021/FL1022
Offered In: 9–12
Credits: 2
Level: On level
Prerequisites: Screened for oral and written proficiency in Spanish. Apply through counselor. Students who are heritage or native speakers of Spanish may receive credit for Spanish I and II upon successful completion of this course in one year.
Description: The main objective of this course is to help heritage or native speakers of Spanish to become fully bilingual and biliterate so that they can benefit from this skill in the workforce in the future. The focus of this course is to increase students' proficiency level in all three modes of communication, recognizing that the needs of heritage and native speakers are different from those of non-native and non-heritage students of Spanish. Students are expected to achieve a minimum of intermediate-mid proficiency level by the end of this course, depending upon their beginning level.

Advanced Placement (AP) and Beyond AP World Language Courses

Students in level IV AP Language and Culture will continue to expand their knowledge and skills in the target language and their understanding of the target culture. Students will engage in all three modes of communication in more complex real-world tasks, as they work toward acquiring an intermediate-mid to intermediate high proficiency level. The course is structured around the six AP themes: Beauty and Aesthetics, Contemporary Life, Families and Communities, Global Challenges, Personal and Public Identities, and Science and Technology. Classes are conducted entirely in the target language. This course prepares students for the AP exam in May.

AP Spanish Language and Culture (Spanish IV—AP)

Course Number: FL141
Offered In: 9–12
Credits: 1
Level: AP
Prerequisites: Spanish III (Spanish III AAC recommended)

AP French Language and Culture (French IV—AP)

Course Number: FL241
Offered In: 9–12
Credits: 1
Level: AP
Prerequisites: French III (French III AAC recommended)

AP German Language and Culture (German IV—AP)

Course Number: FL341
Offered In: 9–12
Credits: 1
Level: AP
Prerequisites: German III

AP Japanese Language and Culture (Japanese IV – AP)

Course Number: FL541
Offered In: 9–12
Credits: 1
Level: AP
Prerequisites: Japanese III
Description: This course prepares students to demonstrate intermediate-mid to intermediate-high proficiency across the full range of language skills within a cultural frame of reference. The course will develop speaking and writing skills, as well as reading proficiency of authentic texts, both fiction and non-fiction, and listening proficiency of formal and colloquial authentic language. This course is designed to prepare students for success on the AP Language and Culture Exam in May. This course is conducted entirely in the target language.

AP Chinese Language and Culture (Chinese IV—AP)

Course Number: FL641
Offered In: 9–12
Credits: 1
Level: AP
Prerequisites: Chinese III
Description: This course prepares students to demonstrate intermediate-mid to intermediate-high proficiency across the full range of language skills within a cultural frame of reference. The course will develop speaking and writing skills, as well as reading proficiency of authentic texts, both fiction and non-fiction, and listening proficiency of formal and colloquial authentic language. This course is designed to prepare students for success on the AP Language and Culture Exam in May. This course is conducted entirely in the target language.

AP Spanish Literature and Culture (Spanish V – AP)

Course Number: FL151
Offered In: 9–12
Credits: 1
Level: AP
Prerequisites: Spanish IV AP or Spanish I - III + minimum score of 3 on Spanish AP Language and Culture exam
Description: Students in Spanish V AP will learn the cultural perspectives of the Spanish- speaking world, along with the practices and products that are a reflection of those perspectives as they read the variety of literary selections required for this course and exam. The course is structured around the following themes: Societies in Contact, the Construction of Gender, Time and Space, Literary Creation, Interpersonal Relationships, and the Dual Nature of Being. Classes are conducted in the target language for 100 percent of the time, with great attention to comprehensible input. Language learners in Spanish V AP are expected to reach an intermediate-high to advanced- mid proficiency level upon completion of this course, and this course prepares students for the AP exam in May.

Chinese for Chinese Speakers

Course Number: FL602/FL603
Offered In: 9–12
Credits: 2
Level: On level
Prerequisites: Screened for oral and written proficiency in Mandarin Chinese. Apply through counselor. Students who are heritage or native speakers of Chinese may receive credit for Chinese I and II upon successful completion of this course in one year.
Description: The main objective of this course is to help heritage or native speakers of Chinese to become fully bilingual and biliterate so that they can benefit from this skill in the workforce in the future. The focus of this course is to increase the student's proficiency level in all three modes of communication, recognizing that the needs of heritage and native speakers are different from those of non-native and non-heritage students of Chinese. Students are expected to achieve a minimum of intermediate- mid proficiency level by the end of this course, depending upon their beginning level.

Chinese V

Course Number: FL651
Offered In: 9–12
Credits: 1
Level: Beyond AP
Prerequisites: Chinese IV AP or Chinese I–III + minimum score of 3 on Chinese AP Language and Culture exam
Description: Students in Chinese V will be assessed regularly in the three modes of communication: interpersonal (unscripted conversation in order to complete a task), interpretive (reading, listening, viewing), and presentational (rehearsed and revised oral and written products). The focus of the course is authentic, real-world communication, as students continue with a more in- depth survey of literature, civilization, and culture of the places where Mandarin Chinese is spoken, with the main emphasis on literature related to designated course themes. Some students may opt to continue preparing for the AP Language and Culture exam as a first or second attempt. Students in Chinese V will progress toward an intermediate-mid to intermediate- high level of proficiency for reading and writing, and intermediate-high to advanced-low for speaking and listening.

Latin I

Course Number: F412
Offered In: 9–12
Credits: 1
Level: On level
Prerequisites: None
Description: Language learners in Latin I are expected to reach an intermediate-low proficiency level upon completion of this course, according to the TEKS for LOTE. This course focuses on the development of the student's ability to read Latin with comprehension. Students acquire an understanding of the influence of the Roman world on contemporary culture and also of their differences. Vocabulary and grammar are studied in the context of reading passages into which cultural information has also been integrated. Students learn how to pronounce Latin according to accepted conventions in order to read passages aloud or answer simple questions about passages or respond to classroom directions and commands. Word derivations and Latin word elements are also studied to expand the student's English vocabulary.

Latin II

Course Number: FL422
Offered In: 9–12
Credits: 1
Level: On level
Prerequisites: Latin I
Description: Language learners in Latin II are expected to reach an intermediate-mid proficiency level upon completion of this course, according to the TEKS for LOTE. This course focuses on the development of reading and comprehension skills. Students develop a deeper understanding of the similarities and differences between the Roman world and today's world. The learning of new vocabulary and more grammatical structures is emphasized as reading progresses to longer and more complicated passages. Oral Latin is still used to help students understand reading selections. Word studies continue to be an integral part of learning Latin.

Latin III AAC

Course Number: FL431
Offered In: 9–12
Credits: 1
Level: AAC (Formerly known as Pre-AP)
Prerequisites: Latin II
Description: Language learners in Latin III are expected to reach an advanced-low proficiency level upon completion of this course, according to the TEKS for LOTE. The focus of this course is on the development of the skills of reading and comprehension as students read more and more passages of slightly adapted and authentic classical Latin. Students further refine their understanding of the Roman world and its influence on contemporary culture. Reading passages include selections of prose and poetry. Advanced grammatical forms, vocabulary, figures of speech, and culture are integrated into the development of reading. This course will prepare students for Latin IV AP and the College Board Latin Exam.

AP Latin (Latin IV – AP)

Course Number: FL441
Offered In: 9–12
Credits: 1
Level: AP
Prerequisites: Latin III
Description: Language learners in Latin IV are expected to reach an advanced-mid proficiency level upon completion of this course, according to the TEKS for LOTE. The focus of this course is to strengthen the ability of the student to read and understand unfamiliar passages through regular practice with reading at sight. The student will learn more about the history, politics, and culture of the ancient Romans to deepen their understanding of classic works of literature from this period. This course will prepare students for the AP Latin exam. See https://apstudent.collegeboard.org/apcourse/ap-latin for more information on the AP Latin Exam.

American Sign Language (ASL) I

Course Number: FL712
Offered In: 9–12
Credits: 1
Level: On level
Prerequisites: None
Description: Students in ASL I will gain awareness of cultural behaviors of the deaf signing community and participate in group discussions and role-play practices as they work toward achieving a novice- mid to novice-high proficiency level. This course will also include a brief history of ASL, discuss some of the causes of hearing loss, and provide an introduction to American deaf culture and the deaf community. Classes are conducted in the target language for 90 percent of the time (no voice), with frequent opportunities for students to practice and checks for understanding. English will be used only when necessary. NOTE: Not all colleges and universities accept ASL as fulfillment of foreign language credit. Please check with the individual college.

American Sign Language II

Course Number: FL722
Offered In: 9–12
Credits: 1
Level: On level
Prerequisites: American Sign Language I
Description: Students in ASL II will increase awareness of cultural behaviors of the deaf signing community, and participate in group discussions and role-play practices as they work toward achieving a novice- high to intermediate-low proficiency level. This course will also include a more in-depth look at American deaf culture and the deaf community. Classes are conducted in the target language for 90 percent of the time (no voice), with frequent opportunities for students to practice and checks for understanding. English will be used only when necessary. NOTE: Not all colleges and universities accept ASL as fulfillment of foreign language credit. Please check with the individual college.

American Sign Language I and II — Dual Credit

Course Number: FL711 and FL721
Offered In: 9–12

Credits: 2.0
Level: Dual Credit
Prerequisites: Meet TSI requirements
Description: These two HCC dual credit foreign language courses must be taken in sequence and completed in their entirety to receive two full years of FBISD Foreign Language credit. SGNL-1401 Beginning ASL I is an introduction to the basic skills in production and comprehension of American Sign Language. Includes the manual alphabet and numbers. Develops conversational ability, culturally appropriate behaviors, and exposes students to ASL grammar. Student must complete the course with a "B" or better. SGNL-1402 Beginning ASL II develops receptive and expressive ability and allows recognition and demonstration of more sophisticated grammatical features of American Sign Language. Increases fluency and accuracy in finger spelling and numbers. Provides opportunities for interaction within the deaf community. Student must complete courses with a B or better. These courses can be taken on a FBISD high school campus taught by an approved FBISD instructor where available, or at an HCC campus, and fulfills both the foreign language credit for high school graduation and two years World Language credit in most Texas colleges. Both courses are eligible for four college credit hours each for a total of eight college credit hours upon completion of both with a grade of "B" or better. These courses may or may not be a required course for a postsecondary degree at a Texas public institution. Students should check with their prospective college choice(s) about eligibility and transferal of credit of this course for specific majors. Please see "Dual Credit" sections for more information. HCC enrollment requirements, deadlines, and fees apply. *Note: not all HCC Dual Credit courses are offered at all schools.

American Sign Language III

Course Number: FL732
Offered In: 9–12
Credits: 1
Level: On level
Prerequisites: American Sign Language II
Description: Students in ASL III will continue an in- depth study of the cultural behaviors of the deaf signing community and participate in group discussions and role-play practices as they work toward achieving an intermediate-low to intermediate-mid proficiency level. This course will continue to examine the American deaf culture and history of ASL and will take a closer look at the role of deaf individuals in our society. Classes are conducted in the target language for 90 percent or more of the time (no voice), with frequent opportunities for students to practice and checks for understanding. English will be used only when necessary. NOTE: Not all colleges and universities accept ASL as fulfillment of foreign language credit. Please check with the individual college.

Courses: Physical Education

PHYSICAL EDUCATION & HEALTH

Lifetime Fitness and Wellness Pursuits

Course Number:
PE221(B),
PE321 (G)

Offered In: 9–12
Credits: 1.0
Level: On level
Prerequisites: None
Description: The Lifetime Fitness and Wellness Pursuits course offers current approaches for the foundation of personal fitness, physical literacy, lifetime wellness, and healthy living. Students in Lifetime Fitness and Wellness Pursuits will apply the knowledge and skills to demonstrate mastery of the concepts needed to achieve lifetime wellness. Students will participate in a variety of physical activities for attaining personal fitness and lifetime wellness.

Skill-Based Lifetime Activities

Course Number:
PE211 (B)
PE311 (G)

Offered In: 9–12
Credits: 1.0
Level: On level
Prerequisites: None
Description: The Skill-Based Lifetime Activities course offers students the opportunity to demonstrate mastery in basic sport skills, basic sport knowledge, and health and fitness principles. Students experience opportunities that promote physical literacy and lifetime wellness. Students in Skill-Based Lifetime Activities participate in a lifelong activities that include sending an object toward a target; striking and fielding games are activities in which students striking an object in order to score points within a game; fitness activities that provide opportunities for students to apply fitness principles to accomplish an objective; rhythmic activities provide opportunities for students to demonstrate or create movement sequences with rhythm; and innovative games and activities with international significance are those games and activities that use new or innovative equipment, have been created by students, or are played internationally.

Athletics 1, 2, 3, 4

Offered In: 9–12
Credits: 1–4
Level: On level
Prerequisites: Coach Approval
Description: This course includes competitive UIL individual and team sports. Fair play and sportsmanship are included. After two .5 credits are earned, additional credits will be awarded as elective credit. Activities designated as athletics include:
BOYS - Football, Basketball, Baseball, Track, Soccer, Tennis, Golf, Swimming, Cross Country, Cheerleading
GIRLS - Volleyball, Tennis, Basketball, Golf, Track, Swimming, Cross Country, Soccer, Cheerleading, Softball

Students participating in athletics are required to have a physical every year and required to be in the athletic Physical Education class.

Team Sports Officiating

Course Number: ATH342
Offered In: 9–12
Credits: 1.0
Level: On level
Prerequisites: None
Description: Students enrolled in the Teams Sports Officiating Course learn rules and regulation of selected team sports developing skills in communication, decision making, conflict management which are needed to officiate team sport competitions. Working with coaches, players, other officials, and parents, the expectation is that by the end of the course students will have the ability to officiate at various levels and manage responsibilities that come with that role.

Students will be introduced to the rules of the game and officiating mechanics based on approved University Interscholastic League (UIL) association specifications which will form a foundation for a lifetime vocation in officiating

Off Campus PE

(formerly Olympic Sanctioned Sports)

Course Number: PP1111/PP1112/ PP1211/ PP1212/PP1311/PP1312
Offered In: 9–12
Credits: .5-1
Level: On level
Prerequisites: Requires district approval
Description: The purpose of this course is to accommodate those students who are training at an elite level in a specific physical activity that exceeds what the school district can offer. Students can participate in either Category I or Category II offered by an approved FBISD physical activity program.

- **Category 1** Off Campus PE - Olympic-level participation and/or competition includes a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors, and the activities involved in the program must be certified by the superintendent to be of exceptional quality. Students qualifying and participating at this level may be dismissed from school one hour per day. Students dismissed may not miss any class other than PE.
- **Category 2** Off Campus PE - Private or commercially sponsored physical activities include those certified by the superintendent to be of high quality, a curriculum that aligns to TEKS, and well supervised by appropriately trained instructors. Student participation of at least five hours per week must be required. Students certified to participate at this level may not be dismissed from any part of the regular school day.

Students must apply online to receive prior approval from the Coordinator of Health, PE, & Wellness, must provide his/her own transportation, and must provide a workout schedule and attendance rosters. More information can be found at the following link: www.fortbendisd.com/Page/96272.

Health Education

Course Number: PH0111/PH0112
Offered In: 9–12
Credits: .5
Level: On level
Prerequisites: None
Description: The goal of health education is to equip students with the knowledge and skills to make healthy decisions. The course includes mental/emotional, physical, and social health concepts that support the "whole child."

PE Substitution for Marching Band

Course Number: PMB01
Offered In: 9–10
Credits: .5 per semester
Prerequisite: Concurrent enrollment in a Band I course during the fall semester
Description:Students will be concurrently enrolled in a .5 credit, 0-period, Marching Band PE Substitution course during the Fall semester of their freshman and sophomore year, which will meet the graduation requirement for one credit of PE.

Health and Physical Education – Additional Courses

Health in Specialized Setting (BSS)

Credits: .5 per course
Prerequisite: ARD Committee decision
Course Numbers:
SE861 Health BC

**The content aligns to the general education curriculum as determined by the IEP. Students receive instruction in the behavior support services class.*

Health in Specialized Setting (SAILS)

Credits: .5 per course
Prerequisite: ARD Committee decision
Course Numbers:
SE661 Health I AL
SE662A Health II AL

**The content aligns to the general education curriculum as determined by the IEP. Students receive alternate curriculum in the SAILS class.*

Health in Specialized Setting (FLASH)

Credits: .5 per course
Prerequisite: ARD Committee decision
Course Numbers:
SE961F Health I AL
SE962F Health II AL

**The content aligns to the general education curriculum as determined by the IEP. Students receive alternate curriculum in the FLASH class.*

Health in Specialized Setting (STEP)

Credits: .5 per course
Prerequisite: ARD Committee decision
Course Numbers:
SE81ST STEP Health
SE81SA STEP Health ALT

**The content aligns to the general education curriculum as determined by the IEP. Students receive modified and/or alternate curriculum in STEP.*

PE in Specialized Setting (BSS)

Credits: 1 per course
Prerequisite: ARD Committee decision
Course Numbers:
SE801BB Skills Based Lifetime Activities

**The content aligns to the general education curriculum as determined by the IEP. Students receive instruction in the behavior support setting.*

PE in Specialized Setting (SAILS)

Credits: 1 per course
Prerequisite: ARD Committee decision
Course Numbers:
SE601 Skills Based Lifetime Activities

**The content aligns to the general education curriculum as determined by the IEP. Students receive alternate curriculum in SAILS.*

PE in Specialized Setting (FLASH)

Credits: 1 per course
Prerequisite: ARD Committee decision
Course Numbers:
SE901F Skills Based Lifetime Activities

**The content aligns to the general education curriculum as determined by the IEP. Students receive alternate curriculum in FLASH.*

PE in Specialized Setting (STEP)

Credits: 1 per course

Prerequisite: ARD Committee decision

Course Number:

SE80ST	STEP Skill Based Lifetime Activities
SE80SA	STEP Skill Based Lifetime Activities-Alt

**The content aligns to the general education curriculum as determined by the IEP. Students receive modified and/or alternate curriculum in the STEP program.*

Courses: Fine Arts

Art

Art classes are designed to allow students to develop an understanding of art works and artistic skills using a hands-on approach to learning. Students develop creative abilities, problem solving skills, and critical thinking skills that allow them to appreciate all forms of the visual arts regardless of their artistic ability. Students will be required to purchase some materials (art kit/or supply list). An art fee may be required in some instances. Sketchbooks are required.

Art I

Course Number: FA013
Offered In: 9–12
Credits: 1
Level: On level
Prerequisites: N/A
Description: Art I is a prerequisite for all other art courses in senior high school. Students examine natural and man-made objects, explore the art elements of line, value, texture, color, form, and space. Students apply the principles of design, pattern, contract, emphasis, balance, proportion, harmony, rhythm, and movement in developing and creating original artworks using a variety of media and techniques in a general, structured, step-by-step manner. Artworks of master artists (traditional and contemporary) as well as fellow students are studied to allow students to grow in the appreciation of art and to develop evaluation skills.

Art II, Drawing I

Course Number: FA121
Offered In: 10–12
Credits: 1
Level: On level
Prerequisites: Art I OR portfolio review and instructor recommendation/approval required
Description: Art II, Drawing I provides students who have successfully completed Art I, or have demonstrated an advanced artistic ability (based on portfolio), an opportunity to further develop their drawing skills through the use of high-level thinking processes and techniques. Contour, gesture, pen and ink, pastels, mixed media, value, and perspective techniques will be studied. More challenging media, study of contemporary and traditional art, and world cultures will inspire students and help them develop an individual drawing style. Students are taught studio habits and time management.

Art III, Drawing II

Course Number: FA132
Offered In: 11–12
Credits: 1
Level: On level
Prerequisites: Art II — Drawing I, portfolio review and instructor recommendation/approval required
Description: Art III, Drawing II provides the serious art student an opportunity to refine and develop advanced drawing skills and techniques in a variety of media and problem-solving situations including technology. Students are to create original works of art in an expressive-inventive and imaginative way. Throughout the course, the student is provided opportunities to choose from a wide variety of drawing media, techniques, and subject matter (traditional and contemporary) in order to develop a style, theme, or interpretation. In-depth design problems encourage the use of art elements and principles of design, which include experiences in abstract, non-objective, and realistic drawing approaches. All projects and works of art are to strengthen and develop the student's portfolio.

Art IV, Drawing III

Course Number: FA142
Offered In: 12
Credits: 1
Level: On level
Prerequisites: Art III — Drawing II, portfolio review and instructor recommendation/ approval required
Description: Art IV, Drawing III is an independent study course allowing students to develop themes and individual styles in personal art works. It provides the serious art student an opportunity to refine and develop advanced drawing skills and techniques in a variety of media and problem-solving situations including technology. Themes range from pictorial accuracy to subjective interpretation. All projects and works of art are to strengthen and develop the student's portfolio. The focus is to correspond and enhance the advanced placement drawing and two-dimensional course.

Art II, Painting I

Course Number: FA223
Offered In: 10–12
Credits: 1
Level: On level
Prerequisites: Art I OR portfolio review and instructor recommendation/approval required
Description: Art II, Painting I offers students who have successfully completed Art I an opportunity to extend their technical skills in a variety of painting styles and media. In-depth design problems encourage research of art works of other artists and cultures and include experiences in abstract, non-objective, and realistic approaches. Students are taught studio habits and time management.

Art III, Painting II

Course Number: FA232
Offered In: 11–12
Credits: 1
Level: On level
Prerequisites: Art II — Painting I, portfolio review and instructor recommendation/ approval required
Description: Art III, Painting II offers the continuing art students, who may be considering a career in art, the opportunity to extend and refine his/her technical skills in a variety of painting styles and media. In-depth design problems encourage the use of art elements and principles and include experiences in abstract, non-objective, and realistic approaches. Personal experiences, as well as inventive and imaginative themes, are the basic ingredient for original works of art. A major focus of the course is the study of significant painters and how the culture and/or historic period influenced their styles and subjects. All works of art serve to strengthen and develop the student's portfolio.

Art IV, Painting III

Course Number: FA242
Offered In: 12
Credits: 1
Level: On level
Prerequisites: Art III — Painting II, portfolio review and instructor recommendation/ approval required
Description: Art IV, Painting III is an independent study course allowing students to develop themes and individual styles in personal artworks. Sources of ideas for their work come from students' investigations of their environment for visual and structural ideas. Students will develop understanding of form, investigating, interpreting, and reinventing a subject through multiple portrayals guiding students in thematic development. A major focus of the course is the study of significant painters and how the culture and/or historic period influenced their styles and subjects. The projects and works of art are to strengthen and develop the student's portfolio. The focus is to correspond and enhance the advanced placement drawing and two-dimensional course.

Art II, Ceramics I

Course Number: FA323
Offered In: 10–12
Credits: 1
Level: On level
Prerequisites: Art I OR portfolio review and instructor recommendation/approval required
Description: Art II, Ceramics I is a study of three- dimensional design in clay. Study will begin with the fundamental hand building techniques of coil and slab construction, and an exploration of the clay surfaces. Students will experiment with various finishing techniques. Students are taught studio habits and time management.

Art III, Ceramics II

Course Number: FA332
Offered In: 11–12
Credits: 1
Level: On level
Prerequisites: Art II — Ceramics I with portfolio review and instructor recommendation/approval required
Description: Art III, Ceramics II offers an in-depth study of clay for the serious student who has successfully completed Ceramics I. Students will develop personal style of expression through refining and developing skills previously introduced, as well as an introduction to wheel throwing, various clays, and glaze formulation. A historic emphasis will be placed on the evolution of studio ceramics and current issues within the field of ceramics. All projects and works of art are to strengthen and develop the student's portfolio.

Art IV, Ceramics III

Course Number: FA342
Offered In: 12
Credits: 1
Level: On level
Prerequisites: Art III — Ceramics II, portfolio review and instructor recommendation/ approval required
Description: Art IV, Ceramics III is a course allowing students to develop themes from their environments, other cultures, and diverse historical periods. The focus of the course would be for independent study and development of personal interests and style in ceramics. All projects and works of art are to strengthen and develop the student's portfolio. The focus is to correspond and enhance the advanced placement three-dimensional course. Students will continue to practice studio habits and time management, creating individualization and independence.

Art II, Sculpture I

Course Number: FA423
Offered In: 10–12
Credits: 1
Level: On level
Prerequisites: Art I OR portfolio review and instructor recommendation/approval required
Description: The Art II, Sculpture I studio course, devoted to the three-dimensional art forms, will offer the student opportunities to become more proficient in modeling and constructing original creations using additive and subtractive methods. References to both cultural and historical sculptures will allow students to recognize the value of sculpture. Students are taught studio habits and time management.

Art III, Sculpture II

Course Number: FA432
Offered In: 11–12
Credits: 1
Level: On level
Prerequisites: Art II - Sculpture I with portfolio review and instructor recommendation/approval required
Description: Art III, Sculpture II is an advanced art class designed for the student interested in studying in-depth three-dimensional form. Advanced additive and subtractive methods will be explored as students continue to strengthen design skills and emphasis on form and space. All projects and works of art are to strengthen and develop the student's portfolio. Students continue to practice studio habits and time management.

Art IV, Sculpture III

Course Number: FA442
Offered In: 12
Credits: 1
Level: On level
Prerequisites: Art III — Sculpture II, portfolio review and instructor recommendation/approval required
Description: Art IV, Sculpture III is an independent study art class designed for the student interested in studying in-depth three- dimensional form and developing a personal style. Processes used in sculpture may include stone carving, metal casting, plaster carving, and wood and Plexiglas assemblages. All projects and works of art are to strengthen and develop the student's portfolio. The focus is to correspond and enhance the advanced placement three-dimensional course. Students will continue to practice studio habits and time management, creating individualization and independence.

Art II, Digital Art, and Media I

Course Number: FA623
Offered In: 10–12
Credits: 1
Level: On level
Prerequisites: Art I OR portfolio review and instructor recommendation/approval required
Description: The Art II, Digital Art and Media I lab course is the introduction of technology in art. Students will learn to use image manipulation programs and traditional drawing, painting, photography, and layout techniques. Students will view the computer as an important tool for the artist and use computer programs to facilitate the design process of exploring, developing ideas, and producing finished work. Students will have the opportunity to transfer original artwork through various electronic and digital scanning methods. Students will learn the basics of hardware and a variety of art software programs. The student will build a visual electronic portfolio throughout the course. Careers in the field of digital art and media are introduced to the students. Students are taught studio habits and time management.

Art III, Digital Art, and Media II

Course Number: FA624
Offered In: 11–12
Credits: 1
Level: On level
Prerequisites: Art II — Digital Art and Media I, portfolio review and instructor recommendation/approval required
Description: In the Art III, Digital Art and Media II course, students will learn to use image manipulation programs and traditional drawing, painting, photography, and layout techniques. Students will view the computer as an important tool for the artist and use computer programs to facilitate the design process of exploring, developing ideas, and producing original art works. The student will build a visual electronic portfolio throughout the course. Careers in the field of digital art and media will be explored and examined.

Art IV, Digital Art, and Media III

Course Number: FA625
Offered In: 12
Credits: 1
Level: On level
Prerequisites: Art III — Digital Art and Media II, portfolio review and instructor recommendation/approval required
Description: In the Art IV, Digital Art and Media III course, students work independently, choosing digital art and media techniques, using computer programs, to create a mature body of work requiring use of multiple steps and processes.

AP Drawing Portfolio

Course Number: FA811
Offered In: 10–12
Credits: 1
Level: AP
Prerequisites: Art II and experience creating art and design work through drawing
Description: AP Drawing Portfolio is a college-level course open to students who are seriously interested in the practical experience of art, concentrating on drawing. AP Drawing Portfolio Exam is not based on a written exam; instead, the focus will be to submit portfolio exams to College Board for evaluation and the successful completion of the AP course at the end of the school year. Students create a portfolio of work to demonstrate inquiry through art and design, as well as development of materials, processes, and ideas over the course of the year. Work focuses on the use of mark-making, line, surface, space, light, and shade. Portfolio Exam contains two sections. The Selected Works Section, which requires students to demonstrate skillful synthesis of materials, process, and ideas. The Sustained Investigation section requires students to conduct a sustained investigation based on questions, through practice, experimentation, and revision. Both sections of the portfolio require students to articulate information about their work.

AP 2-D Art and Design Portfolio

Course Number: FA611
Offered In: 10–12
Credits: 1
Level: AP
Prerequisite:- Art II and experience creating two-dimensional art and design workDescription: AP 2-D Art and Design Portfolio is a college level course open to students who are seriously interested in the practical experience of art, concentrating on 2-D design. AP 2D Art and Design Portfolio Exam is not based on a written exam; instead, the focus will be to submit portfolio exams to College Board for evaluation and the successful completion of the AP course at the end of the school year. Students create a portfolio of work to demonstrate inquiry through art and design, as well as development of materials, processes, and ideas over the course of the year. Work focuses on the use Elements and Principles of Art and Design, which includes figure ground relationship, connection, juxtaposition, and hierarchy. Portfolio Exam contains two sections. The Selected Works Section, which requires students to demonstrate skillful synthesis of materials, process, and ideas. The Sustained Investigation section requires students to conduct a sustained investigation based on questions, through practice, experimentation, and revision. Both sections of the portfolio require students to articulate information about their work.

AP 3-D Art and Design Portfolio

Course Number: FA711
Offered In: 10–12
Credits: 1
Level: AP
Prerequisites: Art II and experience creating three-dimensional art and design work
Description: AP 3-D Art and Design Portfolio is a college-level course open to students who are seriously interested in the practical experience of art, concentrating on 3-D design. AP 3D Art and Design Portfolio Exam is not based on a written exam; instead, the focus will be to submit portfolio exams to College Board for evaluation and the successful completion of the AP course at the end of the school year. Students create a portfolio of work to demonstrate inquiry through art and design, as well as development of materials, processes, and ideas over the course of the year. Work focuses on the use Elements and Principles of Art and Design, which includes balance, repetition, relationship, connection, juxtaposition, and hierarchy. Portfolio Exam contains two sections. The Selected Works Section, which requires students to demonstrate skillful synthesis of materials, process, and ideas. The Sustained Investigation section requires students to conduct a sustained investigation based on questions, through practice, experimentation, and revision. Both sections of the portfolio require students to articulate information about their work.

AP Art History

Course Number: FA911
Offered In: 11–12
Credits: 1
Level: AP
Prerequisites: N/A
Description: AP Art History is open to only juniors and seniors. It is a college level course designed to explore and analyze architecture, sculpture, painting, and the minor arts as they relate to styles and cultures from prehistoric times to the present. The course is preparation for successful completion of the AP exam at the end of the school year.

Music

Music courses encompass the study of different styles of music with emphasis on student performance. All students are eligible to enroll if they have the desire to improve their performance skills and acquire a better appreciation and enjoyment of music. Both sacred and secular music are studied from a historical perspective. Every student is required to complete an audition with the program director prior to enrollment in any high school music course. The enrollment is divided into classes selected and balanced by the instructor. Members of select groups may be required to purchase their own school-approved performance uniforms. An annual $80 fee is charged to students selected by the program director to use school-owned instruments.

For specific program participation/ consumable materials costs for your school, please contact the music director. The names of each performing group vary among schools. In addition, the number of bands, choirs, or orchestras in each high school varies and is determined by the number of enrolled students and their placement by the teacher. Students enrolled in a band course during the fall semester of their freshman and sophomore years will receive PE Substitution credit for participation in the Marching Band activity outside the school day.

Band I

Course Number: FB113
Offered In: 9
Credits: 1 per course
Level: On level
Prerequisites: By audition only
Description: This course is designed for the student who has developed some proficiency in performance skills. Tone production, technical facility, and musicianship are taught as each relates to performance. This band is involved in numerous performances and competitions throughout the year. Placement in this course is by audition only. Students are required to purchase some materials and the cost may vary depending on the band program and level of study. Marching Band is required as a member of this class. Students will be concurrently enrolled in a 0-period, Marching Band PE Substitution course during the fall semester of their freshman and sophomore year, which will meet the graduation requirement for one credit of PE.

Band II

Course Number: FB123
Offered In: 10
Credits: 1 per course
Level: On level
Prerequisites: Band I and audition required
Description: This course is designed for the student who has developed some proficiency in performance skills. Tone production, technical facility, and musicianship are taught as each relates to performance. This band is involved in numerous performances and competitions throughout the year. Placement in this course is by audition only. Students are required to purchase some materials and the cost may vary depending on the band program and level of study. Marching Band is required as a member of this class. Students will be concurrently enrolled in a 0-period, Marching Band PE Substitution course during the fall semester of their freshman and sophomore year, which will meet the graduation requirement for one credit of PE.

Band III

Course Number: FB133
Offered In: 11
Credits: 1 per course
Level: On level
Prerequisites: Band II andaudition required
Description: This course is designed for advanced wind and percussion students. Advanced tonal development, instrumental techniques, and musicality are taught as each relates to performance. Emphasis is placed on both individual and ensemble performance skills. Students are involved extensively in competitions and performances throughout the year. Placement in band is by audition only. Students are required to purchase some materials and the cost may vary depending on the band program and level of study. Marching Band is required as a member of this class.

Band IV

Course Number: FB143
Offered In: 12
Credits: 1 per course
Level: On level
Prerequisites: Band III and audition required.
Description: This course is designed for advanced wind and percussion students. Advanced tonal development, instrumental techniques, and musicality are taught as each relates to performance. Emphasis is placed on both individual and ensemble performance skills. Students are involved extensively in competitions and performances throughout the year. Placement in band is by audition only. Students are required to purchase some materials and the cost may vary depending on the band program and level of study. Marching Band is required as a member of this class.

Color Guard I–IV

Course Numbers: FG113/FG123/ FG133/ FG143
Offered In: 9–12
Credits: 1 per course
Level: On level
Prerequisite: Selection by audition only
Description: The Color Guard is the visual unit of the band program. Students participate with the Marching Band in numerous performances in the fall semester and perform independently in Winter Guard competitions from November through April. The principles of dance and kinesthetic awareness are developed in tandem with the use of equipment, which includes flags, rifles, and sabers. Some proficiency in dance skills is preferred, although not required. Placement in this course is by audition only. Students are required to purchase some materials and the cost may vary depending on the color guard program and level of study. Color Guard students are required to participate in all Marching Band activities, as well as all after-school rehearsals and performances. During the fall semester of their freshman and sophomore years, students will be concurrently enrolled in a 0-period, pass/fail, Marching Band PE Substitution course, which will meet the graduation requirement for one credit of PE.

Jazz Ensemble I–IV

Course Number: FB512/FB522/FB532/ FB542
Offered In: 9–12
Credits: 1 per course
Level: On level
Prerequisites: By audition only
Description: The focus of this course is the exploration of styles and rhythms utilized in American jazz through performance. Students learn improvisational techniques. Students must be a member of another regular band or orchestra class to enroll in jazz ensemble (exception: piano and guitar when the student does not play a wind instrument or double bass). Placement in the course is by audition only. Students are required to purchase some materials and the cost may vary depending on the band program and level of study.

Orchestra I

Course Number: FO212
Offered In: 9
Credits: 1 per course
Level: On level
Prerequisites: By audition only
Description: This course is designed for the student who has developed some proficiency in performance skills. Tone production, technical facility, and musicianship are taught as each relates to performance. Participants are involved in numerous performances and competitions throughout the year. Placement in this course is by audition only. Students are required to purchase some materials and the cost may vary depending on the orchestra program and level of study.

Orchestra II

Course Number: FO222
Offered In: 10
Credits: 1 per course
Level: On level
Prerequisites: Orchestra I and audition required
Description: This course is designed for the student who has developed some proficiency in performance skills. Tone production, technical facility, and musicianship are taught as each relates to performance. Participants are involved in numerous performances and competitions throughout the year. Placement in this course is by audition only. Students are required to purchase some materials and the cost may vary depending on the orchestra program and level of study.

Orchestra III

Course Number: FO232
Offered In: 11
Credits: 1 per course
Level: On level
Prerequisites: Orchestra II and audition required
Description: This course is designed for advanced string orchestra students. Advanced tonal development, instrumental techniques, and musicality are taught as each relates to performance. Emphasis is placed on both individual and ensemble performance skills. Students are involved extensively in competitions and performances throughout the year. Placement in the course is by audition only. Students are required to purchase some materials and the cost may vary depending on the orchestra program and level of study.

Orchestra IV

Course Number: FO242
Offered In: 12
Credits: 1 per course
Level: On level
Prerequisites: Orchestra III and audition required
Description: This course is designed for advanced string orchestra students. Advanced tonal development, instrumental techniques, and musicality are taught as each relates to performance. Emphasis is placed on both individual and ensemble performance skills. Students are involved extensively in competitions and performances throughout the year. Placement in the course is by audition only. Students are required to purchase some materials and the cost may vary depending on the orchestra program and level of study.

Choral Music I

Course Number: FC212
Offered In: 9
Credits: 1 per course
Level: On level
Prerequisites: By audition only
Description: Choral Music is a general title for several levels of choir. Fundamentals of music and voice production are taught for the purpose of performance and competition. This class is open to all students who are interested in vocal music. Sight-reading skills will be developed. Performances occur periodically throughout the year. Placement in the course is by audition only. Students are required to purchase some materials and the cost may vary depending on the choir program and level of study.

Choral Music II

Course Number: FC222
Offered In: 10
Credits: 1 per course
Level: On level
Prerequisites: Choral Music I and audition required.
Description: Choral Music is a general title for several levels of choir. Fundamentals of music and voice production are taught for the purpose of performance and competition. This class is open to all students who are interested in vocal music. Sight-reading skills will be developed. Performances occur periodically throughout the year. Placement in the course is by audition only. Students are required to purchase some materials and the cost may vary depending on the choir program and level of study.

Choral Music III

Course Number: FC232
Offered In: 11
Credits: 1 per course
Level: On level
Prerequisites: Choral Music II and audition required.
Description: Choral Music is a general title for several levels of choir varying according to size, musical development of the students, and difficulty of the literature performed. Sight-reading skills will be refined. Choral Music involves numerous performances and competitions throughout the year. Placement in the course is by audition only. Students are required to purchase some materials and the cost may vary depending on the choir program and level of study.

Choral Music IV

Course Number: FC242
Offered In: 12
Credits: 1 per course
Level: On level
Prerequisites: Choral Music III and audition required
Description: Choral Music is a general title for several levels of choir varying according to size, musical development of the students, and difficulty of the literature performed. Sight-reading skills will be refined. Choral Music involves numerous performances and competitions throughout the year. Placement in the course is by audition only. Students are required to purchase some materials and the cost may vary depending on the choir program and level of study.

Vocal Ensemble I – IV

Course Number: FC312/FC322/FC332/FC342
Offered In: 9–12
Credits: 1 per course
Level: On level
Prerequisites: By audition only
Description: Vocal ensembles are select musical groups. Ensemble performance of the highest level is expected. Sight-reading skills will continue to be developed and refined. Students will be involved in numerous performances/competitions. Enrollment is by audition only. Students are required to purchase some materials and the cost may vary depending on the choir program and level of study.

Mariachi I – IV

Course Number: FM512/FM522/FM532/FM542
Offered In: 9–12
Credits: 1 per course
Level: On level
Prerequisites: None
Description: This course allows students the opportunity to learn Mariachi technique, style, and interpretation primarily on the guitar, guitarron, and vihuela. Students will perform traditional, progressive, and contemporary music. Participants are involved in numerous performances and competitions throughout the year. Students will be expected to attend ensemble rehearsals and performances outside of the school day. Students are required to purchase some materials and the cost may vary depending on the mariachi program and level of study. *This course is currently only available at Marshall High School and Willowridge High School.

AP Music Theory

Course Number: FM122
Offered In: 11–12
Credits: 1
Level: AP
Prerequisite: N/ADescription: The main objective of the AP Music Theory Course is for students to develop aural, sight-singing, written, composition, and analytical skills in music. Previous experience reading music is strongly recommended. This course covers material typically taught at the college freshman level with emphasis placed on basic pitch and rhythmic notation, scale structures, pitch intervals, chord structure and movement, part writing, ear training, harmonization, and music composition. Upon completion of this course, students will be prepared to take the College Board Advanced Placement Music Theory Exam.

Music Appreciation

Course Number: FM111
Offered In: 10–12
Credits: 1
Level: On level
Prerequisites: N/A
Description: Students learn basic music notation and form. Major composers, performers, and artists of the Medieval, Renaissance, Baroque, Classical, Romantic, and Modern periods are studied and analyzed. This is a non-performance course. An extensive research paper or project may be required.

Piano Technician I-IV

Course Number: FP113/123/132/142
Offered In: 9–12
Credits: 1
Level: On level
Prerequisites: N/A
Description: Students enrolled in this new innovative program will learn the skills of tuning, repairing, and regulating pianos over four years, preparing students to pass the certification test of the Piano Technicians Guild. Students will learn the anatomy of the piano, basic tuning techniques, ear training to recognize pitch, frequency, and temperament. Financial literacy related to running a small business is introduced. This course is housed at Marshall High School. Students who wish to become part of the program should visit with their counselor for more information regarding the registration and transfer process.

Dance

Dance classes provide students with basic dance skills in ballet, tap, modern, improvisation, and jazz. Students will develop kinesthetic awareness and appreciation for the development of dance through the study of dance history. The various courses allow for the varying abilities of all students so each can develop his/her skills at an appropriate pace, which will lead the student to develop self-confidence and an ongoing appreciation for dance as an art form. Students may be required to purchase some materials. Cost may vary depending on the level of study.

Principles of Dance I

Course Number: FD113
Offered In: 9–12
Credits: 1
Level: On level
Prerequisites: N/A
Description: Principles of Dance I is an introductory course that provides students with an exploration of the fundamentals of movement. Aerobic fitness dance, recreational dance, and dance forms including ballet, folk/ethnic, jazz, tap, precision, hip hop, lyrical, and modern will challenge the students to employ both fine and gross motor skills. Students receive a brief historical overview of dance. Choreography/dance composition will be covered as well. This course may be taken to fulfill the Fine Arts requirement or the PE requirement, but not both.

Principles of Dance II

Course Number: FD123
Offered In: 9–12
Credits: 1
Level: On level
Prerequisites: Dance I or Dance I/PE and teacher recommendation
Description: Dance II is a continuation of the Dance I course. Students at this level demonstrate higher levels of competency in movement sequences that are increasingly more rhythmically complex and utilize a wider range of motion. Students will evaluate performances and offer thoughtful critiques of movement execution and choreographic content using correct terminology. This course may be taken to fulfill the Fine Arts requirement or the PE requirement, but not both.

Principles of Dance III and IV

Course Number: FD133/FD143
Offered In: 9–12
Credits: 1 per course
Level: On level
Prerequisites: Dance II and mastery of dance skills and teacher recommendation
Description: Students use advanced skills and techniques through composition and efficiency of dance. Individual and group choreography are stressed. Participants perform in large group formats, select small groups, and solo performances.

Dance Team I–IV

Course Numbers: FD212/FD222/ FD232/ FD242
Offered In: 9–12
Credits: 1 per course
Level: On level
Prerequisite: Selection by audition only
Description: Dance Team courses are designed for the advanced dance student. Advanced dance technique and creative expression are taught as each relates to performance in large groups, ensembles of various sizes, and individually. Students participate extensively in competitions and performances throughout the year. Students are required to purchase supplies and materials; costs may vary depending on the program and level of study. Dance Team members are required to participate in all practices and performances. Practices begin in August and continue throughout the school year. Students are selected for the Dance Team through a rigorous audition process. Students enrolled in Dance Team I will receive one PE substitution credit for their participation in the course.

Ballet Folklorico

Course Number: FD412
Offered In: 9-12
Credits: 1
Level: On Level
Prerequisite: N/A
Description: Ballet Folklorico dance reflects a particular region's traditions, cultures, and beliefs. Folkloric dance expresses the life and spirit of a people through its movement and music. It is historical and current, preserving tradition yet shifting to present times. This course introduces basic footwork techniques, emphasizing fundamentals of body placement, vocabulary, and regions of Mexican Folklorico Dance. The dance combinations and progressions are developed to enhance technical skills, memory, and performance qualities.

Theatre Arts

Theatre Arts classes allow students to develop internal and external personal resources, create through artistic collaboration, accept constructive criticism, relate theatre to its social context, and form aesthetic judgments. Through multi-sensory experiences, students develop skills that lead both to creative expression, problem-solving skills, and an appreciation for the theatre as an art form.

Theatre Arts I

Course Number: FT113
Offered In: 9–12
Credits: 1
Level: On level
Prerequisites: None
Description: The course is intended to be a general introduction to the fundamentals of basic theatre production techniques. Students are introduced to acting, directing, makeup application, technical work, and costuming. Theatre history is an important component of this course leading to an appreciation of the theatre. Students are required to attend a live theatre performance during the school year.

Theatre Arts II

Course Number: FT123
Offered In: 9–12
Credits: 1
Level: On level
Prerequisites: Theatre Arts I or teacher recommendation/audition
Description: Theatre Arts II is designed to build on the skills learned in Theatre Arts I. Theatre production is stressed. Students learn audition techniques and advanced acting skills. Students are involved in duet acting, monologues, and group scenes. Students are required to attend a live theatre performance during the school year.

Theatre Arts III

Course Number: FT132
Offered In: 9–12
Credits: 1
Level: On level
Prerequisites: Theatre Arts II or teacher recommendation/audition
Description: Theatre Arts III is the study of advanced theatre techniques in design, lighting, costuming, acting, critique, directing, and auditioning skills. This is a production- oriented course. Students are required to attend a live theatre performance during the school year.

Theatre Arts IV

Course Number: FT142
Offered In: 9-12
Credits: 1
Level: On level
Prerequisites: Theatre Arts III or teacher recommendation/audition
Description: This course is designed for the student who is serious about theatre production. Students may write their own plays, direct scenes and one-act plays for public performance, and study advanced lighting, acting/characterization, costuming, and makeup. Participation in extra-curricular productions is stressed. Students are required to attend a live theatre performance during the school year.

Technical Theatre I

Course Number: FT223
Offered In: 9–12
Credits: 1
Level: On level
Prerequisites: Theatre Arts I or permission of the instructor
Description: Technical Theatre combines theories of design and stagecraft techniques with construction and operation of production elements including set construction, property management, lighting, sound, costumes, makeup, and public relations. Students are required to attend a live theatre performance during the school year. Time beyond the school day is expected.

Technical Theatre II

Course Number: FT232
Offered In: 9–12
Credits: 1
Level: On level
Prerequisites: Technical Theatre I or permission of the instructor
Description: This course is designed to give students an opportunity to build on skills learned in Technical Theatre I. They will do individual studies in the areas of lighting, costume construction and design, set design and construction, sound, makeup, props, and publicity. Students enrolled in this course will be expected to complete additional work beyond the regular school day. Students are required to attend a live theatre performance during the school year.

Technical Theatre III

Course Number: FT242
Offered In: 11-12
Credits: 1
Level: On level
Prerequisites: Technical Theatre II or permission of the instructor
Description: This course is designed to continue to build on the skills learned in Technical Theatre II. Students will do advanced individual studies in lighting, costume, and set design as well as sound, makeup, props, and publicity techniques. Students enrolled in the class will be expected to complete additional work beyond the school day. Students are required to attend a live theatre performance during the school year.

Technical Theatre IV

Course Number: FT244
Offered In: 12
Credits: 1
Level: On level
Prerequisites: Technical Theatre III or permission of the instructor
Description: This course is designed to continue to build on the skills learned in Technical Theatre III. Students will do advanced individual studies in lighting, costume, and set design as well as sound, makeup, props, and publicity techniques. Students enrolled in the class will be expected to complete additional work beyond the school day. Students are required to attend a live theatre performance during the school year.

Theatre Production I–II

Course Number: FT323/FT332
Offered In: 9–12
Credits: 1 per course
Level: On level
Prerequisites: Audition/Teacher Approval Required
Description: This course is designed to give the students enrolled an opportunity to put into practice basic skills learned in Theatre Arts I and II. Students will be involved in the creation of theatrical productions participating as performers and/or technicians. Students will be responsible for all production elements of this course and will produce performances as the end result. Students are required to attend a live theatre performance during the school year.

Theatre Production III-IV

Course Number: FT342/FT344
Offered In: 11–12
Credits: 1 per course
Level: On level
Prerequisites: Audition/Teacher Approval Required
Description: These courses are an extension of the concepts developed in Theatre Production II. Students will work together to develop all production elements involved in the presentation of a performance as an end result. Students are required to attend a live theatre performance during the school year.

FINE ARTS – ADDITIONAL COURSES

FC212A Music 1/Choir 1 AL
FC222A Music 2/Choir 2 AL
FC232A Music 3/Choir 3 AL
FC242A Music 4/Choir 4 AL

**The content aligns to the general education curriculum as determined by the IEP. Students receive alternate curriculum in general education class.*

Art in Specialized Setting (BSS)

Credits: 1 per course
Prerequisite: ARD Committee decision
Course Numbers:
SE881B Art I BC
SE882B Art II Drawing BC

**The content aligns to the general education curriculum as determined by the IEP. Students receive instruction in the behavior support services class.*

Art in Specialized Setting (SAILS)

Credits: 1 per course
Prerequisite: ARD Committee decision
Course Numbers:
SE681 Art I AL

**The content aligns to the general education curriculum as determined by the IEP. Students receive alternate curriculum in SAILS.*

Art in Specialized Setting (FLASH)

Credits: 1 per course
Prerequisite: ARD Committee decision
Course Numbers:
SE981F Art I AL

**The content aligns to the general education curriculum as determined by the IEP. Students receive alternate curriculum in FLASH.*

Art in Specialized Setting (STEP)

Credits: 1 per course
Prerequisite: ARD Committee decision
Course Number:
SE68SA STEP ART I-ALT

**The content aligns to the general education curriculum as determined by the IEP. Students receive alternate curriculum in STEP.*

Courses: Specialized High School Programs

AVID I

Course Number: AV112
Offered In: 9
Credits: 1
Level: On level
Prerequisites: Application and interview with approval by a campus committee
Description: In the 9th grade AVID elective course, students will work on academic, personal and communication goals, adjusting to the high school setting. Students will increase involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Student will work in collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions. Students will prepare for and participate in college entrance and placement exams, while refining study skill and test-taking, note-taking, and research techniques. They will take an active role in field trip and guest speaker preparations and presentations. College research will include financial options and building their knowledge on colleges and careers of interest.

AVID II

Course Number: AV122
Offered In: 10
Credits: 1
Level: On level
Prerequisites: Application and interview with approval by a campus committee
Description: During the 10th grade AVID elective course, students will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals. As students increase the rigorous course load and school/community involvement, they will refine their time management and study skills accordingly. Students will expand their writing portfolio to include: analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Students will also analyze various documents, in order to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college entrance exams and preparation. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their college and careers of interest based on personal interests and goals.

AVID III

Course Number: AV132
Offered In: 11
Credits: 1
Level: On level
Prerequisites: Application and interview with approval by a campus committee
Description: The 11th grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies, and tasks that should be undertaken during the junior year to support students when they apply to four-year universities and confirm their postsecondary plans.

AVID IV

Course Number: AV142
Offered In: 12
Credits: 1
Level: On level
Prerequisites: Application and interview with approval by a campus committee
Description: The 12th grade AVID Elective course is the second part in a junior/senior seminar course that focuses on the writing and critical thinking expected of first- and second-year college students. Students will complete a final research essay project with research skills gained in their junior year in AVID. In addition to the academic focus of the AVID senior seminar, there are college-bound activities, methodologies, and tasks that should be achieved during the senior year that support students as they apply to four-year universities and confirm their postsecondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program, as well as complete the requirements for the seminar course.

Student Leadership

Course Number: LS133
Offered In: 11–12
Credits: 1
Level: On level
Prerequisites: Membership in Student Council
Description: This class includes all levels of students who wish to improve their leadership skills that are applicable in all organizations. It provides an opportunity to incorporate a variety of curriculum into the class and teaches leadership, organization, evaluation of projects, and team building as well as motivation. The curriculum is provided by the Texas Association of Student Council. It is recommended, but not required for interested students to be members of student council.

Peer Assistance and Leadership (PALS) I, II

Course Number: LS112/LS122
Offered In: 11–12
Credits: 1
Level: On level
Prerequisites: Application and interview with approval by a campus committee
Description: Students learn and develop leadership skills in goal-setting, communication, peer listening, group dynamics, project planning and implementation. Techniques and skills needed to provide programs to their peers that increase motivation, self- esteem, and student involvement are investigated. An application to join the class must be submitted in the spring. Students learn mentoring skills and assist with mentoring of elementary age students. Students earn 1 state elective credit.

Office Aide

Course Number: NC110
Offered In: 12
Credits: 0
Level: NA
Prerequisites: Senior status with a sufficient number of credits to graduate
Description: The course includes training in daily functions of the office to which the student is assigned. It is not recorded on the transcript.

Gifted/Talented Mentorship Program

Course Number: GT111
Offered In: 12
Credits: 1
Level: Honors
Prerequisites: Course is available only to seniors who have been identified for Gifted and Talented services. Students must apply and be accepted by a review committee.
Description: Through the GT Mentorship course, students develop college and career choices through engagement in professional skills, self-exploration, collaboration, critical thinking, and original research. This is a two-semester course. The first semester is a seminar that meets twice weekly in the evening. The first semester culminates in an independent, original research endeavor through which students report findings in the style of an academic journal. The second semester is a field experience in which students work one-on-one with a professional mentor in students' fields of interest at the mentors' work site. Throughout the Gifted and Talented Mentorship course, student independence, self-awareness, and high levels of communication are stressed. This course requires all students to (1) travel to a central district location twice a week during the first semester seminar portion of the course, (2) spend a minimum of 5 hours per week at the mentorship site throughout second semester, and (3) plan, complete, and present a final product at a public forum at the end of the year. Students must provide their own transportation to the seminar class and mentorship site. Students will be required to be eligible for 7th period off-campus in the spring semester of senior year to work with their mentor at their mentorship site.

Advanced Placement (AP) Seminar

Course Number: LP100
Offered In: 10–12
Credits: 1
Level: AP
Prerequisites: None
Description: This College Board course engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. The course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

Advanced Placement (AP) Research (Capstone)

Course Number: LP201
Offered In: 11–12
Credits: 1
Level: AP
Prerequisites: AP Seminar
Description: AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Student's design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information.

College Transitions / Learning Frameworks—Dual Credit

Course Number: LP111
Offered In: 9–12
Credits: 0.5
Level: Dual Credit
Prerequisites: None
Description: This dual credit HCC course is a study of the research and theory in the psychology of learning, cognition, and motivation; factors that impact learning; and application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. *Note: not all HCC Dual Credit courses are offered at all schools.

Multidisciplinary Studies I

Course Number: MS1111
Offered In: 9-10
Credit: 1.0
Level: Honors
Prerequisites: None
Description: This course will engage students in cognitive science-based learning techniques and professional-level communication skills using a multidisciplinary curriculum with a broad cultural, historical, and economic theme. Students will use research-based methods to study art, music, science, social science, literature, economics, and math, while also developing the skills to prepare and present a speech. Additionally, they will develop the skills to communicate effectively in an interview format, as well as learn how to use research-based methods to engage in collegiate-level ready-write essays. Course is intended to prepare for participation in Academic Decathlon.

Multidisciplinary Studies II

Course Number: MS2111
Offered In: 9-10
Credit: 1.0
Level: Honors
Prerequisites: None
Description: This course will engage students in cognitive science-based learning techniques and professional-level communication skills using a multidisciplinary curriculum with a broad cultural, historical, and economic theme. Students will use research-based methods to study art, music, science, social science, literature, economics, and math, while also developing the skills to prepare and present a speech. Additionally, they will develop the skills to communicate effectively in an interview format, as well as learn how to use research-based methods to engage in collegiate-level ready-write essays. Course is intended to prepare for participation in Academic Decathlon.

Multidisciplinary Studies III

Course Number: MS3111
Offered In: 11-12
Credit: 1.0
Level: Beyond AP
Prerequisites: None
Description: This course will engage students in cognitive science-based learning techniques and professional-level communication skills using a multidisciplinary curriculum with a broad cultural, historical, and economic theme. Students will use research-based methods to study art, music, science, social science, literature, economics, and math, while also developing the skills to prepare and present a speech. Additionally, they will develop the skills to communicate effectively in an interview format, as well as learn how to use research-based methods to engage in collegiate-level ready-write essays. Course is intended to prepare for participation in Academic Decathlon.

Multidisciplinary Studies IV

Course Number: MS4111
Offered In: 11-12
Credit: 1.0
Level: Beyond AP
Prerequisites: None
Description: This course will engage students in cognitive science-based learning techniques and professional-level communication skills using a multidisciplinary curriculum with a broad cultural, historical, and economic theme. Students will use research-based methods to study art, music, science, social science, literature, economics, and math, while also developing the skills to prepare and present a speech. Additionally, they will develop the skills to communicate effectively in an interview format, as well as learn how to use research-based methods to engage in collegiate-level ready-write essays. Course is intended to prepare for participation in Academic Decathlon.

Specialized High School Programs – Additional Courses

Professional Communication

Credits: .5 per course
Prerequisite: ARD Committee decision
Course Numbers:

SE810B	Professional Communication BC
SE616	Communication for Adult Living SAILS
SE916F	Communication for Adult Living FLASH
SE82ST	STEP Communication for Adult Living
SE82SA	STEP Communication for Adult Living-AL

** The content aligns to the general education curriculum as determined by the IEP. Students receive instruction in BSS, SAILS, FLASH or STEP. Coursework may be modified or alternate.*

Social Skills — Additional Courses

Credits: .5 per course
Prerequisite: ARD Committee decision
Course Numbers:

SE371	Making Connections I in CLASS
SE372	Making Connections II in CLASS
SE373	Making Connections III in CLASS
SE374	Making Connections IV in CLASS

**Course designed for students with autism spectrum disorder or a related disorder which causes them to have difficulty with social skills. Instruction takes place in CLASS.*

SE573C	CLASS+MAKING CONNECTIONS I
SE574C	CLASS+MAKING CONNECTIONS II
SE575C	CLASS+MAKING CONNECTIONS III
SE576C	CLASS+MAKING CONNECTIONS IV

**Course designed for students with autism spectrum disorder or a related disorder which causes them to have difficulty with social skills. Instruction takes place in the CLASS+ setting with modified curriculum.*

SE693	Making Connections I ALT in SAILS
SE694	Making Connections II ALT in SAILS
SE695	Making Connections III ALT in SAILS
SE696	Making Connections IV ALT in SAILS

**Course designed for students with autism spectrum disorder or a related disorder which causes them to have difficulty with social skills. Instruction takes place in the SAILS setting with alternate curriculum.*

SE993F	Making Connections I AL in FLASH
SE994F	Making Connections II AL in FLASH
SE995F	Making Connections III Al in FLASH
SE996F	Making Connections IV AL in FLASH

**Course designed for students with autism spectrum disorder or a related disorder which causes them to have difficulty with social skills. Instruction takes place in the FLASH setting with alternate curriculum.*

SE573S	STEP Making Connections I
SE574S	STEP Making Connections II
SE575S	STEP Making Connections III
SE576S	STEP Making Connections IV

**Course designed for students with autism spectrum disorder or a related disorder which causes them to have difficulty with social skills. Instruction takes place in the STEP setting for students with or without modified curriculum.*

SE573A STEP Making Connections I-Alt
SE574A STEP Making Connections II-Alt
SE575A STEP Making Connections III-Alt
SE576A STEP Making Connections IV-Alt

**Course designed for students with autism spectrum disorder or a related disorder which causes them to have difficulty with social skills. Instruction takes place in the STEP setting with alternate curriculum.*

Prerequisite: ARD Committee decision

SE873B Making Connections I in BSS
SE874B Making Connections II in BSS
SE875B Making Connections III in BSS
SE876B Making Connections IV in BSS

**Course designed for students with autism spectrum disorder or a related disorder which causes them to have difficulty with social skills. Instruction takes place in the Behavior support setting for students with or without modified curriculum.*

Credits: 1 per course

Prerequisite: ARD Committee decision

Course Numbers:

SE877B Methodology for Academic and Personal Success in BSS (9th grade)
SE697 Methodology for Academic and Personal Success in SAILS (9th grade)
SE997F Methodology for Academic and Personal Success in FLASH (9th grade)
SE577C Methodology for Academic and Personal Success in CLASS+
SE577S Methodology for Academic and Personal Success in STEP (9th grade)
SE577A Methodology for Academic and Personal Success in STEP (9th grade)—ALT

**Course designed to focus on the skills and strategies necessary for students to make a successful transition into high school and an academic career. Instruction takes place in a specialized setting for students on modified and/or alternate curriculum.*

Transition (Adult Transition Services)

Credits: None—Non-graded

Prerequisite: ARD Committee Recommendation

Course Numbers:

SE451 Transition
SE452 Transition
SE453 Transition
SE454 Transition

**Courses designed for IEP continuers who have participated in graduation, but still need to master identified IEP goals/objectives. Students will not receive a diploma until IEP goals/objectives have been mastered.*

Transition (Adult Transition Services at STEP)

Credits: None—Non-graded

Prerequisite: ARD Committee Recommendation

Course Numbers:

SE45SA STEP TRANISTION I ALT
SE46SA STEP TRANISITON II ALT
SE47SA STEP TRANSITION III ALT
SE48SA STEP TRANSITION IV ALT

**Courses designed for IEP continuers who have participated in graduation, but still need to master identified IEP goals/objectives receiving instruction in the STEP program.*

Career and Technical Education (CTE)

James Reese Career and Technical Center

Students are bombarded with the question, "What are you going to do after you graduate?" It is hard to answer that question if you haven't had the opportunity to explore careers in various fields. Career and Technical Education (CTE) provides challenging career pathways for every student utilizing real world practices and evolving skill sets, attitudes, and behaviors. Students have the opportunity at all high school campuses to explore a variety of interests through specific CTE course program pathways. Some programs also have highly specialized courses that require access to extensive industry standard equipment; these courses are offered at the James Reese Career and Technical Center (RCTC).

RCTC opened in the fall of 2019 and serves students from all eleven comprehensive high schools. Coursework includes classes such as Practicum in Health Science, HVAC, Diesel Mechanics, Instructional Practices, and many more. Students have the option to utilize district-provided transportation or drive themselves to the facility. While at RCTC, students take three periods of instruction. The pathway determines if all three periods are specific to the CTE coursework or if the student takes a core class while at RCTC. Outside of the three periods spent at RCTC, students will spend the rest of their instructional day at their home campus. Campus class times at RCTC vary from comprehensive campus hours. An industry specific uniform is required daily for all RCTC programs.

While enrolled in these highly specialized and rigorous courses, students also have the opportunity to earn industry certifications which give them a competitive advantage when applying for college and careers.
How to apply to the James Reese Career and Technical Center.

The application for programs offered at RCTC is only available online through the district website. No paper applications are available. Students may access the application through the CTE or James Reese Career and Technical Center webpage. Due to specific program requirements, some classes have limited enrollment and prerequisites. Completion of the application does not guarantee placement in the program. Acceptance is based broadly on the student's career goals, academic progress, discipline, and attendance history. Students and parents may find information about the application through the Fort Bend ISD website or by calling (281) 327-7300.

Students are required to meet minimum expectations in year 1 and reapply for year 2 RCTC programs. Due to the extensive lab requirements for programs at Reese Center, students placed in alternative educational environments may not be able to remain in or return to these programs.

Programs of Choice

A Program of Choice is defined as a program with specialized offerings for which students must apply and be accepted. Fort Bend ISD offers nine high school programs of choice: six academies, one Early College High School (ECHS), and two Pathways in Technology (P-TECH) programs.

Academies

Fort Bend ISD High School Academies exist to provide specialized learning communities with concentrated and robust course Pathways comprised of career and academic classes. These specialized academies exist at the high school level to provide focused study and services, launching our students toward careers and college Pathways in a number of highly skilled and competitive areas. These programs are offered through an application process during a student's eighth grade year. For more information, please visit **www.fortbendisd.com/academies**.

Requirements of the Academies:

- Be enrolled in the appropriate sequence of academy and academic courses as outlined in the academy program guidelines at all times
- Maintain a 75 or higher in all academy specific courses each semester
- Maintain a 70 or higher in all other courses each semester
- Receive full credit for all courses each academic year
- Complete a minimum of 25 hours of community service each academic year (12.5 per semester) until a total of 100 is achieved as outlined by the Academy Coordinator
- Complete a minimum of 4 Academy Coordinator aproved enrichment events (2 per semester) each academic year as outlined by the Academy Coordinator

Early College High School

The Early College High School (ECHS) model is a blend of high school and college coursework that gives students the opportunity to earn up to 60 hours, or two years, of tuition-free college credit while earning a high school diploma. This model increases college readiness, providing rigorous instruction and coursework, as well as academic and social support. For more information, please visit **www.fortbendisd.com/echs**.

Early College High School aims to:

- Engage first-generation college students
- Provide up to 60 dual credit hours toward an associate degree at no cost to students
- Offer courses that mirror a college setting, with academic counseling to help students develop skills needed for post- high school success
- Increase college enrollment and success rates for all students
- Strengthen connections between middle schools, high schools, and higher education institutions to promote a culture of college readiness

Pathways in Technology

The Pathways in Technology Early College High School (P-TECH) model is designed to ensure that high school curriculum focuses on workforce needs and partnerships that support students in obtaining credentials, degrees, and certificates. With the support of Educate Texas and the Texas Education Agency (TEA), participating schools target thriving industries in their region to address key workforce Pathways in high-demand fields. For more information, please visit **www.fortbendisd.com/p-tech**.

The P-TECH model course of study gives students an opportunity to:

- Earn an associate degree while earning their high school diploma
- Earn a two-year postsecondary certificate or industry certification
- Complete work-based training
- Gain work experience through internships, apprenticeships, or other job training programs

Digital Media Academy

Program of Choice
Hightower High School

Professional • Training • Technology

The Digital Media Academy exists to provide students exposure and skills applicable to digital media career pathways and to prepare students for entry-level positions or college career readiness upon completion of the program.

Sample career opportunities include:

- Digital Marketer Animator
- Web Developer
- Graphic Designer
- Product Developer

Requirements of the Academy:

- Complete five Digital Media credits
- Enroll in n AAC or above level course all four years
- Enroll in one credit of ACC/AP Computer Science
- Complete all appropriate course certifications
- Senior Graduation Project
- Complete 25 volunteer hours per year for a total of 100 by graduation
- Complete 4 enrichment activities per year for a total of 16 by graduation

Sample Enrichment Activities:

- KHOU tour and viewing of live broadcast
- University of Houston Valenti School of Communication tour
- Regal Theater tour
- Houston Film Commission Presentation
- TSU School of Communication tour

SAMPLE High School Plan: The sample below is for the class of 2024 and beyond. Variations such as involvement in athletics, fine arts and summer courses taken will affect the actual high school plan for each student. Courses that are in **BOLD** are requirements for the Digital Media Academy. In addition, you are required to take at least one AAC level or above core course all four years. You must also enroll in one credit of AAC/AP Computer Science.

Note: Advanced Academic Course (AAC) were formerly known as Pre-AP. ***Must enroll in an ACC/AP course all four years.***

	9th	10th	11th	12th
1	AAC English I	AAC English II	AP English III	AP or DC English IV
2	World Geography	World History	US History	US Gov't and AP MacroEcon
3	Algebra I	Geometry	Algebra II	Pre-Calculus
4	Biology	Chemistry	Physics I	Science Elective
5	Language I	Language II	Fine Arts Elective	PE
6	Health and Professional Communication	**AAC/AP Computer Science**	**Graphic Design and Illustration II**	**Practicum in Graphic Design and Illustration**
7	**Principles of Arts, A/V Technology, and Communications**	**Graphic Design and Illustration I**	**Graphic Design and Illustration II Lab**	

For more information, please visit www.fortbendisd.com/digitalmedia.

Academy Specialized Courses:

Graphic Design and Illustration I + Lab

(See page 25 for course description.)

Graphic Design and Illustration II + Lab

(See page 25 for course description.)

Engineering Academy

Program of Choice

Elkins High School

Innovation · Design · Construction

The Engineering Academy exists to provide students opportunities to receive in-depth exposure to a specific career pathway in the engineering field.

Sample career opportunities include:

- Engineer
- Software Developer
- Architect
- Mathematician
- Researcher Analyst
- Scientist Manager

Requirements of the Academy:

- Complete four Engineering credits
- Enroll in an AAC or above level math and science course all four years
- Enroll in one credit of AAC/AP Computer Science
- Complete the Academy Capstone course (Engineering Design and Development) at the designated time
- Complete 25 volunteer hours per year for a total of 100 by graduation
- Complete 4 enrichment activities per year for a total of 16 by graduation

Sample Enrichment Activities:

- FBISD's STEAM Fest
- Guest Speakers
- Houston Mini Maker Fair
- Science Engineering Fair
- Engineering Career Fair
- Orthotics and Prosthetics Lab Tour

SAMPLE High School Plan: The sample below is for the class of 2024 and beyond. Variations such as involvements in athletics, fine arts and summer courses taken will affect the actual high school plan for each student. Courses that are in **BOLD** are requirements for the Engineering Academy. You are required to take at least one AAC level or above science and math course all four years. You must also enroll in one credit of AAC/AP Computer Science. This sample assumes AAC Algebra I is taken in eighth grade.

Note: Advanced Academic Course (AAC) were formerly known as Pre-AP

	9th	10th	11th	12th
1	English I	English II	English III	English IV
2	World Geography	World History	US History	US Gov't and Economics
3	AAC Geometry	AAC Algebra II	AAC Pre-Calculus	AP Calculus
4	AAC Biology	AAC Chemistry	AP Physics I	Science Elective
5	(AP Level)	Language II	Fine Arts Elective	PE
6	Language I	Language II	Fine Arts Elective	PE
7	**AAC/AP Computer Science**	Elective	**Aerospace OR/AND Civil Engineering**	Elective
	Introduction to Engineering Design	**Engineering Science**	Elective	**Capstone Course: Engineering Design and Development**

For more information, please visit www.fortbendisd.com/engineering.

Academy Specialized Courses:

Aerospace Engineering

(See page 13 for course description.)

Civil Engineering and Architecture

(See page 14 for course description.)

Capstone Course: Engineering Design and Development

(See page XX for course description)

Global Studies Academy

Program of Choice

Travis High School

For Classes of 2024, 2025, 2026, 2027

Kempner High School

For Classes 2028 and Beyond

Develop · Empower · Challenge

The Global Studies Academy exists to equip students to effectively solve the challenges society will face in the future while developing multifaceted global citizens. Students are empowered to become innovative global thinkers.

Sample career opportunities include:

- International Relations
- Foreign Service Officer
- Public Official
- News Analyst/ Reporter
- Political Science
- Economist
- Public Interest Lawyer
- Global Business

Requirements of the Academy:

- Complete four consecutive Language Other Than English (LOTE) credits in the same language
- Complete a minimum of 5 social studies credits inclusive of:
  - AAC World Geography or AP Human Geography
  - AP African American Studies or Mexican American Studies or European History
- Complete EnglishAAC, AP,, or Dual Credit all four years on campus
- Complete the Academy Capstone courseat the designated time
- Complete 25 volunteer hours per year for a total of 100 by graduation
- Complete 4 enrichment activities per year for a total of 16 by graduation

SAMPLE High School Plan: Variations such as involvement in athletics, fine arts and summer courses taken will affect the actual high school plan for each student. Courses that are in **BOLD** are requirements for the Global Studies Academy. Students are cohorted in their AAC English I–III AP courses, AAC World Geography orAP Human Geography, and Academy Capstone. Students must complete World History at the host campus during the regular school year.

Note: Advanced Academic Course (AAC) were formerly known as Pre-AP

	9th	10th	11th	12th
1	**AAC English I**	**AAC English II**	**AP English III**	**AP or DC English IV**
2	**AAC World Geography or AP Human Geography**	World History	US History	US Gov't and Econ
3	Algebra I	Geometry	Algebra II	Pre-Calculus
4	Biology	Chemistry	Physics I	Science
5	**Language I**	**Language II**	**AAC Language III**	**AP Language IV**
6	Health/Speech	Elective	**AP African American Studies or Mexican American Studies or AP European History**	**Academy Capstone**
7	Fine Arts	PE	Elective	Elective

For more information, please visit www.fortbendisd.com/globalstudies.

Sample Enrichment Activities:

- WACH International Career Expo
- SFA Global Citizenship Conference
- Global Issues Summit
- Adopt an Embassy Partnership
- International Festivals
- Annual Charity Walk/Run Events
- Monthly Cultural Presentations
- Baker Institute Events
- Select travel/study abroad

Academy Specialized Courses:

Academy Capstone

Course Number: 9GA02
Offered In: 12
Credits: 1
Level: Honors
Prerequisites: Senior in the Global Studies Academy
Description: This course integrates work students have completed through their required language courses, global studies courses, community service, enrichment events, and personal interest. Students select their own project topics on challenging global issues, and conduct research aimed to provide comprehensive solutions.

International Business and Marketing Academy

Program of Choice

Travis High School

For Classes of 2024, 2025, 2026, 2027

Kempner High School

For Classes 2028 and Beyond

Integrity · Professionalism · Service

The International Business and Marketing Academy exists to provide students opportunities to develop skills in one of two career pathways, business, or marketing.

Sample career opportunities include:

- Entrepreneur
- Business Manager
- Marketing Executive
- Sales Manager
- Global Business

Requirements of the Academy:

- Complete six business and/or marketing credits in the designated sequence on campus
- Complete a minimum of four credits in qualifying advanced course work, inclusive of Macroeconomics (AP or DC)
- Complete all appropriate course certifications
- Complete 25 volunteer hours per year for a total of 100 by graduation
- Complete 4 enrichment activities per year for a total of 16 by graduation

Sample Enrichment Activities:

- FBISD STEAM Fest
- Career Discovery Day
- IY TrepStart Day
- FBISD CTED Series
- Houston Rockets group marketing
- Annual Charity Walk/Run Events
- WACH International Career Expo

SAMPLE High School Plan: The sample below is for the class of 2024 and beyond. Variations such as involvement in athletics, fine arts and summer courses taken will affect the actual high school plan for each student. Courses that are in **BOLD** are requirements for the International Business and Marketing Academy. You are strongly encouraged to take AAC/AP/CN course work in ELA and math. You must plan for a minimum of 4 credits in qualifying advanced coursework. Students are cohorted in select business/marketing courses. Courses/ Pathway are subject to change in the event TEA makes changes to approved courses.

Students in the Classes of 2024, 2025, 2026, and 2027 at Travis High School

	9th	10th	11th	12th
1	English I	English II	English III	English IV
2	World Geography	World History	US History	US Gov't and Economics or PFL and Economics
3	Algebra I	Geometry	Algebra II	Pre-Calculus
4	Biology	Chemistry	Physics I	Science
5	Language I	Language II	Elective	Elective
6	**Principles of Business, Marketing and Finance**	**BIM**	**Global Business (0.5 credits)/ Virtual Business (0.5 credits)**	Elective
7	Fine Arts	**Business Law**	**Business Management**	**Entrepreneurship**

For Students in the Classes in 2024 and Beyond at Kempner High School Entrepreneurship Pathway

	9th	10th	11th	12th
1	English I	English II	English III	English IV
2	Algebra	Geometry	Algebra II	Pre-Calculus
3	World Geography	World History	US History	US Govt/Economics
4	Biology	Chemistry	Physics I	Science Elective
5	Language I	Language II	Fine Arts	Elective
6	**Principals of Business Marketing and Finance**	**Entrepreneurship I**	**Entrepreneurship II**	**Practicum in Entrepreneurship**
7	**Business Info Management I**	PE	Elective	Elective

Marketing Pathway

	9th	10th	11th	12th
1	English I	English II	English III	English IV
2	Algebra	Geometry	Algebra II	Pre-Calculus
3	World Geography	World History	US History	US Govt/Economics
4	Biology	Chemistry	Physics I	Science Elective
5	Language I	Language II	Fine Arts	Elective
6	**Principals of Business Marketing and Finance**	**Marketing**	**Advanced Marketing**	**Practicum in Marketing**
7	**PE**	**Sports Marketing/ Social Media Marketing**	Elective	Elective

For more information, please visit www.fortbendisd.com/ibma.

Academy Specialized Courses:

Global Business
(See page XX for course description.)

Business Law
(See page28 for course description.)

Entrepreneurship
(See page 27 for course description.)

Virtual Business
(See page XX for course description.)

Entrepreneurship I
(See page 27 for course description.)

Entrepreneurship II
(See page 27 for course description.)

Practicum in Entrepreneurship
(See page for course description.)

Principals of Business: Marketing and Finance
(See page for course description.)

Marketing
(See page 28 for course description.)

Sports Marketing
(See page for course description.)

Social Media Marketing
(See page 28 for course description.)

Advanced Marketing
(See page 28 for course description.)

Practicum in Marketing
(See page 28 for course description.)

Math and Science Academy

Program of Choice

Dulles High School

Innovation · Logic · Experimentation

The Math and Science Academy exists to provide students opportunities to advance through a specialized series of courses to prepare them for careers in math and science fields.

Sample career opportunities include:

- Medical Doctor
- Software Developer
- Architect
- Mathematician
- Researcher Analyst
- Scientist Engineer

Requirements of the Academy:

- Complete a combination of 11 math and science credits
- Enroll in a AAC or above level math and science course all four years (Formerly known as Pre-AP)
- Complete Fundamentals of Computer Science or above (Formerly known as Pre-AP)
- Complete a Senior Graduation Project
- Complete 25 volunteer hours per year for a total of 100 by graduation
- Complete 4 enrichment activities per year for a total of 16 by graduation

Sample Enrichment Activities:

- FBISD's STEAM Fest
- Guest Speakers
- Houston Mini Maker Faire
- Science Engineering Fair
- Science Nights
- Day of Discovery

SAMPLE High School Plan: Variations such as involvement in athletics, fine arts and summer courses taken will affect the actual high school plan for each student. Courses that are in **BOLD** are requirements for the Math and Science Academy. You are required to take at least one AAC level or above science and math course all four years. You must also enroll in one credit of AAC/AP Computer Science. This sample assumes AAC Algebra I is taken in eighth grade.

Note: Advanced Academic Course (AAC) were formerly known as Pre-AP

	9th	10th	11th	12th
1	English I	English II	English III	English IV
2	World Geography	World History	US History	US Gov't. and Economics
3	**AAC Geometry**	**AAC Algebra II**	**AP Pre-Calculus**	**AP Calculus**
4	**AAC Biology**	**AAC Chemistry**	**(AP Level) Science Elective**	**Science Elective (AP or Above Level)**
5	Language I	Language II	Fine Arts Elective	PE
6	AAC/AP Computer Science	Elective	Elective	Health and Professional Communications
7	Elective	**AP Physics I**	Elective	**Math or Science Elective (AP or Above Level)**

For more information, please visit www.fortbendisd.com/mathandscience.

Academy Specialized Courses:

Organic Chemistry

(See page XX for course description.)

Modern Physics

(See page 75 for course description.)

Multi-variable Calculus

(See page 70 for course description.)

Medical Science Academy

Program of Choice
Hightower High School

Collaboration · Passion · Philanthropy

The Medical Science Academy exists to provide students opportunities to explore world-class medical facilities and position themselves for medical careers.

Sample career opportunities include:

- Medical Doctor Nurse
- Lab Technician
- EMT
- Medical Researcher
- Forensic Scientist
- Dentist
- Pharmacy Technician

Requirements of the Academy:

- Complete six Medical Science Academy credits
- Enroll in a AAC or above level science course all four years (Formerly known as Pre-AP)
- Complete all appropriate course certifications
- Complete Practicum at designated time
- Complete 25 volunteer hours per year for a total of 100 by graduation
- Complete 4 enrichment activities per year for a total of 16 by graduation

Sample Enrichment Activities:

- University of Texas McGovern School of Medicine tour
- Guest Speakers/Panelists
- TIRR Memorial Hermann tour and presentation
- The Health Museum
- MD Anderson Cancer Center

SAMPLE High School Plan: The sample below is for the class of 2024 and beyond. Variations such as involvement in athletics, fine arts and summer courses taken will affect the actual high school plan for each student. Courses that are in **BOLD** are requirements for the Medical Science Academy. **You are required to take at least one AAC level or above science course all four years and highly encouraged to take advanced level math all four years.**

Note: Advanced Academic Course (AAC) were formerly known as Pre-AP

Classes of 2024, 2025, 2026, and 2027

	9th	10th	11th	12th
1	English I	English II	English III	English IV
2	World Geography	World History	US History	US Gov't. and Macroeconomics
3	Algebra I	Geometry	Algebra II	Pre-Calculus
4	AAC Biology	AAC Chemistry	AP Biology	**Pathophysiology**
5	Language I	Language II	Fine Arts Elective	Elective
6	**Health and Professional Communications**	Elective	**Medical Microbiology**	Elective
7	**Principles of Health Science**	**Medical Terminology**	**Anatomy and Physiology**	**Pharmacology**

Class of 2028 and Beyond

Biomedical Pathway

	9th	10th	11th	12th
1	English I	English II	English III	English IV
2	World Geography	World History	US History	US Gov't. and Macroeconomics
3	ACC Geometry	AAC Algebra II	AAC Pre-Cal	AP Calculus
4	AAC Biology	AAC Chemistry	AP Biology	**Pathophysiology**
5	Language I	Language II	Fine Arts Elective	PE
6	Elective	Elective	**Medical Intervention (PLTW)**	Elective
7	**Principles of Biomedical Science (PLTW)**	**Human Body (PLTW)**	**Medical Microbiology**	**Biomedical Intervention (PLTW)**

Exercise Science, Wellness, & Restoration Pathway Option

	9th	10th	11th	12th
1	English I	English II	English III	English IV
2	World Geography	World History	US History	US Gov't. and Macroeconomics
3	ACC Geometry	AAC Algebra II	AAC Pre-Cal	AP Calculus
4	AAC Biology	AAC Chemistry	AP Biology	**Pathophysiology**
5	Language I	Language II	Fine Arts Elective	PE
6	Elective	Elective	**Kinesiology II**	Elective
7	**Principles of Health Science**	**Kinesiology I**	**Anatomy & Physiology**	**Practicum in Health Science**

For more information, please visit www.fortbendisd.com/medicalscience.

Academy Specialized Courses:

Medical Microbiology

(See page XX for course description.)

Pharmacology

(See page XX for course description)

Pathophysiology

(See page 76 for course description)

Principals of Biomedical Science (PLTW)

(See page for course description.)

Human Body (PLTW)

(See page 45 for course description.)

Medical Intervention (PLTW)

(See page 45 for course description.)

Biomedical Intervention (PLTW)

(See page for course description.)

Kinesiology I

(See page 46 for course description.)

Kinesiology II

(See page 46 for course description.)

Practicum in Health Science

(See page 45 for course description.)

Early College High School

Program of Choice
Marshall High School

The Early College High School exists to engage students interested in earning up to 60 dual credit hours toward an associate degree at no cost to students, increase college readiness, provide rigorous instruction and coursework and provide academic and social support.

Opportunities Include:

- Associate of General Studies in Arts
- Associate of General Studies in Science
- Up to 60 hours of college credit to be used toward a bachelor's degree

Requirements of Early College High School:

- Pass the Texas Success Initiative Assessment (TSIA) test
- Pass all grade levels
- Participate in sequenced Houston Community College courses

SAMPLE High School Plan: Variations such as involvement in athletics, fine arts and summer courses taken will affect the actual high school plan for each student. Courses that are in **BOLD** are requirements for Early College High School. Students are cohorted in their English, math, science, and social studies courses at the AAC and AP level.

Note: Advanced Academic Course (AAC) were formerly known as Pre-AP

	9th	10th	11th	12th
1	English I AAC	English II AAC	HCC English 1301/1302 (English III)	HCC English 2322/ English IV B
2	Algebra I AAC or Algebra II AAC	Algebra II AAC or Geometry AAC	HCC College Algebra/HCC Trigonometry 1316	HCC Pre-Calculus 2412/HCC Economics 2301
3	Biology AAC	Chemistry AAC	HCC Biology 1306(Lab 1106A)/ HCC Biology 1407 (lab1106B)	HCC Anatomy and Phys I W/lab/HCC Anatomy and Phys II W/Lab
4	World Geography AAC or AP Human Geography	World History AAC	HCC US History 1302/HCC US History 1302	HCC Federal Gov. 2405/HCC Texas Gov 2306
5	Foreign Language I	Foreign Language II	AVID III	AVID IV
6	PE	**AVID II**	Principals of Health Science	Elective
7	AVID I	Elective	Elective or Geometry AAC	Elective
8	**HCC College Transition 1300/ HCC Speech 1315 or POFI 1301**	**HCC Art History 1303/HCC Art History 1304**	Study Hall/Elective	Study Hall/Elective

	9th	10th	11th	12th
1	English I AAC	English II AAC	HCC English 1301/1302 (English III)	HCC English 2322/ HCC English 2323 (English IV)
2	Algebra I AAC or Algebra II AAC	Algebra II AAC or Geometry AAC	Geometry AAC or Ind. Studies Math/HCC College Algebra	HCC Sociology 1301/HCC Economics 2301
3	Biology AAC	Chemistry AAC	HCC Biology 1308/ HCC Biology 1309	HCC Kinesiology 1304/HCC Psychology 2301
4	World Geography AAC or AP Human Geography	World History AAC	HCC US History 1302/HCC US History 1302	HCC World Cultures 2323/Study Hall
5	Foreign Language I	Foreign Language II	AVID III	AVID IV
6	HCC College Transition 1300/ HCC Speech 1315 or POFI 1301	**HCC Art History 1303/HCC Art History 1304**	Health	4th Year Science
7	AVID I	AVID II	Elective	Elective
8	**PE**	**Elective**	Study Hall/Elective	Study Hall/Elective

Early College High School Specialized Courses:

College Transition

EDUC 1300: Learning Framework
Course Number: LP111
Offered In: 9–10
Credits: .5
Level: Dual Credit
Prerequisites: Take the TSIA test
Description: This course covers skills needed for a successful transition to a college level course by learning different models in learning strategies, strategic learning, cognition, and motivation.

Sociology— Dual Credit

Sociology

Course Number: SS523
Offered In: 11-12
Credits: .5
Level: Dual Credit
Prerequisites: Meet TSI requirements and complete an HCC application
Description: This dual credit course is a survey course which focuses on the nature of human groups in America and in other world societies and explores the ways in which cultural and social institutions shape the lives of individuals.

College Algebra — Dual Credit

Independent Math Study Math 1314: College Algebra

Course Number: MA5552
Offered In: 11–12
Credits: 1
Level: Dual Credit
Prerequisites: Meet TSI requirements and complete an HCC application
Description: Topics include quadratics, polynomial, rational, logarithmic, and exponential functions, system of equations, progression, sequences and series, matrices, and determinants.

Government— Dual Credit

US Government — Dual Credit

Course Number: SS4461 or SS4462 GOVT 2305: Federal Government
Offered In: 12
Credits: .5
Level: Dual Credit
Prerequisites: Meet TSI requirements and complete an HCC application See page 80 for course description.
Description: see page 80.

Economics — Dual Credit

ECON 2301: Principles of Economics

Course Number: SS4561 or SS4562
Offered In: 12
Credits: .5
Level: Dual Credit
Prerequisites: Meet TSI requirements and complete an HCC application See page 80 for course description.
Description: see page 80.

United States History I — Dual Credit

HIST 1301: United States History to 1877/ HIST 1302: United States History after 1877
Course Number: SS43D1 / SS43D2
Offered In: 11 at ECHS Marshall Only
Credits: 1
Level: Dual Credit
Prerequisites: Meet TSIA requirements and complete an HCC application See page 79 for course description.
Description: History 1301:The study of the history of the United States from English Colonization through the Reconstruction. History 1302: The study of the history of the United States from the end of the Reconstruction era to the present.

English III — Dual Credit

ENGL 1301/1302: English Composition I and II

Course Number: EL13P1/EL13P2
Offered In: 11 at ECHS Marshall Only
Credits: 1
Level: Dual Credit
Prerequisites: Meet TSI requirements
Description: This advanced level English III course is for college credit as well as high school credit. It focuses on the student's ability to think objectively and communicate effectively. Major areas include the writing process, sentence structure, basic essay organization, rhetorical modes, and analysis of writing. Successful completion of this course will provide students with college level ENGL-1301 English Composition 101 and ENGL-1302 English Composition 102 which are accepted at most Texas colleges and universities, as well as many out-of-state institutions. Please see "Dual Credit" sections for more information. Community college enrollment requirements, deadlines, and fees apply.

Scientific Research and Design — Dual Credit

BIOL: 1306 Intro to Biology/ BIOL 1309 Biology for Non-Science Majors II

Course Number: CST1P/ CST2P
Offered In: 11 at ECHS Marshall Only and P-TECH at Hightower
Credits: 1
Level: Dual Credit
Prerequisites: Meet TSIA requirements, attend Early College High School at MHS, and complete an HCC application.
Description: Discussions focus on biological chemistry, biological processes, cellular morphology, metabolism, genetics, and molecular biology.

Art History I — Dual Credit

ART: 1303; Art History I/ ART: 1304; Art History II

Course Number: FA911P/ FA912P
Offered In: 11 at ECHS Marshall Only
Credits: 1
Level: Dual Credit
Prerequisites: Meet TSIA requirements, attend Early College High School at MHS, and complete an HCC application.
Description: A chronological analysis of the historical and cultural contexts of the visual arts from prehistoric times to the 14th century. This course is a global investigation of the styles and methods of artistic production covering Prehistoric through Gothic periods. Media studied include: drawing, painting, sculpture, architecture, printmaking, textiles, ceramics, and metal arts. Using this framework, universal themes are studied within their historical, political, economic, theological, sociological, and ethnic contexts. This course satisfies the fine arts or component area option of the HCC core.

English IV — Dual Credit

ENG 2322 and 2323: British Literature I and II

Course Number: EL46P1/EL46P2
Offered In: 12 at ECHS Marshall Only
Credits: 1
Level: Dual Credit
Prerequisites: Meet TSIA requirements, attend Early College High School at MHS, and complete an HCC application.
Description: Eng 2322: A survey of the development of British literature from the Anglo-Saxon period to the Eighteenth Century. Students will study works of prose, poetry, drama, and fiction in relation to their historical, linguistic, and cultural contexts. Texts will be selected from a diverse group of authors and traditions. ENG 2323: A survey of the development of British literature from the Anglo-Saxon period to the Eighteenth Century. Students will study works of prose, poetry, drama, and fiction in relation to their historical, linguistic, and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

Humanities First Time Taken — Dual Credit

HUMA 2323: World Cultures

Course Number: EL412P
Offered In: 12 at ECHS Marshall Only
Credits: .5
Level: Dual Credit
Prerequisites: Meet TSIA requirements, attend Early College High School at MHS, and complete an HCC application.
Description: A general study of diverse world cultures. Topics include cultural practices, social structures, religions, arts, and languages.

Foundations of Physical Fitness — Dual Credit

KINE: 1304: Personal/Community Health

Course Number: PH111P
Offered In: 12 at ECHS Marshall Only
Credits: .5
Level: Dual Credit
Prerequisites Meet TSIA requirements, attend Early College High School at MHS, and complete an HCC application.
Description: This course provides an introduction to the fundamentals, concepts, strategies, applications, and contemporary trends related to understanding personal and/or community health issues. This course also focuses on empowering various populations with the ability to practice healthy living, promote healthy lifestyles, and enhance individual well-being.

Special Topics in Social Studies — Dual Credit

Government— Dual Credit

GOVT 2306: Texas Government
Course Number: SS922P
Offered In: 12 at ECHS Marshall Only
Credits: .5
Level: Dual Credit
Prerequisites: Meet TSIA requirements, attend Early College High School at MHS, and complete an HCC application.
Description: Origin and development of the Texas constitution, structure and powers of state and local government, federalism and intergovernmental relations, political participation, the election process, public policy, and the political culture of Texas.

Math Independent Study— Dual Credit

MATH 1316: Trigonometry

Course Number: MA555P
Offered In: 12 at ECHS Marshall Only
Credits: .5
Level: Dual Credit
Prerequisites: Meet TSIA requirements, attend Early College High School at MHS, and complete an HCC application.
Description: Topics include solutions of triangles, Euler identity, graphing of trigonometric and inverse trigonometric functions, identities, trigonometric equations, and an introduction to vector analysis.

Pre-Calculus — Dual Credit

Math 2414: Pre-Calculus

Course Number: MA242P
Offered In: 12 at ECHS Marshall Only
Credits: .5
Level: Dual Credit
Prerequisites: Meet TSIA requirements, attend Early College High School at MHS, and complete an HCC application.
Description: Integral calculus including discussions of transcendental functions, applications of integration, techniques and improper integrals, infinite series, Taylor series, plane curves, and polar coordinates.

Anatomy and Physiology — Dual Credit

BIOl 2301/2302

Course Number: CH07PA/CH07PB
Offered In: 10-12 at ECHS Marshall and P-TECH at Hightower
Credits: 1
Level: Dual Credit
Prerequisites: Meet TSIA requirements, attend Early College High School at MHS or Pathways in Technology at Hightower, and complete an HCC application.
Description: Study of the structure and function of human cells, tissues, and organ systems including integumentary skeletal, muscular, and nervous systems.

Pathways in Technology: Health Science

Program of Choice
Hightower High School

The Pathways in Technology Program exists to engage students interested in earning up to 60 dual credit hours toward an Associate in Applied Science degree at no cost to students, obtain industry certification, increase college readiness, provide rigorous instruction and coursework and provide academic and social support.

Opportunities Include:

- Associate of Applied Science in Histotechnology
- Associate of Applied Science in Health Iomatics
- Industry certifications
- Up to 60 hours of college credit to be used towards a bachelor's degree

Requirements of Early College High School:

- Pass the Texas Success Initiative Assessment (TSIA) test
- Pass all grade levels
- Participate in sequenced Houston Community College courses

SAMPLE High School Plan: Variations such as involvement in athletics, fine arts and summer courses taken will affect the actual high school plan for each student. Courses that are in **BOLD** are requirements for Early College High School. Students are cohorted in their English, math, science, and social studies courses at the AAC and AP level.

Associates of Allied Health A.A.S.

	9th Grade	Summer	10th	Summer II	11th	Summer III	12th
1	ENG 1 AAC	Health	ENG II AAC	Basic Health Profession Skills (HPRS 1304)	ENG III AAC	Medical Law & Ethics (MDCA 1205)	COMP I & II (ENGL 1301, 1302)
2	BIO AAC	Professional Comm.	CHEM AAC		Anatomy & Physiology I&II Lab/Lecture (BIOL 2301, 2101, 2302, 2102)	Medical Records for Scribe (MDCA 1372)	Procedures in Clinical Settings (MDCA 1417)
3	ALG 1 AAC/GEO AAC		ALG II AAC/GEO AAC		US History to 1877 (HIST 1301)		Medical ASSIST Exam Review (MDCA 1254)
4	W.GEO AAC		Intro to Health Pro-fessions (HPRS 1201)		US History II (HIST 1302)		Practicum (MDCA 1265)
5	AVID I		Integrated Software App I (ITSC 1309)		Medical Insurance (MDCA 1343)		Medical ASSIST Lab (MDCA 1352)
6	PE		Medical Terminology (MDCA 1313)		A&P for Medical Assistants (MDCA 1409)		
7	Foreign Language I		AVID II		Pharmacology (MDCA 1448)		
8	Fine Art		Foreign Language II		MED ASSIST INTER Skills (MDCA 1210)		
					ADMIN Procedures (MDCA 1321)		

For more information, please visit www.fortbendisd.com/p-tech.

P-Tech at Hightower HS Early College High School Specialized Courses

College Transition Dual Credit

EDUC 1300: Learning Framework

Course Number: LP111
Offered In: 9–10
Credits: .5
Level: Dual Credit
Prerequisites: Take the TSIA test
Description: This course covers skills needed for a successful transition to a college level course by learning different models in learning strategies, strategic learning, cognition, and motivation.

Health Professions— Dual Credit

HPRS 1201: Introduction to Health Professions Dual Credit

Course Number: CHSO1P
Offered In: 10
Credits: .5
Level: Dual Credit
Prerequisites: Pass the TSI
Description: This course provides an overview of various roles in the health care system, education requirements, and issues of delivering health care.

Integrated Software Applications— Dual Credit

ITSC 1309 - Integrated Software Applications I

Course Number: CST1PA
Offered In: 10
Credits: 3
Prerequisites: Pass the TSI
Description: Integration of applications from popular business productivity software suites. Instruction in embedding data, linking, and combining documents using word processing, spreadsheets, databases, and/or presentation media software. Emphasis is on developing end-user proficiency skills for the workplace.

Medical Terminology— Dual Credit

MDCA 1313 - Medical Terminology

Course Number: CHS02P
Offered In: 10
Credits: 3
Prerequisites: Pass the TSI
Description: A study and practical application of a medical vocabulary system. Includes structure, recognition, analysis, definition, spelling, pronunciation, and combination of medical terms from prefixes, suffixes, roots, and combining forms.

Basic Health Profession Skills— Dual Credit

HPRS 1304 - Basic Health Profession Skills

Course Number: CHS01P
Offered In: Summer II
Credits: 3
Prerequisites: Pass the TSI
Description: A study of concepts that serve as the foundation for health profession courses, including client care and safety issues, basic client monitoring and health documentation. Includes: emergency preparedness and response to basic medical emergencies.

Anatomy and Physiology I— Dual Credit

BIOL 2301/2101: Anatomy and Physiology I plus Lab

Course Number: CHO7PA
Offered In: 11
Credits: .5
Level: Dual Credit
Prerequisites: Pass the Math TSI and be enrolled in the P-TECH program at Hightower HS or the ECHS program at Marshall HS. Must have passed ENGL 1301 (or higher) or take ENGL 1301 as a corequisite.
Description: Anatomy and Physiology I is the first part of a two-course sequence. It is a study of the structure and function of the human body including cells, tissues, and organs of the following systems: integumentary, skeletal, muscular, nervous, and special senses. Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis.

Anatomy and Physiology II — Dual Credit

BIO 2302/2102: Anatomy and Physiology II plus Lab

Course Number: CHO7PB
Offered In: 11
Credits: .5
Level: Dual Credit
Co-requisite: Enrollment in BIO 2301
Prerequisites: Pass the Math TSI and be enrolled in the P-TECH program at Hightower HS or the ECHS program at Marshall HS. Successful completion of BIO 2301 and 2101
Description: Anatomy and Physiology II is the second part of a two-course sequence. It is a study of the structure and function of the human body including the following systems: endocrine, cardiovascular, immune, lymphatic, respiratory, digestive (including nutrition), urinary (including fluid and electrolyte balance), and reproductive (including human development and genetics). Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis.

United States History 1301 & 1302— Dual Credit

HIST 1301: United States History to 1877/ HIST 1302: United States History after 1877

Course Number: SS43D1/SS43D2
Offered In: 11
Credits: 1
Level: Dual Credit
Prerequisites: Meet TSIA requirements and complete an HCC application.
Description: History 1301: The study of the history of the United States from English Colonization through the Reconstruction. History 1302: The study of the history of the United States from the end of the Reconstruction era to the present.

Medical Insurance — Dual Credit

MDCA 1343 - Medical Insurance

Course Number: CHS31P
Offered In: 11
Credits:.5
Level Dual Credit
Description: Emphasizes medical office coding procedures for payment and reimbursement by patient or third-party payers for ambulatory care settings.

Anatomy and Physiology for Medical Assistants— Dual Credit

MDCA 1409 - Anatomy and Physiology for Medical Assistants

Course Number: CST1P
Offered In: 11
Credits .5
Level: Dual Credit Description: Emphasis on normal human anatomy and physiology of cells, tissues, organs, and systems with overview of common pathophysiology.

Pharmacology and Administration of Medications— Dual Credit

MDCA 1448 - Pharmacology and Administration of Medications

Course Number: CHS11P
Offered In: 11
Credits: .5
Level: Dual Credit
Description: Instruction in concepts and application of pharmacological principles. Focuses on drug classifications, principles and procedures of medication administration, mathematical systems and conversions, calculation of drug problems, and medico-legal responsibilities of the medical assistant.

Medical Assistant Interpersonal and Communication Skills— Dual Credit

MDCA 1210 - Medical Assistant Interpersonal and Communication Skills

Course Number: SS513
Offered In: 11
Credits .5
Level: Dual Credit
Description: Emphasis on the application of basic psychological principles and the study of behavior as they apply to special populations. Topics include procedures for self-understanding and social adaptability in interpersonal communication with patients and coworkers in an ambulatory care setting.

Administrative Procedures— Dual Credit

MDCA 1321 - Administrative Procedures

Course Number: CBUP1
Offered In: 11
Credits: .5
Level: Dual Credit
Description: Medical office procedures including appointment scheduling, medical records creation and maintenance, interpersonal communications, bookkeeping tasks, coding, billing, collecting, third party reimbursement, Credit arrangements, and computer use in the medical office.

Medical Law and Ethics— Dual Credit

MDCA 1205 - Medical Law and Ethics

Course Number: SS581P
Offered In: Summer III
Credit: .5
Level Dual Credit
Description: Instruction in principles, procedures, and regulations involving legal and ethical relationships among physicians, patients, and medical assistants in ambulatory care settings.

Electronic Medical Record Documentation for Scribes— Dual Credit

MDCA 1372 - Electronic Medical Record Documentation for Scribes

Course Number:
Offered In: Summer III
Credit: .5
Level: Dual Credit
Description: This course addresses the basics of history and physical documentation in the electronic medical record. Provides practical application utilizing dictation and/or activities developed for the scribe industry in an ambulatory care setting. Topics include fundamentals of the Electronic Medical Record related to billing and coding. The course prepares students for hands-on skills of medical scribing.

English Composition I & II — Dual Credit

ENGL 1301 - Composition I

Course Number: EL64D1
Offered In:12
Credit: .5
Level: Dual Credit
Prerequisite: Prerequisite(s): Appropriate score on TSI/ACT/SAT/STAAR, INRW 0420, Grade of C or better in ELA College Prep course from participating ISDs with lower scores on these placement exams, this course (ENGL 1301) can be taken concurrently with the INRW 0300 or ESOL 0370.
Description: Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing academic essays as a vehicle for learning, communicating, and critical analysis. Note: ENGL 1301 is a pre-requisite for all 2000-level literature courses.

ENGL 1302 - Composition II

Course Number: EL64D2
Offered In: 12
Credit: .5
Level: Dual Credit
Prerequisite(s): ENGL 1301 or its equivalent
Description: Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

Procedures in a Clinical Setting — Dual Credit

MDCA 1417 - Procedures in a Clinical Setting

Course Number: CHS41P
Offered In: 12
Credit: .5
Level: Dual Credit
Description: Emphasis on patient-centered assessment, examination, and treatment as directed by physician. Includes vital signs, collection and documentation of patient information, asepsis, office clinical procedures, and other treatments as appropriate for the ambulatory care settings.

Medical Assisting Credentialing Exam Review— Dual Credit

MDCA 1254 - Medical Assisting Credentialing Exam Review

Course Number: CHS42P
Offered In: 12
Credit: 5
Level: Dual Credit
Description: Preparation for one of the National Commission for Certifying Agencies (NCCA) recognized credentialing exams.

Practicum Medical/ Clinic Assistant— Dual Credit

MDCA 1265 - Practicum (or Field Experience) Medical/Clinical Assistant

Course Number: CHS8PA
Offered In:12
Credit:.5
Level: Dual Credit
Description: Practical, general workplace training supported by an individualized learning plan developed by the employer, college, and student.

Medical Assistant Laboratory Procedures — Dual Credit

MDCA 1352 - Medical Assistant Laboratory Procedures

Course Number: CHS8PB
Offered In: 12
Credits: .5
Level: Dual Credit
Description: Application of governmental health care guidelines. Includes specimen collection and handling, quality assurance and quality control in performance of Clinical Laboratory Improvement Amendments (CLIA)waived laboratory testing.

Pathways in Technology: Computer Programing

Program of Choice

Willowridge High School

The Pathways in Technology Program exists to engage students interested in earning up to 60 dual credit hours toward an Associate in Applied Science degree at no cost to students, obtain industry certification, increase college readiness, provide rigorous instruction and coursework, and provide academic and social support.

Opportunities Include:

- Associate of Applied Science Degree in Computer Programing
- Industry certifications
- Up to 60 hours of college credit to be used toward a bachelor's degree

Requirements of Early College High School:

- Pass the Texas Success Initiative (TSIA) test
- Pass all grade levels
- Participate in sequenced Houston Community College courses

SAMPLE High School Plan: Variations such as involvement in athletics, fine arts and summer courses taken will affect the actual high school plan for each student. Courses that are in **BOLD** are requirements for the Pathways in Technology Program. Students are cohorted in their English, math, science, and social studies courses at the AAC and AP level.

Note: Advanced Academic Course (AAC) were formerly known as Pre-AP

	9th	Summer I	10th	Summer II	11th	Summer III	12th
1	AAC English I	HCC Art Appreciation DC (HS Fine Arts Elective)	AAC English II	Algebra II (for students who have not already taken Algebra II)	HCC English composition 1301/English III	HCC Coop-Education Programming/ Programmer Practicum	English IV
2	AAC World Geography or AP Human Geography		AP World History		AP US History		Government (1 sem)/ Economics (1 sem)
3	AAC Algebra I or AAC Geometry		AAC Geometry or AAC Algebra II		HCC College Algebra DC (1 sem)/HCC DC Database Theory & Design		Math for Business DC (1 sem)/ HCC DC Advanced Java Programming
4	AAC Biology		AAC Chemistry		Science Elective		Science Elective
5	Language I or Required/Free Elective		Language II or Required/Free Elective		Required or Free Elective		Required or Free Elective
6	AVID I (1 sem)/ Learning Frameworks DC (1 sem)		AVID II		AVID III		AVID IV
7	Required or Free Elective		HCC Business Computer Applications DC (1 sem)/ HCC Psychology DC (1 sem)		HCC DC Computer Virtualization (1 sem)/ HCC DC Program Fundamentals I (1 sem)		HCC Program Fundamentals II DC (1 sem)/ HCC Program Fundamentals III DC (1 sem)
8	Fundamentals of Computer Science or Computer Science AAC		HCC Intro to Humanities DC (1sem)/ HCC Personal Finance (1 sem)		Required or Free Elective		HCC Intermediate Web Programing DC (1 sem)/ HCC Advanced Web Programing DC (1 sem)

For more information, please visit www.fortbendisd.com/p-tech.

9th	10th	11th	12th
	ITSC 1307 - UNIX Operating System I (Fall) Course Code: CST1PA ITMT 1358 - Windows Client Operating System (Spring) Course Code: CST1PB	ITNW 1425 - Fundamentals of Networking Technologies (Fall) Course Code: CST2P ITSY 1342 - Information Technology Security (Spring) Course Code: CST3PA	ITSY 2330 - Intrusion Detection Capstone (Fall) Course Code: CST4PA

P-Tech at Willowridge High School Specialized Courses

Computer Programming

EDUC 1300: Learning Framework

Course Number: LP111
Offered In: 9–10
Credits: .5
Level: Dual Credit
Prerequisites: Take the TSIA test
Description: This course covers skills needed for a successful transition to a college level course by learning different models in learning strategies, strategic learning, cognition, and motivation.

Business Computer Applications

BCIS 1305: Business Computer Applications

Course Number: CBU03P
Offered In: 9-12
Credits: .5
Level: Dual Credit
Prerequisites: Pass the TSI
Description: This course is an introduction to business applications with a focus on Microsoft programs.

Database Theory and Design-Dual Credit

ITSE 1346: Database Theory and Design

Offered In: 9–10
Credits: .5
Level: Dual Credit
Prerequisites: Pass the TSI
Description: This course is an introduction to database design and using analysis of data requirements and organizations tables.

Sociology — Dual Credit

SOCI 1301: Introduction to Sociology

Course Number: SS523
Offered In: 11- 12
Credits: .5
Level: Dual Credit
Description: See page 81 of the course guide for a description.

Psychology — Dual Credit

PSYC 2301: General Psychology

Course Number: SS513
Offered In: 11–12
Credits: .5
Level: Dual Credit
Prerequisites: Pass the reading and writing portion of the TSI
Description: See page 81 of the course guide for a description.

English IV Semester 1 — Dual Credit

ENGL 1301: English Composition

Course Number: EL461D
Offered In: 10–12
Credits .5
Level: Dual Credit
Prerequisites: Pass the reading and writing portion of the TSI and be enrolled in the P-TECH program at WHS.

Art I— Dual Credit

ART 1301: Art Appreciation

Course Number: FAO13P
Offered In: 12
Credits: 1
Level: Dual Credit
Prerequisites: Pass the reading and writing portion of the TSI and be enrolled in the P-TECH program at WHS.
Description: A general introduction to the visual arts designed to create an appreciation of the vocabulary, media, techniques, and purposes of the creative process. Students will critically interpret and evaluate works of art within formal, cultural, and historical contexts. This introduction to the visual arts is a global investigation of artistic styles, methods of artistic production and media. Various works will be analyzed and defined in relation to the formal elements and the principles of design. Universal themes are studied within their historical, political, economic, theological, sociological, conceptual, and ethnic contexts. Students will also develop critical thinking and observational skills through the creation of hands-on art projects. This course satisfies the creative arts or component area option of the HCC core.

Humanities First Time Taken— Dual Credit

HUMA 1301: Humanities

Course Number: EL413P
Offered In: 10–12
Credits: .5
Level: Dual Credit
Prerequisites Pass the reading and writing portion of the TSI and be enrolled in the P-TECH program at WHS.
Description: An interdisciplinary survey of cultures focusing on the philosophical and aesthetic factors in human values with an emphasis on the historical development of the individual and society and the need to create.

Computer Science A — Dual Credit

COSC 1436: Program Fundamentals I

Course Number: CST2PA
Offered In: 11–12
Credits: .5
Level: Dual Credit
Prerequisites Pass all portions of the TSI and be enrolled in the P-TECH program at WHS.
Description: Introduces the fundamental concepts of structured programming and provides a comprehensive introduction to programming for computer science and technology majors. Topics include software development methodology, data types, control structures, functions, arrays, and the mechanics of running, testing, and debugging. This course assumes computer literacy.

Computer Science B — Dual Credit

COSC 1437: Program Fundamentals II

Course Number: CST2PB
Offered In: 11–12
Credits: .5
Level: Dual Credit
Prerequisites Pass all portions of the TSI and be enrolled in the P-TECH program at WHS.
Description: This course focuses on the object-oriented programming paradigm, emphasizing the definition and use of classes along with fundamentals of object-oriented design. The course includes basic analysis of algorithms, searching and sorting techniques, and an introduction to software engineering processes. Students will apply techniques for testing and debugging software.

Touch System Data — Dual Credit

ISTE 1346: Database Theory and Design

Course Number: CBU02P
Offered In: 11–12
Credits: .5
Level: Dual Credit
Prerequisite: Pass all portions of the TSI and be enrolled in the P-TECH program at WHS.
Description: Introduction to the analysis and utilization of data requirements and organization intro normalized tables using the four normal forms of database design.

Independent Study in Evolving/Emerging Technologies First Time Taken A — Dual Credit

ITNW 1313: Computer Virtualization

Course Number: CST4PA
Offered In: 11–12
Credits: .5
Level: Dual Credit
Prerequisite: Pass all portions of the TSI and be enrolled in the P-TECH program at WHS.
Description: Implement and support virtualization of clients of servers in a networked computing environment. This course explores installation, configuration, and management of computer virtualization workstation and servers.

Independent Study in Evolving/Emerging Technologies First Time Taken B — Dual Credit

COSC 2436: Program Fundamentals III with JAVA

Course Number: CST4PB
Offered In: 12
Credits: .5
Level: Dual Credit
Prerequisite: Pass all portions of the TSI and be enrolled in the P-TECH program at WHS.
Description: Further applications of programming techniques, introducing the fundamental concepts of data structures and algorithms. Topics include recursion, fundamental data structures (including stacks, queues, linked lists, hash tables, trees, and graphs), and algorithmic analysis.

Project-Based Research (1st Time Taken)

INEW 2332: Comprehensive Software Project: Coding, Testing, & Implementation

Course Number: CST7P
Offered in: 12
Credits: 1
Level: Dual Credit
Prerequisites: Pass all portions of the TSI, be enrolled in the P-TECH program at WHS, and complete the HCC required prerequisite courses.
Description: A application of skills learned in previous semesters in a simulated workplace. Students will code, test, maintain, and document the process of a complete software and/or hardware solution. This course is the capstone course for the certification and/or associates degree.

Cybersecurity Certification Courses

ITSC 1307 - UNIX Operating System I

Course Number: CST1PA
Offered In: 10
Credits: .5
Level: Certification
Description: A study of the UNIX operating system including multi-user concepts, terminal emulation, use of system editor, basic UNIX commands, and writing script files. Topics include introductory systems management concepts.

ITMT 1358 - Windows Client Operating System

Course Number: CST1PB
Offered In: 10
Credits: .5
Level: Certification
Description: A study of Windows operating system; installation, configuration, and troubleshooting; file management; users accounts and permissions; security features; network connectivity; setup of external devices; optimization and customization; and deployment of application, with hand-on experience.

ITNW 1425 - Fundamentals of Networking Technologies

Course Number: CST2P
Offered In: 11
Credits: 1
Level: Certification
Description: Instruction in networking technologies and their implementation. Topics include the OSI reference model, network protocols, transmission media, and networking hardware and software.

ITSY 1342 - Information Technology Security

Course Number: CST3PA
Offered In: 11
Credits: .5
Level: Certification
Description: Instruction in security for network hardware, software, and data, including physical security; backup procedures; relevant tools; encryption; and protection from viruses.

ITSY 2330 - Intrusion Detection Capstone

Course Number: CST4PA
Offered In: 12
Credits: .5
Level: Certification
Description: Computer information systems security monitoring, intrusion detection, and crisis management. Includes alarm management, signature configuration, sensor configuration, and troubleshooting components. Emphasizes identifying, resolving, and documenting network crises and activating the response team.

General Information

Attendance

Students must be in attendance a minimum of 90 percent of the days after enrollment in the course. See the Student/Parent Handbook for more information.

Semester System

The Fort Bend Independent School District's high schools operate on a semester system. Each school year is divided into two semesters, and each semester is divided into two grading periods. Most courses vary from one to two semesters in length. Credit for courses is awarded based on EIE policy.

Grading System

The State Board of Education has set 70 as the minimum passing grade. Written communication of the student's achievement is reported to the parents on a nine-weeks basis. When letter grades are recorded, the following conversions are used.

90-100 = A
80-89 = B
70-79 = C
69-below = F

Actual student numerical grades are recorded in the grade book and averaged as actual grades. An Incomplete (I) is given on a report card if a student, because of illness or for some other excused reason, cannot complete the required work by the end of the reporting period. The student should contact the teacher to arrange to complete the work.

Academic Options

Students have several academic options when selecting classes. These include on-level courses, AAC, AP, Honors and Dual Credit courses. Students are advised to take courses at a level where they will be challenged and yet will perform successfully. The options available for each course are listed with course descriptions. State Credit Courses

All courses which are to be counted toward grade level and graduation requirements must be state approved courses. Students must complete the correct graduation plan for their cohort upon entering high school to receive a diploma. The requirement may be waived under certain circumstances.

Academic Eligibility Rules

A student shall be suspended from participation in all extracurricular activities sponsored or sanctioned by the school district during the three-week period following a grade reporting period in which the student received a grade lower than 70 in any class other than certain identified classes. This suspension continues for at least three weeks and is not removed during the school year until the student's grade in each class, other than certain identified classes, is 70 or greater. A student may continue to practice or rehearse with other students for an extracurricular activity but may not participate in a competition or other public performance. A suspended student may regain eligibility seven days after the six-week grading period ends or seven days after a three-week evaluation period. For a student to be eligible to participate in UIL activities, the student must be classified as a full-time student (Five classes — traditional schedule, six classes — block schedule). Classes such as study hall, office aide, and off-campus do not meet this requirement.

Make-Up Work

It is the student's responsibility to ask the teacher for make-up work immediately upon returning to school after an absence. If a test was scheduled before the student was absent, then the student may be required to take the test the day he/she returns. If a student has missed work, the teacher will give the student the opportunity to make up the work. Generally, one day for each day of excused absence will be provided for the make-up work. Failure to meet the deadline may result in a lower grade.

Course Credit

High school students are required to complete courses mandated under their graduation plan. Credit for a course may be earned only if the student receives a grade equivalent to a 70 or higher on a 100-point scale. State-approved courses are aligned to the Texas Essential Knowledge and Skills (TEKS). Credits are awarded in semester increments. A one-semester course is worth a .5 credit. A full-year course is worth 1.0 credit. (Identified courses are worth more than one credit.) If a student fails a semester course, the student must retake the entire course to earn graduation credit. If a student fails one semester of a multi-semester course, the student only retakes the semester that was failed. (In a two-semester course, a student can gain credit if both semesters average to a 70 or higher for the year.) High school courses taken in middle school will be included on a student's transcript and count in the grade point average (GPA).

Non-Credit Courses

Some courses do not count toward graduation credits; these will not be posted to a student's transcript and will not be calculated for GPA and class rank. Such classes may include:

- Office Aide
- Off-Campus
- Study Hall

Classification of Students

Grade level advancement for students in grades 9 through 12 shall be determined by the number of course credits earned according to the classification chart below.

Class Standing	Credits Required for Class Standings Minimum State Approved Units of Credit
Sophomore	6
Junior	12
Senior	18

Extracurricular Activity Participation

A student may participate in extracurricular activities at the beginning of the school year only if the student has earned the appropriate state credit.

Number of Years Completed in High School	Number State Credits At Beginning of School Year
1	5
2	10
3	15

Fitness Assessment

The Texas Education Code (TEC) §38.101 states that a school district must annually assess the physical fitness of students enrolled in grade 3 through 12 in a course that satisfies the curriculum requirements for physical education under TEC §28.002 (a)(2)(C). Students at the high school level enrolled in a Texas Essential Knowledge and Skills (TEKS) based course for physical education, or any student in a substitution for physical education must be assessed. Students that are enrolled in athletics, off-campus private or commercially sponsored physical activity programs or ROTC must always be assessed. The assessment instrument is the Fitnessgram which evaluates body composition (Body Mass Index), aerobic capacity (one mile run or pacer test), muscular strength and endurance (curl- ups, pullups, flexed arm hang) and flexibility (shoulder stretch and trunk lift).

Off Campus Physical Education

Private or commercially sponsored physical activity programs designed to develop national-level capabilities may be substituted for physical education credit in grades 6 to12, if approved by the school board and the Texas Education Agency. Students who wish to participate in Off-Campus PE must receive prior approval from the Coordinator of Health, PE, and Wellness, must provide his/her own transportation and must provide a workout schedule and attendance records. The Category I classification requires a minimum of 15 hours per week (Mon.–Fri.) per semester. Examples of Category I Off Campus PE options include: equestrian, gymnastics, ice skating, and Tae Kwon Do. The Category II classification is only offered to high school students and requires a minimum of 5 hours per week per semester. Category II Off-Campus PE options include physical activity programs that teach a curriculum aligned to the Texas Education Knowledge and Skills (TEKS) for physical activity. See the FBISD Off-Campus PE webpage to complete the online applications. Applications must be submitted by the first day of school for both the fall and spring semesters.

Physical Education Substitutions

Marching band (fall semester only), cheerleading (fall semester only), JROTC I, Dance I, and approved Off Campus PE may substitute for the physical education requirement. Students enrolled in physical education and band (fall semester only), or JROTC the same semester, may use both to meet the physical education requirement.

District Guidelines for Award of Grade Points

1. Grade points are awarded for all courses attempted. (ex. If a student earns a 96 in a regular class they get 96 points, if they earn a 58 in a course, they earn 58 points)
2. All high school credit courses taken in Fort Bend ISD Summer School or Evening School receive regular/on-level points on the GPA scale with the exception of identified AAC/AP courses that may be offered.
3. All high school credit courses taken in summer school programs outside of Fort Bend ISD receive regular/on-level points on the GPA scale unless otherwise designated by the sending program.
4. Online learning course credit, credit by exam, and night school course credit receive regular/on-level points on the GPA scale unless otherwise designated.
5. High school courses taken through credit by exam with no prior instruction are awarded credit and regular grade points. A student must earn a grade of 80 percent or more on each exam in a subject area to be awarded a .5 unit of credit and regular grade points.
6. Off Campus Physical Education receives regular/on-level points on the GPA scale.

The 100-Point GPA Scale

The GPA system utilized in Fort Bend ISD is referred to as a 100-Point Scale. With this system, the 100-Point Scale is calculated by adding all the semester averages earned by a student and dividing by semesters attempted. The 100-Point Scale can be converted to the Four-Point Scale which is the most common scale for college admissions, National Athletic Collegiate Association (NCAA) and scholarship applications. Courses in Fort Bend ISD are weighted differently in the GPA calculation used for class rank. See charts below:

Advanced Placement (AP)/ Beyond AP Courses, Dual Credit Courses, OnRamps Courses	AAC, Honors Courses	On Level Courses
Receives 10 point weight	Receive 5 point weight	Non-weighted

Example of a high school student's grades:

Physics (on level)	86 = 86 points
AP English III	94 = 104 points
US History Dual Credit	84 = 94 points
Athletics	100 = 100 points
Choir	100 = 100 points
AAC Pre-Calculus	86 = 91 points
Journalism	94 = 94 points

Total points = 669 points,
divided by 7 = 95.5714286

Senior Class Rank

The information below applies to all graduating classes:

All courses recorded on the Academic Achievement Record (high school transcript) shall count toward Grade Point Average (GPA) and Rank in Class (RIC), using the grades received.

1. RIC is determined by the grade point average (GPA) of all high school credit courses taken through the end of the eighth semester. Rank for honor graduation status is determined by the GPA through the end of the third 9 weeks of the senior year.
2. Grade points for other courses taken for high school credit outside of the regular school day or earned through Advanced Placement exams will be determined according to District guidelines.
3. To be eligible for valedictorian or salutatorian honors, students must be enrolled for their sixth and seventh semesters in a District high school, and graduate in no fewer than eight regular semesters.
4. To be eligible for graduation with honors, a student shall:

   a. complete the designated program for their cohort;

   b. present grades for all required courses prior to the established date for calculating rank-in-class (RIC);

   c. and be enrolled for their last two semesters in a District high school.

Beginning with the Class of 2024 and beyond:

1. Class rank shall only be calculated for all students

2. For students in the class of 2024, 2025, 2026, and 2027, who are in a Program of Choice and on an intradistrict transfer, rank will be determined based on the high school within the attendance boundary where the student resides.

3. For students in the Class of 2028 and beyond who are in a Program of Choice or on an intradistrict transfer, rank will be determined based on the high school where they attend.

For additional information about rank in class, please see Board Policy EIC (local) or Frequently Asked Questions regarding class rank at **www.fortbendisd.com/eiclocal.**

GPA-Exempt Courses

Fort Bend ISD encourages all students to pursue their areas of special skills and interests in order to enrich their academic achievement and to foster continued student participation in four-year, co-curricular programs. FBISD allows juniors and seniors to participate in the third and fourth years of the following courses on a GPA-exempt basis:

- Advanced Journalism/Individual Study in Journalism (newspaper and yearbook)
- Athletics (not PE)
- Band
- Cheerleading
- Choir
- Color Guard
- Debate/Oral Interpretation
- Dance Team
- JROTC
- Orchestra
- Theatre (technical theatre, theatre arts, theatre production) An application is required. See counselor for more information..

GPA-Exempt Courses

Who is eligible to take a course on a GPA-exempt basis?

This option is available to juniors and seniors who wish to take courses from the approved list that are beyond the requirements for graduation. To qualify for the GPA exemption for the third- or fourth-year course, students must have an overall B average in the prerequisite courses for the third- or fourth-year course for which he/she is seeking a waiver. He/ she must also have already taken the first two years of this particular course (exception: cheerleading and dance team) at the high school campus. All students must meet the prerequisites of each course and have parent, teacher, and counselor approval.Full-year courses must be exempt in full (not on a semester- by-semester basis).

Full-year courses must be exempt in full (not on a semester- by-semester basis).

Junior students may receive a GPA exemption for only one course during the junior year. If the course is worth two credits, no other exemptions may be taken.

Senior students who have not used any of the GPA exemptions during their junior year would qualify for two exemptions (two credits) during their senior year as long as prerequisites are met.

The option of securing exemptions for two classes (two credits) in the same year is only available to seniors for whom no GPA exemptions have been used prior to the senior year.

NOTE: Students may take only two (2) full-year courses or four (4) half-year courses for a maximum of 2 credits, on a GPA- Exempt basis.

How are grades handled in a GPA-exempt course?

Students who are eligible and choose to take one of these courses for a GPA-exempt grade:

- Will receive a numeric grade all year on the report card.
- Will have these courses excluded from the computation of GPA and class rank.
- What are the performance standards for these courses?
- Students must complete all of the assigned work. The numeric grade earned will be reported on the report card.
- Students must take tests and final exams for the course unless exempt from finals.
- Students must maintain a passing semester grade average in order to remain eligible for the GPA exemption.

How will grades in a GPA-exempt course affect eligibility for extra-curricular activities?

The numeric grades earned in a GPA-exempt course will be used to determine eligibility for participation in all extra- curricular activities. Furthermore, numeric grades will also be used in determining academic excellence; qualifying criteria used in the selection of students for various positions such as dance team officers, class officers, exam exemptions, etc.; and eligibility for academic awards, including admission to organizations such as the National Honor Society, etc.

How do students enroll in a GPA-exempt course?

Students interested in taking one of the GPA-exempt courses must discuss this option with the counselor promptly at the beginning of the course. If the student meets all of the criteria, he/she must:

1. Complete the appropriate form.
2. Have the form signed by the parent and teacher.
3. Return the form to the counselor no later than the end of the second (2nd) week of each semester. At this time, if all criteria are met, it will be approved, and a course change will be made to reflect enrollment in a GPA-exempt course.
4. Once a student signs up to take a course as GPA-exempt, the decision cannot be changed.
5. Students enrolled in full-year courses do not need to reapply during the second semester.
6. Students, including transfer students, who miss the deadline for application for the first semester, may apply for exemption for the second semester if they meet the criteria.

An application has to be filled out and signed by the student, the parent, and the teacher.

Can a student exempt Cheerleading as a junior or senior?

Yes. If the student was a cheerleader as a sophomore, he/ she can exempt the junior year. If the student becomes a cheerleader as a junior, he/she can exempt the senior year as a cheerleader.

What are the requirements for the Dance Team waiver?

If the student was a dance team member as a sophomore, he/ she can exempt the junior year. If the student becomes a dance team member as a junior, he/she can exempt the senior year of the course.

If a student exempts a course during the junior year, but does not enroll in the same course during the senior year, does he/she lose the exempt status for the junior year?

No. Each year will stand alone.

What if a student drops the exempt course?

Students are expected to complete a full-year course for which a GPA exemption has been approved. In extenuating circumstances where a student is approved to drop a GPA- exempt course after the first semester is completed, the student receives the first-semester credit as GPA-exempt. However, the remaining .5 GPA exemption cannot be applied to another course during

the second semester or the following year. The requested 1-point GPA exemption is considered to be fully expended. If a student drops a full-year course for which a GPA exemption has been approved during the first semester, per established guidelines, the student enters a new course with no GPA exemption. In this case, the GPA exemption is available for use the following semester/ year, if requested and approved according to established guidelines.

If a one-season athlete does not have an athletic program to enter in the spring semester of their senior year, may they exempt only one semester of the course?

Yes, in some cases the courses eligible for exemption are semester courses.

When do exemption requests have to be turned into the counselor?

Exemption requests, with all signatures affixed, have to be turned into the counselor by the end of the second (2nd) week of each semester.

Can a student take Art or Dance courses as GPA- exempt courses?

No. Art or Dance courses (other than dance team) are not offered as GPA-exempt courses for juniors and seniors. A freshman or junior varsity dance team course can be used as a prerequisite for the dance team exemption in the junior and/or senior year.

Assessment Programs

Students in FBISD participate in a variety of assessment programs. These include national, state and locally developed tests used to assess student achievement. At the state level, the State of Texas Assessment of Academic Readiness (STAAR) program includes students in grades 3 through 8 and five high school courses.

High School STAAR End of Course Requirements

Applies to students who first entered grade 9 beginning in the fall of 2011 or later

Students are required to take STAAR End of Course (EOC) tests in each of the following subjects and meet the satisfactory achievement standards. Tested subject are Algebra I, Biology, English I, English II, and U. S. History

EOC's are offered in, Spring, December, and June.

Students served by special education and who meet specific participation requirements may be given STAAR-Alternate 2. The ARD committee determines which test is appropriate for the student.

Credit by Exam With No Prior Instruction

At the high school level, Credit by Exam (CBE) with no prior instruction allows the student to obtain credit for core academic courses. (This option is available only one time for each course.) Award of credit for courses is given if student scores 80 or above on the exam (if administered by semester, average of two exams to meet or exceed 80). Students may use credit by examination to fulfill their course requirements and the score on the CBE will be entered on the transcript. Exams for all academic courses are coordinated through the Testing Department. Credit by Exam for World Languages will be offered up to Level 4 for multiple languages. Please see your counselor for full list of languages offered. All test administration information will be available on the Testing page of the district website. Letters describing the CBE process, the difference between With Prior Instruction and No Prior Instruction, study guides and applications will be available on the district website. Course credit earned through credit by exam will not be recognized by NCAA. Students will be awarded regular grade points for credit received through Credit by Exam. However, only passing grades (80 or above) are recorded. Students who are interested in earning credit by examination should see their counselor for approval or call the State & Federal Programs Assessment Department at (281) 634-1404.

Texas English Language Proficiency Assessment System (TELPAS)

Based on Every Student Succeeds Act (ESSA) mandates, the State requires Emergent Bilingual students to be assessed in the following domains of English language in grades K to12: reading; writing; listening; and speaking. Based on state law and State Board of Education rules, all students in grades 2 to 12 who are identified as Emergent Bilingual will take the TELPAS Listening/Speaking and the TELPAS Reading/ Writing assessments online. This includes Emergent Bilingual students whose parents have denied the program. EL students served through special education will also participate unless their admission, review, and dismissal (ARD) committee exempts them on the basis that their disability prevents appropriate measurement in one or more domains. EL students will participate until they meet the English Proficiency exit criteria. EL students who qualify for STAAR Alt 2 may be administered TELPAS Alt.

Validation Testing (Credit by Exam with Prior Instruction)

Students who have previous formal instruction and do not have credit in a course may earn credit by taking an approved examination. Students must have made at least a 60 in the course to take a CBE. This option is available only one time for each course. Only two credits may be earned toward graduation through this method, with the exception of World Language courses. Students must score a 70 or above to receive credit, but it may not be used to gain UIL eligibility. There is a fee for these examinations. Students from non- accredited high schools and home-schooling environments will be administered validation tests for the award of credit. These students may exceed the two-unit limit. The grade on the validation test will be recorded on the transcript. Grade points will be awarded as determined by District guidelines. Students who are interested in earning credit by examination should see their counselor for approval and confirmation.

Preliminary Scholastic Aptitude Test (PSAT)

Fort Bend ISD administers the PSAT 8/9 to all eighth and ninth grade students and the PSAT/NMSQT to all 10th and 11th graders on National Testing Day (mid-October each year). Both assessments are aligned with the SAT and provide students with critical preparation and practice for the SAT, which is used to determine college readiness and is considered in many scholarship and college admission decisions. The PSAT/ NMSQT provides high-scoring juniors National Merit and other scholarship opportunities. College Board has partnered with Khan Academy (**www.satpractice.or**g) to provide free online test prep opportunities for all students. Students can access a personalized practice plan at Khan Academy based on their unique PSAT results. Please see your school counselor or college and career readiness (CCR) advisor for more information.

Online/Distance Learning

Guidelines

Online Learning is the use of technology to overcome time, distance, and other barriers to address the needs of students and educators. Online courses may be led by an instructor or completed independently. Both synchronous and asynchronous courses may be used. Distance learning is defined by the district as synchronous coursework that is provided by a teacher to students in a separate location using online learning technologies, such as the internet, two-way video conferencing, or other digital tools. Approved online course providers in FBISD include Texas Tech University (TTU), University of Texas (UT), and the Texas Virtual School Network (TxVSN). Students may also enroll in FBISD's online learning program which utilizes the district-selected online course provider. Prior to enrollment in a District-approved online or distance learning course, students must submit an application in Skyward for approval by the counselor and/or assistant principal or designee. All FBISD-approved online-learning programs require an application and prior approval. Course credit may be denied if approval is not granted prior to enrollment in the online course.

Limitations:

Counselor approval is required for all online courses.

A student may earn a maximum of two high school state-required original credits through out-of-District virtual learning. This limitation does not apply to in-District virtual learning experiences offered on campus or through the TxVSN. Seniors may earn additional credits for credit recovery if approved by the principal or designee.

Students may take a distance learning course from an out-of-District distance provider that requires a state-mandated end-of-course (EOC) assessment with prior approval through the application process and in accordance with the student's graduation plan. The Superintendent or designee may waive limitations on an individual basis for extenuating circumstances.

Enrollment in courses through the TxVSN shall not be subject to limitations the district may impose for other distance learning courses [See EHDE(LEGAL)].

A student may be enrolled in only one online/distance learning course at a time per each online/distance learning class period in their schedule. If a student does not have an online/distance learning class period in their schedule, the student may only register for one semester of remote coursework in addition to their regular schedule. During summer programs students may register for up to 1.0 credit (two semesters) of online coursework through the approved/district providers.

The district online learning program requires all assessments to be proctored on campus.

All prerequisite and grade-level requirements apply.

Extenuating circumstances must be reviewed by campus and/or District staff in order to waive one or more limitations.

Deadlines:

High school seniors must complete any courses taken through an external online provider and submit the grade report(s) by the end of the fall semester of the year in which graduation is sought.

Students will be required to drop a course or complete online/distance learning courses (coursework and final exam) within deadlines set by the provider.

Students will be given credit for courses taken through an online provider after a copy of the official grade report is submitted by the provider to the principal or designee. Final grade reports that are submitted to district staff by a provider cannot be waived, and grades will be posted to the student's transcript.

Other Requirements:

- Final exams for online/distance learning courses (FBISD, TTU, TxVSN, and UT courses) are required to be taken on District premises in the presence of a District administrator or designee unless other arrangements have been made by the provider.
- Courses taken through an online provider will be included in calculating students' grade point averages (GPA) in accordance with FBISD grading and reporting guidelines.
- Courses will be awarded grade points consistent with the grade points specified for the course as offered in the district.
- All supplies, materials, textbooks, transportation, and course fees are the responsibility of the student or parent.
- All courses taken via an online provider may impact UIL/ NCAA eligibility in accordance with FBISD rules and regulations and will be reported to the campus each marking period.

Dual Credit

Dual Credit

- The Dual Credit program allows eligible high school students in FBISD to take college credit courses provided through Houston Community College (HCC). Students can earn college credit by taking college classes offered at their high schools or select classes at any HCC campus. Currently, dual credit courses are tuition-free through HCC. See next page for approved courses. In addition to college credit, students may earn credit toward their high school graduation requirements by completing dual credit courses.

Eligibility

- High school students may co-enroll in HCC courses once they have:
- Received permission from their parent/guardian and high school counselor and principal.
- Meet or exceed the required minimum scores on the TSIA, ACT, SAT, PSAT or EOC exams.
- All Dual credit students must meet TSIA2 scoring requirements: Math 950 and English 945 and a 5 on the essay.
- College courses taken through dual credit programs are subject to fees and other costs that may include textbooks and specified resources.
- Dual Credit students must apply for admission to HCC, document eligibility for courses selected, and enroll by HCC and FBISD-designated deadlines. Students who do not complete all steps by these deadlines will not be enrolled in dual credit classes and will be placed in a FBISD core course equivalent.

FBISD College Level Dual Credit Course Crosswalk

Important notes regarding Dual Credit courses:

FBISD offers separate opportunities for students to earn dual credit. Each program may have different requirements and course acceptance to higher education institutions may vary as well. Please consult with your school counselor on which option may be the best fit for your postsecondary plans.

Dual Credit students have a choice between taking an Academic Core Curriculum Pathway or a Career and Technical Education Pathway, and they are not able to take courses in both pathways at the same time. The only exception to this is foreign language courses, which are allowable. Students in an approved Early College High School or P-Tech Program are exempt from this requirement.

All students at Houston Community College need to select a certificate or degree pathway. This is inclusive of all dual credit students.

If you are interested in earning college credit while in high school, please see your counselor or CCR advisor.

All Dual credit students must meet TSIA2 scoring requirements: Math 950 and English 945 and a 5 on the essay.

Houston Community College (HCC) Dual Credit Core Courses

HCC dual credit courses being offered on an FBISD high school campus are dependent on available and qualified HCC Adjunct staff. Not all courses listed below are available at all campuses. Please check with your school counselor for available courses at specific high schools.

FBISD DC Course Number	FBISD Course Title	FBISD Credit	HCC Course Number	HCC Course Title	HCC Course Credit Hours	Eligible Grade Levels & Prerequisites	Comments
EL64D1 & EL64D2	English IV	1.0	ENGL 1301 & ENGL 1302	English Composition I & II	6	Open to 12th grade only (Must meet TSI Minimum Requirements)	Course can be taken on a high school or HCC campus. Class size limit of 25 students.
MA5552	Independent Study Math (College Algebra)	1.0	MATH 1314	College Algebra	3	Open to 12th grade only (Must meet TSI Minimum Requirements)	College credit awarded in spring semester. Must be taught by FBISD embedded staff due to Independent Study component. Class size limit of 30 students.
SS43D1 & SS43D2	US History	1.0	HIST 1301 & HIST 1302	US History to 1877 & US History after 1877	6	Open to 11th & 12th grade only (Must meet TSI Minimum Requirements)	Must be taught by FBISD embedded staff due to History EOC requirement. Class size limit of 30 students.
SS4461 or SS4462	US Government	0.5	GOVT 2305	American National Government	3	Open to 12th grade only (Must meet TSI Minimum Requirements)	Course can be taken on a high school or HCC campus. Class size limit of 30 students.
SS4561 or SS4562	Economics	0.5	ECON 2301	Principles of Economics (Macro)	3	Open to 12th grade only (Must meet TSI Minimum Requirements)	Course can be taken on a high school or HCC campus. Class size limit of 30 students.
SS513	Psychology	0.5	PSYC 2301	Introduction to Psychology	3	Open to 11th & 12th grade only (Must meet TSI Minimum Requirements)	Course can be taken on a high school or HCC campus. Class size limit of 30 students.
SS523	Sociology	0.5	SOCI 1301	Introduction to Sociology	3	Open to 11th & 12th grade only (Must meet TSI Minimum Requirements)	Course can be taken on a high school or HCC campus. Class size limit of 30 students.
FL711 & FL721	American Sign Language I & II	2.0	SGNL 1401 & SGNL 1402	American Sign Language Beginning I & II	8	Open to 9th through 12th grades (Must meet TSI Minimum Requirements)	Course can be taken on a high school or HCC campus. Class size limit of 16 students.
FL311 & FL321	German I & II	2.0	GERM 1411 & GERM 1412	Beginning German I & II	8	Open to 9th through 12th grades (Must meet TSI Minimum Requirements)	Course can be taken on a high school or HCC campus. Class size limit of 25 students.
CAT385	Professional Communications (Speech)	0.5	SPCH 1315	Public Speaking	3	Open to 11th & 12th grade only (Must meet TSI Minimum Requirements)	Course can be taken on a high school or HCC campus. Class size limit of 25 students.
LP111	College Transitions	0.5	EDUC 1300	Learning Framework	3	Open to 9th through 12th grades (No TSI Requirement)	Course can be taken on a high school or HCC campus. Class size limit of 25 students.
TA610	Mobile Application Development	1.0	ISTE 1402	Computer Programming – Swift I	4	Open to 9th through 12th grades (No TSI Requirement). Must have completed Algebra II & Geometry prior to starting this course.	Course can be taken on a high school campus only. Class size limit of 20 students.

CTE Dual Credit Courses

Credit awarded through Texas State Technical College (TSTC)
IHE - Institution of Higher Education awarding college credit

FBISD DC Course Number	FBISD Course Title	FBISD Credit	IHE Course Number	IHE Course Title	IHE Course Credit Hours	Eligible Grade Levels & Prerequisites	Comments
CTD095	Automotive Technology I: Maintenance and Light Repair	2	AUMT 1305 and AUMT 1307	Introduction to Automotive Technology and Automotive Electrical Systems	6 (TSTC)	Open to 10th through 12th grade; Completed application and acceptance required at the James Reese Career and Technical Center; Completed application and acceptance at TSTC	AUMT 1305 is awarded 3 hours credit in the Fall and AUMT 1307 is awarded 3 hours credit in the Spring. Class size limit of 25 students
CTD105	Automotive Technology II: Automotive Service	2	AUMT 1416 and AUMT 1310	Automotive Suspension & Steering Systems and Automotive Brake Systems	7 (TSTC)	Open to 11th and 12th grade; Completed application and acceptance required at the James Reese Career and Technical Center; Completed application and acceptance at TSTC	AUMT 1416 is awarded 4 hours credit in the Fall and AUMT 1310 is awarded 3 hours credit in the Spring. Class size limit of 25 students

Early College High School Dual Credit Courses

Credit awarded through Houston Community College (HCC) and are only available to students enrolled in the Early High School Program at Marshall HS
IHE - Institution of Higher Education awarding college credit

All Dual credit students must meet TSIA2 scoring requirements: Math 950 and English 945 and a 5 on the essay.

FBISD DC Course Number	FBISD Course Title	FBISD Credit	IHE Course Number	IHE Course Title	IHE Course Credit Hours	Eligible Grade Levels & Prerequisites	Comments
EL13P1/ EL13P2	English III	1	ENGL 1301 & ENGL1302	English Composition I & II	6	Open to 11th grade ECHS students only	Only available at ECHS MHS
SS43D1/ SS43D2	US History	1	Hist 1301 & Hist 1302	United States History I & II	6	Open to 11th grade ECHS students only	Only available at ECHS MHS
CST1P/ CST2P	Scientific Research and Design I	1	Biol 1306 & Biol 1309/1406	Intro to Biology I & Biology for Non-Science Majors II or Biology for Science Majors II	6 (If taking 1406, credits will 7)	Open to 11th grade ECHS students only	Only available at ECHS MHS
FA911P/ FA912P	AP Art History	1	ARTS 1303 & ARTS 1304	Art History I & II	6	Open to 11th grade ECHS students only	Only available at ECHS MHS
EL46P1/ EL46P2	English IV	1	ENGL 2322 & 2323	British Literature I & II	6	Open to 12th grade ECHS students only	Only available at ECHS MHS
EL412P	Humanities First Time Taken	1	HUMA 2323	World Cultures	3	Open to 12th grade ECHS students only	Only available at ECHS MHS
PH1111P	Foundations of Physical Fitness	0.5	KINE1304	Personal/ Community Health	3	Open to 12th grade ECHS students only	Only available at ECHS MHS
SS922P	Special Topics in Social Studies	0.5	GOVT 2306	Texas Government	3	Open to 12th grade ECHS students only	Only available at ECHS MHS
MA555P	Math Independent Study	0.5	MATH 1316	Trigonometry	3	Open to 11th grade ECHS students only	Only available at ECHS MHS
MA242P	Pre-Calculus	0.5	MATH 2412	Pre-Calculus Math	4	Open to 12th grade ECHS students only	Only available at ECHS MHS
CHO7PA/ CHO7PB	Anatomy & Physiology	1	BIOl 2301/2101 & BIOL 2302/2102	Anatomy Physiology I & II	8	Open to 12th grade ECHS students only	Only available at P-TECH HHS and ECHS at MHS

Pathways in Technology Early College High School at Hightower High School Dual Credit Courses

Credit awarded through Houston Community College (HCC) and are
only available to students enrolled in the Pathways in Technology School Program at Hightower HS
IHE - Institution of Higher Education awarding college credit

All Dual credit students must meet TSIA2 scoring requirements: Math 950 and English 945 and a 5 on the essay.

FBISD DC Course Number	FBISD Course Title	FBISD Credit	IHE Course Number	IHE Course Title	IHE Course Credit Hours	Eligible Grade Levels & Prerequisites	Comments
CHSO1P	Principles of Health Science A	0.5	HPRS 1201	Introduction to Health Professions	2	Open to 10th grade P-TECH students only	Only available at P-TECH HHS
CBU02P	Touch Systems Data	0.5	POFI 1301	Computer Applications I	3	Open to 10th grade P-TECH students only	Only available at P-TECH HHS
CHS5PA/ CHS5PB	Practicum in Health Science First Time Taken	1	HITT 1166 &HITT 1167 (HITT Students) HLAB 1266 & HLAB 1267 (HISTO Students)	Health Practicum I & II (HITT Students) or HLAB Practicum I &II (HISTO Students)	4	Open to 10th and 11th grade P-TECH students only	Only available at P-TECH HHS
CHO7PA/ CHO7PB	Anatomy & Physiology	1	BIOl 2301/2101 & BIOL 2302/2102	Anatomy Physiology I & II	8	Open to 10th and 11th grade P-TECH students only	Only available at P-TECH HHS
CHS02P	Medical Terminology	1	HITT 1305	Medical Terminology	3	Open to 11th grade P-TECH students only	Only available at P-TECH HHS
CHS1PB	Health Science Theory A	0.5	HITT 1345	Health Care Delivery	3	Open to 11th grade P-TECH students only	Only available at P-TECH HHS
CHS11P	Pharmacology	1	HITT 1249	Pharmacology	2	Open to 11th grade P-TECH students only	Only available at P-TECH HHS
CHS06PA	Principles of Health Science B	0.5	HITT 1341	Coding and Classification	3	Open to 11th and 12th grade P-TECH students only	Only available at P-TECH HHS
CHS13P	Mathematics for Medical Professionals	1	HITT 1255	Health Care Statistics	2	Open to 11th and 12th grade P-TECH students only	Only available at P-TECH HHS
CHS09P	Pathophysiology	1	HPRS 2201	Pathophysiology	2	Open to 11th and 12th grade P-TECH students only	Only available at P-TECH HHS
CHO7PA/ CHO7PB	Anatomy & Physiology	1	BIOl 2301/2101 & BIOL 2302/2102	Anatomy Physiology I & II	8	Open to 10th and 11th grade P-TECH students only	Only available at P-TECH HHS and ECHS at MHS
CHS6PB	Health Informatics B	0.5	HITT 2239	Health Information Organization and Supervision	2	Open to 12th grade P-TECH students only	Only available at P-TECH HHS
CST2P	Scientific Research and Design I b	0.5	CHEM 1311/1111	General Chemistry and Lab	4	Open to 10th and 11th grade P-TECH students only	Only available at P-TECH HHS
CST3PA	Scientific Research and Design II A	0.5	HLAB 1301	Introduction to Histotechnology	3	Open to 11th and 12th grade P-TECH students only	Only available at P-TECH HHS
CST3PB	Scientific Research and Design II B	0.5	HLAB 1402	Histotechnology I	4	Open to 11th and 12th grade P-TECH students only	Only available at P-TECH HHS

Pathways in Technology Early College High School at Willowridge High School Dual Credit Courses

Credit awarded through Houston Community College (HCC) and are
only available to students enrolled in the Pathways in Technology School Program at Hightower HS
IHE - Institution of Higher Education awarding college credit

All Dual credit students must meet TSIA2 scoring requirements: Math 950 and English 945 and a 5 on the essay.

FBISD DC Course Number	FBISD Course Title	FBISD Credit	IHE Course Number	IHE Course Title	IHE Course Credit Hours	Eligible Grade Levels & Prerequisites	Comments
FA013P	Art I	1	ARTS 1301	Art Appreciation	3	Open to 9th through 12th grade P-TECH students only	Only available at P-TECH WHS
CBUO3P	BIM	1	BCIS 1305	Business Computer Applications	3	Open to 10th through 12th grade P-TECH students only	Only available at P-TECH WHS
EL413P	Humanities First Time Taken	0.5	HUMA 1301	Humanities	3	Open to 10th through 12th grade P-TECH students only	Only available at P-TECH WHS
CST2PA	Computer Science A	0.5	COSC 1436	Program Fundamentals I	4	Open to 11th through 12th grade P-TECH students only	Only available at P-TECH WHS
CST2PB	Computer Science B	0.5	COSC 1437	Program Fundamentals II	4	Open to 11th through 12th grade P-TECH students only	Only available at P-TECH WHS
CBU02P	Touch System Data	0.5	ISTE 1346	Database Theory and Design	3	Open to 11th through 12th grade P-TECH students only	Only available at P-TECH WHS
CST4PA	Independent Study in Evolving/ Emerging Technologies (First Time Taken) A	0.5	ITNW 1313	Computer Virtualization	3	Open to 11th through 12th grade P-TECH students only	Only available at P-TECH WHS
CST4PB	Independent Study in Evolving/ Emerging Technologies (First Time Taken) B	0.5	COSC 2436	Program Fundamentals III with Java	4	Open to 12th grade P-TECH students only	Only available at P-TECH WHS

UT OnRamps Dual Enrollment

OnRamps

The UT OnRamps Dual Enrollment programs allows high school students in Fort Bend ISD to earn high school credit while concurrently potentially earning college credit through the University of Texas at Austin. Currently, OnRamps courses are tuition free through FBISD. See below for current approved courses. *Note OnRamps courses may not be available on all campuses.

Eligibility

High school students may enroll in UT OnRamps courses once they have:

Met any prerequisite course requirements aligned with the OnRamps course. See course description for prerequisite requirements.

FBISD UT OnRamps Course Crosswalk

Important notes regarding OnRamps courses:

FBISD offers separate opportunities for students to earn dual enrollment credit. Each course may have different requirements and course acceptance to higher education institutions may vary as well. Please consult with your school counselor on which option may be the best fit for your postsecondary plans

Students will have two separate grades associated with these courses. One grade will be aligned to the FBISD course that aligns with the OnRamps course. The second grade will be the grade earned in the UT portion of the course. Students are given a five-day window in May to decide if they want to accept the college course credit and grade. If a student accepts the UT credit they will receive a UT transcript with the information to provide to colleges they choose to attend.

If you are interested in participating in a UT OnRamps Dual Enrollment course, please see your counselor.

UT OnRamps Dual Enrollment Courses

FBISD Course Number	FBISD Course Title	FBISD Credit	UT Course Number	TCCN Course Code	UT Course Title	UT Course Credit Hours	Eligible Grade Levels & Prerequisites
EL142T	ELA IV	1	RHE 306/309	ENGL 1301/1302	Rhetoric	6 (3 per semester)	12th grade. Completion of English I, II, and III
SS452T	Economics	1	ECO 304K	ECON 2302	Economics	3	12th grade No Prerequisites
SC391T	Earth Space Science	1	GEO 302E	N/A	Geoscience: Earth, Wind, and Fire	3	10-12th grade Biology or IPC
SS432T	US History	1	HIS 315K/315L	HIST 1301/1302	United States History	6 (3 per semester)	11th grade and completion of English I and II
MA232T	Algebra II	1	M 301	MATH 1314	College Algebra	3	11th grade Algebra I an Geometry
MA24T	Pre-Calculus	1	M 305G	MATH 2312	Discovery Precalculus: Preparation for Calculus	3	12th grade Algebra I and II Geometry
MA450T	Statistics	1	SDS 301	MATH 1342	Elementary Statistical Methods	3	11th grade Algebra I, Geometry Recommended Algebra II
SC351T	Biology	1	BIO 311C/106M	BIOL 1306/1106	Introductory Biology I + Lab	4 (3 for lecture, 1 for lab)	11th grade Biology and Chemistry
SC332T	Chemistry	1	CH 301/104M	CHEM 1311/1111	College Chemistry I & Lab	4 (3 for lecture, 1 for lab)	10-12th grade Algebra I

Table continues on next page

UT OnRamps Dual Enrollment Courses							
FBISD Course Number	**FBISD Course Title**	**FBISD Credit**	**UT Course Number**	**TCCN Course Code**	**UT Course Title**	**UT Course Credit Hours**	**Eligible Grade Levels & Prerequisites**
SC361T	Scientific Research and Design First Time Taken	1	CH 302/104N	CHEM 1312/1112	Chemistry II & Lab	4 (3 for lecture, 1 for lab)	11-12th grade OnRamps Chemistry I or AP Chemistry
SC342T	Physics	1	PHY 302K/102M	PHYS 1301/1101	Physics I: Mechanics, Heat, and Sound + Lab	4 (3 for lecture, 1 for lab)	11th grade Algebra I, Geometry Recommended Algebra II or Pre-Calculus
SC431T	Scientific Research and Design Second Time Taken	F1	PHY 302L	PHYS 1302	Physics II: Electromagnetism, Optics, and Nuclear Physics	3	Physics, OnRamps Physics I, AP Physics I, Algebra II, or Geometry. Precalculus recommended.

Specialized Programs

AVID

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by the AVID Center, facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth.

A complete list of AVID campuses is available on the Fort Bend ISD website. Students must complete an application and interview with approval by a campus committee in order to be admitted into the AVID Elective Program.

Evening High School

The Evening High School Program is designed to provide an additional opportunity for students to earn remedial credits toward a high school diploma. For information contact your counselor. The Evening High School Program is located on the Progressive High School campus. Registration approval must be obtained from the home campus counselors' office. There is a registration fee for each semester course. Partial fee reductions are available for students who qualify for free or reduced lunch.

Gifted and Talented (GT) Program

Students may be referred and evaluated for GT services on an annual basis. Each year, there are two GT referral windows, fall and spring.

GT students in grades K to 5 are cluster grouped with GT-trained teachers. Cluster grouping places a select number of GT students together for instruction. Grouping gifted students together provides opportunities for them to work with cognitive peers. GT students in grades 6 to 12 are enrolled in AAC and AP English, mathematics, science, and/or social studies courses. AAC and AP courses provide opportunities for rigorous coursework designed to promote higher order thinking and college preparation. GT teachers in all grade levels differentiate the curriculum to meet the needs of their GT students.

Progressive High School (PHS)

Progressive High School provides high school students ages 16 to 21 an opportunity to earn a diploma in an alternative setting. Students must have 7 credits in order to be considered for PHS fall admission. Students attend classes daily. Admission to PHS is by application only. Transportation is provided. For more information, contact the home campus counselor or assistant principal.

Summer School

Summer school offers opportunities for students to take remedial courses and/or courses for original credit. Information will be available in campus counselors' offices after Spring Break. For additional information, please visit the Fort Bend ISD website after Spring Break at **www.fortbendisd.com**.

Enrichment Programs

Parents may choose to enroll their child in an enrichment program outside of FBISD such as a course, camp or study trip. Some programs advertise credit for their enrichment activities. However, course credit cannot be accepted by FBISD unless the program meets state and FBISD objectives. If students are seeking course credit, parents should seek approval before participation in any enrichment programs.

Enrichment Opportunities

Enrichment opportunities are available to students at all levels, allowing them to extend classroom learning, explore their interests, showcase their knowledge and abilities, and build their skills. Although opportunities may vary from campus to campus, Fort Bend ISD students may become involved in the following enrichment activities:

- Academic Octathlon (9th and 10th grade)
- Academic Decathlon (9th through 12th grade)
- Destination Imagination
- UIL competitions — academics, art, music, dance, speech/ debate, STEM, theatre and athletic
- SAT and PSAT preparation seminars
- National Merit Review Program
- Literary contests
- Numerous campus clubs, organizations and activities
- Career and Technical Student Organizations (CTSO)
- Student Leadership
- Youth Expanding Service (YES) Program
- Science Fair
- National History Day

AAC/AP Courses

Middle school AAC courses are offered in:

- English Language Arts
- Math
- Science
- Social Studies

High school AAC and AP courses are offered in:

- English Language Arts
- Math
- Science
- Social Studies
- World Languages
- Fine Arts
- Computer Science

Other factors to consider include the following:

- AAC courses are designed to prepare students for AP coursework, but they are not a prerequisite for enrolling in most AP courses. Some AP courses do have specific prerequisites. Check each course description for any prerequisites.
- AAC/AP is not "all or nothing." Students may enroll in as many or as few AAC/AP courses as they choose.
- It is possible to move from on-level to AAC/AP sections from one year to the next. In math, it is more challenging due to the acceleration of the curriculum in sixth and seventh grades. It is possible that additional support may be needed to support the transition to AAC math in middle school.
- Due to the challenging nature of AAC/AP coursework, students may initially experience a drop in grades. Successful completion of coursework is generally defined as earning a C or higher as a semester average.

- Additional support and encouragement are important to help sustain student participation in rigorous classes.

Guidelines for Leveling Up to an AAC/AP Course

1. Students and parents must send a request to the student's counselors requesting a level up to an AAC/AP course.
2. Students may Level Up to an AAC/AP course until Progress Report 1.
3. Students must be enrolled in a course with an equivalent AAC/AP course to level up into.
4. Students are not allowed to Level Up to an AAC/AP course after Progress Report 1. This is due to the amount of advanced instruction missed by the student in the AAC/AP course.

Guidelines for Exiting a AAC/AP Course

Exit processes are necessary to assist students in making sound course selection decisions. Students and parents must be aware that the exact grade from the weighted class (AAC or AP) shall transfer to the on-level course with no grade adjustments. In the case of failing grades, teachers may assign alternative assignments in order to fulfill a grade change of up to a 70.

These grades will be included in calculating the on-level course grade and may impact UIL eligibility.

1. Students are expected to seek support when needed to be successful in an AAC/AP course. Actions taken should include tutorials and conferencing with the teacher.
2. Requests to level down will be considered after the first three (3) weeks of school and only if space is available in the new class. Prior to requesting a change in level, the student and parent must have met with the teacher and put in place a plan for success. If the teacher and student feel the plan has been followed, and the student has completed all assignments, a request for a conference to discuss removal may be made.
3. Success in an AAC/AP course is defined as having a grade of 75 or above. Students may not request a level change with the intent to improve their GPA. If the student levels down from a weighted class to a non-weighted class, the exact grade from the weighted class shall transfer to the on-level course with no grade adjustments. In the case of failing grades, teachers may assign alternative assignments in order to fulfill a grade change of up to a 70.
4. Students who earn an F in an AAC/AP course at the end of a grading period may be removed from the class unless otherwise recommended by the teacher and administrator. Students assigned to DAEP may lose their AAC/AP class.
5. Students who elect to take an AP class for which there is no on level academic equivalent will be required to remain in the course until the end of the semester. (Credit and grade points will be assessed each semester.) Options for credit for AP courses with no academic equivalent which fulfill a graduation requirement may be limited and may negatively impact the student.

Special Education

The special education department offers identified students with disabilities opportunities to develop abilities in the least restrictive environment. Locally developed courses with significant content modifications are available for students with disabilities who demonstrate significant cognitive delay and whose needs cannot be met through state approved courses. The course sequence for special education students is determined by the ARD committee as the graduation plan for each student is developed.

Section 504 of the Rehabilitation Act of 1973

It is Fort Bend ISD's responsibility to identify and evaluate students who, within the intent of the Rehabilitation Act of 1973, Section 504 need accommodations or related aides and services in order to access a free and appropriate public education. A student who may need accommodations or specialized instruction within the intent of Section 504 may be one who:

- Has a physical or mental impairment that substantially limits one or more major life activities;
- Has a record of such impairment; or
- Is regarded as having such an impairment.
- Parents who believe that they have a child who may qualify for accommodations or services should contact the child's school counselor or the campus 504 coordinator. Additional information regarding Section 504 can be found on the District website

Dyslexia and Related Disorders

If a child is experiencing reading, writing, or spelling difficulties, the parent should first contact the child's teacher. Further concerns should be brought to the attention of the campus 504 coordinator, diagnostician, school counselor or principal for information on the district's dyslexia program, and information regarding appropriate evaluation for reading disorders. Copies of the FBISD Dyslexia Procedures and the Texas State Dyslexia Handbook in English and Spanish are available to parents through the FBISD website.

English as a Second Language

For students who qualify, a comprehensive program in English as a Second Language (ESL) is available. The ESL program provides structured language and content instruction designed to support students who are still acquiring the English language. ESL instruction considers students' learning experiences and cultural backgrounds. ESL is taught through second language acquisition methodologies for teaching proficiency in listening, speaking, reading, and writing in English.

ESOL — English for Speakers of Other Languages and Sheltered Reading-Newcomer

ESOL I and II may be substituted for English I and II for students who are identified as Newcomers with limited English proficiency who are at the beginning or intermediate levels of English language proficiency. The placement into this course is an LPAC decision. Please note that Sheltered Reading I-Newcomer is a companion course for ESOL I and Sheltered Reading II- Newcomer is a companion course for ESOL II.

College and Career Readiness

Fort Bend ISD College and Career Readiness

College and Career Readiness Centers and Advisors—Fort Bend ISD is fortunate to provide all the help necessary for postsecondary planning including college searches, financial aid, and SAT/ACT testing. Helping students achieve their dreams is what we're about! Whether you're a freshman just beginning to explore what to do after high school, or a senior researching the various scholarships and grants available to pay for that specialized certification/ training program or college degree, we have the resources to help. Each high school has a CCR Center and Advisor that are available during the school day. They are available to all students, and parents are welcome, too!

www.fortbendisd.com/Page/776

CCRC Twitter Accounts

AHS @AHS_CCR

BHS @broncogoccr

CHS @CHSCCRCenter

EHS @CCRElkinsHS

HHS @HightowerCCR

KHS @KHSCCRCenter

MHS @TMHS_CCR

RPHS @RPHS_CCR

THS @Tracks4Tigers

WHS@whseagles_ccr

Top Ten Gets You In

The Texas public college or university of your choice must automatically admit you if: your grade point average places you in the top 10 percent of your high school class**; you apply no later than two years after graduating from a Texas high school; you submit a completed application before the expiration of any filing deadline established by the college; and you've completed the Foundation High School Program-Distinguished Level of Achievement**. Colleges and universities may also require an essay, letters of recommendation, admissions and placement tests, fees, and an official high school transcript. For more information, please check with your high school counselor, CCR advisor or an admissions officer at the college or university you wish to attend. *(Top 6% for UT).

** While a student is not required by state law (Texas Education Code, Section 28.025) to successfully complete Algebra II as a requirement for high school graduation, a student may not earn the distinguished level of achievement or be eligible for automatic admission to a Texas public college or university if the student does not successfully complete high school Algebra II. In addition, many colleges and universities require Algebra II as an admission requirement even if the student is not in the top 10% of their class.

Texas Success Initiative (TSIA2)

Fort Bend ISD administers the TSIA2 to seniors in the spring who have not met the college ready benchmarks on the ACT or SAT. The TSIA2 assessment is required for freshmen entering any Texas public community college or university. This program consists of identified tests, which measure competency in English and mathematics. Students may be exempt from the TSIA2 by scoring well on identified EOC assessments, SAT, or ACT. Refer to the TSIA2 website for more information, **www.thecb.state.tx.us**.

Scholastic Aptitude Test (SAT) and American College Test (ACT)

The SAT and ACT are national tests used by many colleges as entrance requirements. They consist of components in reading, writing and math. The ACT also includes sections on scientific reasoning. Fort Bend ISD offers students access to these programs and various methods to prepare for them.

Preliminary Scholastic Aptitude Test (PSAT)

Fort Bend ISD administers the PSAT 8/9 to all eighth and ninth grade students and the PSAT/NMSQT to all 10th and 11th graders on National Testing Day (mid-October each year). Both assessments are aligned with the SAT and provide students with critical preparation and practice for the SAT which is used to determine college readiness and is considered in many scholarship and college admission decisions. The PSAT/ NMSQT provides high-scoring juniors National Merit and other scholarship opportunities. College Board has partnered with Khan Academy (**www.satpractice.org**) to provide free online test prep opportunities for all students. Students can access a personalized practice plan at Khan Academy based on their unique PSAT results. Please see your school counselor or College and Career Readiness Advisor for more information.

Services for Students with Disabilities

Some students with documented disabilities are eligible for accommodations on College Board exams. Students cannot take the ACT/ SAT, SAT Subject Tests, PSAT/NMSQT, PSAT 10, or AP exams with accommodations unless their request for accommodations has been approved by ACT and/or the College Board Services for Students with Disabilities (SSD). School accommodations are not College Board accommodations, and students do not qualify automatically. Use of testing accommodations without College Board approval results in cancellation of scores. See your counselor for more information about how to apply for accommodations.

Accommodations for the PSAT 8/9

Since the purpose of the PSAT 8/9 is to receive baseline information on college and career readiness, students are encouraged to try the test without accommodations. Accommodations for the PSAT/NMSQT that students take in 11th grade for National Merit Scholarship must be approved by College Board. There is no guarantee that the accommodations your student utilizes now for PSAT 8/9 will be approved for the PSAT/NMSQT. However, if your student currently receives testing accommodations and you would like to request for the PSAT 8/9, please contact your Campus Assessment Coordinator or counselor. Large print, braille, extended time, and small group are eligible accommodations for the PSAT 8/9.

National Collegiate Athletic Association (NCAA)

For the most up-to-date and accurate information regarding NCAA eligibility requirements, check the NCAA website, **www.eligibilitycenter.org**.

Core Courses

NCAA Division I and II require 16 core courses

NCAA Division I will require 10 core courses to be completed prior to the seventh semester (seven of the 10 must be a combination of English, math, or natural or physical science that meet the distribution requirements below). These 10 courses become "locked in" at the seventh semester and cannot be retaken for grade improvement to meet initial eligibility requirements for competition.

Beginning August 1, 2016: It will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the core-progression course requirements, by meeting academic red shirt status (see NCAA website for full details).

Test Scores

Divisions I and II use sliding scales to match test scores and GPAs to determine eligibility. The sliding scale balances your test score with your GPA. If you have a low-test score, you need a higher GPA to be eligible. Find more information about sliding scales at **www.ncaa.org/sports/2014/11/21/test-scores.aspx.**

Take the ACT or SAT as many times as you want before you enroll full time in college but remember to list the NCAA Eligibility Center (code 9999) as a score recipient whenever you register to take a test. If you take a test more than once, send the NCAA all your scores and they will use the best scores from each test section to create your sum score. The NCAA accepts official scores only from the ACT or SAT and won't use scores shown on your high school transcript (if applicable).

Grade Point Average (GPA)

Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (**www.ncaa.org/sports/2015/1/23/grade-point-average.aspx**). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.

Division I students enrolling full time before August 1, 2016, should use Sliding Scale A to determine eligibility to receive athletics aid, practice, and competition during the first year.

Division I GPA required to receive athletics aid and practice on or before August 1, 2016, is 2.000.

Division I GPA required to be eligible for competition on or after August 1, 2016, is 2.300.

The Division II core GPA requirement is 2.200 on or after August 1, 2018.

Remember, the NCAA GPA is calculated using NCAA core courses only.

16 CORE-COURSE RULE

DIVISION I—16 Core Courses:

- 4 years of English
- 3 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school)
- 1 year of additional English, mathematics, or natural/physical science
- 2 years of social science
- 4 years of additional courses (from any area above, world language or comparative religion/philosophy)

DIVISION II—16 Core Courses:

- 3 years of English
- 2 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school)
- 3 years of additional English, mathematics, or natural/ physical science
- 2 years of social science
- 4 years of additional courses (from any area above, world language or comparative religion/philosophy)

Internet, Distance Learning and Independent Study

Courses that are taught through distance learning, online, credit recovery, etc. need to be comparable in length, content and rigor to courses taught in a traditional classroom setting. Students may not skip lessons or test out of modules. These courses may satisfy NCAA core-course requirements if all of the following conditions are satisfied:

(a) the course meets all requirements for a course as defined by Bylaw 14.3.1.2;

(b) the instructor and the student have ongoing access to one another for purposes of teaching, evaluating and providing assistance to the student throughout the duration of the course;

(c) the instructor and the student have regular interaction with one another for purposes of teaching, evaluating and providing assistance to the student throughout the duration of the course:

(d) the student's work (e.g., exams, papers, assignments) is available for evaluation and validation;

(e) evaluation of the student's work is conducted by the appropriate academic authorities in accordance with the high school's established academic policies;

(f) the course includes a defined time period for completion;

(g) and the course is acceptable for any student and is placed on the high school transcript.

Academic Excellence

FBISD recognizes students who excel scholastically by providing Academic Excellence Awards similar to those awarded for UIL competitions in Athletics or Fine Arts. FBISD follows UIL guidelines in disbursing these awards. Current UIL guidelines state that students may receive one (1) major award during their high school tenure.

11th and 12th grade students who meet the criteria for an Academic Excellence Award will receive an academic letter if they have not already earned one for another activity. Students are responsible for purchasing their own jackets, sweaters, or blankets. 10th grade students who meet the criteria will receive a plaque. An awards assembly will be held in the fall to recognize tenth, eleventh and twelfth grade students who met the following academic criteria the previous school year. (Note: Each campus is responsible for identifying and notifying eligible students for the Academic Excellence Program).

Requirements for Academic Excellence Award

A student must earn a 90 or above grade point average from the previous school year with no semester grade below a 75. In addition, students may not have an Incomplete (INC), No Grade (NG), or Failed (F) on their Academic Achievement Record.

The grade point average must be 90 and above and is not rounded up. For example, a grade point average from the previous school year of 89.75 is not rounded up to 90 and would not qualify for the Academic Excellence Award.

Any senior who did not earn an Academic Excellence Award for the 11th grade year may be eligible for this award by earning a 90 GPA or above with no semester grade below 75 for the fall semester of his/her senior year. In this case, the award will be presented at the Spring Senior Award Program.

Elementary Schools

Armstrong
Austin Parkway
Barrington Place
Blue Ridge - Briargate*
Brazos Bend
Bhuchar
Burton
Colony Bend
Colony Meadows
Commonwealth
Cornerstone
Drabek
Dulles
Ferguson
Fleming
Glover
Goodman
Heritage Rose
Highlands
Holley
Hunters Glen
Jones
Jordan
Lakeview
Lantern Lane
Leonetti
Lexington Creek
Madden
Malala
Meadows
Mission Bend - Glen*
Mission West
Neill
Oakland
Oyster Creek
Palmer
Parks
Patterson
Pecan Grove
Quail Valley
Ridgegate
Ridgemont
Scanlan Oaks
Schiff
Seguin
Settlers Way
Sienna Crossing
Sugar Mill
Sullivan
Townewest
Walker Station

Middle Schools

Baines
Bowie
Crockett
Dulles
First Colony
Fort Settlement
Garcia
Hodges Bend
Lake Olympia
McAuliffe
Missouri City
Quail Valley
Sartartia
Sugar Land
Thornton

High Schools

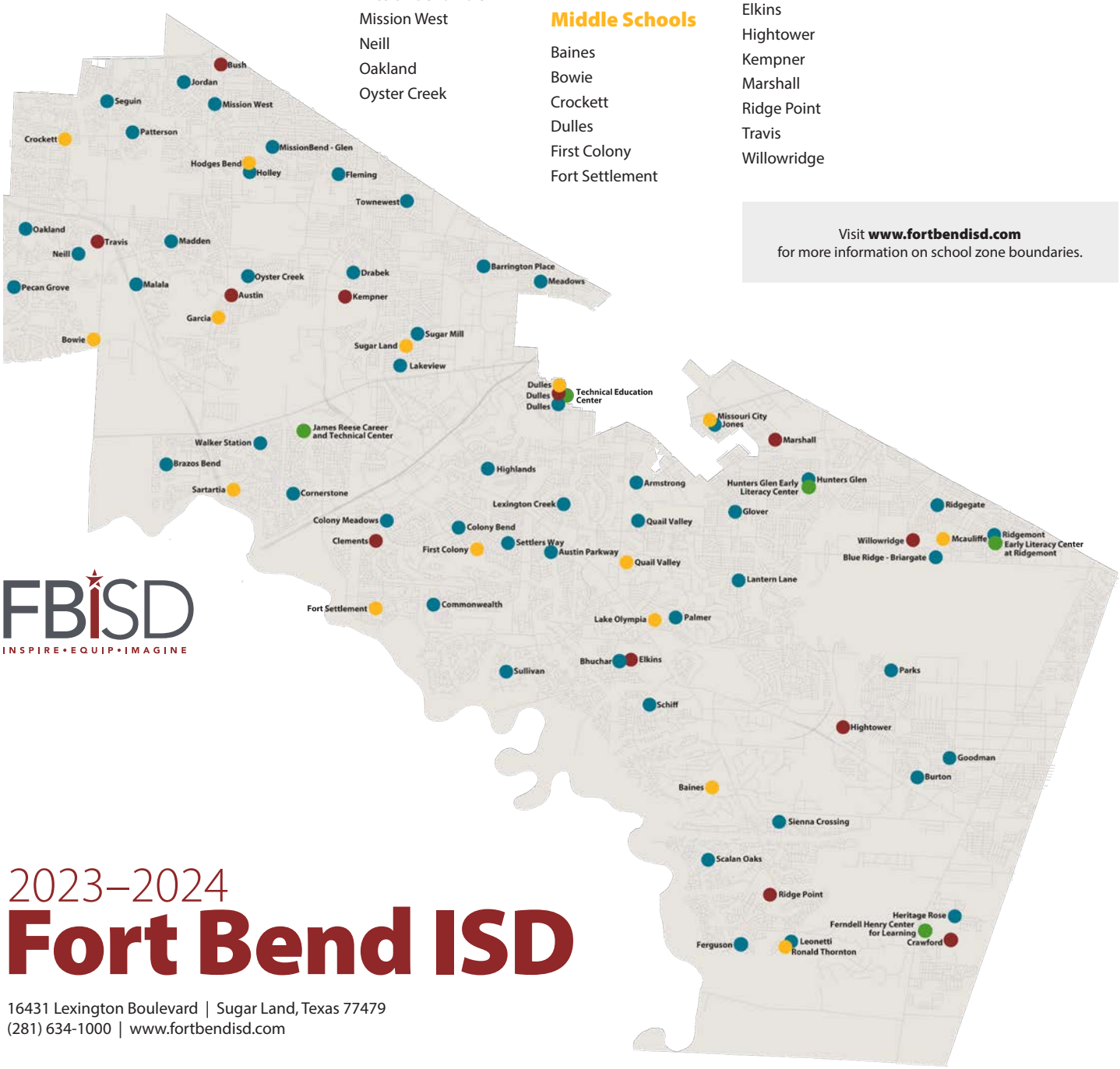
Austin
Bush
Clements
Crawford
Dulles
Elkins
Hightower
Kempner
Marshall
Ridge Point
Travis
Willowridge

Specialty Schools

Progressive HS
(In the FBISD Education Complex)
Ferndell Henry Center for Learning
James Reese Career and Technical Center
Early Literacy Center at Ridgemont
Hunters Glen Early Literacy Center
Technical Education Center

*Briargate/Blue Ridge consolidation
*Mission Bend/Mission Glen consolidation

Visit **www.fortbendisd.com**
for more information on school zone boundaries.



FBISD
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2023–2024

Fort Bend ISD

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The Fort Bend Independent School District, as an equal opportunity educational provider and employer, does not discriminate on the basis of race, color, religion, gender, sex, national origin, disability and/or age in educational programs or activities that it operates or in employment decisions. The district is required by Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Age Discrimination Act of 1975, as amended, as well as board policy not to discriminate in such a manner. (Not all prohibited bases apply to all programs.)

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