High School
Course Selection Guide
2019–20
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 programs 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!
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.
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 Naviance 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 “Graduation Requirements” in Family Access or in this guide.

✔ Challenge yourself with the most rigorous courses you can manage.
Foundation Graduation Program Overview

Foundation-Only
22 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, World Geography or World History
- 2 credits World Language or Computer Science
- 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.

Foundation + Endorsements – 26 Credits

- 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, World Geography or World History
- 2 credits World Language or Computer Science
- 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

Distinguished Level of Achievement – 26 Credits

- 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, World Geography or World History
- 2 credits World Language or Computer Science
- 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 a least one endorsement

Endorsements and Pathways

STEM

- Engineering
- Computer Science
- Math
- Science

Business and Industry

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, Audio/Video, 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, Public Safety, Corrections, and Security

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
- Advanced Courses
- AP/IB/Dual Credit

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.
Texas Education Agency Graduation Toolkit

Distinguished Level of Achievement – Benefits

Choices determine options
Most of the very best jobs available now and in the future require education and training beyond a high school diploma. Whether you intend to pursue a high-demand, industry workforce credential from a community or technical college or a traditional four-year degree from a university, the choices made in high school will determine your future options.

To best prepare yourself now for the transition to post-high school education or quality workforce training, choosing and taking the right classes is essential. The Distinguished Level of Achievement will ensure the best preparation for your future.

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:
- Allow you to compete for Top 10% automatic admissions eligibility at any Texas public university;
- Position you among those first in line for a TEXAS Grant* to help pay for university tuition and fees; and
- Ensure you are a more competitive applicant at the most selective colleges and universities.

*Must be financially qualified

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
Performance Acknowledgments

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 English language learner 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 College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation; or
  - Achieving the college readiness benchmark score on at least two of the four subject tests on the ACT PLAN Aspire examination; or
  - Earning a combined critical reading and mathematics score of at least 1250 on the SAT; or
  - A composite score on the ACT exam (without writing) of 28.

- Earning a nationally or internationally recognized business or industry certification or license 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), §29.001 and §29.003. 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.

(a) 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.

(b) 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 one of the following conditions.

(1) A student has demonstrated mastery of the required state standards (or district standards if greater) in Chapters 110–118, 126–128, and 130 and satisfactorily completed credit requirements for graduation under the Foundation High School Program specified in §74.12 of this title (relating to Foundation High School Program) applicable to students in all general education as well as satisfactory performance as established in TEC, Chapter 39, 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.

(2) A student has demonstrated mastery of the required state standards (or district standards if greater) in Chapters 110–118, 126–128, and 130 of this title and satisfactorily completed credit requirements for graduation under the Foundation High School Program specified in §74.12 of this title through courses, one or more of which contain modified curriculum that is aligned to the standards applicable to students in general education, as well as satisfactory performance as established in the TEC, Chapter 39, on the required state assessments, unless the student’s ARD committee has determined that satisfactory performance on the required state assessment is not necessary for graduation. The student must also successfully complete the student’s Individualized Education Program (IEP) and meet one of the following conditions.

(c) 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.

(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.

A student receiving special education services may earn an endorsement under §74.13 of this title (relating to endorsements if the student:

(1) Satisfactorily completes the requirements for graduation under the Foundation High School Program specified in §74.12 as well as the additional credit requirements in mathematics, science, and elective courses as specified in §74.13 with or without modified curriculum.

(2) Satisfactorily completes the courses required for the endorsement under §74.13 of this title without any modified curriculum; and

(3) Performs satisfactorily as established by the TEC, Chapter 39, on the required state assessments. (Requirements for 2017–18 have yet to be adopted.)

In order for a student receiving special education services to use a course to satisfy both a requirement under the Foundation High School Program specified in §74.12 and a requirement for an endorsement under §74.13, the student must satisfactorily complete the course without any modified curriculum.

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

All students graduating under this section shall be provided with a summary of academic achievement and functional performance as described in 34 Code of Federal Regulations (CFR), §300.305(e)(3). This summary shall consider, as appropriate, the views of the parent and student and written recommendations from adult service agencies on how to assist the student in meeting postsecondary goals. An evaluation as required by 34 CFR, §300.305(e)(1), shall be included as part of the summary for a student graduating under subsection (C) of this section.

Students who participate in graduation ceremonies but who are not graduating under subsection (c) of this section and who will remain in school to complete their education do not have to be evaluated in accordance with subsection (e) of this section.

Employability and self-help skills referenced under subsection (c) of this section are those skills directly related to the preparation of students for employment, including general skills necessary to obtain or retain employment.

For students who receive a diploma according to subsection (c) of this section, the ARD committee shall determine needed educational services upon the request of the student or parent to resume services, as long as the student meets the age eligibility requirements.

For purposes of this section, modified curriculum and modified content refer to any reduction of the amount or complexity of the required knowledge and skills in Chapter 110–18, 126–128, and 130. Substitutions that are specifically authorized in statute or rule must not be considered modified curriculum or modified content.
About Endorsements and Pathways

All Texas students who entered high school in the 2014–2015 school year 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 allow 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 7th grade, students complete the Career Cluster Inventory in Naviance 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. Pathway options in FBISD include:

**STEM**
- Engineering
- Computer Science
- Math
- Science

**BUSINESS AND INDUSTRY**
- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, Audio/Video, 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, Public Safety, Corrections, and Security

**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
Endorsements: Frequently Asked Questions

**What is an endorsement?**
An endorsement is a set of courses that allows students to learn more about a particular subject or career area. When a student selects an endorsement, he/she will be required to complete a coherent sequence of four credits to earn credit toward graduation. Many endorsement pathways provide students the opportunity to earn industry certifications or licenses that will allow them to enter the workforce directly as well as help prepare them for college level work.

**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.

**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 Naviance. Students may also research career interests in Naviance 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
Engineering Pathway

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 a solution, and turning ideas into reality, then Engineering may be the right career pathway for you.

Pathway Course Sequence

- **Introduction to Engineering Design**
- **Engineering Science**
- **Civil Engineering and Architecture**
- **Aerospace Engineering (ACADEMY SPECIALIZED COURSE)**
- **Engineering Design and Development**

Industry Certifications

- **AUTODESK – AUTOCAD**
- **AUTODESK – REVIT**
- **OSHA – CONSTRUCTION**
- **OSHA – GENERAL**

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.

Hot Jobs

**CIVIL ENGINEER**
24% Job Growth in Texas
$100,369 Average Salary

**AEROSPACE ENGINEERING AND OPERATIONS TECHNICIAN**
20% Job Growth in Texas
$62,331 Average Salary

**CHEMICAL PLANT AND SYSTEM OPERATOR**
16% Job Growth in Texas
$69,938 Average Salary
STEM Endorsement

**Course Name:** Introduction to Engineering Design  
**Course:** 1  
**Course Number:** CST190  
**Offered In:** 9–11  
**Credits:** 1  
**Level:** On Level  
**Prerequisites:** None  
**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.

**Course Name:** Engineering Science  
**Course:** 2  
**Course Number:** CST200  
**Offered In:** 10–12  
**Credits:** 1  
**Level:** Honors  
**Prerequisites:** Introduction to Engineering Design and Algebra I  
**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 course aligns to an industry certification available to all students.

**Course Name:** Civil Engineering and Architecture  
**Course:** 3  
**Course Number:** CST220  
**Offered In:** 11–12  
**Credits:** 1  
**Level:** AP  
**Prerequisites:** Engineering Science; currently enrolled in Geometry or higher-level math  
**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, and project documentation and presentation. This course aligns to an industry certification available to all students.

**Course Name:** Aerospace Engineering (Academy Specialized Course)  
**Course:** 3  
**Course Number:** CST210  
**Offered In:** 11–12  
**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 an airfoil, propulsion systems, and rockets. Students will utilize industry-standard software while learning basic orbital mechanics and explore robot systems through class created projects.

**Course Name:** Engineering Design and Development (Advanced CTE Course)  
**Course:** 4  
**Course Number:** CST270  
**Offered In:** 12  
**Credits:** 1  
**Level:** AP  
**Prerequisites:** Civil Engineering and Architecture or Aerospace Engineering  
**Description:** This is the capstone course for students in the Project Lead the Way (PLTW) program. 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.

**Course Name:** Scientific Research and Design  
**Course Number:** CST130  
**Offered In:** 11–12  
**Credits:** 1  
**Level:** Honors  
**Prerequisites:** Biology and one physical science (IPC, Chemistry, or Physics)  
**Description:** This course is designed for students interested in careers in scientific fields. It provides an opportunity to extend student training in laboratory techniques. Students identify methodologies of basic and applied research, build experimental models, mock-ups or prototypes, investigate the economic impact of the researched solution, and organize technical data. Students will develop a research project in a scientific field and are encouraged to work with a mentor off-site in a laboratory setting. *This CTE course counts as a science credit.*
Computer Science Pathway

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.

Pathway Course Sequence

**COMPUTER SCIENCE — AP TRACK**

Course 1:  Computer Science Pre-AP, AP Computer Science A, AP Computer Science Principles, OR Mobile Application Development

Course 2:  Computer Science Pre-AP, AP Computer Science A, Computer Science III, AP Computer Science Principles, OR Mobile Application Development

Course 3:  Computer Science III, AP Computer Science Principles, AP Computer Science A, Independent Study Technology Applications, OR Mobile Application Development

Course 4:  Computer Science III, Game Programming and Design, Independent Study Technology Applications, AP Computer Science Principles, OR Mobile Application Development

**COMPUTER SCIENCE**

Course 1:  Fundamentals of Computer Science, Computer Science Pre-AP, Mobile Application Development, OR Web Design

Course 2:  Computer Science Pre-AP, AP Computer Science Principles, OR Mobile Application Development

Course 3:  AP Computer Science A, AP Computer Science Principles, OR Mobile Application Development

Course 4:  AP Computer Science A, Independent Study Technology Applications, Game Programming, AP Computer Science Principles, OR Mobile Application Development

**Hot Jobs**

**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**

27.36% Job Growth in Texas
$107,280 Average Salary

Please go to the Technology Applications section of this guide, pages 89–90, for course descriptions.
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, pages 63–66, for course descriptions.
STEM Endorsement

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, pages 67–71, 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

Pathways

| AGRICULTURE, FOOD, AND NATURAL RESOURCES | INFORMATION TECHNOLOGY |
| ARCHITECTURE AND CONSTRUCTION | MANUFACTURING |
| ARTS, AUDIO/VIDEO, AND COMMUNICATIONS | TRANSPORTATION, DISTRIBUTION, AND LOGISTICS |
| BUSINESS, MARKETING, AND FINANCE | ENGLISH — JOURNALISM AND DEBATE |
| HOSPITALITY AND TOURISM | |
Agriculture, Food, and Natural Resources Pathway

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; utility operators providing oil, electricity, and natural gas; and 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 pathway, 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 pathway for you.

Pathway Course Sequence

- Principles of Agriculture, Food, and Natural Resources
- Floral Design or Livestock Production
- Wildlife, Fisheries, and Ecology Management OR Agricultural Mechanics and Metal Technologies
- Veterinary Medical Applications
  - OR –
- Energy and Natural Resource Technology (JAMES REESE CAREER AND TECHNICAL CENTER) AND Oil and Gas Production I (JAMES REESE CAREER AND TECHNICAL CENTER)

Industry Certifications

- OSHA – AGRICULTURE
- ELANCO VETERINARY MEDICAL APPLICATIONS CERTIFICATION
- IADC INTRODUCTION TO PETROLEUM CAREERS
- IADC RIG PASS
- TEXAS STATE FLORAL DESIGN CERTIFICATION — LEVEL I

Hot Jobs

<table>
<thead>
<tr>
<th>Hot Job</th>
<th>Job Growth in Texas</th>
<th>Average Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGRICULTURE ENGINEER</td>
<td>21.05%</td>
<td>$100,383</td>
</tr>
<tr>
<td>SOIL AND WATER CONSERVATIONIST</td>
<td>17.93%</td>
<td>$57,597</td>
</tr>
<tr>
<td>PETROLEUM ENGINEER</td>
<td>4.34%</td>
<td>$170,453</td>
</tr>
</tbody>
</table>

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.
Course Name: Principles of Agriculture, Food, and Natural Resources
Course: 1
Course Number: CAG010
Offered In: 9–11
Credits: 1
Level: On Level
Prerequisites: None
Description: This is an introductory class for all later agriculture courses. Classroom instruction includes the study of plant, soil, and animal systems as well as technical skills. Students are introduced to agriculture organizations, leadership skills, and career development.

Course Name: Livestock Production
Course: 2
Course Number: CAG020
Offered In: 10–12
Credits: 1
Level: On Level
Prerequisites: None
Description: Students will develop knowledge and skills pertaining to the nutrition, reproduction, and health of production animals. The study of livestock management, including vaccination and care, are covered throughout this course.

Course Name: Veterinary Medical Applications (Advanced CTE Course)
Course: 4
Course Number: CAG050
Offered In: 11–12
Credits: 1
Level: On Level
Prerequisites: Livestock Production
Description: This course introduces students to veterinary medicine and other animal science industries. Students have the opportunity to 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.
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—plumbers, electricians, masons, roofers, and framers. After the building is finished, another team of people manage and maintain it, keeping equipment up and running and keeping the spaces clean and organized. If you like to design and build things or are interested in project management, then Architecture and Construction may be the right career pathway for you.

**Pathway Course Sequence**

- Principles of Construction
- Principles of Architecture
- Architectural Design I
- Construction Technology I

OR

- Principles of Construction
- Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology I (JAMES REESE CAREER AND TECHNICAL CENTER) AND
  - Plumbing Technology I (JAMES REESE CAREER AND TECHNICAL CENTER)

**Industry Certifications**

- AUTODESK – AUTOCAD
- AUTODESK – REVIT
- OSHA – CONSTRUCTION
- OSHA – GENERAL

**Hot Jobs**

**CONSTRUCTION TRADES SUPERVISOR**
18% Job Growth in Texas
$69,338 Average Salary

**HVAC TECHNICIAN**
29.45% Job Growth in Texas
$45,407 Average Salary

**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.
Business and Industry Endorsement

ARCHITECTURE AND CONSTRUCTION

Course Name: Principles of Construction
Course: 1
Course Number: CAC020
Offered In: 9–11
Credits: 1
Level: On Level
Prerequisites: None
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. This course aligns to an industry certification available to all students.

Course Name: Principles of Architecture
Course: 2
Course Number: CAC010
Offered In: 9–11
Credits: 1
Level: On Level
Prerequisites: Principles of Construction
Description: Principles of Architecture provides an overview into the various fields of building and design. Classroom study will include career planning and research, technology application, basic architectural drawings and layouts, and architectural history. This course also develops a student’s interpretation and understanding of architectural drawings. This course aligns to an industry certification available to all students.

Course Name: Architectural Design I
Course: 3
Course Number: CAC070
Offered In: 10–12
Credits: 1
Level: On Level
Prerequisites: Principles of Architecture
Description: Start the path toward a career in architecture, drafting, interior design, or landscape architecture with the experience earned through this course. Students will discover drafting blueprints, creating residential designs, space planning, and housing styles. Real-world techniques and tools are used to create architectural drawing, renderings, and scaled models for nonresidential or residential architectural purposes. This course aligns to an industry certification available to all students.

Course Name: Construction Technology I
(Advanced CTE Course)
Course: 4
Course Number: CAC150
Offered In: 11–12
Credits: 2
Level: On Level
Prerequisites: Architectural Design I
Description: In Construction Technology I, students will gain knowledge and skills needed to enter the workforce as carpenters or building maintenance supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will acquire knowledge and skills in safety, tool usage, building materials, codes, and framing. This course aligns to an industry certification available to all students.

Course Name: Plumbing Technology I
James Reese Career and Technical Center
Course: 3
Course Number: CAC260
Offered In: 11–12
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: In Plumbing Technology I, students gain the understanding needed to enter the industry as a plumbing apprentice, building maintenance technician, or in preparation for a postsecondary degree. Learned topics include plumbing code, power and hand tool use, plumbing drawing analysis, and the application of basic plumbing mathematics. Students also identify, fit, and use various piping such as plastic, copper, cast iron, carbon steel, and corrugated stainless steel.
Business and Industry Endorsement

Arts, Audio/Video, and Communications Pathway

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/visual (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 Arts, A/V Technology, and Communications may be the right career pathway for you.

Pathway Course Sequence

- Principles of Arts, Audio/Video Technology, and Communications
- Digital Media (ACADEMY SPECIALIZED COURSE)
- A CHOICE OF ONE OF THE FOLLOWING:
  - Audio/Video Production I + Lab (JAMES REESE CAREER AND TECHNICAL CENTER)
  - Graphic Design and Illustration I + Lab (ACADEMY SPECIALIZED COURSE)
  - Audio/Video Production II + Lab (JAMES REESE CAREER AND TECHNICAL CENTER)
  - Animation I + Lab (ACADEMY SPECIALIZED COURSE)

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 EXPERT (ACA) – ADOBE ILLUSTRATOR
- ADOBE CERTIFIED EXPERT (ACA) – ADOBE PHOTOSHOP

Hot Jobs

AUDIO VIDEO EQUIPMENT TECHNICIAN
21% Job Growth in Texas
$45,691 Average Salary

CAMERA OPERATOR
14% Job Growth in Texas
$57,583 Average Salary
Business and Industry Endorsement

**ARTS, A/V TECHNOLOGY, AND COMMUNICATIONS**

**Course Name:** Principles of Arts, Audio/Video Technology, and Communications
**Course:** 1
**Course Number:** CAT010
**Offered In:** 9–11
**Credits:** 1
**Level:** On Level
**Prerequisites:** None
**Description:** Today, it is not enough to be artistic and creative. Students also need a strong academic background, excellent computer and technology skills, and the ability to communicate effectively via writing and speaking. Learners will explore careers in the arts and audio/video technology industry.

**Course Name:** Digital Media (Academy Specialized Course)
**Course:** 2
**Course Number:** CIT100
**Offered In:** 10–12
**Credits:** 1
**Level:** On Level
**Prerequisites:** Principles of Arts Audio/Video Technology and Communications
**Description:** Digital Media provides hands on experience with current multimedia technology. Students will use their creativity and skills to construct and edit digital images, videos and interactive layouts. Learners will also be introduced to animation in web design. This course aligns to an industry certification available to all students.

**Course Name:** Audio/Video Production I + Lab
**Course:** 2
**Course Number:** CAT090
**Offered In:** 10–12
**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. This course aligns to an industry certification available to all students.

**Course Name:** Graphic Design and Illustration I + Lab (Academy Specialized Course)
**Course:** 3
**Course Number:** CAT150
**Offered In:** 11–12
**Credits:** 2
**Level:** On Level
**Prerequisites:** Digital Media; completed application and acceptance required at the Digital Media Academy
**Description:** Discover the art of visual communication as it relates to the career skills and techniques of a graphic designer or illustrator. While creating original three-dimensional projects in multimedia applications, students will also learn advanced technology and editing skills. In this lab-based course, students actively participate in individual and team projects. This course aligns to an industry certification available to all students.

**Course Name:** Audio/Video Production II + Lab (Advanced CTE Course)
**Course:** 3
**Course Number:** CAT110
**Offered In:** 11–12
**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.

**Course Name:** Animation I + Lab (Academy Specialized Course) (Advanced CTE Course)
**Course:** 4
**Course Number:** CAT030
**Offered In:** 11–12
**Credits:** 2
**Level:** On Level
**Prerequisites:** Graphic Design and Illustration I + Lab; completed application and acceptance required at the Digital Media Academy
**Description:** Animation I is an introduction to traditional animation. Skills learned in Animation will prepare students for a possible future in the television/movie industry in the areas of animation, character and story development, special effects, and motion graphics.

**Course Name:** 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 course aligns to an industry certification available to all students.
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 pathway for you.

**Pathway Course Sequence**

- Principles of Business, Marketing, and Finance
- Business Information Management I
- A choice of one of the following:
  - Accounting I
  - Securities and Investments
  - Advertising AND Sports and Entertainment Marketing
  - Global Business (ACADEMY SPECIALIZED COURSE)
- A choice of one of the following:
  - Entrepreneurship
  - Business Law (ACADEMY SPECIALIZED COURSE)

**Industry Certifications**

- MICROSOFT OFFICE SPECIALIST (MOS) – EXCEL
- MICROSOFT OFFICE SPECIALIST (MOS) – POWERPOINT
- MICROSOFT OFFICE SPECIALIST (MOS) – WORD
- QUICKBOOKS

**Hot Jobs**

**ADVERTISING AND PROMOTIONS MANAGER**
22% Job Growth in Texas  
$107,005 Average Salary

**OPERATIONS MANAGER**
21% Job Growth in Texas  
$135,514 Average Salary

**SALES REP**
21% Job Growth in Texas  
$70,000 Average Salary

**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 has the ability to enhance student participation in professional, civic, service, and social endeavors.
**BUSINESS, MARKETING, AND FINANCE**

**Course Name:** Principles of Business, Marketing, and Finance  
**Course:** 1  
**Course Number:** CBU010  
**Offered In:** 9–11  
**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 the career opportunities in these fields.

**Course Name:** Business Information Management I  
**Course:** 2  
**Course Number:** CBU030  
**Offered In:** 10–12  
**Credits:** 1  
**Level:** On Level  
**Prerequisites:** Principles of Business, Marketing, and Finance  
**Description:** Students will develop software skills in order 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.

**Course Name:** Accounting I  
**Course:** 3  
**Course Number:** CFI050  
**Offered In:** 11–12  
**Credits:** 1  
**Level:** On Level  
**Prerequisites:** Business Information Management I  
**Description:** In this course students will learn how accounting is impacted by financial, technological, international, legal, and ethical factors. In addition, students will simulate accounting functions in order to comprehend how people in business keep track of their assets. This course aligns to an industry certification available to all students.

**Course Name:** Securities and Investments  
**Course:** 3  
**Course Number:** CFI030  
**Offered In:** 10–12  
**Credits:** 1  
**Level:** On Level  
**Prerequisite:** Business Information Management I  
**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.

**Course Name:** Advertising  
**Course:** 3  
**Course Number:** CMA010  
**Offered In:** 10–12  
**Credits:** 0.5  
**Level:** On Level  
**Prerequisite:** Business Information Management I  
**Description:** This course focuses on the concepts and skills associated with the dynamic advertising industry. Students will learn the goals and objectives of advertising, analyze industry techniques, utilize various types of media, and develop advertising campaigns to increase sales and reach target audiences.

**Course Name:** Sports and Entertainment Marketing  
**Course:** 3  
**Course Number:** CMA040  
**Offered In:** 10–12  
**Credits:** 0.5  
**Level:** On Level  
**Prerequisite:** Business Information Management I  
**Description:** Students will learn the marketing concepts and techniques used to successfully promote events and talent within the sports and entertainment industries. Knowledge attainment of target marketing, product endorsement, sponsorship, promotions, and the development of marketing plans is acquired through real-world study in this course.

**Course Name:** Global Business (Academy Specialized Course)  
**Course:** 3  
**Course Number:** CBU070  
**Offered In:** 10–12  
**Credits:** 0.5  
**Level:** On Level  
**Prerequisites:** Principles of Business, Marketing, and Finance; 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.

**Course Name:** Entrepreneurship (Advanced CTE Course)  
**Course:** 4  
**Course Number:** CMA030  
**Offered In:** 11–12  
**Credits:** 1  
**Level:** On Level  
**Prerequisites:** Business Information Management I  
**Description:** This course equips students with the knowledge and skills needed to open and operate a small business. Students will identify opportunities, create business plans and engage in real world entrepreneurial projects. They will gain insight into the free enterprise system while learning about the planning required for starting a business.

**Course Name:** Business Law (Academy Specialized Course) (Advanced CTE Course)  
**Course:** 4  
**Course Number:** CBU060  
**Offered In:** 11–12  
**Credits:** 1  
**Level:** On Level  
**Prerequisites:** Principles of Business, Marketing, and Finance; 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
decision throughout their life. Topics
include torts, contract law, personal and
family law, negligence, insurance, real
estate property and concepts regarding
agencies and employment.

**Course Name:** Touch System Data Entry  
**Course Number:** CBU020  
**Offered In:** 9–11  
**Credits:** 0.5  
**Level:** On Level  
**Prerequisites:** None

**Description:** This course will allow
students to develop keyboarding skills
and techniques. Students will use
software applications to develop and
format basic business documents as
well as enhance the reading, writing,
computing, and communication skills
applicable to the business industry.
Hospitality and Tourism Pathway

People from around the globe visit tourist attractions each year. Tourists enjoy hotels, restaurants, theaters, museums, zoos, aquariums, campgrounds, national parks, and more. 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 pathway for you.

Pathway Course Sequence

- Culinary Arts (JAMES REESE CAREER AND TECHNICAL CENTER)
- Advanced Culinary Arts (JAMES REESE CAREER AND TECHNICAL CENTER)
- Hotel Management (JAMES REESE CAREER AND TECHNICAL CENTER) AND Travel and Tourism Management (JAMES REESE CAREER AND TECHNICAL CENTER)

Industry Certifications

- CERTIFIED FOOD MANAGER
- FOOD HANDLER
- OSHA — GENERAL
- SERVE SAFE

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

CHEF AND HEAD COOK
30% Job Growth in Texas
$49,989 Average Salary

FOOD SERVICE MANAGER
21% Job Growth in Texas
$63,064 Average Salary
Business and Industry Endorsement

**HOSPITALITY AND TOURISM**

Course Name: Culinary Arts  
*James Reese Career and Technical Center*  
Course: 1  
Course Number: CHT030  
Offered In: 11–12  
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 hands-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.

Course Name: Advanced Culinary Arts  
*Advanced CTE Course*  
*James Reese Career and Technical Center*  
Course: 2  
Course Number: CHT040  
Offered In: 12  
Credits: 2  
Level: On Level  
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. This course aligns to an industry certification available to all students.

Course Name: Hotel Management  
*James Reese Career and Technical Center*  
Course: 1  
Course Number: CHT080  
Offered In: 11–12  
Credits: 1  
Level: On Level  
Prerequisites: Concurrent enrollment in Travel and Tourism Management; completed application and acceptance required at the James Reese Career and Technical Center  
Description: Hotel Management focuses on the knowledge and skills needed to pursue staff and management positions available in the hotel industry. This in-depth study of the lodging industry includes departments within a hotel such as front desk, food and beverage, housekeeping, maintenance, human resources, and accounting. This course focuses on, but is not limited to, professional communication, leadership, management, human resources, technology, and accounting. This course aligns to an industry certification available to all students.

Course Name: Travel and Tourism Management  
*James Reese Career and Technical Center*  
Course: 1  
Course Number: CHT090  
Offered In: 11–12  
Credits: 1  
Level: On Level  
Prerequisites: Concurrent enrollment in Hotel Management; completed application and acceptance required at the James Reese Career and Technical Center  
Description: Travel and Tourism Management incorporates management principles and procedures of the travel and tourism industry as well as destination geography, airlines, international travel, cruising, travel by rail, lodging, recreation, amusements, attractions, and resorts. Employment qualifications and opportunities are also included in this course.
Information Technology Pathway

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, have an idea for a new website or computer game, or want a career that is always changing, then Information Technology may be the right career pathway for you.

Pathway Course Sequence

- Computer Maintenance + Lab (JAMES REESE CAREER AND TECHNICAL CENTER)
- Principles of Cybersecurity (JAMES REESE CAREER AND TECHNICAL CENTER)
- Networking + Lab (JAMES REESE CAREER AND TECHNICAL CENTER)

Industry Certifications

- COMPTIA A+
- COMPTIA FUNDAMENTALS
- COMPTIA NETWORKING
- OSHA — CYBERSECURITY

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.

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
**Course Name:** Computer Maintenance + Lab  
*James Reese Career and Technical Center*  
**Course:** 1  
**Course Number:** CIT030  
**Offered In:** 10–12  
**Credits:** 2  
**Level:** On Level  
**Prerequisites:** Completed application and acceptance required at the James Reese Career and Technical Center  
**Description:** 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.

**Course Name:** Principles of Cybersecurity  
*James Reese Career and Technical Center*  
**Course:** 1  
**Course Number:** CIT140  
**Offered In:** 10–12  
**Credits:** 1  
**Level:** On Level  
**Prerequisites:** Completed application and acceptance required at the James Reese Career and Technical Center  
**Description:** This course develops the skills needed to master fundamental concepts of cybersecurity and examines trends in cyberattacks, common vulnerabilities, and the emergence of cyberterrorism. Students will explore the challenges facing information security professionals related to ethics, system security, network security, and application security. Learners conduct risk assessments while developing and implementing security policies to mitigate those risks. This course aligns to an industry certification available to all students.
Manufacturing Pathway

Manufacturing is raw materials that become products such as cars, computer chips, cell phones, contact lenses, cosmetics, couches, clothes, candy, and more. Employees who create those products range from production-line workers in factories assembling parts 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 pathway for you.

Pathway Course Sequence

- 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 D1.1
- AWS D9.1
- NCCER — WELDING I

Hot Jobs

CONSTRUCTION TRADES SUPERVISOR
18.64% Job Growth in Texas
$69,338 Average Salary

WELDER, CUTTER AND FITTER
13% Job Growth in Texas
$51,641 Average Salary

QUALITY CONTROL SYSTEMS MANAGER
10% Job Growth in Texas
$121,900 Average Salary
MANUFACTURING

Course Name: Welding I
*James Reese Career and Technical Center*
Course: 1
Course Number: CMN030
Offered In: 11–12
Credits: 2
Level: On Level
Prerequisites: 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.

Course Name: Welding II (Advanced CTE Course)
*James Reese Career and Technical Center*
Course: 2
Course Number: CMN040
Offered In: 12
Credits: 2
Level: On Level
Prerequisites: 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.
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. These professionals are responsible for ensuring that everyone and everything gets to the right place on time, at the lowest possible cost. They are experts at planning and project management, increasingly using technology such as Global Positioning System (GPS) satellites and Radio Frequency Identification (RFID) tags to track the location of shipments. If you are a mover and shaker, have a talent for organization, or yearn to see new places, then Transportation, Distribution, and Logistics could be the right career pathway for you.

Pathway Course Sequence

- Automotive Technology I: Maintenance and Light Repair (JAMES REESE CAREER AND TECHNICAL CENTER)
- Advanced Automotive Technology II: Automotive Services (JAMES REESE CAREER AND TECHNICAL CENTER)
  - OR –
- Diesel Equipment Technology I (JAMES REESE CAREER AND TECHNICAL CENTER)

Industry Certifications

- ASE BRAKES
- ASE MEDIUM/HEAVY TRUCK BRAKES
- ASE MEDIUM/HEAVY TRUCK TECHNICIAN SUSPENSION AND STEERING
- ASE STEERING AND SUSPENSION

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

**AUTOMOTIVE ENGINEERING TECHNICIAN**
14.55% Job Growth in Texas
$71,736 Average Salary

**TRANSPORTATION INSPECTOR**
19.37% Job Growth in Texas
$79,643 Average Salary

**TRANSPORTATION AND DISTRIBUTION MANAGER**
19.57% Job Growth in Texas
$104,350 Average Salary
TRANSPORTATION, DISTRIBUTION AND LOGISTICS

Course Name: Automotive Technology I: Maintenance and Light Repair
James Reese Career and Technical Center
Course: 1
Course Number: CTD090
Offered In: 10–12
Credits: 2
Level: Dual Credit
Prerequisites: 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. Dual credit is earned through Texas State Technical College. This course aligns to an industry certification available to all students.

Course Name: Automotive Technology II: Automotive Service
(Advanced CTE Course)
James Reese Career and Technical Center
Course: 2
Course Number: CTD100
Offered In: 11–12
Credits: 2
Level: Dual Credit
Prerequisites: Automotive Technology I; 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. Dual credit is earned through Texas State Technical College. This course aligns to an industry certification available to all students.

Course Name: Diesel Equipment Technology I
James Reese Career and Technical Center
Course: 1
Course Number: CTD170
Offered In: 11–12
Credits: 2
Level: Dual Credit
Prerequisites: Completed application and acceptance required at the James Reese Career and Technical Center
Description: Diesel Equipment Technology I includes knowledge of the function and maintenance of diesel systems. Rapid advances in diesel technology have created new career opportunities and demands in the transportation industry. This course provides the knowledge, skills, and technologies required for employment in transportation systems. Dual credit is earned through Texas State Technical College. This course aligns to an industry certification available to all students.
Business and Industry Endorsement

English — Journalism and Debate Pathway

Knowledge is power! The English/Journalism pathway includes workers who research, write or produce news stories or broadcasts, and present points of view on current issues. Broadcast and sound technicians install, test, repair, set up, and operate the electronic equipment used to record and transmit radio and television programs, cable programs and motion pictures.

The English/Journalism pathway also includes people who enjoy researching and delivering well-constructed arguments to persuade others. Lawyers, lobbyists, investigative reporters, and philosophy professors use researching, fact-finding, and debate skills in their careers.

If you are interested in gathering and sharing information, then English/Journalism pathway may be right for you.

Pathway Course Sequence

- Journalism or Photojournalism, Yearbook I, II, and III
- Journalism or Photojournalism, Newspaper I, II, and III
- Journalism or Photojournalism, Broadcast I, II, and III
- Debate I, II, III, and IV

Hot Jobs

<table>
<thead>
<tr>
<th>Job</th>
<th>Job Growth in Texas</th>
<th>Average Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>REPORTER AND CORRESPONDENT</td>
<td>6.28%</td>
<td>$41,187</td>
</tr>
<tr>
<td>EDITOR</td>
<td>8.79%</td>
<td>$73,017</td>
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<tr>
<td>CAMERA OPERATOR, TELEVISION, VIDEO, AND MOTION PICTURE</td>
<td>13.61%</td>
<td>$57,583</td>
</tr>
</tbody>
</table>
ENGLISH — JOURNALISM AND DEBATE

Journalism
Course Number: EJ113
Offered in: 9–12
Credits: 1
Level: On level
Prerequisites: None

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, and write journalistic texts, and learn the principles of publishing.

Photojournalism
Course Number: EP113
Offered in: 9–12
Credits: 1
Level: On level
Prerequisites: 35mm SLR camera (or DSLR camera)

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. (estimated cost—$100).

Advanced Journalism: Newspaper I, II, III
Course Number: EN112, EN122, EN132
Offered in: 9–12
Credits: 1 per year
Level: On level
Prerequisites: Journalism I or Photojournalism and teacher recommendation

Students enrolled in Advanced Journalism: Newspaper 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: Newspaper 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: Newspaper 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.

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

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.

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 I, II, and III

Student has passed both English I and English II EOC tests.

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).

**Debate I, II, III**  
**Course Number:** ED112, ED122, ED132  
**Offered in:** 9–12  
**Credits:** 1 per year  
**Level:** On level  
**Prerequisites:** None

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.
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
Teaching, they say, is the profession that makes all other professions possible. The people who work in Education and Training instill the knowledge and skills everyone from preschoolers to adult learners need to succeed. These caring, capable, and committed professionals help prepare their 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 pathway for you.

Pathway Course Sequence

- Principles of Education and Training
- Human Growth and Development
- Instructional Practices (JAMES REESE CAREER AND TECHNICAL CENTER)

Industry Certifications

- AAFCS PRE-PROFESSIONAL CERTIFICATION IN EDUCATION FUNDAMENTALS

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.

Hot Jobs

TEACHER
25% Job Growth in Texas
$56,740 Average Salary
EDUCATION AND TRAINING

**Course Name:** Principles of Education and Training  
**Course:** 1  
**Course Number:** CET010  
**Offered In:** 9–11  
**Credits:** 1  
**Level:** On Level  
**Prerequisites:** None  
**Description:** Principles of Education and Training is designed to introduce learners to the various careers available within the education and training career cluster. Students use self-knowledge and educational and career information to analyze various careers within the education and training career cluster. Students will also gain an understanding of the basic knowledge and skills essential to careers within the education and training career cluster. Students will develop a graduation plan that leads to a specific career choice in the student’s interest area.

**Course Name:** Human Growth and Development  
**Course:** 2  
**Course Number:** CET020  
**Offered In:** 10–11  
**Credits:** 1  
**Level:** On Level  
**Prerequisites:** None  
**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. The course covers material that is generally taught in a postsecondary, one-semester introductory course in developmental psychology or human development.

**Course Name:** Instructional Practices  
*James Reese Career and Technical Center*  
**Course:** 3  
**Course Number:** CET030  
**Offered In:** 11–12  
**Credits:** 2  
**Level:** On Level  
**Prerequisites:** Completed application and acceptance required at the James Reese Career and Technical Center; completion of a background check  
**Description:** Instructional Practices is a field-based internship 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 both a teacher with knowledge of early childhood, middle childhood, and adolescence education. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, and complete other responsibilities of teachers, paraprofessionals, or other educational personnel. This course aligns to an industry certification available to all students.
Health Science Pathway

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 the 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 pathway for you.

Pathway Course Sequence

- Principles of Health Science
- Medical Terminology
- Anatomy and Physiology
- Medical Microbiology (ACADEMY SPECIALIZED COURSE)
- Pathophysiology (ACADEMY SPECIALIZED COURSE)
- Health Science Theory
- Health Science Clinical (ACADEMY SPECIALIZED COURSE)
- Practicum in Health Science (JAMES REESE CAREER AND TECHNICAL CENTER)

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

- FIRST AID
- HEARTSAVER CPR
- OSHA – HEALTH CARE

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
HEALTH SCIENCE

Course Name: Principles of Health Science
Course: 1
Course Number: CHS010
Offered In: 9–11
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.

Course Name: Medical Terminology
Course: 2
Course Number: CHS020
Offered In: 9–11
Credits: 1
Level: On Level
Prerequisites: None
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.

Course Name: Anatomy and Physiology
Course: 3
Course Number: CHS070
Offered In: 10–12
Credits: 1
Level: On Level
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.

Course Name: Medical Microbiology (Academy Specialized Course)
Course: 3
Course Number: CHS080
Offered In: 11–12
Credits: 1
Level: On Level
Prerequisites: Biology and Chemistry; if this course is part of a coherent sequence for graduation, additional prerequisites include Principles of Health Science and Medical Terminology
Description: This course is recommended for students interested in medically related careers. Students in Medical Microbiology explore the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases. *This CTE course counts as a Science credit.

Course Name: Pathophysiology (Academy Specialized Course)
Course: 3
Course Number: CHS090
Offered In: 11–12
Credits: 1
Level: On Level
Prerequisites: Biology and Chemistry; Principles of Health Science, Medical Terminology, and Anatomy and Physiology; completed application and acceptance required at the Medical Science Academy
Description: Pathophysiology is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in the course will 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. *This CTE course counts as a Science credit.
**Course Name:** Health Science Theory  
(*Advanced CTE Course*)

**Course:** 4  
**Course Number:** CHS030  
**Offered In:** 11–12  
**Credits:** 1  
**Level:** On Level  
**Prerequisites:** Principles of Health Science, Medical Terminology, and Anatomy and Physiology  
**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.

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**Course Name:** Health Science Clinical  
(*Academy Specialized Course*)  
(*Advanced CTE Course*)

**Course:** 4  
**Course Number:** CHS040  
**Offered In:** 11–12  
**Credits:** 2  
**Level:** On Level  
**Prerequisites:** Principles of Health Science, Medical Terminology, and Anatomy and Physiology; completed application and acceptance required at the Medical Science Academy  
**Description:** Health Science Clinical provides for the development of advanced knowledge and skills as they related 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. Students will also engage in the practical application of classroom theory through clinical rotations in a healthcare setting. This course aligns to an industry certification available to all students.

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**Course Name:** Practicum in Health Science  
(*Advanced CTE Course*)

**Course:** 4  
**Course Number:** CHS050  
**Offered In:** 12  
**Credits:** 2  
**Level:** On Level  
**Prerequisites:** Principles of Health Science, Medical Terminology, and Anatomy and Physiology; completed application and acceptance required at the James Reese Career and Technical Center and into Practicum  
**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 Pathway

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 child-care 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 pathway for you.

Pathway Course Sequence

- Principles of Human Services
- Lifetime Nutrition and Wellness AND Interpersonal Studies
- Family and Community Services
  - OR –
- Principles of Cosmetology Design and Color Theory (JAMES REESE CAREER AND TECHNICAL CENTER) AND Cosmetology I (JAMES REESE CAREER AND TECHNICAL CENTER)
- Cosmetology II (JAMES REESE CAREER AND TECHNICAL CENTER)
- Esthetics (JAMES REESE CAREER AND TECHNICAL CENTER)

Industry Certification

- COSMETOLOGIST LICENSURE
- ESTHETICIAN LICENSURE

Hot Jobs

DIETICIAN AND NUTRITIONIST
- 29% Job Growth in Texas
- $56,932 Average Salary

SOCIAL AND COMMUNITY SERVICE MANAGER
- 23.91% Job Growth in Texas
- $76,864 Average Salary

FITNESS AND WELLNESS COORDINATOR
- 14.29% Job Growth in Texas
- $83,958 Average Salary

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.
**HUMAN SERVICES**

**Course Name:** Principles of Human Services  
**Course:** 1  
**Course Number:** CHU010  
**Offered In:** 9–11  
**Credits:** 1  
**Level:** On Level  
**Prerequisites:** None  
**Description:** Students investigate human services careers, including counseling and mental health, early childhood development, family and community, and personal care services. This course addresses a broad range of skills related to personal development and management, promotion of strong families, nutrition and dietary practices, and budget management concepts.

**Course Name:** Lifetime Nutrition and Wellness  
**Course:** 2  
**Course Number:** CHU040  
**Offered In:** 9–11  
**Credits:** 0.5  
**Level:** On Level  
**Prerequisites:** Principles of Human Services  
**Description:** Learn how to stay healthy for the rest of your life. This course explores the role of nutrients in the body and examines the long-term effects of food choices. Students will analyze current lifestyle habits that increase health risks, important food buying strategies, and investigate careers in nutrition.

**Course Name:** Interpersonal Studies  
**Course:** 2  
**Course Number:** CHU030  
**Offered In:** 9–11  
**Credits:** 0.5  
**Level:** On Level  
**Prerequisites:** Principles of Human Services  
**Description:** This course examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

**Course Name:** Family and Community Services (Advanced CTE Course for the 2019–2020 School Year)  
**Course:** 3  
**Course Number:** CHU080  
**Offered In:** 10–12  
**Credits:** 1  
**Level:** On Level  
**Prerequisites:** Lifetime Nutrition and Wellness and Interpersonal Studies  
**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.

**Course Name:** Cosmetology I  
**Course:** 1  
**Course Number:** CHU130  
**Offered In:** 11–12  
**Credits:** 2  
**Level:** On Level  
**Prerequisites:** Concurrent enrollment in Principles of Cosmetology Design and Color Theory; completed application and acceptance required at the James Reese Center  
**Description:** Students integrate academic, career and technical knowledge in this sequenced laboratory course designed to provide job-specific training for employment in cosmetology careers. Students acquire skills in shampooing, hairstyling, hair coloring, and hair cutting. Learners earn hours towards cosmetology certification while gaining hands-on exposure to industry skills.
Course Name: Principles of Cosmetology Design and Color Theory
James Reese Career and Technical Center
Course: 1
Course Number: CHU110
Offered In: 11–12
Credits: 1
Level: On Level
Prerequisites: Concurrent enrollment in Cosmetology I; completed application and acceptance required at the James Reese Career and Technical Center
Description: Students will coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Students will develop knowledge and skills regarding various cosmetology design elements such as form, lines, texture, structure and illusion or depth as they relate to the art of cosmetology. Instruction includes sterilization and sanitation procedures, hair, nail, and skin care in order to prepare for the state licensure examination through the Texas Department of Licensing and Regulations.

Course Name: Cosmetology II
(Advanced CTE Course)
James Reese Career and Technical Center
Course: 2
Course Number: CHU140
Offered In: 12
Credits: 2
Level: On Level
Prerequisites: Cosmetology I 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 started in Cosmetology I. 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 Texas Department of Licensing and Regulation requirements for licensure upon passing the state examination at the end of this course.

Course Name: Esthetics
James Reese Career and Technical Center
Course: 2
Course Number: CHU170
Offered In: 12
Credits: 1
Level: On Level
Prerequisites: Cosmetology I and Principles of Cosmetology Design and Color Theory; completed application and acceptance required at the James Reese Career and Technical Center
Description: Students enrolled in Esthetics will explore the practical skills of a skin care professional. Skills learned include basic facial treatments, hair removal, corrective skin care treatments, makeup application, special effects makeup application, and the technology likely to be performed in a salon, spa, or clinical setting.
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

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>JROTC I</td>
<td></td>
</tr>
<tr>
<td>JROTC II</td>
<td></td>
</tr>
<tr>
<td>JROTC III</td>
<td></td>
</tr>
<tr>
<td>JROTC IV</td>
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### Hot Jobs

<table>
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<tr>
<th>Occupation</th>
<th>Job Growth in Texas</th>
<th>Average Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFORMATION TECHNOLOGY PROJECT MANAGER</td>
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<tr>
<td>LOGISTICALIAN</td>
<td>15.6%</td>
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</table>

**JUNIOR RESERVE OFFICERS’ TRAINING CORPS (JROTC)**

**Course Name:** 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, Public Safety, Corrections, and Security Pathway

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 and seaports, airports and reservoirs, nuclear power plants and military bases has skyrocketed. Growing opportunities continue in fields such as research analysts, trial lawyers, and firefighting. If you have a calling to serve others, can remain calm under pressure, and love the law, then Law, Public Safety, Corrections, and Security may be the right career pathway for you.

Pathway Course Sequence

- Principles of Law, Public Safety, Corrections, and Security
- Law Enforcement I
- Law Enforcement II (JAMES REESE CAREER AND TECHNICAL CENTER) AND
- Court Systems and Practices (JAMES REESE CAREER AND TECHNICAL CENTER)

- OR –

- Firefighter I (JAMES REESE CAREER AND TECHNICAL CENTER)
- Firefighter II (JAMES REESE CAREER AND TECHNICAL CENTER)

Industry Certifications

- CPR
- FIRST AID

Hot Jobs

PARALEGAL AND LEGAL ASSISTANT
27% Job Growth in Texas
$54,935 Average Salary

CORRECTIONAL OFFICER AND JAILER
15% Job Growth in Texas
$41,417 Average Salary

LAWYER
24% Job Growth in Texas
$145,799 Average Salary

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.
**LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY**

**Course Name:** Principles of Law, Public Safety, Corrections, and Security  
**Course:** 1  
**Course Number:** CLP010  
**Offered In:** 9–11  
**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. The course provides students with an overview of the skills necessary for careers in these areas. This course aligns to an industry certification available to all students.

**Course Name:** Law Enforcement I  
**Course:** 2  
**Course Number:** CLP020  
**Offered In:** 10–12  
**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. This course aligns to an industry certification available to all students.

**Course Name:** Law Enforcement II  
**Course:** 3  
**Course Number:** CLP030  
**Offered In:** 11–12  
**Credits:** 1  
**Level:** On Level  
**Prerequisites:** Law Enforcement I; concurrent enrollment in Court Systems and Practices; completed application and acceptance required at the James Reese Career and Technical Center  
**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.

**Course Name:** Court Systems and Practices (Advanced CTE Course)  
**Course:** 4  
**Course Number:** CLP060  
**Offered In:** 11–12  
**Credits:** 1  
**Level:** On Level  
**Prerequisites:** Law Enforcement I; concurrent enrollment in Law Enforcement II; completed application and acceptance required at the James Reese Career and Technical Center  
**Description:** Public servants in this field hold positions of great responsibility and are obligated to follow a strict code of ethics. Learn about federal and state court systems, roles of judicial officers and the trial process from pretrial to sentencing. Examine the types and rules of evidence, constitutional laws for criminal procedures such as search and seizure, stop and frisk, and interrogation.

**Course Name:** Firefighter I  
**Course:** 1  
**Course Number:** CLP090  
**Offered In:** 11–12  
**Credits:** 2  
**Level:** Dual Credit  
**Prerequisites:** Chemistry and concurrent enrollment in Anatomy and Physiology; completed application and acceptance required at the James Reese Career and Technical Center  
**Description:** This HCC dual credit course is the second in a series of courses for students studying Fire Science. The final phase is taken at HCC after graduation. Learners will continue the fire-training phase of the Texas Commission on Fire Protections' minimum standards for Structure Fire Protection Personnel Certification. Students will be able to understand and apply principles of fire behavior, water distribution systems, ventilation, fixed fire protection systems, ladder and rescue techniques.

**Course Name:** Forensic Science  
**Course Number:** CLP040  
**Offered In:** 11–12  
**Credits:** 1  
**Level:** On Level  
**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.*
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**
Arts and Humanities Endorsement

Visual Art Pathway

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, acrylcs, 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 (Sculpture 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 III (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 82–84, for course descriptions.
Arts and Humanities Endorsement

Music Pathway

Nearly everyone enjoys music, whether by listening to it, singing, or playing an instrument. Music enriches our lives everyday 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

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
$36,770 Average Salary

SOUND ENGINEERING TECHNICIAN
18.18% Growth Rate in Texas
$54,707 Average Salary

Please go to the Fine Arts section of this guide, pages 85–86, for course descriptions.
Arts and Humanities Endorsement

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
- Theatre I, Theatre Production I, Theatre Production II, Theatre Production III

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 87–88, 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 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, pages 86–87, for course descriptions.
Arts and Humanities Endorsement

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 76–80, 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, and Economics

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 72–75, 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  
Students enrolled in English will focus on five curricular strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. Students will continue to address earlier standards as needed while they attend to standards for their grade. English I focuses on world literature from various literary periods.

**English I Pre-AP**  
**Course Number:** EL111  
**Offered in:** 9  
**Credits:** 1  
**Level:** Pre-AP/GT  
**Prerequisites:** None  
English I Pre-AP courses focus on the same strands as English I on-level (see above), but also emphasize advanced reading, analytical reasoning skills and expository writing in for the Advanced Placement courses in language and literature. Summer reading may be required. Reading lists are posted each spring on the district website.

**English II**  
**Course Number:** EL122  
**Offered in:** 10  
**Credits:** 1  
**Level:** On level  
**Prerequisites:** English I  
Students enrolled in English will focus on five curricular strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. Students will continue to address earlier standards as needed while they attend to standards for their grade. English II focuses on world literature from various literary periods.

**English II Pre-AP**  
**Course Number:** EL121  
**Offered in:** 10  
**Credits:** 1  
**Level:** Pre-AP/GT  
**Prerequisites:** English I  
English Pre-AP courses focus on the same strands as English II on-level (see above), but also emphasize advanced reading, analytical reasoning skills and expository writing to prepare for the Advanced Placement courses in language and literature. Summer reading may be required. Reading lists are posted each spring on the district website.

**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  
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 II is taught through sheltered instruction methods for teaching proficiency in listening, speaking, reading, and writing in English as well as content knowledge.

**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  
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.

**English III**  
**Course Number:** EL132  
**Offered in:** 11  
**Credits:** 1  
**Level:** On level  
**Prerequisites:** English II  
Students enrolled in English will focus on five curricular strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and
evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. Students will continue to address earlier standards as needed while they attend to standards for their grade. English III highlights the works of American authors from each major literary period.

AP English Language and Composition (English III — AP)
Course Number: EL131
Offered in: 11 Credits: 1
Level: AP/GT
Prerequisites: English II
An Advanced Placement course in English composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. Students become skilled writers who compose for a variety of purposes. This college composition course allows students to write in a variety of forms. As in the college course, students should have an understanding and demonstrated knowledge of standard English and be able to produce final, error-free drafts. The intense concentration on language aids students in understanding rhetorical and linguistic choices. This course is preparation for successful completion of the AP Exam in May. Summer reading may be required.

English IV
Course Number: EL142
Offered in: 12 Credits: 1
Level: On level
Prerequisites: English III
Students enrolled in English will focus on five curricular strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. Students will continue to address earlier standards as needed while they attend to standards for their grade. English IV concentrates on the works of British authors from each major literary period.

AP English Language and Composition (English IV — AP)
Course Number: EL141
Offered in: 12 Credits: 1
Level: AP/GT
Prerequisites: English III
An Advanced Placement English course in literature and composition engages students in the careful reading and critical analysis of imaginative literature. The college literature course allows students to write in a variety of forms and develop stylistic maturity. As in the college course, writing assignments focus on the critical analysis of literature and include expository, analytical and argumentative essays. This course may enable a student to advance place up to six hours of college credit. The focus of this course is preparation for successful completion of the AP Exam in May. Summer reading may be required. If English I, II, and III have been successfully completed prior to taking this course, the credit earned may be used to satisfy the advanced English Language Arts (English IV) curriculum requirement for the foundation high school program.

AP English Literature and Composition (English IV — AP)
Course Number: EL144
Offered in: 12 Credits: 1
Level: On level
Prerequisites: English III
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.

Reading I, II, III
Course Number: ER113, ER123, ER133
Offered in: 9–12 Credits: 1 per year
Level: On level
Prerequisites: None
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 of these strategies are applied in instructional-level and independent-level texts that cross the content areas.

College Prep ELA
Course Number: EL144
Offered in: 12 Credits: 1
Level: On level
Prerequisites: English III
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.
Courses: English Language Arts

Sheltered Reading I — Newcomers
Course Number: ER213
Offered in: 9–12 Credits: 1
LEVEL: Beginner/Intermediate
Prerequisites: Reading I (Newcomers)
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.

Sheltered Reading II — Newcomers
Course Number: ER223
Offered in: 9–12 Credits: 1
LEVEL: Beginner/Intermediate
Prerequisites: Reading I (Newcomers)
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.

Creative Writing
Course Number: EL332
Offered in: 11–12 Credits: 1
LEVEL: On level
Prerequisites: English III or enrolled concurrently
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.

Practical Writing
Course Number: EL313
Offered in: 9–12 Credits: 1
LEVEL: On level
Prerequisites: None
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
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. 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. (estimated cost - $100).

Advanced Journalism:
Newspaper I, II, III
Course Number: EN112, EN122, EN132
Offered in: 9–12 Credits: 1 per year
LEVEL: On level
Prerequisites: Journalism I or Photojournalism and teacher recommendation
Students enrolled in Advanced Journalism: Newspaper 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: Newspaper 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: Newspaper 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.
Courses: English Language Arts

**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
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.

**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 I, II, and III
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).

**Debate I, II, III**
Course Number: ED112, ED122, ED132
Offered in: 9–12 Credits: 1 per year
Level: On level
Prerequisites: None
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.

**Humanities**
Course Number: EL411
Offered in: 11–12 Credits: 1
Level: Honors
Prerequisites: None
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.
Courses: English Language Arts

**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 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 Resource.

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

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

- 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 receive modified instruction in Resource.

- 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 Resource.

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

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

- SE811M  Applied Reading I
- SE812M  Applied Reading II
- SE813M  Applied Reading III
- SE814M  Applied Reading IV

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

**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 the SAILS class.

**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 the FLASH class.

**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 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 services class.
**MATHMATICS**

**Algebra I**  
Course Number: MA212  
Offered in: 9  
Credits: 1  
Level: On level  
Prerequisites: 8th Grade Math  
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 Pre-AP**  
Course Number: MA211  
Offered in: 9  
Credits: 1  
Level: Pre-AP/GT P  
Prerequisites: 8th Grade Math  
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.

**Geometry**  
Course Number: MA222  
Offered in: 9–10  
Credits: 1  
Level: On level  
Prerequisites: Algebra I  
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.

**Algebra II**  
Course Number: MA232  
Offered in: 9–12  
Credits: 1  
Level: On level  
Prerequisites: Algebra I  
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.

**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  
This course is intended to develop strategic mathematical learning strategies for under-prepared mathematics students. 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 key cognitive skills. The essential knowledge and skills will foster a deeper understanding of the task of learning mathematical concepts. This course is taken at the same time as Algebra 1 and is designed for ninth grade students who have a history of struggling in mathematics and/or failure on STAAR.

**Geometry Pre-AP**  
Course Number: MA221  
Offered in: 9–10  
Credits: 1  
Level: Pre-AP/GT  
Prerequisites: Algebra I  
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.

**Algebra II for identified students**  
Course Number: MA554  
Offered in: 9  
Credits: 1  
Level: Pre-AP/GT  
Prerequisites: Algebra I  
This course is intended to develop strategic mathematical learning strategies for under-prepared mathematics students. 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 key cognitive skills. The essential knowledge and skills will foster a deeper understanding of the task of learning mathematical concepts. This course is taken at the same time as Algebra 1 and is designed for ninth grade students who have a history of struggling in mathematics and/or failure on STAAR.

**Algebra I for Double Block**  
Course Number: MA211  
Offered in: 9  
Credits: 1  
Level: Pre-AP/GT P  
Prerequisites: 8th Grade Math  
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.

**Geometry Pre-AP**  
Course Number: MA221  
Offered in: 9–10  
Credits: 1  
Level: Pre-AP/GT  
Prerequisites: Algebra I  
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.

**Algebra II**  
Course Number: MA232  
Offered in: 9–12  
Credits: 1  
Level: On level  
Prerequisites: Algebra I  
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.
Courses: Math

Algebra II Pre-AP
Course Number: MA231
Offered in: 9–12 Credits: 1
Level: Pre-AP/GT
Prerequisites: Algebra I
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. Pre-AP Algebra II will include a focus on functional analysis to align with the College and Career Readiness Standards. The intent of this course is to prepare students for AP level course work. Algebra II is the required prerequisite for many fourth-year math courses.

Mathematical Models with Applications
Course Number: MA312
Offered in: 11–12 Credits: 1
Level: On level
Prerequisites: Algebra I
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
This course is designed to support students who do not meet college readiness indicators for mathematics. 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.

Pre-Calculus
Course Number: MA242
Offered in: 10–12 Credits: 1
Level: On level
Prerequisites: Geometry, Algebra II
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.

Pre-Calculus Pre-AP
Course Number: MA241
Offered in: 10–12 Credits: 1
Level: Pre-AP/GT
Prerequisites: Geometry, Algebra II
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.

Pre-Calculus Pre-AP
Course Number: MA241
Offered in: 10–12 Credits: 1
Level: Pre-AP/GT
Prerequisites: Geometry, Algebra II
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. Pre-AP Pre-Cal focuses on comparisons among functions and includes additional topics such as an introduction to limits. This introduction will lay the foundation for success in AP Calculus.

AP Calculus AB
Course Number: MA251
Offered in: 11–12 Credits: 1
Level: AP/GT
Prerequisites: Pre-Calculus
This is an advanced placement course in mathematics. This course includes applications of limits and derivatives; integration; special functions; infinite series. It is an introductory course with elementary functions. It generally provides the avenue for a student to advance place in one semester of calculus in college. The focus of this course is preparation for successful completion of the AP Exam in May. Students have two options when selecting a Calculus class. They are advised to take a Calculus course in which they will be challenged and yet will perform successfully. Students may not take Calculus AB followed by Calculus BC.

AP Calculus BC
Course Number: MA351
Offered in: 11–12 Credits: 1
Level: AP/GT
Prerequisites: Pre-AP Pre-Calculus
BC Calculus is considerably more extensive than AB Calculus. All of the calculus topics covered in AB are included in the BC course. It generally provides the avenue for a student to advance place in two semesters of Calculus in college. G/T students usually take the BC course. The focus of this course is preparation for successful completion of the AP Exam in May. Students have two options when selecting a Calculus class. They are advised to take a Calculus course in which they will be challenged and yet will perform successfully. Students may not take Calculus AB followed by Calculus BC.
Courses: Math

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.
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.

AP Statistics
Course Number: MA451
Offered in: 10–12 Credits: 1
Level: AP/GT
Prerequisites: Geometry, Algebra II
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. The focus of this course is preparation for successful completion of the AP Exam in May.

Advanced Quantitative Reasoning
Course Number: MA322
Offered in: 12 Credits: 1
Level: On level
Prerequisites: Geometry, Algebra II
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.

Algebraic Reasoning
Course Number: MA556
Offered in: 10–12 Credits: 1
Level: On level
Prerequisites: Algebra 1
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
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.

Independent Study: Dual Credit
College Algebra
Course Number: MA555
Offered in: 12 Credits: 1
Level: Dual Credit
Prerequisites: Algebra 2 and meet TSI requirements
The first semester of this course is designed to strengthen Algebraic, geometric, and statistical reasoning. Its focus will be on Algebra, geometry, and statistical 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.
## Courses: Math

**MATH – ADDITIONAL COURSES**

<table>
<thead>
<tr>
<th>Credits: 1 per course</th>
<th>Prerequisite: ARD Committee decision</th>
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<tbody>
<tr>
<td><strong>Course Numbers:</strong></td>
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<tr>
<td>SE521M  Applied Algebra I</td>
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<td>SE522M  Applied Geometry</td>
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<td>SE523M  Applied MMA</td>
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<tr>
<td>SE524M  Applied Algebraic Reasoning</td>
<td><em>The content aligns to the general education curriculum as determined by the IEP. Students receive modified instruction in resource.</em></td>
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<tr>
<td>MA215I  Algebra I I</td>
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<td>MA225I  Geometry I</td>
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<td>MA232I  Algebra II I</td>
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<td>MA235I  MMA I</td>
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<tr>
<td>MA322I  Advanced Quantitative Reasoning I</td>
<td><em>The content aligns to the general education curriculum as determined by the IEP. Students receive alternate instruction in resource.</em></td>
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<tr>
<td>MA332I  College Prep Math I</td>
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<tr>
<td>MA450I  Statistics</td>
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<tr>
<td>MA556I  Algebraic Reasoning I</td>
<td><em>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 with no modified content.</em></td>
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<tr>
<td>MA215C  Algebra I C</td>
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<tr>
<td>MA225C  Geometry C</td>
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<tr>
<td>MA232C  Algebra II C</td>
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<td>MA235C  MMA C</td>
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<tr>
<td>MA556C  Algebraic Reasoning C</td>
<td><em>The content aligns to the general education curriculum as determined by the IEP. Students usually receive modified curriculum in the general education with co-teaching support. Courses offered at campus discretion.</em></td>
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<tr>
<td>MA215A  Algebra I AL</td>
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<tr>
<td>MA225A  Geometry AL</td>
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<td>MA235A  MMA AL</td>
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</table>

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

### Math in Specialized Setting (SAILS)

<table>
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<tr>
<th>Credits: 1 per course</th>
<th>Prerequisite: ARD Committee decision</th>
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<tbody>
<tr>
<td><strong>Course Numbers:</strong></td>
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<tr>
<td>SE821B  Algebra I BC</td>
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<td>SE822B  Geometry BC</td>
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<td>SE823B  MMA BC</td>
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<tr>
<td>SE824B  Algebra 2 BC</td>
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<tr>
<td>MA215A  Algebra I AL</td>
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<td>MA225A  Geometry AL</td>
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<tr>
<td>MA235A  MMA AL</td>
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<tr>
<td>MA556A  Algebraic Reasoning C</td>
<td><em>The content aligns to the general education curriculum as determined by the IEP. Students receive an alternate curriculum in the SAILS classroom.</em></td>
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</tbody>
</table>

### Math in Specialized Setting (FLASH)

<table>
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<tr>
<th>Credits: 1 per course</th>
<th>Prerequisite: ARD Committee decision</th>
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<tr>
<td><strong>Course Numbers:</strong></td>
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<tr>
<td>SE921F  Algebra I AL EOC</td>
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<tr>
<td>SE922F  Geometry AL</td>
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<tr>
<td>SE923F  Problem Solving Math 1</td>
<td><em>The content aligns to the general education curriculum as determined by the IEP. Students receive alternate curriculum in the FLASH class.</em></td>
</tr>
<tr>
<td>SE925   Algebraic Reasoning AL</td>
<td><em>The content aligns to the general education curriculum as determined by the IEP. Students receive modified curriculum in the general education with in-class support.</em></td>
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</tbody>
</table>
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. Pre-AP/GT Biology will include content and skill developed to prepare students to take AP Biology.

AP Biology
Course Number: SC3513, SC3514 and SC351L
Offered in: 10–12
Credits: 1.5
Level: AP/GT
Prerequisites: Biology and Chemistry
Co-requisite: Night Lab SC351L (.5 local weighted GPA credit)

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. The course is based on four big ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about living organisms and biological systems. Laboratory experience is heavily emphasized and is designed to familiarize the students with some of the most recent techniques and processes currently used in scientific research. Laboratory work has an emphasis on inquiry-based investigations. Investigations require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress. This course requires a two-hour lab one evening per week. The focus of this course is preparation for successful completion of the AP Exam in May.

Chemistry
Course Number: SC332
Offered in: 10–12
Credits: 1
Level: On level
Prerequisites: Algebra I and one unit of high school science

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. Students will investigate and apply critical thinking skills to understand how chemistry is an integral part of our daily lives.

Chemistry Pre-AP
Course Number: SC331
Offered in: 10–12
Credits: 1
Level: Pre-AP/GT
Prerequisites: Algebra I and one unit of high school science

This course is for students who are highly motivated and interested in a rigorous science program. Pre-AP 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. Pre-AP/GT Chemistry will include content and skill development to prepare students for AP Chemistry.
Courses: Science

AP Chemistry
Course Number: SC3613, SC3614 and SC361L
Offered in: 10–12 Credits: 1.5
Level: AP/GT
Prerequisites: Chemistry and Algebra II
Co-requisite: Night Lab SC361L (.5 local weighted GPA credit)
The AP Chemistry course provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The key concepts and related content that define the AP Chemistry course and exam are organized around underlying principles called the Big Ideas. The Big Ideas encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the particulate nature of matter underlying the observations students make about the physical world. Laboratory work has an emphasis on inquiry-based investigations. Investigations require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress. Laboratory investigations often provide a foundation in physics for student in life sciences, pre-medicine, and some applied sciences, as well as other fields not related to science. Hands-on laboratory work with an emphasis on inquiry-based investigations will require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress. Laboratory investigations utilize computer applications when possible. The focus of this course is preparation for successful completion of the AP Chemistry course in May.

Physics
Course Number: SC342
Offered in: 9–12 Credits: 1
Level: On level
Prerequisites: Completion or concurrent enrollment in Algebra I
In Physics, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. Students who successfully complete Physics will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical thinking skills.

AP Physics 1
Course Number: SC421
Offered in: 10–12 Credits: 1
Level: AP/GT
Prerequisites: Completion of Algebra I; concurrent enrollment in Algebra II is highly recommended.
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 topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Knowledge of algebra is required to fully understand the basic principles and the ability to apply these principles in the solution of problems through inquiry. At many colleges, this is a semester course including laboratory component, which often provides a foundation in physics for student in life sciences, pre-medicine, and some applied sciences, as well as other fields not related to science. Hands-on laboratory work, with an emphasis on inquiry-based investigations, will require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress.

AP Physics 2
Course Number: SC431
Offered in: 11–12 Credits: 1
Level: AP/GT
Prerequisites: Physics or AP Physics 1; Completion or concurrent enrollment in Pre-Calculus is highly recommended.
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 topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Knowledge of algebra is required to fully understand the basic principles and the ability to apply these principles in the solution of problems through inquiry. At many colleges, this is a semester course including laboratory component, which often provides a foundation in physics for student in life sciences, pre-medicine, and some applied sciences, as well as other fields not related to science. Hands-on laboratory work, with an emphasis on inquiry-based investigations, will require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress.

Organic Chemistry
Course Number: SC911
Offered in: 12 Credits: 1
Level: Beyond AP
Prerequisites: AP Chemistry
Organic chemistry sub-discipline involves the scientific study of the structure, properties, and reactions of organic compounds and organic materials. This course will focus on current theories of structure and mechanism in organic chemistry, their historical development, and their basis in experimental observation as well as introduce applications of organic chemistry. This course is designed for the student who intends to continue future study in the sciences.
Courses: Science

progress. Laboratory investigations utilize computer applications when possible. The focus of this course is preparation for successful completion of the AP Physics II Exam in May.

AP Physics C – Electricity and Magnetism (1 semester)
AP Physics C – Mechanics (1 semester)
Course Number: SC3813, SC3814
Offered in: 11–12 Credits: 2*
Level: AP/GT
*Credit carries a 1.5 GPA weighted credit
Prerequisites: Physics and concurrent enrollment in Calculus is highly recommended.
The AP Physics C courses expand on concepts presented in AP Physics I and II. Each course corresponds to one semester of an introductory, calculus-based college course. AP Physics C: Mechanics is taught prior to AP Physics C: Electricity and Magnetism.

AP Physics C: Mechanics course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course.

AP Physics C: Electricity and Magnetism course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course.

These AP Physics C courses are each equivalent to a one-semester, calculus based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. Hands-on laboratory work, with an emphasis on inquiry-based investigations, will require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress. Laboratory investigations utilize computer applications when possible. Methods of calculus are used wherever appropriate in formulating physical Earth principles and in applying them to physical problems. The AP Physics C exam is unique in the fact 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 grade is reported for each. This course requires a two-hour lab one evening per week. The focus of this course is preparation for successful completion of both AP Exams in May.

Modern Physics
Course Number: SC921
Offered in: 12 Credits: 1
Level: Beyond AP
Prerequisites: AP Physics, Geometry, and Pre-Calculus
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: Biology
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: Two units of high school science
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 and Space Science
Course Number: SC391
Offered in: 11–12 Credits: 1
Level: On level
Prerequisites: Three units of science, one of which may be taken concurrently, and three units of mathematics, one of which may be taken concurrently.
This course is designed to promote scientific literacy, understanding and
Courses: Science

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.

Environmental Systems
Course Number: SC112
Offered in: 11–12 Credits: 1
Level: On level
Prerequisites: Biology and one physical science (IPC, Chemistry or Physics)
This course emphasizes the impact of major changes in the environment and critical environmental issues as 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)
The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of 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. Hands-on laboratory work, with an emphasis on inquiry-based investigations, will require students to 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 study of air, water, and soil qualities are essential lab/field investigation activities for this course. The focus of this course is preparation for successful completion of the AP Environmental Science exam in May.

Anatomy and Physiology
Course Number: CHS070
Offered in: 10–12 Credits: 1
Level: On Level
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
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.

Scientific Research and Design
Course Number: CST130
Offered in: 11–12 Credits: 1
Level: Honors
Prerequisites: Biology and one physical science (IPC, Chemistry, or Physics)
This course is designed for students interested in careers in scientific fields. It provides an opportunity to extend student training in laboratory techniques. Students identify methodologies of basic and applied research, build experimental models, mock-ups or prototypes, investigate the economic impact of the researched solution, and organize technical data. Students will develop a research project in a scientific field, and are encouraged to work with a mentor off-site in a laboratory setting. *This CTE course counts as a science credit.

Forensic Science
Course Number: CLP040
Offered In: 11–12 Credits: 1
Level: On Level
Prerequisites: Biology and Chemistry
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.
Courses: Science

Pathophysiology
Course Number: CHS090
Offered in: 10–12 Credits: 1
Level: On level
Prerequisites: Biology and Chemistry
If this course is part of a coherent sequence for graduation, additional prerequisites include Principles of Health Science and Medical Terminology
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.

Medical Microbiology
Course Number: CHS080
Offered in: 11–12 Credits: 1
Level: On Level
Prerequisites: Biology and Chemistry
If this course is part of a coherent sequence for graduation, additional prerequisites include Principles of Health Science and Medical Terminology
Students in Medical Microbiology explore the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases. This course is recommended for students interested in medically related careers.
*This CTE course counts as a science credit.

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
SE635 Chemistry AL
*The content aligns to the general education curriculum as determined by the IEP. Students receive alternative instruction in SAILS class.

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
SE935F Chemistry AL
*The content aligns to the general education curriculum as determined by the IEP. Students receive alternate instruction in the FLASH class.

SCIENCE – ADDITIONAL COURSES
Credits: 1 per course
Prerequisite: 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 with or without modified content.

SC312C IPC C
SC322C Biology I C
SC332C Chemistry C
SC342C Physics C
SC122C Aquatic Science 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 class.
Courses: Social Studies

SOCIAL STUDIES

World Geography
Course Number: SS412
Offered in: 9–12 Credits: 1
Level: On level
Prerequisites: None
This course is a comprehensive study of geography and cultures that examines people, places, and environments at local, regional, national, and international scales. Content focuses on physical and cultural features of the earth, the earth’s resources, human-environment interaction, political boundaries, economic systems and development, and how technology and globalization have resulted in change. Involvement in group and individual research is expected of students in this course.

World Geography Pre-AP
Course Number: SS411
Offered in: 9–12 Credits: 1
Level: Pre-AP/GT
Prerequisites: None
Pre-AP/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.

World History
Course Number: SS422
Offered in: 9–12 Credits: 1
Level: On level
Prerequisites: None
This course is the study of the significant events and contributions from the prehistory period and early civilizations to the present day, as well as the development of eastern and western cultures. Historical content focuses on geographic regions, major civilizations, economic and political systems, and how human history has taken shape over the last several thousand years. Students are responsible for group and individual research projects, outside readings, presentations, and problem solving activities on historical issues and current events.

AP World History
Course Number: SS424
Offered in: 10–12 Credits: 1
Level: AP/GT
Prerequisites: None
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. The course offers balanced global coverage with Africa, the Americas, Asia, Europe, and Oceania all represented. 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: 10–12 Credits: 1
Level: On level
Prerequisites: None
This course is the second part of a two-year survey of the history of the United States, focusing on post-Reconstruction to the present. Historical content focuses on the political, economic, and social events during this period. Students use critical-thinking skills to explain and apply different methods that historians use to interpret the past. Students are responsible for group and individual research projects, outside readings, presentations, and problem-solving activities on historical issues and current events.

AP United States History
Course Number: SS431
Offered in: 10–12 Credits: 1
Level: AP/GT
Prerequisites: None
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: SS436
Offered in: 11–12 Credits: 1
Level: Dual Credit
Prerequisites: Meet TSI requirements
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
The primary emphasis of this course is the study of the structure and function of government and the development of political behaviors and philosophies. Civil rights, civil liberties, state and local governments, and comparative governments are included. Students are expected to examine current governmental issues and events through group and individual activities.
Courses: Social Studies

AP United States Government and Politics
Course Number: SS4411/SS4412
Offered in: 12 Credits: .5
Level: AP/GT
Prerequisites: None
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
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
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 macro and microeconomic 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.

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
This course emphasizes the United States economy and the role of free enterprise with additional focus on demand, supply, and the market. Money, banking, and the consumer in a market economy are emphasized. Personal financial literacy is also a focus. Students are responsible for group and individual research projects, outside readings, presentations, and problem solving activities on economic issues and current events.

AP Macroeconomics
Course Number: SS4511/SS4512
Offered in: 12 Credits: .5
Level: AP/GT
Prerequisites: None
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 Microeconomics
Course Number: SS4571/SS4572
Offered in: 12 Credits: .5
Level: AP/GT
Prerequisites: None
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
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 principles, 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 Microeconomics 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.

Personal and Financial Literacy
Course Number: SS532
Offered in: 10–12 Credits: .5
Level: On level
Prerequisites: None
This course is designed to develop citizens who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. Students taking this course will apply critical thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing,
Courses: Social Studies

insuring and protecting, and college and postsecondary education and training. This course is offered as an elective and does not fulfill the required Economics coursework for graduation.

Sociology
Course Number: SS5221/SS5222
Offered in: 9–12 Credits: .5
Level: On level
Prerequisites: None
The basic institutions of society are studied in this course as well as the tools and techniques of sociology, communication, cultural development, and change. Content focuses on how human action and consciousness both shape and are shaped by cultural and social structures, allowing students to see how sociology directly affects their lives. Involvement in projects, outside readings, and problem solving activities are expected of students in this course.

Sociology — Dual Credit
Course Number: SS523
Offered in: 11–12 Credits: .5
Level: Dual Credit
Prerequisites: Meet TSI requirements and accepted HCC application
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
Students in this course study the tools and techniques of psychology that emphasize human growth and development, behavior, and development of the individual personality. Completion of group and individual projects, and presentations are expected of students in this course.

AP Psychology
Course Number: SS5111/SS5112
Offered in: 10–12 Credits: .5
Level: AP/GT
Prerequisites: None
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.

Psychology — Dual Credit
Course Number: SS513
Offered in: 11–12 Credits: .5
Level: Dual Credit
Prerequisites: Meet TSI requirements and accepted HCC application
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: 10–12 Credits: .5
Level: AP/GT
Prerequisites: None
This 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
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 principle 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.

Special Topics in Social Studies—Leadership
Course Number: SS5712, SS5722, SS5711 (H), SS5712 (H)
Offered in: 11–12 Credits: .5
Level: On level or Honors
Prerequisites: None
Students will participate in an in-depth analysis of leadership and selected current and historical problems involving the application of advanced social studies skills.

Special Topics in Social Studies—American Studies
Course Number: SS5821, SS5822, SS5811 (H), SS5812 (H)
Offered in: 11–12 Credits: .5
Level: On level or Honors
Prerequisites: None
Students will analyze current and historical issues in an examination of America and its development.
Courses: Social Studies

Special Topics in Social Studies — World Studies
Course Number: SS9221, SS9222, SS9219 (H), SS9220 (H)
Offered in: 11–12 credits: .5
Level: On level or Honors
Prerequisites: None
Students will analyze current and historical issues from a global perspective. The course will include research into the cause and effect of events that have had a wide impact.
*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 with no modified content.

SS412C World Geography C
SS422C World History C
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 modified instruction in general education. 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 modified curriculum in the behavior intervention class.

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 the SAILS class.

Social Studies in Specialized Setting (FLASH)
Credits: 1 per course
Prerequisite: ARD Committee decision
Course Numbers:
SE941F World Geography AL
SE924F 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 the FLASH class.
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**
Level III 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. **This course is conducted predominantly in the target language.**

**Level III Pre-AP**
Level III Pre-AP 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 Pre-AP 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.**
## Courses: World Languages

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Number</th>
<th>Offered in:</th>
<th>Credits:</th>
<th>Level:</th>
<th>Prerequisites:</th>
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<tr>
<td>Spanish I</td>
<td>FL112</td>
<td>9–12</td>
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<td>On level</td>
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<td>Spanish II</td>
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<td>Spanish I</td>
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<td>Spanish III</td>
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<td>French I</td>
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<td>Spanish II</td>
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<td>French II</td>
<td>FL222</td>
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<td>French III</td>
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<td>German I — Dual Credit</td>
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<td>German II</td>
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<td>German I</td>
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<td>German II — Dual Credit</td>
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<td>German III Pre-AP</td>
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<td>Japanese I</td>
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<td>Spanish for Spanish Speakers</td>
<td>FL1021/FL1022</td>
<td>9–12</td>
<td>2</td>
<td>On level</td>
<td>Screened for oral and written proficiency in Spanish. Apply through counselor.</td>
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</tbody>
</table>

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. 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.
Courses: World Languages

Advanced Placement (AP) and Beyond
AP World Language Courses

AP Spanish Language and Culture (Spanish IV—AP)
Course Number: FL141
Offered in: 9–12  Credits: 1
Level: AP
Prerequisites: Spanish III (Spanish III Pre-AP 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 AP recommended)

German I and II — Dual Credit
Course Number: FL311 and FL321
Offered in: 9–12  Credits: 2
Level: Dual Credit
Prerequisites: Meet TSI requirements

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. GERM-1411 Beginning German I provides students with an introduction to the German language and German culture. Development of basic skills in listening comprehension, speaking, reading, and cultural awareness. Course includes vocabulary building, conversation, and grammar. GERM-1412 Beginning German II is the second semester of a comprehensive sequence in which you will learn to listen, speak, read, and write German. Vocabulary, language patterns, and grammar are introduced and applied in the context of practical communication. 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 of World Language credit in most Texas colleges. Both courses are eligible for 4 college credit hours each for a total of 8 college credit hours upon completion of both courses with a grade of “C” or better. These courses may or may not be required 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.

AP German Language and Culture (German IV—AP)
Course Number: FL341
Offered in: 9–12  Credits: 1
Level: AP
Prerequisites: German III
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 French Language and Culture (French IV—AP)
Course Number: FL341
Offered in: 9–12  Credits: 1
Level: AP
Prerequisites: German III
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 Chinese Language and Culture (Chinese IV—AP)
Course Number: FL641
Offered in: 9–12  Credits: 1
Level: AP
Prerequisites: Chinese III
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
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.

AP Japanese Language and Culture (Japanese IV – AP)
Course Number: FLS41
Offered in: 9–12  Credits: 1
Level: AP
Prerequisites: Japanese III
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.
Courses: World Languages

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. 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

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

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 Pre-AP
Course Number: FL431
Offered in: 9–12 Credits: 1
Level: Pre-AP
Prerequisites: Latin I

Language learners in Latin II 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 prepares students for the College Entrance Examination Board (CEEB) Latin Achievement Test.

Latin III
Course Number: FL432
Offered in: 9–12 Credits: 1
Level: On level
Prerequisites: Latin II

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 prepares students for Latin IV AP and the College Board Latin Exam.
Courses: World Languages

American Sign Language (ASL) I
Course Number: FL712
Offered in: 9–12 Credits: 1
Level: On level
Prerequisites: None
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
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
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 fingerspelling 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 transfer of credit of this course for specific majors. Please see "Dual Credit" sections for more information. HCC enrollment requirements, deadlines, and fees apply.

American Sign Language III
Course Number: FL732
Offered in: 9–12 Credits: 1
Level: On level
Prerequisites: American Sign Language II
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**

**Foundations of Personal Fitness**
Course Number: PH1111 (B), PH1131 (G)
Offered in: 9–12 Credits: .5
Level: On level
Prerequisites: None
The purpose of this course is to motivate students to live a healthy lifestyle that promotes personal fitness with an emphasis on the health-related components of physical fitness. Students will use the knowledge and skills taught in this course to design their own personal fitness program. This course includes classroom instruction and physical activity.

**Individual and/or Team Sports**
Course Number: PH1231 (Boys-1st Semester), PH2231 (Girls-1st Semester), PH1332 (Boys-2nd Semester), PH2232 (Girls-2nd Semester)
Offered in: 9–12 Credits: .5-1
Level: On level
Prerequisites: None
Students will participate in a wide range of individual/team sports to promote a physically active lifestyle. Students will engage in physical fitness activities that will include both health-related and skill-related fitness components.

**Athletics 1, 2, 3, 4**
Offered in: 9–12 Credits: 1–4
Level: On level
Prerequisites: Coach Approval
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.

**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 campus approval
The purpose of this course is to accommodate those students who are training at an elite level for at least 15 hours a week 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. Students must receive prior approval from the Health and PE Coordinator, must provide his/her own transportation, and must provide a workout schedule and attendance rosters.

**Health Education**
Course Number: PH0111/PH0112
Offered in: 9–12 Credits: .5
Level: On level
Prerequisites: None
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.”

**Physical Education Substitutions**
Marching band (fall semester only), cheerleading (fall semester only), JROTC 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 I the same semester, may use both to meet the physical education requirement.

**PE Substitution for Marching Band**
Course Number: PMB001
Offered in: 9–10
Credits: .5 per semester
Prerequisite: concurrent enrollment in a Band I course during the fall semester
Students will be concurrently enrolled in a .5 credit, 0-period, Pass/Fail, 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**

**Credits: 1 per course**
**Prerequisite: ARD Committee decision**
**Course Numbers:**
SE661 Health I AL
SE662 Health II AL
*The content aligns to the general education curriculum as determined by the IEP. Students receive alternate curriculum in health education.

**Health in Specialized Setting (SAILS)**
**Credits: 1 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 SAILS class.

**Health in Specialized Setting (FLASH)**
**Credits: 1 per course**
**Prerequisite: ARD Committee decision**
**Course Numbers:**
SE600 PE AL
*The content aligns to the general education curriculum as determined by the IEP. Students receive alternate curriculum in health education.

**PE in Specialized Setting (SAILS)**
**Credits: 1 per course**
**Prerequisite: ARD Committee decision**
**Course Numbers:**
SE900F PE AL
*The content aligns to the general education curriculum as determined by the IEP. Students receive alternate curriculum in health education.

**PE in Specialized Setting (FLASH)**
**Credits: 1 per course**
**Prerequisite: ARD Committee decision**
**Course Numbers:**
SE900F PE AL
*The content aligns to the general education curriculum as determined by the IEP. Students receive alternate curriculum in health education.
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 may 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

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 with portfolio review and teacher recommendation

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.

**Art III, Drawing II**

Course Number: FA132  
Offered in: 11–12  
Credits: 1  
Level: On level  
Prerequisites: Art II — Drawing I

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

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: FA232  
Offered in: 10–12  
Credits: 1  
Level: On level  
Prerequisites: Art I with portfolio review and teacher recommendation

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.

**Art III, Painting II**

Course Number: FA232  
Offered in: 11–12  
Credits: 1  
Level: On level  
Prerequisites: Art II — Painting I

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

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.
Courses: Fine Arts

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 with portfolio review and teacher recommendation

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

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

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 with portfolio review and teacher recommendation

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

Art III, Sculpture II is an advanced 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

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.
Courses: Fine Arts

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
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
In the Art IV, Digital Art and Media III course, students work independently, choosing digital art and media techniques to create a mature body of work requiring use of multiple steps and processes.

AP Studio Art Drawing Portfolio
Course Number: FA811
Offered in: 10–12  Credits: 1
Level: AP
Prerequisites: Art III and teacher recommendation with portfolio
AP Studio Art Drawing 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 Studio Art is not based on a written exam; instead, the focus will be to submit portfolios to College Board for evaluation and the successful completion of the AP exam at the end of the school year. This course stresses higher order thinking skills to encourage creative and systematic investigation of formal and conceptual issues. Students experience creating art as an ongoing process, using problem-solving skills and design thinking. Students will be required to produce a portfolio of 24 works including five original pieces from the breadth or concentration, a maximum of 12 concentration pieces in which the student addresses a single concern/topic, and a minimum of 12 pieces (breadth) that produce evidence of the student’s ability to work with a wide variety of two-dimensional problems.

AP Studio Art 2-D Design Portfolio
Course Number: FA611
Offered in: 10–12  Credits: 1
Level: AP
Prerequisites: Art III and teacher recommendation with portfolio
AP Studio Art 2-D 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 Studio Art is not based on a written exam; instead, the focus will be to submit portfolios to College Board for evaluation and the successful completion of the AP exam at the end of the school year. This course stresses higher order thinking skills to encourage creative and systematic investigation of formal and conceptual issues. Students experience creating art as an ongoing process, using problem-solving skills and design thinking. Students will be required to produce a portfolio of 24 works including five original pieces from the breadth or concentration, a maximum of 12 concentration pieces in which the student addresses a single concern/topic in depth, and a minimum of 12 pieces (breadth) that produce evidence of the student’s ability to work with a wide variety of two-dimensional problems.

AP Studio Art 3-D Design Portfolio
Course Number: FA711
Offered in: 10–12  Credits: 1
Level: AP
Prerequisites: Art III and teacher recommendation with portfolio
AP Studio Art 3-D 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 Studio Art is not based on a written exam; instead, the focus will be to submit portfolios to College Board for evaluation and the successful completion of the AP exam at the end of the school year. This course stresses higher order thinking skills to encourage creative and systematic investigation of formal and conceptual issues. Students experience creating art as an ongoing process, using problem-solving skills and design thinking. Students will be required to produce a portfolio of 24 works including 12 digital images from the breadth or concentration as “quality” pieces, 12 digital images of concentration pieces, and finally 16 digital images of breadth. Students demonstrate mastery of design in concept, composition, and execution.

AP Art History
Course Number: FA911
Offered in: 11–12  Credits: 1
Level: AP
Prerequisites: N/A
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.

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MUSIC

Music classes 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 varies 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 of the school day.

Band I and II
Course Number: FB113/FB123
Offered in: 9–10
Credits: 1 per course
Level: On level
Prerequisites: By audition only
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 .5 credit, 0-period, Pass/Fail, 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 and IV
Course Number: FB133/FB143
Offered in: 11–12
Credits: 1 per course
Level: On level
Prerequisites: By audition only
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. Emphasis is placed both on 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: FB212/FB222/FB232/FB242
Offered in: 9–12
Credits: 1 per course
Level: On level
Prerequisites: By audition only
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. Students will be concurrently enrolled in a .5 credit, 0-period, Pass/Fail, 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.

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
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 class to enroll in jazz ensemble (exception: piano, guitar, and 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 and II
Course Number: FO212/FO222
Offered in: 9–10
Credits: 1 per course
Level: On level
Prerequisites: By audition only
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. Students are required to purchase some materials and the cost may vary depending on the orchestra program and level of study.
Courses: Fine Arts

Orchestra III and IV
Course Number: FO232/FO242
Offered in: 11–12
Credits: 1 per course
Level: On level
Prerequisites: By audition only
This course is designed for the advanced string orchestra students. Advanced tonal development, instrumental techniques, and musicality are taught as each relates to performance. Emphasis is placed both on 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 and II
Course Number: FC212/FC222
Offered in: 9–10
Credits: 1 per course
Level: On level
Prerequisites: By audition only
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 and IV
Course Number: FC232/FC242
Offered in: 11–12
Credits: 1 per course
Level: On level
Prerequisites: By audition only
Choral Music is a general title for several levels of choir. These choirs vary 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
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.

AP Music Theory
Course Number: FM122
Offered in: 11–12
Credits: 1
Level: AP
Prerequisites: Passing score on Music Literacy Test
Prerequisite: Current or previous enrollment in a high school band, choir, or orchestra class or a passing score on the FBISD Music Literacy Exam
The main objective of the AP Music Theory Course is for students to develop aural, sight-singing, written, composition, and analytical skills in music. 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.

Principles of Dance I
Course Number: FD113
Offered in: 9–12
Credits: 1
Level: On level
Prerequisites: N/A
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.

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

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 II
Course Number: FD123
Offered in: 10–12
Credits: 1
Level: On level
Prerequisites: Dance I or Dance I/PE and teacher recommendation
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:** 11–12  
**Credits:** 1 per course  
**Level:** On level  
**Prerequisites:** Mastery of dance skills and teacher recommendation  

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  

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; cost 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.

### 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  

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:** 10–12  
**Credits:** 1  
**Level:** On level  
**Prerequisites:** Theatre Arts I  

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:** 11–12  
**Credits:** 1  
**Level:** On level  
**Prerequisites:** Theatre Arts II  

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:** 12  
**Credits:** 1  
**Level:** On level  
**Prerequisites:** Theatre Arts III  

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:** 10–12  
**Credits:** 1  
**Level:** On level  
**Prerequisites:** Theatre Arts I or permission of the instructor  

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:** 11–12  
**Credits:** 1  
**Level:** On level  
**Prerequisites:** Technical Theatre I  

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.
Courses: Fine Arts

Technical Theatre III
Course Number: FT242
Offered in: 12 Credits: 1
Level: On level
Prerequisites: Technical Theatre II
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.

Theatre Production I–II
Course Number: FT323/FT332
Offered in: 9–12 Credits: 1 per course
Level: On level
Prerequisites: Theatre Arts II or permission of the instructor
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 select, audition, cast, and produce a production of their choice. 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
Course Number: FT342
Offered in: 11–12 Credits: 1
Level: On level
Prerequisites: Theatre Production I
Theatre Production III is 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

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 modified curriculum in the Behavior Support Services class.
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 (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 the SAILS class.

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 the FLASH class.
**TECHNOLOGY APPLICATIONS**

Fundamentals of Computer Science  
Course Number: TA501  
Offered in: 9–12  
Credits: 1  
Level: On level  
Prerequisites: Basic computer skills recommended  
Come and enjoy an introduction to computer programming. Students will work with HTML, Scratch and Python, or Javascript programming languages. This course counts for high school credit and toward the HS GPA and class rank.

Mobile Application Development or SWIFT Coding (NEW)—Dual Credit  
Course Number: TA610  
Offered in: 9–12  
Credits: 1  
Level: Dual Credit  
Prerequisites: Algebra I  
Grab your cell phone and bring it to class. Learn how to create your own Apple applications using Swift programming language. This HCC dual credit course will foster students’ creativity and innovation by presenting opportunities to design, implement, and deliver meaningful projects using mobile computing devices.

AP Computer Science Principles  
Course Number: TA611  
Offered in: 10–12  
Credits: 1  
Level: AP  
Prerequisite: Algebra I  
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 level I LOTE requirement for graduation.

Computer Science I Pre-AP  
Course Number: TA511  
Offered in: 9–12  
Credits: 1  
Level: Honors  
Prerequisites: Algebra I is recommended  
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. Completion of this course prepares students for Computer Science A (AP). This course may be used to satisfy level I LOTE requirement.

Computer Science A (AP)  
Course Number: TA520 / TA521  
Offered in: 10–12  
Credits: 2  
Level: AP  
Prerequisites: Algebra I, Computer Science Pre-AP is recommended  
Computer Science A (AP) is an introductory 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 both one credit of World Language and one credit of Advanced Math.

Computer Science II  
Course Number: TA522  
Offered in: 10–12  
Credits: 1  
Level: Honors  
Prerequisites: Algebra I, Computer Science Pre-AP is recommended  
Computer Science II focuses on more advanced data structures and object-oriented programming in preparation for the Computer Science AP exam.

Computer Science III—Data Structures  
Course Number: TA523  
Offered in: 10–12  
Credits: 1  
Level: Above AP  
Prerequisites: Computer Science AP or Computer Science II H  
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.

Game Programming and Design  
Course Number: TA514  
Offered in: 10–12  
Credits: 1  
Level: Honors  
Prerequisites: Computer Science I Pre-AP or Fundamentals of Computer Science  
Game Programming and Design will foster creativity and innovation by presenting students with opportunities to design, implement, and present video games.
Courses: Technology Applications

Web Design
Course Number: TA534
Offered in: 9–12 Credits: 1
Level: On level
Prerequisites: Basic computer skills recommended
Students will develop and author web pages including graphics and multimedia components.

Independent Study in Technology Applications—Web Design II
Course Number: TA591
Offered in: 10–12 Credits: 1
Level: Honors
Prerequisites: Web Design and teacher approval
Students will engage in independent projects involving advanced techniques in web creation and management. Languages such as Java and JavaScript may be used as well as database interface techniques. Activities may involve web-based multimedia and other interactive media.

Independent Study in Technology Applications—Computer Science
Course Number: TA531
Offered in: 11–12 Credits: 1
Level: Honors
Prerequisite: AP Computer Science A or Computer Science III (completed or concurrent)
Students will plan and produce projects involving advanced programming techniques. Projects may focus on advanced data structures, mobile applications, robotics, graphics, or game theory. Students will focus on creating products used in real world applications. This course will prepare students for post-secondary work in a computer science related field.
Courses: Specialized High School Programs

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

In the ninth-grade AVID elective course, students will work on academic and 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 congenial 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 skills 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

During the tenth 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

The eleventh grade AVID elective course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test-taking strategies, note-taking, and research. The 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 as 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

The twelfth-grade AVID elective course focuses on writing and critical thinking expected of first- and second-year college students. 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.

Student Leadership
Course Number: LS133
Offered in: 11–12 Credits: 1
Level: On level
Prerequisites: Membership in Student Council

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

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.

Student Leadership
Course Number: LS133
Offered in: 11–12 Credits: 1
Level: On level
Prerequisites: Membership in Student Council

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

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.
Courses: Specialized High School Programs

Office Aide
Course Number: NC110
Offered in: 12 Credits: 0
Level: NA
Prerequisites: Senior status with a sufficient number of credits to graduate
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: 11 and 12 Credits: 1
Level: Honors
Prerequisites: Course is available only to juniors and seniors who have been identified as Gifted/Talented. Students must apply and be accepted by a review committee.
Gifted/Talented Mentorship is a two semester course. The first semester will be in seminar format. Students develop their career choices by improving their self-awareness, developing a resume, conducting research on a topic of their choice, going out into the community for informational interviews, listening to guest speakers, and taking field trips to visit local businesses. Of greater importance, students have the opportunity to research in-depth a topic of particular interest to them. This course provides the chance to independently research and study an area they have a passion for but are unable to fully develop during the course of their regular school day. The first semester culminates in a comprehensive research paper that synthesizes and analyzes all the information the student has collected during the course of the semester. The independent study is a prelude to the field experience in the second semester. During the field experience, each student will work one-on-one with a professional in his/her field of interest. Throughout the Mentorship course, independence, self-awareness, and communication will be stressed. This course requires all students to (1) travel to a central district location twice a week during the seminar portion of the course, (2) spend a minimum of 5 hours per week at the mentorship site, (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 their mentorship site.

Advanced Placement (AP) Seminar
Course Number: LP100
Offered in: 10–12 Credits: 1
Level: AP
Prerequisites: None
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
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. Students 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
This dual credit HCC course is a study of the research and theory in the psychology of learning, cognition, and motivation; and 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.
Courses: Specialized High School Programs

Professional Communications
Credits: 1 per course
Prerequisite: ARD Committee decision
Course Numbers:
SE810B  Professional Communications BC

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

Making Connections in CLASS — Additional Courses (Only offered at CHS, DHS, and THS)
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

Social Skills — Additional Courses
Credits: .5 per course
Prerequisite: ARD Committee decision
Course Numbers:
SE873B  Making Connections I in BSS
SE874B  Making Connections II in BSS
SE875B  Making Connections III in BSS
SE876B  Making Connections IV in BSS

Credits: 1 per course
Prerequisite: ARD Committee decision
Course Numbers:
SE877B  MAPS in BSS (Transitioning to High School)

*Social Skills taught in the behavior support services class

Work Experience
Credits: 1 per course
Prerequisite: ARD Committee decision
Course Numbers:
SE671  Vocational Skills I
SE672  Vocational Skills II
SE673  Occupational Exploration I
SE674  Occupational Exploration II
SE677  Practicum of Business Management AL
SE678  Practicum of Business Management II AL
SE679  General Employability Skills AL

Work Experience in Specialized Setting (SAILS)
Credits: 1 per course
Prerequisite: ARD Committee decision
Course Numbers:
SE671  Vocational Skills I
SE672  Vocational Skills II
SE673  Occupational Exploration I
SE674  Occupational Exploration II
SE677  Practicum of Business Management AL
SE678  Practicum of Business Management II AL
SE679  General Employability Skills AL

Work Experience in Specialized Setting (FLASH)
Credits: 1 per course
Prerequisite: ARD Committee decision
Course Numbers:
SE971F  Vocational Skills I
SE972F  Vocational Skills II
SE973F  Occ Explor I
SE974F  Occ Explor II
SE977F  Practicum of Business Management AL
SE978F  Practicum of Business Management II AL
SE979F  General Employability Skills AL

Communication Adult Living in Specialized Setting (SAILS)
Credits: 1 per course
Prerequisite: ARD Committee decision
Course Numbers:
SE616  Comm Adult Living

Communication Adult Living in Specialized Setting (FLASH)
Credits: 1 per course
Prerequisite: ARD Committee decision
Course Numbers:
SE916F  Comm Adult Living

Transition (Adult Transition Services)
Credits: None—Non-graded
Prerequisite: ARD Committee Recommendation
SE451  Transition
SE452  Transition
SE453  Transition
SE454  Transition

Other Electives in Specialized Setting (SAILS)
Credits: .5 per course
Prerequisite: ARD Committee decision
Course Numbers:
SE693  Making Connections I AL
SE694  Making Connections II AL
SE695  Making Connections III AL
SE696  Making Connections IV AL

Credits: 1 per course
Prerequisite: ARD Committee decision
Course Numbers:
SE697  MAPS AL (Transitioning to High School)

Other Electives in Specialized Setting (FLASH)
Credits: .5 per course
Prerequisite: ARD Committee decision
Course Numbers:
SE993F  Making Connections I AL
SE994F  Making Connections II AL
SE995F  Making Connections III AL
SE996F  Making Connections IV AL

Credits: 1 per course
Prerequisite: ARD Committee decision
Course Numbers:
SE997F  MAPS AL (Transitioning to High School)
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 all students 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 pathways. Some programs also have highly specialized courses that require access to extensive industry standard equipment; these courses will be offered at the James Reese Career and Technical Center (The Center).

The Center will open in the fall of 2019 and will service students from all eleven comprehensive high schools. Coursework will include classes such as Practicum in Health Science, Court Systems and Practices, HVAC, Plumbing, Diesel Mechanics, Oil and Gas Production, and many more. Students will have the option to utilize district-provided transportation or drive themselves to the facility. While at The Center, students will take three periods of instruction. The program of study determines if all three periods are specific to the CTE coursework or if the student will also take a core class while at The Center. Outside of the three periods spent at The Center, students will spend the rest of their instructional day at their home campus.

Many of the courses offered at The Center provide students with the opportunity to take dual credit coursework through one of our higher education partners including but not limited to Texas State Technical College (TSTC), Houston Community College (HCC), University of Houston (UH), and University of Houston Downtown (UHD). While enrolled in these highly specialized and rigorous courses, students will also have the opportunity to earn industry certifications which will give them a competitive advantage when applying for college and careers.

How to apply to the James Reese Career and Technical Center

Application for programs offered at The Center are only available online through the district website only. 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 pre-requisites. 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) 634-5671.
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 8th grade year.

Requirements of the Academy

- 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 pre-approved enrichment events (2 per semester) each academic year as outlined by the Academy Coordinator

UIL Consideration: Each academy is housed on a FBISD comprehensive high school and offers a full complement of high school activities, such as UIL athletics. Any student attending an academy outside of the attendance zone in which he/she resides, will be ineligible for varsity athletic competition for one calendar year.

Academy Application Information

The application to FBISD Academies is a competitive process. Applications are available for students in the 8th grade who reside within Fort Bend ISD. Applications become available to students in the fall of their 8th grade year, generally November. Notifications of Academy acceptance are given second semester, generally in January. During the application process, academic performance data, including test scores, is evaluated. Students are also asked to participate in an interview and/or entrance exam depending on the program for which they apply. Students who have not taken the STAAR may have alternative standardized scores used for the application process. Students with IEPs who either did not take or meet minimum standards on the STAAR exam will have their application reviewed by a committee.

For more information, please visit http://www.fortbendisd.com/academies.
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.

Requirements of the Academy:
- Complete 6 Digital Media credits
- Enroll in a Pre-AP or above level English course all four years
- Complete Pre-AP Computer Science
- Complete all appropriate course certifications

Sample career opportunities include:
- Digital Marketer
- Animator
- Web Developer
- Film Director
- Broadcast Journalist
- Product Developer
- Graphic Designer
- Video Editor

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: 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 Digital Media Academy. You are required to take at least one Pre-AP/AP/Beyond AP level English course all four years. You must also enroll in one credit of Pre-AP/AP Computer Science.

For more information, please visit [http://www.fortbendisd.com/digitalmedia](http://www.fortbendisd.com/digitalmedia).

### Academy Specialized Courses:

- **Animation I + Lab**
  (See page 23 for course description.)

- **Audio/Video Production I + Lab**
  (See page 23 for course description.)

- **Audio/Video Production II + Lab**
  (See page 23 for course description.)

- **Graphic Design and Illustration I + Lab**
  (See page 23 for course description.)
The Engineering Academy exists to provide students opportunities to receive in-depth exposure to a specific career pathway in the engineering field.

Requirements of the Academy:
• Complete 4 Engineering credits
• Enroll in a Pre-AP or above level math and science course all four years
• Complete Computer Science Pre-AP or above

Sample career opportunities include:

<table>
<thead>
<tr>
<th>Engineer</th>
<th>Mathematician</th>
<th>Scientist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Software Developer</td>
<td>Researcher</td>
<td>Manager</td>
</tr>
<tr>
<td>Architect</td>
<td>Analyst</td>
<td></td>
</tr>
</tbody>
</table>

Sample Enrichment Activities:
• FBISD’s STEAM Fest
• Guest Speakers
• Houston Mini Maker Faire
• Science Engineering Fair
• Engineering Career Fair
• Orthotics and Prosthetics Lab Tour

SAMPLE High School Plan: 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 Pre-AP/AP/Beyond AP level Science and Math course all four years. You must also enroll in one credit of Pre-AP/AP Computer Science. This sample assumes Pre-AP Algebra I is taken in 8th grade.

<table>
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<tr>
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<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>English I</td>
<td>English II</td>
<td>English III</td>
<td>English IV</td>
</tr>
<tr>
<td>2</td>
<td>World Geography</td>
<td>World History</td>
<td>US History</td>
<td>US Gov’t and Economics</td>
</tr>
<tr>
<td>3</td>
<td>Pre-AP Geometry</td>
<td>Pre-AP Algebra II</td>
<td>Pre-AP Pre-Calculus</td>
<td>AP Calculus</td>
</tr>
<tr>
<td>4</td>
<td>Pre-AP Biology</td>
<td>Pre-AP Chemistry</td>
<td>AP Physics I</td>
<td>Science Elective (AP Level)</td>
</tr>
<tr>
<td>5</td>
<td>Language I</td>
<td>Language II</td>
<td>Fine Arts Elective</td>
<td>PE</td>
</tr>
<tr>
<td>6</td>
<td>Pre-AP Computer Science</td>
<td>Elective</td>
<td>Elective</td>
<td>Health and Professional Communications</td>
</tr>
<tr>
<td>7</td>
<td>Introduction to Engineering Design</td>
<td>Engineering Science</td>
<td>Specialization: Civil Eng and Arch or Aerospace Engineering</td>
<td>Engineering Design and Development</td>
</tr>
</tbody>
</table>

For more information, please visit [http://www.fortbendisd.com/engineering](http://www.fortbendisd.com/engineering).

Academy Specialized Courses:

Aerospace Engineering
*(See page 13 for course description.)*
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.

**Requirements of the Academy:**
- Complete 4 consecutive LOTE credits in the same language
- Complete a minimum of 5 social studies credits as designated
- Complete the designated Pre-AP, AP, Honors, or Dual Credit ELA all four years on campus
- Complete the Global Business and Academy Capstone courses at the designated time

**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

**Sample High School Plan:** 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 Global Studies Academy. Students are cohorted in their ELA I Pre-AP-III AP courses, World Geography Pre-AP, AP Human Geography, Global Business, and Academy Capstone. Students must complete World History at the host campus during the regular school year.

**Sample career opportunities include:**
- International Relations
- Public Official
- Foreign Service
- News Analyst/Officer
- Public Interest
- Lawyer
- Global Business

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<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-AP English I</td>
<td>Pre-AP English II</td>
<td>AP English III</td>
</tr>
<tr>
<td>2</td>
<td>Pre-AP World Geography</td>
<td>AP World History</td>
<td>US History AP or CN</td>
</tr>
<tr>
<td>3</td>
<td>Algebra I</td>
<td>Geometry</td>
<td>Algebra II</td>
</tr>
<tr>
<td>4</td>
<td>Biology</td>
<td>Chemistry</td>
<td>Physics I</td>
</tr>
<tr>
<td>5</td>
<td>Language I</td>
<td>Language II</td>
<td>Pre-AP Language III</td>
</tr>
<tr>
<td>6</td>
<td>Health/Speech</td>
<td>Elective (1 sem) /</td>
<td>Global Business (1 sem)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Additional SS credit (1 sem)</td>
<td>AP Human Geography (1 sem)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to be taken anytime</td>
<td>Academy Capstone</td>
</tr>
<tr>
<td>7</td>
<td>Fine Arts</td>
<td>PE</td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Elective</td>
</tr>
</tbody>
</table>

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

**Academy Specialized Courses:**

**Global Business**
*(See page 25 for course description.)*

**Academy Capstone**

**Course Number:** 9GA01

**Offered in:** 12  

**Credits:** 1

**Level:** Honors

**Prerequisites:** Senior in the Global Studies Academy

This course integrates the 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.
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:

<table>
<thead>
<tr>
<th>Entrepreneur</th>
<th>Accountant</th>
<th>Stockbroker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Manager</td>
<td>Financial Analyst</td>
<td>Global Business</td>
</tr>
<tr>
<td>Marketing Executive</td>
<td>Sales Manager</td>
<td></td>
</tr>
</tbody>
</table>

### Requirements of the Academy:

- Complete 5 business/marketing credits in the designated sequence on campus
- Complete a minimum of 4 credits in qualifying advanced course work, inclusive of Macroeconomics (AP or CN)
- Complete all appropriate course certifications

### 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:

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 International Business and Marketing Academy. You are strongly encouraged to take Pre-AP/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.

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<tr>
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<tbody>
<tr>
<td>1</td>
<td>English I Pre-AP</td>
<td>English II Pre-AP</td>
<td>English III AP</td>
<td>English IV AP or CN</td>
</tr>
<tr>
<td>2</td>
<td>World Geography</td>
<td>World History</td>
<td>US History</td>
<td>US Gov’t and AP/CN Economics</td>
</tr>
<tr>
<td>3</td>
<td>Algebra I Pre-AP</td>
<td>Geometry Pre-AP</td>
<td>Algebra II Pre-AP</td>
<td>Pre-Calculus Pre-AP</td>
</tr>
<tr>
<td>4</td>
<td>Biology</td>
<td>Chemistry</td>
<td>Physics I</td>
<td>4th Science</td>
</tr>
<tr>
<td>5</td>
<td>Language I</td>
<td>Language II</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>6</td>
<td>Principles of Business, Marketing and Finance</td>
<td>BIM</td>
<td>Accounting</td>
<td>Focus Course: Business Law, Entrepreneurship, or Practicum (2 credits)</td>
</tr>
<tr>
<td>7</td>
<td>Fine Arts</td>
<td>PE</td>
<td>Global Business (1 sem) / Advertising (1 sem)</td>
<td>Elective</td>
</tr>
</tbody>
</table>

For more information, please visit [http://www.fortbendisd.com/ibma](http://www.fortbendisd.com/ibma).

### Academy Specialized Courses:

**Global Business**

(See page 25 for course description.)

**Business Law**

(See page 25 for course description.)
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.

Requirements of the Academy:
- Complete a combination of 11 math and science credits
- Enroll in a Pre-AP or above level math and science course all four years
- Complete Computer Science Pre-AP or above
- Complete a Senior Graduation Project

Sample career opportunities include:
- Medical Doctor
- Software Developer
- Mathematician
- Researcher
- Scientist
- Engineer

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 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 Math and Science Academy. You are required to take at least one Pre-AP/AP/Beyond AP level science and math course all four years. You must also enroll in one credit of Pre-AP/AP Computer Science. This sample assumes Pre-AP Algebra I is taken in 8th grade.

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<td>Elective</td>
</tr>
<tr>
<td>7</td>
<td>Elective</td>
<td>AP Physics I</td>
<td>Elective</td>
</tr>
</tbody>
</table>

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

Academy Specialized Courses:

Organic Chemistry
(See page 68 for course description.)

Modern Physics
(See page 69 for course description.)

Scientific Research and Design
(See page 13 for course description.)

Multi-variable Calculus
(See page 65 for course description.)

Computer Science III
(See page 89 for course description.)
The Medical Science Academy exists to provide students opportunities to explore world-class medical facilities and position themselves for medical careers.

**Requirements of the Academy:**
- Complete 5 medical science credits
- Enroll in a Pre-AP or above level science course all four years
- Complete all appropriate course certifications

**Sample Enrichment Activities:**
- University of Texas McGovern School of Medicine tour
- Guest Speakers/Panelists
- TIRR Memorial Hermann tour and presentation
- The Health Museum — Cow eye dissection
- MD Anderson Cancer Center, DNA Workshop

**SAMPLE High School Plan:** 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 Medical Science Academy. You are required to take at least one Pre-AP/AP/Beyond AP level science course all four years and highly encouraged to take advanced level math all four years.

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<td>English IV</td>
</tr>
<tr>
<td>2 World Geography</td>
<td>World History</td>
<td>US History</td>
<td>US Gov’t. and Macroeconomics</td>
</tr>
<tr>
<td>3 Algebra I</td>
<td>Geometry</td>
<td>Algebra II</td>
<td>Pre-Calculus</td>
</tr>
<tr>
<td>4 Pre-AP Biology</td>
<td>Pre-AP Chemistry</td>
<td>AP Physics I</td>
<td>Science Elective (AP Level)</td>
</tr>
<tr>
<td>5 Language I</td>
<td>Language II</td>
<td>Fine Arts Elective</td>
<td>PE</td>
</tr>
<tr>
<td>6 Health and Professional Communications</td>
<td>Elective</td>
<td>Elective</td>
<td>Specialization: <strong>Medical Microbiology</strong> or <strong>Health Science Clinical</strong></td>
</tr>
<tr>
<td>7 <strong>Principles of Health Science</strong></td>
<td>Medical Terminology</td>
<td>Anatomy and Physiology</td>
<td>Specialization: <strong>Pathophysiology</strong> or <strong>Health Science Theory</strong></td>
</tr>
</tbody>
</table>

For more information, please visit [http://www.fortbendisd.com/medicalscience](http://www.fortbendisd.com/medicalscience).

**Academy Specialized Courses:**

**Medical Microbiology**
*(See page 42 for course description.)*

**Pathophysiology**
*(See page 42 for course description.)*

**Health Science Clinical**
*(See page 43 for course description.)*
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 a 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, Pre-AP, 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 (5 classes - traditional schedule, 6 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.

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.
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, will not post to a student’s transcript, and will not be calculated for GPA and class rank. Such classes may include:
- Office Aide
- Study Hall

Classification of Students
Grade level advancement for students in grades 9–12 shall be determined by the number of earned course credits according to the classification chart below.

<table>
<thead>
<tr>
<th>Class Standing</th>
<th>Credits Required for Class Standings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore</td>
<td>Minimum State Approved Units of Credit</td>
</tr>
<tr>
<td>Junior</td>
<td>6</td>
</tr>
<tr>
<td>Senior</td>
<td>12</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Number of Years Completed in High School</th>
<th>Number State Credits At Beginning of School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
</tr>
</tbody>
</table>

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 3–12 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, pull-ups, flexed arm hang), and flexibility (shoulder stretch).

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 6–12, 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 Health and PE Coordinator, 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 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.
General Information

District Guidelines for Award of Grade Points

1. Grade points are awarded for any high school course successfully completed. Grade points are determined by the level at which the course is taken.
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 Pre-AP/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 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 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 of 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 chart below:

<table>
<thead>
<tr>
<th>Advanced Placement (AP)/Beyond AP Courses</th>
<th>Pre-AP, Honors Courses, Dual Credit Courses</th>
<th>On Level Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receives 10 point weight</td>
<td>Receive 5 point weight</td>
<td>Non-weighted</td>
</tr>
</tbody>
</table>

Example of a high school student’s grades:

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics (on level)</td>
<td>86</td>
<td>86 points</td>
</tr>
<tr>
<td>AP English III</td>
<td>94</td>
<td>104 points</td>
</tr>
<tr>
<td>US History Dual Credit</td>
<td>84</td>
<td>89 points</td>
</tr>
<tr>
<td>Athletics</td>
<td>100</td>
<td>100 points</td>
</tr>
<tr>
<td>Choir</td>
<td>100</td>
<td>100 points</td>
</tr>
<tr>
<td>Pre-AP Pre-Calculus</td>
<td>86</td>
<td>91 points</td>
</tr>
<tr>
<td>Journalism</td>
<td>94</td>
<td>94 points</td>
</tr>
</tbody>
</table>

Total points = 664 points, divided by 7 = 94.8571429

Senior Class Rank

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); and
   c. be enrolled for their last two semesters in a District high school.

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)
- Agriculture, Food, and Natural Resources (specific junior- and senior-level courses as approved by CTE District administration for FFA members)

An application is required. See counselor for more information.
**GPA-Exempt Courses Q&A**

**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).
- 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 receive the actual numeric grade with a comment or label indicating “GPA-Exempt” on the Academic Achievement Record (transcript).
- 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.

**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 3–8 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.
  - April: English I and English II
  - May: Algebra I, Biology, US History
  - June: Retest, all subjects
- December: Retest, all subjects
- EOC’s are offered in May, 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 for only Levels 1, 2, and 3 as tests are available for the following languages: ASL, Chinese, French, German, Japanese, Latin, Korean, Vietnamese, and Spanish. 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 and confirmation.

Texas English Language Proficiency Assessment System (TELPAS)

Based on the Every Student Succeeds Act (ESSA) mandates, the TELPAS requires teachers of Limited English Proficiency (LEP) students to rate these students according to indicators set by the state in the following domains of English language in Grades K–12: reading, writing, listening, and speaking.

Based on state law and State Board of Education rules, all students in grades 2–12 who are identified as LEP will take the TELPAS reading test. This includes LEP students whose parents have denied the program. LEP 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. LEP students will participate until they meet the English Proficiency exit criteria.

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.
Online/Distance Learning

Guidelines

Online/Distance Learning is the use of technology to overcome time, distance, and other barriers to address the needs of students and educators. Approved online 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 distance-learning course, a student must submit an application to the principal or designee for approval to enroll in the course. All FBISD-approved distance-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.
• Students may not take an online course which requires a State of Texas Assessment of Academic Readiness (STAAR) End of Course (EOC) exam. EOC courses include Algebra I, Biology, English I, English II, and U.S. History.
• A student may earn a maximum of two (2) high school credits through online/distance learning for original credit. (This limitation does not apply to FBISD online/distance learning courses or credit recovery courses.)
• A student may be enrolled in only one online/distance learning course at a time.
• 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 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.

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.
• 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/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

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.
- 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.

2019–20 FBISD College Level Dual Credit Course Crosswalk

Important Notes Regarding Dual Credit Courses:

- 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 are foreign language courses, which are allowable. Students in an approved Early College High School 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.

CTE Dual Credit Courses

<table>
<thead>
<tr>
<th>FBISD DC Course Number</th>
<th>FBISD Course Title</th>
<th>FBISD Credit</th>
<th>IHE Course Number</th>
<th>IHE Course Title</th>
<th>IHE Course Credit Hours</th>
<th>Eligible Grade Levels and Prerequisites</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLP090</td>
<td>Firefighter I</td>
<td>1</td>
<td>FRS1319</td>
<td>Firefighting I</td>
<td>3 (HCC)</td>
<td>Open to 11th grade only</td>
<td>College credit awarded in spring semester</td>
</tr>
<tr>
<td>CLP100</td>
<td>Firefighter II</td>
<td>1</td>
<td>FRS1407</td>
<td>Firefighting II</td>
<td>3 (HCC)</td>
<td>Open to 12th grade only</td>
<td>College credit awarded in spring semester</td>
</tr>
<tr>
<td>CTD090</td>
<td>Automotive Technology I</td>
<td>1</td>
<td>AUMT 1305 and AUMT 1310</td>
<td>Automotive Technology</td>
<td>6 (TSTC)</td>
<td>Open to 11th grade only</td>
<td>AUMT-1305 is awarded 3 hours credit in the Fall and AUMT-1310 3 hours credit in the spring</td>
</tr>
<tr>
<td>CTD100</td>
<td>Advanced Automotive Technology II</td>
<td>1</td>
<td>AUMT 1416</td>
<td>Advanced Auto Tech</td>
<td>4 (TSTC)</td>
<td>Open to 12th grade only</td>
<td>College credit awarded in spring semester, though is a full year course</td>
</tr>
</tbody>
</table>
## Dual Credit

### 2019–20 FBISD College Level Dual Credit Course Crosswalk

**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 the school counselor for available courses at specific high schools.

<table>
<thead>
<tr>
<th>FBISD DC Course Number</th>
<th>FBISD Course Title</th>
<th>FBISD Credit</th>
<th>HCC Course Number</th>
<th>HCC Course Title</th>
<th>HCC Course Credit Hours</th>
<th>Eligible Grade Levels and Prerequisites</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL642</td>
<td>English IV</td>
<td>1.0</td>
<td>ENGL 1301 and 1302</td>
<td>English Composition I and II</td>
<td>6</td>
<td>Open to 12th grade only (Must meet TSI minimum requirements)</td>
<td>*Must be taught by FBISD-embedded staff due to British Literature requirement</td>
</tr>
<tr>
<td>MA555</td>
<td>Independent Study Math (College Algebra)</td>
<td>1.0</td>
<td>MATH 1314</td>
<td>College Algebra*</td>
<td>3</td>
<td>Open to 12th grade only (Must meet TSI minimum requirements)</td>
<td>*College credit awarded in spring semester. Must be taught by FBISD-embedded staff due to independent study component</td>
</tr>
<tr>
<td>SS436</td>
<td>US History</td>
<td>1.0</td>
<td>HIST 1301 and 1302</td>
<td>US Hist to 1877 and US Hist after 1877</td>
<td>6</td>
<td>Open to 11th and 12th grade only (Must meet TSI minimum requirements)</td>
<td>*Must be taught by FBISD embedded staff due to history EOC requirement</td>
</tr>
<tr>
<td>SS4461 or SS4462</td>
<td>US Government</td>
<td>0.5</td>
<td>GOVT 2305</td>
<td>Amer. National Govt.</td>
<td>3</td>
<td>Open to 12th grade only (Must meet TSI minimum requirements)</td>
<td>Course can be taken on a high school or HCC campus</td>
</tr>
<tr>
<td>SS4561 or SS4562</td>
<td>Economics</td>
<td>0.5</td>
<td>ECON 2301</td>
<td>Principles of Economics (Macro)</td>
<td>3</td>
<td>Open to 12th grade only (Must meet TSI minimum requirements)</td>
<td>Course can be taken on a high school or HCC campus</td>
</tr>
<tr>
<td>SS5121 or SS5122</td>
<td>Psychology</td>
<td>0.5</td>
<td>PSYC 2301</td>
<td>Intro to Psychology</td>
<td>3</td>
<td>Open to 11th and 12th grade only (Must meet TSI minimum requirements)</td>
<td>Course can be taken on a high school or HCC campus</td>
</tr>
<tr>
<td>SS5221 or SS5222</td>
<td>Sociology</td>
<td>0.5</td>
<td>SOCI 1301</td>
<td>Intro to Sociology</td>
<td>3</td>
<td>Open to 11th and 12th grade only (Must meet TSI minimum requirements)</td>
<td>Course can be taken on a high school or HCC campus</td>
</tr>
<tr>
<td>FL711 and FL721</td>
<td>American Sign Language I and II</td>
<td>2.0</td>
<td>SGNL 2301 and 2302</td>
<td>ASL Beginning I and II</td>
<td>8</td>
<td>Open to 9th through 12th grades (Must meet TSI minimum requirements)</td>
<td>Course can be taken on a high school or HCC campus</td>
</tr>
<tr>
<td>FL311 and FL321</td>
<td>German I and II</td>
<td>2.0</td>
<td>GERM 1411 and 1412</td>
<td>Beginning German I and II</td>
<td>8</td>
<td>Open to 9th through 12th grades (Must meet TSI minimum requirements)</td>
<td>Course can be taken on a high school or HCC campus</td>
</tr>
<tr>
<td>CAT380</td>
<td>Professional Communications</td>
<td>0.5</td>
<td>SPCH 1315</td>
<td>Public Speaking</td>
<td>3</td>
<td>Open to 11th and 12th grade only (Must meet TSI minimum requirements)</td>
<td>Course can be taken on a high school or HCC campus</td>
</tr>
<tr>
<td>LP111</td>
<td>College Transitions</td>
<td>0.5</td>
<td>EDUC 1300</td>
<td>Learning Framework</td>
<td>3</td>
<td>Open to 9th through 12th grades (No TSI requirement)</td>
<td>Course can be taken on a high school or HCC campus</td>
</tr>
</tbody>
</table>
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, tutor-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 are 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 nominated and evaluated for GT services on an annual basis. Each year, there are two GT nomination windows (fall and spring).

GT students in grades K–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 6–12 are enrolled in Pre-AP and AP English/Language Arts, mathematics, science, and/or social studies courses. Pre-AP 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 16–21 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 the counselors' office 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

A predictor for academic success in high school is students’ participation in enrichment opportunities. Although they may vary from campus to campus, many 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, theatre, and athletic
- SAT and PSAT preparation seminars
- National Merit Review Program
- Literary contests
- Numerous campus clubs, organizations, and activities
- Career and Technical competitions
- Youth Leadership
- Youth Expanding Service (YES) Program
- Science Fair
- National History Day

Destination ImagiNation

Offered at every grade level, based on student interest, participation and funding, this international program uses team-based creative problem solving to teach life skills and expand the imagination. Teams of five to seven members meet with their volunteer coach in an after school setting. From October through March teams work to solve a specific problem and prepare to present their solution in a late winter/early spring competition.
Pre-AP/AP Courses
Fort Bend ISD offers a variety of courses aligned to the College Board Advanced Placement (AP) program. The District encourages students to complete one or more AP courses before graduation to prepare for success in post-high school programs. The Pre-AP/AP program is designed to develop college readiness and workforce success. Beginning in 6th grade, highly motivated students may take Pre-AP courses. These courses are academically challenging, fast-paced and require more independent learning than on-level classes. In high school, students may take AP courses and the associated AP exams. Student costs are associated with these exams. Scores of 3 or higher on the exam can provide college credits.

Middle school Pre-AP courses are offered in:
- English Language Arts
- Math
- Science
- Social Studies

High school Pre-AP 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:
- Pre-AP 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.
- Pre-AP/AP is not “all or nothing.” Students may enroll in as many or as few Pre-AP/AP courses as they choose.
- It is possible to move from on-level to Pre-AP/AP sections from one year to the next. In math, it is more challenging due to the acceleration of the curriculum in 6th and 7th grades. It is possible that additional support may be needed to support the transition to Pre-AP math in middle school.
- Due to the challenging nature of Pre-AP/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 is important to help sustain student participation in rigorous classes.

Guidelines for Exiting a Pre-AP/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 (Pre-AP 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. 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, school counselor or principal for information on the District’s Dyslexia program, and information regarding appropriate testing 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 instruction designed to teach English to students whose English language skills are limited. ESL instruction considers students’ learning experiences and cultural backgrounds. ESL is taught through second language methods for teaching proficiency in listening, speaking, reading, and writing in English.

ESOL — English for Speakers of Other Languages
ESOL I and II may be substituted for English I and II for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency.

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 aids 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.

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, school counselor or principal for information on the District’s Dyslexia program, and information regarding appropriate testing 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.

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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 and are open during the school day. They are available to all students and parents are welcome too!

www.fortbendisd.com/departments/academics/college-career

CCRC Twitter Accounts
- HHS @HHS_Canes
- KHS @KHS_CCRCenter
- MHS @TMHS_CCR
- RPHS @RPHS_CCR
- TPHS @Track4Tigers
- WHS @Eaglepathways

Naviance is a comprehensive college and career readiness solution for middle and high school students connecting academic achievement to post-secondary goals. Here are just a few of the many things Naviance can do for students:

Self-Discovery and Student Assessments
Through self-discovery and collaboration with parents, teachers and school counselors, Naviance enables students to find college and career pathways that are right for them.

Career Exploration
The career planning and assessment tools in Naviance allow students to realize their strengths, goals, skills, knowledge, values, constraints, and interests in future careers, to help them make better academic decisions.

College Planning
Naviance makes college research easy. Students can compare colleges and universities, explore scholarship opportunities, and track the status of supporting application documents (transcripts and letters of recommendation).

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)

Texas Success Initiative (TSI)
Fort Bend ISD administers the TSI to seniors in the spring who have not met the college ready benchmarks on the ACT and/or SAT. The TSI assessment is required for freshmen entering any Texas public community college or university. This program consists of identified tests, which measure competency in English/language arts and mathematics. Students may be exempt from the TSI by scoring well on identified EOC assessments, SAT, or ACT. Refer to the TSI website for more information. http://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 8th and 9th 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 Advisor for more information.
Career and Technical Education

Career and Technical Education (CTE) courses are designed to prepare students for college and professional occupations. A sequence of courses may move a student from grade 9 through 12 while providing the opportunity for them to earn industry recognized certifications. After high school graduation, students who have completed a coherent sequence of CTE courses will have the knowledge and skills that lead to many routes of success. These include continuing their education in a four-year university, attending a technical or community college, or immediately pursuing employment. Students and parents needing more information are encouraged to contact the Career and Technical Education office at (281) 634-1098 or their high school counselor.

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 redshirt 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 ncaa.org/student-athletes/future/test-scores.
- 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

- Be sure to look at your high school’s List of NCAA Courses on the NCAA Eligibility Center’s website (www.eligibilitycenter.org). 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, 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; and
(g) the course is acceptable for any student and is placed on the high school transcript.

*Currently, courses taken exclusively online through Edgenuity do not meet NCAA eligibility guidelines.*
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.

Eleventh and twelfth-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. Tenth-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 (from the previous school year). This does not include summer school courses.

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 eleventh-grade year may be eligible for this award by earning 90 GPA 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.
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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.)

Fort Bend
Independent School District