



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!

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FBISD MISSION

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

FBISD VISION

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

How to Use the FBISD Course Selection Guide

Planning Your Course of Study

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

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

Course Selection Checklist

✓ What are your passions and interests?

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

✓ Use your Career Cluster Finder and Strengths Explorer results in 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	Business and Industry	Public Service	Arts and Humanities	Multidisciplinary Studies
<ul style="list-style-type: none"> • Engineering • Computer Science • Math • Science 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Education and Training • Health Science • Human Services • Junior Reserve Officers' Training Corps (JROTC) • Law, Public Safety, Corrections, and Security 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 4x4 • Advanced Courses • AP/IB/Dual Credit

State Assessments Required for Graduation

English I US History
English II Biology
Algebra I

Performance Acknowledgments

- Outstanding performance: Dual credit coursework; bilingualism/biliteracy; college AP or IB exam; PSAT, ACT-Plan, SAT or ACT
 - Certification: nationally or internationally recognized business or industry certificate or license
- For more information, see page 7.*

Distinguished Level of Achievement

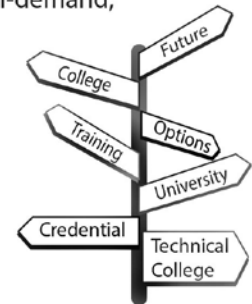
Texas Education Agency Graduation Toolkit

Distinguished Level of Achievement – *Benefits*

Choices determine options

Most of the 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

Texas Education Agency
www.tea.state.tx.us

Texas Higher Education Coordinating Board
www.thecb.state.tx.us

Texas Workforce Commission
www.twc.state.tx.us



BR14-130-02

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:
 - A student may earn a performance acknowledgment with:
 - + Performance on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification; or
 - + Performance on an examination sufficient to obtain a government-required credential to practice a profession.
 - Nationally or internationally recognized business or industry certification shall be defined as an industry validated credential that complies with knowledge and skills standards promoted by a nationally or internationally recognized business, industry, professional, or government entity representing a particular profession or occupation that is issued by or endorsed by:
 - A national or international business, industry, or professional organization;
 - A state agency or other government entity; or
 - A state-based industry association.
 - Certifications or licensures for performance acknowledgments shall:
 - Be age appropriate for high school students;
 - Represent a student's substantial course of study and/or end-of-program knowledge and skills;
 - Include an industry recognized examination or series of examinations, an industry validated skill test, or demonstrated proficiency through documented, supervised field experience; and
 - Represent substantial knowledge and multiple skills needed for successful entry into a high-skill occupation.

Special Education Graduation Requirements

Students complete the secondary program of special education either with graduation or when the student no longer meets the age requirement for eligibility in the Texas Education Code (TEC), §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 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 condition.
 - (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 110–118, 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

Pathways

ENGINEERING

COMPUTER SCIENCE

MATH

SCIENCE



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**

Clubs and Organizations

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

Industry Certifications

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

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

STEM

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

COMPUTER SCIENCE

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

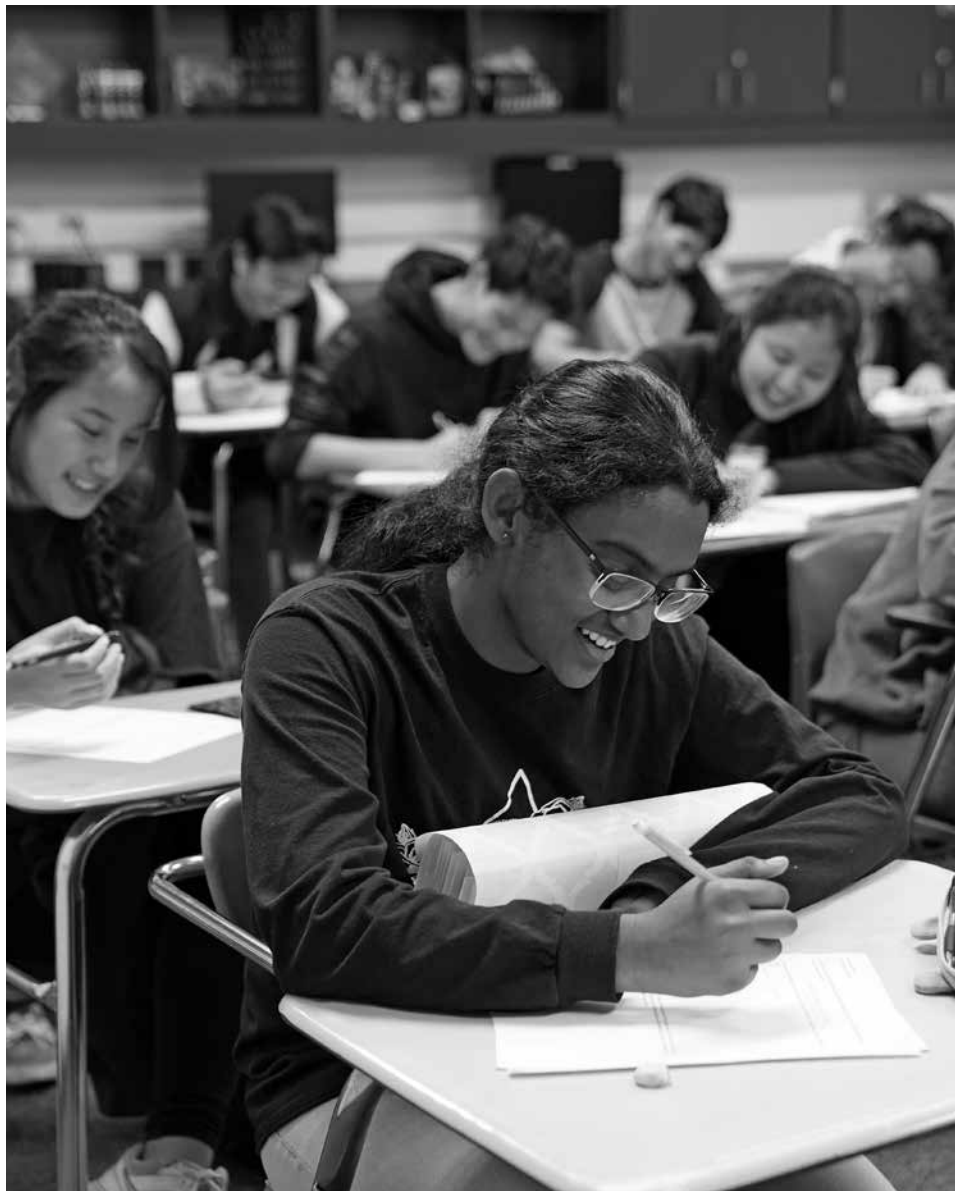
STATISTICIAN

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.





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**

**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**



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)

Clubs and Organizations

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

Industry Certifications

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

Hot Jobs

AGRICULTURE ENGINEER

21.05% Job Growth in Texas

\$100,383 Average Salary

SOIL AND WATER CONSERVATIONIST

17.93% Job Growth in Texas

\$57,597 Average Salary

PETROLEUM ENGINEER

4.34% Job Growth in Texas

\$170,453 Average Salary



Business and Industry Endorsement

AGRICULTURE, FOOD, AND NATURAL RESOURCES

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: Floral Design

Course: 2

Course Number: CAG190

Offered In: 10–12

Credits: 1

Level: On Level

Prerequisites: None

Description: This class will prepare students for careers in the floriculture industry. Students will gain knowledge of floral design and associated skills including design principles, plant identification and classification, enterprise management skills, and employability characteristics. This course aligns to an industry certification available to all students. *This CTE course counts as a Fine Arts credit.

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: Wildlife, Fisheries, and Ecology Management

Course: 3

Course Number: CAG160

Offered In: 10–12

Credits: 1

Level: On Level

Prerequisites: None

Description: Students will discover the principles of managing wildlife habitats and their populations. Studies include species identification and biology, aquaculture, and the laws and regulations regarding wildlife resources and recreation safety.

Course Name: Agricultural Mechanics and Metal Technologies

Course: 3

Course Number: CAG250

Offered In: 11–12

Credits: 1

Level: On Level

Prerequisites: None

Description: This course introduces students to agriculture mechanics as they learn the basics of arc welding, oxyacetylene cutting, aluminum MIG and TIG welding, plasma cutting, and basic carpentry. Students will be required to meet safety requirements in power tools, welding, and metal cutting technologies. This course aligns to an industry certification available to all students.

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.

Course Name: Energy and Natural Resource Technology

James Reese Career and Technical Center

Course: 1

Course Number: CAG100

Offered In: 11–12

Credits: 1

Level: On Level

Prerequisites: Concurrent enrollment in Oil and Gas Production I; completed application and acceptance required at the James Reese Career and Technical Center

Description: Learners evaluate the environmental benefits provided by sustainable resources and green technologies through the application of science and technology. Through field and laboratory experiences, students examine the environmental impact of production agriculture while learning how it relates to environmental issues.

Course Name: Oil and Gas Production I
James Reese Career and Technical Center

Course: 2

Course Number: CAG120

Offered In: 11–12

Credits: 1

Level: On Level

Prerequisites: Concurrent enrollment in Energy and Natural Resource Technology; completed application and acceptance required at the James Reese Career and Technical Center

Description: Through this course, students acquire knowledge and understanding of the oil and gas industry, including its history, technical aspects, and its impact on society and the environment. Learning includes the systems, equipment, production, and safety regulations associated with oil and gas wells. This course aligns to an industry certification available to all students.



Architecture and Construction Pathway

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)

Clubs and Organizations

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

Industry Certifications

- AUTODESK – 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



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

James Reese Career and Technical Center

Course: 2

Course Number: CAC240

Offered In: 11–12

Credits: 1

Level: On Level

Prerequisites: Concurrent enrollment in Plumbing Technology I; completed application and acceptance required at the James Reese Career and Technical Center

Description: In Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology I, students will gain knowledge and skills needed to enter the industry as technicians, prepare for a postsecondary degree in a specified field, or pursue an approved apprenticeship program. Students will also acquire skills in safety, principles of HVAC theory, use of tools and codes, and installation of HVAC and refrigeration equipment. This course aligns to an industry certification available to all students.

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.



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

James Reese Career and Technical Center

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)

James Reese Career and Technical Center

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 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 Pathway

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)**

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.

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



Business and Industry Endorsement

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

Prerequisites: 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

Prerequisites: 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



Business and Industry Endorsement

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)

– OR –

- 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 hand-on study of techniques within an authentic kitchen and restaurant. Students will learn and apply the management and supervision skills needed to run the back of house at a restaurant. This course aligns to an industry certification available to all students.

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)**

Clubs and Organizations

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

Industry Certifications

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

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



Business and Industry Endorsement

INFORMATION TECHNOLOGY

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.

Course Name: Networking + Lab

(Advanced CTE Course)

James Reese Career and Technical Center

Course: 2

Course Number: CIT050

Offered In: 11–12

Credits: 2

Level: On Level

Prerequisites: Computer Maintenance + Lab; completed application and acceptance required at the James Reese Career and Technical Center

Description: This laboratory-based course provides learners with a better understanding of telecommunications and data networking technologies. Students actively participate in learning types of configurations and upgrading, recognizing the many network components, and developing and implementing a network design plan. This course aligns to an industry certification available to all students.



Manufacturing 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

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

- **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



Business and Industry Endorsement

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.





Transportation, Distribution, and Logistics Pathway

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)**

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

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

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



Business and Industry Endorsement

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.



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

REPORTER AND CORRESPONDENT

6.28% Job Growth in Texas

\$41,187 Average Salary

.....

EDITOR

8.79% Job Growth in Texas

\$73,017 Average Salary

.....

CAMERA OPERATOR, TELEVISION, VIDEO, AND MOTION PICTURE

13.61% Job Growth in Texas

\$57,583 Average Salary



Business and Industry Endorsement

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, 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 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.

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



Business and Industry Endorsement

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.



Public Service Endorsement

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

—Adapted from the Texas Workforce Commission

Pathways

EDUCATION AND TRAINING

HEALTH SCIENCE

HUMAN SERVICES

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

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



Education and Training Pathway

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



Public Service Endorsement

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



Public Service Endorsement

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

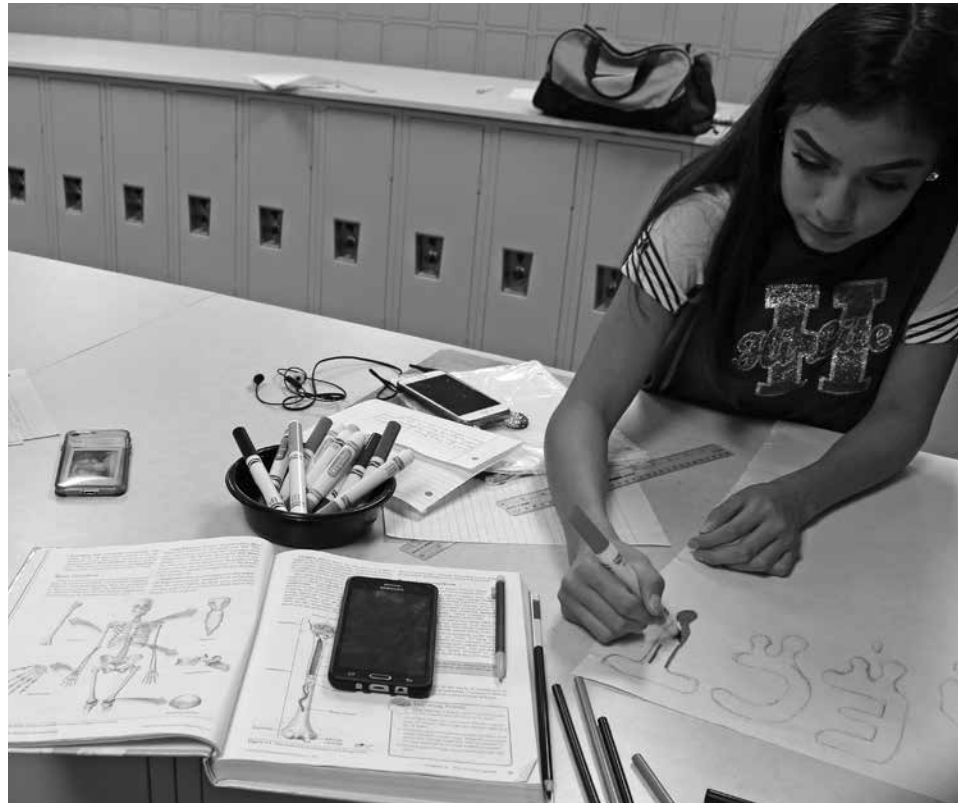
Offered In: 10–12

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.*



Public Service Endorsement

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.

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.

Course Name: Practicum in Health Science

James Reese Career and Technical Center
(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)

Clubs and Organizations

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

Industry Certifications

- 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



Public Service Endorsement

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
James Reese Career and Technical Center

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.



Public Service Endorsement

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; concurrent enrollment in Esthetics; completed application and acceptance required at the James Reese 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

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

Hot Jobs

INFORMATION TECHNOLOGY PROJECT MANAGER

15.78% Job Growth in Texas

\$90,573 Average Salary

LOGISTICIAN

15.6% Job Growth in Texas

\$86,161 Average Salary

JUNIOR RESERVE OFFICERS' TRAINING CORPS (JROTC)

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)**

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

- **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



Public Service Endorsement

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 *James Reese Career and Technical Center*

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)*

James Reese Career and Technical Center

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

James Reese Career and Technical Center

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 designed for students interested in post-secondary education and a career in the fire science and rescue field. Studies include familiarization with the Texas Commission on Fire Protection Rules and Regulations, fire fighter safety, the science of fire propagation and extinguishment and protective equipment. Students will demonstrate the ability to use equipment and participate in simulated activities.

Course Name: Firefighter II *(Advanced CTE Course)*

James Reese Career and Technical Center

Course: 2

Course Number: CLP100

Offered In: 12

Credits: 3

Level: Dual Credit

Prerequisites: Firefighter I; 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.*



Arts and Humanities Endorsement

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

—Adapted from the Texas Workforce Commission

Pathways

VISUAL ART

(drawing, painting, sculpture, ceramics, and digital art)

MUSIC

(band, orchestra, and choir)

THEATRE

(theatre, technical theatre, and theatre production)

DANCE

WORLD LANGUAGES

SOCIAL STUDIES



Visual Art Pathway

- Drawing
- Painting
- Sculpture
- Ceramics
- Digital art

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

Pathway Course Sequence

- Art I, Art II (Drawing I), Art III (Drawing II), Art IV (Drawing III) **OR**
AP Studio Art Drawing Portfolio
- Art I, Art II (Painting I), Art III (Painting II), Art IV (Painting III) **OR**
AP Studio Art 2D Design Portfolio
- Art I, Art II (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.



Music Pathway

• Band

• Orchestra

• Choir

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

MUSIC

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





Theatre Pathway

- Theatre
- Technical Theatre
- Theatre Production

Young children naturally express themselves by acting out real or imagined events. Theatre allows people to mimic and project stories to others, communicating meaning through narrative and metaphor. Performances may be funny, sad, moving, thought provoking and reflect a societies 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, Technical Theatre I, Technical Theatre II, Technical Theatre III
- 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, Principles of Dance II, Principles of Dance III, Principles of Dance IV
- Principles of Dance I or Dance Team I, Dance Team II, Dance Team III, Dance Team IV

Hot Jobs

CHOREOGRAPHERS

15.15% Growth Rate in Texas

\$64,157 Average Salary

RECREATION AND FITNESS STUDIES TEACHER, POSTSECONDARY

18.58% Growth Rate in Texas

\$62,972 Average Salary

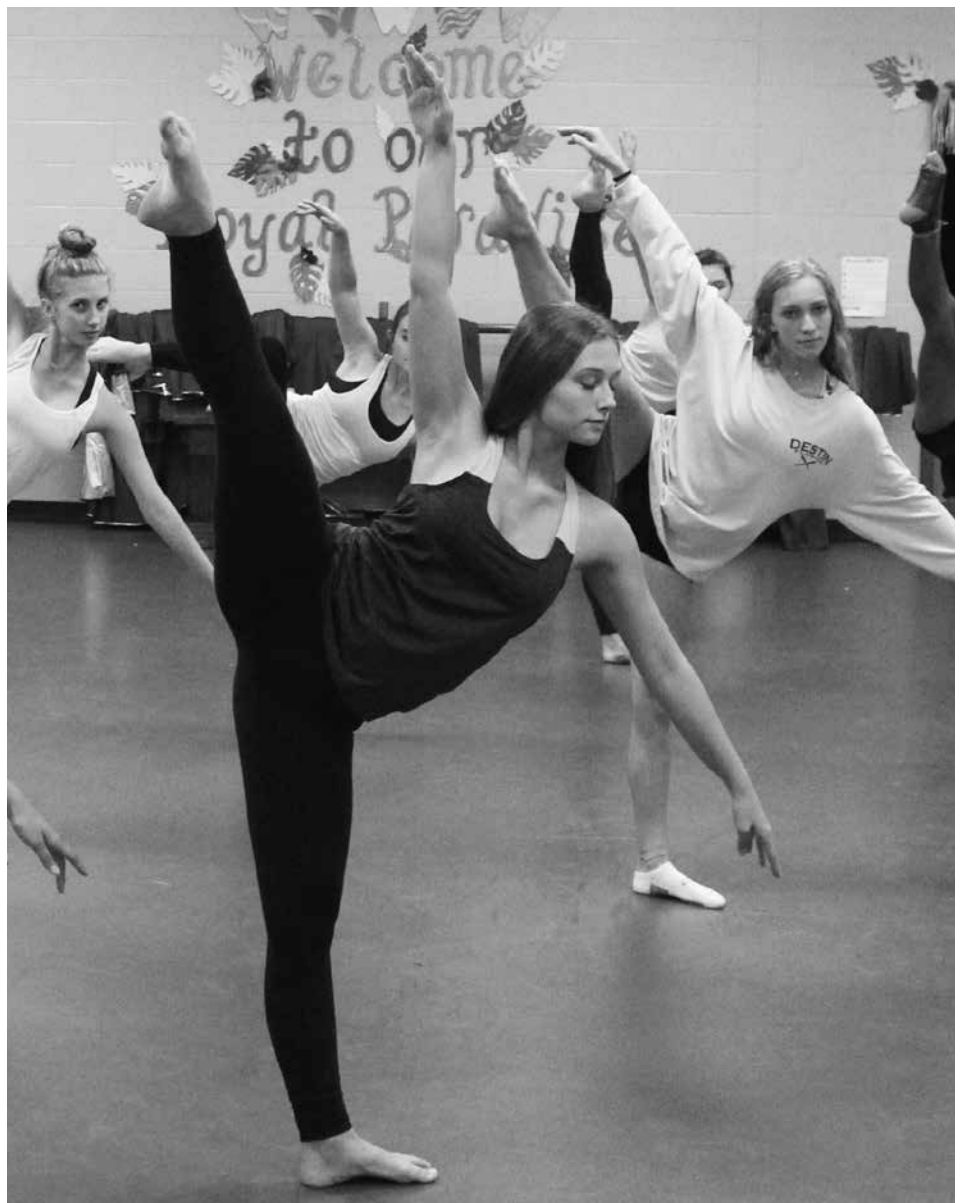
PRODUCER/DIRECTOR

22.56% Growth Rate in Texas

\$68,560 Average Salary

DANCE

Please go to the Fine Arts section of this guide, pages 86–87, for course descriptions.





World Languages Pathway

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

Pathway Course Sequence

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

Hot Jobs

INTERPRETERS AND TRANSLATORS

42.59% Growth Rate in Texas

\$51,600 Average Salary

INTELLIGENCE ANALYST

9% Growth Rate in Texas

\$79,970 Average Salary

INTERNATIONAL TRADE SPECIALIST

14% Growth Rate in Texas

\$95,710 Average Salary

WORLD LANGUAGES

Please go to the World Languages section of this guide, pages 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

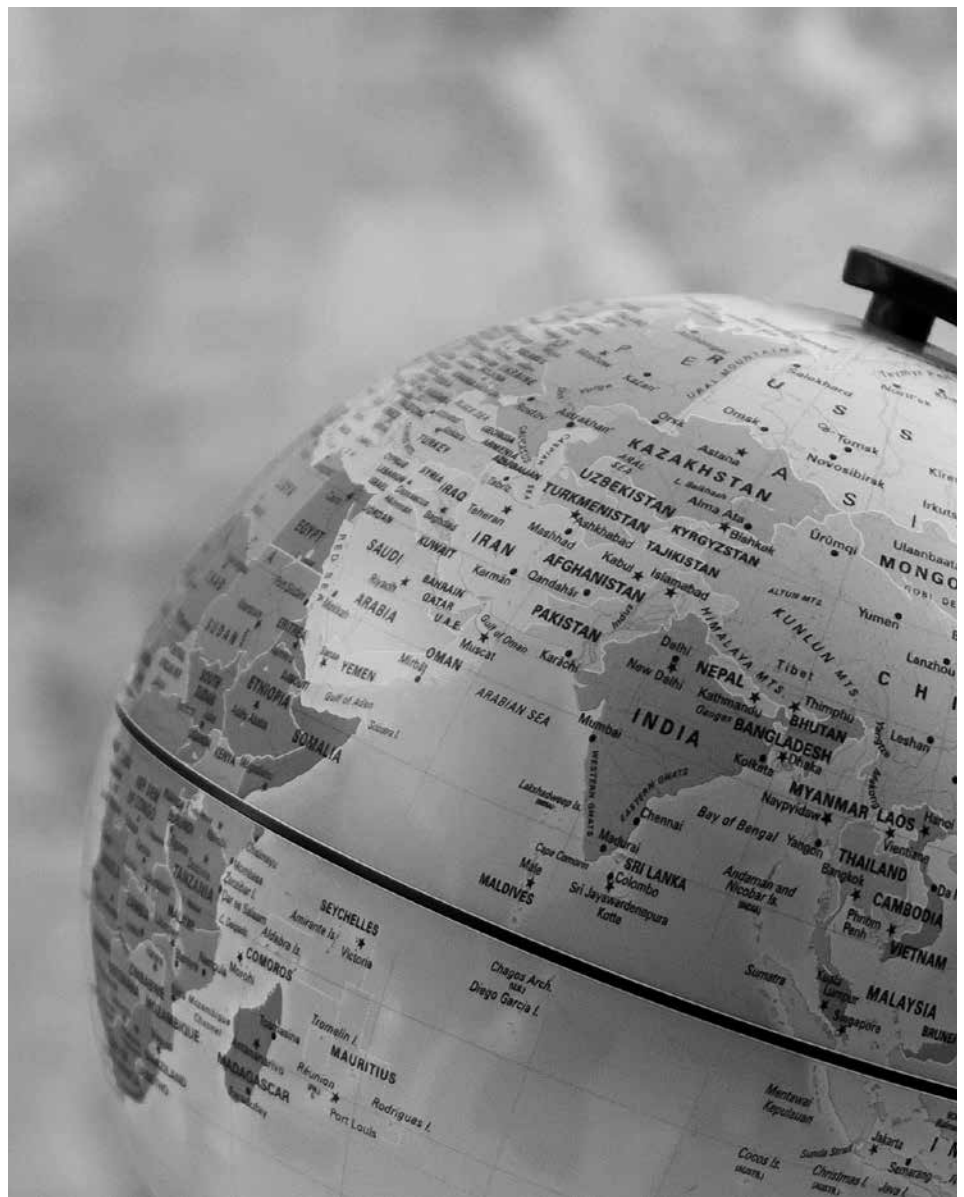
URBAN AND REGIONAL PLANNER

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 I 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

Courses: English Language Arts

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 Literature 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.

English IV — Dual Credit

Course Number: EL642

Offered in: 12 Credits: 1

Level: Dual Credit

Prerequisites: English III; meet TSI requirements

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.

College Prep ELA

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

Courses: English Language Arts

Sheltered Reading I — Newcomers

Course Number: ER213

Offered in: 9–12 Credits: 1

LEVEL: Beginner/Intermediate

Prerequisite: District ESL staff recommendation pending LPAC approval

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. Students enrolled in Journalism will learn journalistic traditions, research self-selected topics, write journalistic texts, and learn the principles of publishing.

Photojournalism

Course Number: EP113

Offered in: 9–12 Credits: 1

Level: On level

Prerequisites: 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.

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

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

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 general education with in-class support with or without modified content.

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

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

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

The content aligns to the general education curriculum as determined by the IEP.

Students receive alternate curriculum in general education with in-class support.

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

The content matches the general education curriculum as determined by the IEP.

Students receive instruction in the behavior support services class.

English in Specialized Setting (SAILS)

Credits: 1 per course

Prerequisite: ARD Committee decision

Course Numbers:

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

The content aligns to the general education curriculum as determined by the IEP.

Students receive alternate curriculum in the SAILS class.

English in Specialized Setting (FLASH)

Credits: 1 per course

Prerequisite: ARD Committee decision

Course Numbers:

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

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

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.*

Courses: Math

MATHEMATICS

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. Pre-AP Algebra 1 will include a more in depth study of the topics covered in Algebra 1. A strong emphasis is placed on increasing the development of critical thinking and problem solving skills. The intention of this course is to prepare students for AP level math course work.

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

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.

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. In Pre-AP Geometry, students will extend their work with proofs to include additional theorems and alternative proof approaches. This course is intended to prepare students for AP level course work.

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-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 statistic 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

Credits: 1 per course

Prerequisite: ARD Committee decision

Course Numbers:

SE521M Applied Algebra I

SE522M Applied Geometry

SE523M Applied MMA

SE524M Applied Algebraic Reasoning

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

SE521A Applied Algebra I AL

SE522A Applied Geometry AL

SE523A Applied MMA AL

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

MA215I Algebra I I

MA225I Geometry I

MA232I Algebra II I

MA235I MMA I

MA322I Advanced Quantitative Reasoning I

MA332I College Prep Math I

MA450I Statistics

MA556I Algebraic Reasoning I

**The content aligns to the general education curriculum as determined by the IEP. Students receive grade level curriculum in general education with in-class support with no modified content.*

MA215C Algebra I C

MA225C Geometry C

MA232C Algebra II C

MA235C MMA C

MA556C Algebraic Reasoning C

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

MA215A Algebra I AL

MA225A Geometry AL

MA235A MMA AL

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

SE821B Algebra I BC

SE822B Geometry BC

SE823B MMA BC

SE824B Algebra 2 BC

**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)

Credits: 1 per course

Prerequisite: ARD Committee decision

Course Numbers:

SE621 Algebra I AL EOC

SE622 Geometry AL

SE623 Problem Solving Math 1

SE625 Algebraic Reasoning AL

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

Math in Specialized Setting (FLASH)

Credits: 1 per course

Prerequisite: ARD Committee decision

Course Numbers:

SE921F Algebra I AL EOC

SE922F Geometry AL

SE925 Algebraic Reasoning AL

SE923F Problem Solving Math 1

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

Courses: Science

SCIENCE

Integrated Physics and Chemistry (IPC)

Course Number: SC312

Offered in: 9–10 Credits: 1

Level: On-Level

Prerequisites: none

IPC integrates the disciplines of physics and chemistry in topics such as force, motion, energy and matter. The use of technology and laboratory investigations is a primary focus in instruction. Student investigations will emphasize accurate observations, collection of data, data analysis, and the safe manipulation of laboratory apparatus and materials in the lab.

Biology

Course Number: SC322

Offered in: 9–10 Credits: 1

Level: On level

Prerequisites: none

Biology is the study of life. This course includes the study of the structures and functions of cells and viruses, metabolism and energy transformations in living organisms, comparative survey of life processes, diversity of life, nucleic acids and genetics, and the interdependence of organisms and their environment. Investigations emphasize process skill development and safe manipulation of laboratory apparatus and materials in the field and laboratory.

Biology Pre-AP

Course Number: SC321

Offered in: 9–10 Credits: 1

Level: Pre-AP/GT

Prerequisites: none

This course is for students who are highly motivated and interested in a rigorous science program. Pre-AP Biology covers the Biology curriculum and allows students to construct their own understanding through an inquiry-based approach while encouraging advanced skills, in-depth discussion, more comprehensive lab work and increased independent study. Class assignments and activities build on and expand higher-level thinking skills of analysis, synthesis, evaluation, and integrate units that promote scientific connections and connections with other disciplines.

Students are provided opportunities for extension and application of content and processes. Special projects are assigned during the year, which require individual research on the Internet or at a local library. Classroom presentations are expected. 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. 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.

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.

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 Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. 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. Laboratory investigations utilize computer applications when possible. The focus of this course is preparation for successful completion of the AP Physics I Exam in May.

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

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 – 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.*

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.*

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 and accepted HCC application

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 the structure and function of government and the development of political behaviors and philosophies, as well as an examination of current governmental issues and events. Successful completion of this course will provide students with college level GOVT-2305 American National Government which is accepted at most Texas colleges and universities,

as well as many-out-of state institutions. This course can be taken on an FBISD high school campus taught by an approved FBISD instructor or at a local community college. Please see "Dual Credit" sections for more information. Community college enrollment requirements, deadlines, and fees apply.

Economics with Emphasis on the Free Enterprise System and Its Benefits

Course Number: SS4521/SS4522

Offered in: 12 Credits: .5

Level: On level

Prerequisites: None

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 philosophies, as well as an examination of historical and recent economic events. Students must enroll, register, and pay any associated fees to the appropriate community college. Successful completion of this course will provide students with college level ECON-2301 Principles of Macroeconomics which is accepted at most Texas colleges and universities, as well as many out of state institutions. This course can be taken on an FBISD high school campus taught by an approved FBISD instructor or at a local community college. Please see "Dual Credit" sections for more information. Community college enrollment requirements, deadlines, and fees apply.

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 completed 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

Spanish I

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

Spanish II

Course Number: FL122
Offered in: 9–12 **Credits:** 1
Level: On level
Prerequisites: Spanish I

Spanish III

Course Number: FL132
Offered in: 9–12 **Credits:** 1
Level: On level
Prerequisites: Spanish II

Spanish III Pre-AP

Course Number: FL131
Offered in: 9–12 **Credits:** 1
Level: Pre-AP
Prerequisites: Spanish II

French I

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

French II

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

French III

Course Number: FL232
Offered in: 9–12 **Credits:** 1
Level: On Level
Prerequisites: French II

French III Pre-AP

Course Number: FL231
Offered in: 9–12 **Credits:** 1
Level: Pre-AP
Prerequisites: French II

German I

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

German I — Dual Credit

Course Number: FL311
Offered in: 9–12 **Credits:** 1
Level: Dual Credit/Pre-AP
Prerequisites: Meet TSI requirements

German II

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

German II — Dual Credit

Course Number: FL321
Offered in: 9–12 **Credits:** 1
Level: Dual Credit/Pre-AP
Prerequisites: Meet TSI requirements

German III

Course Number: FL332
Offered in: 9–12 **Credits:** 1
Level: On level
Prerequisites: German II

German III Pre-AP

Course Number: FL331
Offered in: 9–12 **Credits:** 1
Level: Pre-AP
Prerequisites: German II

Japanese I

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

Japanese II

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

Japanese III

Course Number: FL532
Offered in: 9–12 **Credits:** 1
Level: On level
Prerequisites: Japanese II

Japanese III Pre-AP

Course Number: FL531
Offered in: 9–12 **Credits:** 1
Level: Pre-AP
Prerequisites: Japanese II

Chinese I

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

Chinese II

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

Chinese III

Course Number: FL632
Offered in: 9–12 **Credits:** 1
Level: On level
Prerequisites: Chinese II or Chinese for Chinese Speakers

Chinese III Pre-AP

Course Number: FL631
Offered in: 9–12 **Credits:** 1
Level: Pre-AP
Prerequisites: Chinese II or Chinese for Chinese Speakers

Spanish for Spanish Speakers

Course Number: FL1021/FL1022
Offered in: 9–12 **Credits:** 2
Level: On level
Prerequisites: Screened for oral and written proficiency in Spanish. Apply through counselor.

Students who are heritage or native speakers of Spanish may receive credit for Spanish I and II upon successful completion of this course in one year. 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, writing, 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 to, 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 a 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 Japanese Language and Culture (Japanese IV – AP)

Course Number: FL541

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.

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.

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

Course Number: FL422

Offered in: 9–12 Credits: 1

Level: On level

Prerequisites: Latin I

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

Latin III

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 the College Entrance Examination Board (CEEB) Latin Achievement Test.

Latin III Pre-AP

Course Number: FL431

Offered in: 9–12 Credits: 1

Level: Pre-AP

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 will prepare students for Latin IV AP and the College Board Latin Exam.

Courses: World Languages

AP Latin (Latin IV – AP)

Course Number: FL441

Offered in: 9–12 Credits: 1

Level: AP

Prerequisites: Latin III

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

American Sign Language (ASL) I

Course Number: FL712

Offered in: 9–12 Credits: 1

Level: On level

Prerequisites: None

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 transferal 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: PMB01

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:

SE861 Health BC

SE800B Individual or Team Sports BC

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

Health in Specialized Setting (SAILS)

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 the SAILS class.*

Health in Specialized Setting (FLASH)

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 FLASH class.*

PE in Specialized Setting (SAILS)

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 the SAILS class.*

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 the FLASH class.*

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, contrast, 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: FA223

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. Advanced additive and subtractive methods will be explored as students continue to strengthen design skills and emphasis on form and space. All projects and works of art are to strengthen and develop the student's portfolio. Students continue to practice studio habits and time management

Art IV, Sculpture III

Course Number: FA442

Offered in: 12 Credits: 1

Level: On level

Prerequisites: Art III — Sculpture II

Art IV, Sculpture III is an independent study art class designed for the student interested in studying in-depth three-dimensional form and developing a personal style. Processes used in sculpture may include stone carving, metal casting, plaster carving, and wood and Plexiglas assemblages. All projects and works of art are to strengthen and develop the student's portfolio. The focus is to correspond and enhance the advanced placement three-dimensional course. Students will continue to practice studio habits and time management, creating individualization and independence.

Art II, Digital Art and Media I

Course Number: FA623

Offered in: 10–12 Credits: 1

Level: On level

Prerequisites: Art I

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 drawing. 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 digital portfolio of 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.

Courses: Fine Arts

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 advanced wind and percussion 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 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

Prerequisite: Selection 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. Participants are involved in numerous performances and competitions throughout the year. Placement in this course is by audition only. Students are required to purchase some materials and the cost may vary depending on the orchestra program and level of study.

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.

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 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.

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

Courses: Fine Arts

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.

Courses: Technology Applications

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 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 second 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 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

Students learn leadership skills in goal-setting, communication, peer listening, group dynamics, project planning and implementation. Techniques and skills needed to provide programs to their peers that increase motivation, self-esteem, and student involvement are investigated. An application to join the class must be submitted in the spring. Students learn mentoring skills and assist with mentoring of elementary age students. Students earn 1 state elective credit.

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 Placemet (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

SPECIALIZED HIGH SCHOOL PROGRAMS – ADDITIONAL COURSES

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 Connection 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:

SE570 Occupational Preparation I
SE5701 Occupational Preparation II
SE870 Occupational Preparation I BC
SE8701 Occupational Preparation II BC
SE871 General Employability Skills BC
SE571 Vocational Experience 1
SE572 Vocational Experience 2

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

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)

Transition (Adult Transition Services)

Credits: None—Non-graded

Prerequisite: ARD Committee

Recommendation

SE451 Transition
SE452 Transition
SE453 Transition
SE454 Transition

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

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.

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

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.

Sample career opportunities include:

Digital Marketer	Film Director	Product Developer
Animator	Broadcast Journalist	Video Editor
Web Developer	Graphic Designer	

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 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.

	9 th	10 th	11 th	12 th
1	Pre-AP English I	Pre-AP English II	AP English III	AP or DC English IV
2	World Geography	World History	US History	US Gov't and Macro-Econ
3	Algebra I	Geometry	Algebra II	Pre--Calculus
4	Biology	Chemistry	Physics I	Science Elective
5	Language I	Language II	Fine Arts Elective	PE
6	Pre-AP Computer Science	Elective	Elective	Health and Professional Communications
7	Principles of Arts, A/V Technology, Communications	Digital Media	Specialization: Graphic Design + Lab or A/V Production I + Lab	Specialization: Animation + Lab or A/V Production II + Lab

For more information, please visit <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.

Sample career opportunities include:

Engineer	Mathematician	Scientist
Software Developer	Researcher	Manager
Architect	Analyst	

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 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.

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

For more information, please visit <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.

Sample career opportunities include:

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

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.

	9 th	10 th	11 th	12 th
1	Pre-AP English I	Pre-AP English II	AP English III	AP or CN English IV
2	Pre-AP World Geography	AP World History	US History AP or CN	AP US Gov't and AP Econ
3	Algebra I	Geometry	Algebra II	Pre-Calculus
4	Biology	Chemistry	Physics I	4 th Science
5	Language I	Language II	Pre-AP Language III	AP Language IV
6	Health/Speech	Elective (1 sem) / Additional SS credit (1 sem) to be taken anytime	Global Business (1 sem) / AP Human Geography (1 sem)	Academy Capstone
7	Fine Arts	PE	Elective	Elective

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.



International Business and Marketing Academy

Travis High School

Integrity · Professionalism · Service

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

Sample career opportunities include:

Entrepreneur	Accountant	Stockbroker
Business Manager	Financial Analyst	Global Business
Marketing Executive	Sales Manager	

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.

	9 th	10 th	11 th	12 th
1	English I Pre-AP	English II Pre-AP	English III AP	English IV AP or CN
2	World Geography	World History	US History	US Gov't and AP/CN Economics
3	Algebra I Pre-AP	Geometry Pre-AP	Algebra II Pre-AP	Pre-Calculus Pre-AP
4	Biology	Chemistry	Physics I	4 th Science
5	Language I	Language II	Elective	Elective
6	Principles of Business, Marketing and Finance	BIM	Accounting	Focus Course: Business Law, Entrepreneurship, or Practicum (2 credits)
7	Fine Arts	PE	Global Business (1 sem) / Advertising (1 sem)	Elective

For more information, please visit <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.

Sample career opportunities include:

Medical Doctor	Mathematician	Scientist
Software Developer	Researcher	Engineer
Architect	Analyst	

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 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.

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

For more information, please visit <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.

Sample career opportunities include:

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

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.

	9 th	10 th	11 th	12 th
1	English I	English II	English III	English IV
2	World Geography	World History	US History	US Gov't. and Macroeconomics
3	Algebra I	Geometry	Algebra II	Pre-Calculus
4	Pre-AP Biology	Pre-AP Chemistry	AP Physics I	Science Elective (AP Level)
5	Language I	Language II	Fine Arts Elective	PE
6	Health and Professional Communications	Elective	Elective	Specialization: Medical Microbiology or Health Science Clinical
7	Principles of Health Science	Medical Terminology	Anatomy and Physiology	Specialization: Pathophysiology or Health Science Theory

For more information, please visit <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.

General Information

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.

Class Standing	Credits Required for Class Standings Minimum State Approved Units of Credit
Sophomore	6
Junior	12
Senior	18

Extracurricular Activity Participation

A student may participate in extracurricular activities at the beginning of the school year only if the student has earned the appropriate state credit.

Number of Years Completed in High School	Number State Credits At Beginning of School Year
1	5
2	10
3	15

Fitness Assessment

The Texas Education Code (TEC) §38.101 states that a school district must annually assess the physical fitness of students enrolled in grade 3–12 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:

Advanced Placement (AP)/ Beyond AP Courses	Pre-AP, Honors Courses, Dual Credit Courses	On Level Courses
Receives 10 point weight	Receive 5 point weight	Non-weighted

Example of a high school student's grades:

Physics (on level)	86 = 86 points
AP English III	94 = 104 points
US History Dual Credit	84 = 89 points
Athletics	100 = 100 points
Choir	100 = 100 points
Pre-AP Pre-Calculus	86 = 91 points
Journalism	94 = 94 points

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.

General 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.

AN APPLICATION HAS TO BE FILLED OUT AND SIGNED BY THE STUDENT, THE PARENT AND THE TEACHER.

Can a student exempt Cheerleading as a junior or senior?

Yes. If the student was a cheerleader as a sophomore, he/she can exempt the junior year. If the student becomes a cheerleader as a junior, he/she can exempt the senior year as a cheerleader.

What are the requirements for the Dance Team waiver?

If the student was a dance team member as a sophomore, he/she can exempt the junior year. If the student becomes a dance team member as a junior, he/she can exempt the senior year of the course.

If a student exempts a course during the junior year, but does not enroll in the same course during the senior year, does he/she lose the exempt status for the junior year?

No. Each year will stand alone.

What if a student drops the exempt course?

Students are expected to complete a full-year course for which a GPA exemption has been approved. In extenuating circumstances where a student is approved to drop a GPA-exempt course after the first semester is completed, the student receives the first-semester credit as GPA-exempt. However, the remaining .5 GPA exemption cannot be applied to another course during the second semester or the following year. The requested 1-point GPA exemption is considered to be fully

expended. If a student drops a full-year course for which a GPA exemption has been approved during the first semester, per established guidelines, the student enters a new course with no GPA exemption. In this case, the GPA exemption is available for use the following semester/year, if requested and approved according to established guidelines.

If a one-season athlete does not have an athletic program to enter in the spring semester of their senior year, may they exempt only one semester of the course?

Yes, in some cases the courses eligible for exemption are semester courses.

When do exemption requests have to be turned into the counselor?

Exemption requests, with all signatures affixed, have to be turned into the counselor by the end of the second (2nd) week of each semester.

Can a student take Art or Dance courses as GPA-exempt courses?

No. Art or Dance courses (other than dance team) are not offered as GPA-exempt courses for juniors and seniors. A freshman or junior varsity dance team course can be used as a prerequisite for the dance team exemption in the junior and/or senior year.

Assessment Programs

Students in FBISD participate in a variety of assessment programs. These include national, state, and locally-developed tests used to assess student achievement. At the state level, the State of Texas Assessment of Academic Readiness (STAAR) program includes students in grades 3–8 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, or call the Accountability and Assessment Department at (281) 634-1404.

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

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							
Credit awarded through Houston Community College (HCC) or Texas State Technical College (TSTC)							
IHE — Institution of Higher Education awarding college credit							
FBISD DC Course Number	FBISD Course Title	FBISD Credit	IHE Course Number	IHE Course Title	IHE Course Credit Hours	Eligible Grade Levels and Prerequisites	Comments
CLP090	Firefighter I	1	FRS1319	Firefighting I	3 (HCC)	Open to 11 th grade only	College credit awarded in spring semester
CLP100	Firefighter II	1	FRS1407	Firefighting II	3 (HCC)	Open to 12 th grade only	College credit awarded in spring semester
CTD090	Automotive Technology I	1	AUMT 1305 and AUMT 1310	Automotive Technology	6 (TSTC)	Open to 11 th grade only	AUMT-1305 is awarded 3 hours credit in the Fall and AUMT-1310 3 hours credit in the spring
CTD100	Advanced Automotive Technology II	1	AUMT 1416	Advanced Auto Tech	4 (TSTC)	Open to 12 th grade only	College credit awarded in spring semester, though is a full year course

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

Specialized Programs

AVID

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by the AVID Center, 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.

Specialized Programs

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. These grades will be included in calculating the on-level course grade and may impact UIL eligibility.

1. Students are expected to seek support when needed to be successful in a Pre-AP/AP course. Actions taken should include tutorials and conferencing with the teacher.
2. Requests to level down will be considered after the first three (3) weeks of school and only if space is available in the new class. Prior to requesting a change in level, the student and parent must have met with the teacher and put in place a plan for success. If the teacher and student feel the plan has been followed, and the student has completed all assignments, a request for a conference to discuss removal may be made.
3. Success in an AP or Pre-AP course is defined as having a grade of 75 or above. Students may not request a level change with the intent to improve their GPA. If the student levels down from a weighted

class to a non-weighted class, the exact grade from the weighted class shall transfer to the on-level course with no grade adjustments. In the case of failing grades, teachers may assign alternative assignments in order to fulfill a grade change of up to a 70.

4. Students who earn an F in a Pre-AP/AP course at the end of a grading period may be removed from the class unless otherwise recommended by the teacher and administrator. Students assigned to DAEP may lose their Pre-AP/AP class.
5. Students who elect to take an AP class for which there is no academic equivalent will be required to remain in the course until the end of the semester. (Credit and grade points will be assessed each semester.) Options for credit for AP courses with no academic equivalent which fulfill a graduation requirement may be limited and may negatively impact the student.

Special Education

The special education department offers identified students with disabilities opportunities to develop abilities in the least restrictive environment. Locally developed courses with significant content modifications are available for students with disabilities who demonstrate significant cognitive delay and whose needs cannot be met through state approved courses. The course sequence for special education students is determined by the ARD committee as the graduation plan for each student is developed.

Section 504 of the Rehabilitation Act of 1973

It is Fort Bend ISD's responsibility to identify and evaluate students who, within the intent of the Rehabilitation Act of 1973, Section 504 need accommodations or related aides and services in order to access a free and appropriate public education. A student who may need accommodations or specialized instruction within the intent of Section 504 may be one who:

- Has a physical or mental impairment that substantially limits one or more major life activities;
- Has a record of such impairment; or
- Is regarded as having such an impairment.

Parents who believe that they have a child who may qualify for accommodations or services should contact the child's school counselor or the campus 504 coordinator.

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.

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.

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

AHS @weraustingocntr
BHS @broncogoccr
CHS @CHSCCRCenter
DHS @vikes4thefuture
EHS @CCRElkinsHS

HHS @HHS_Canes
KHS @KHSCCRCenter
MHS @TMHS_CCR
RPHS @RPHS_CCR
THS @Tracks4Tigers
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.theccb.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.

College and Career Readiness



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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