

FORT BEND INDEPENDENT SCHOOL DISTRICT



# High School

Course Selection Guide  
2021–22

# Welcome to Students and Parents

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

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

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

Availability of courses listed in the program guide depends on student requests, staffing and other resources at each campus.

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

Additional information can be found on the Fort Bend ISD website, [www.fortbendisd.com](http://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?

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

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- ✓ 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 this guide.
- ✓ Challenge yourself with the most rigorous courses you can manage.



# Foundation Graduation Program Overview

Foundation-Only 22 Credits*	Foundation + Endorsements – 26 Credits	Distinguished Level of Achievement – 26 Credits
<ul style="list-style-type: none"> <li>• 4 credits English – ELA I, II, III, IV or one credit in any authorized advanced English course</li> <li>• 3 credits Mathematics – Algebra I, Geometry, one credit in any authorized advanced math course</li> <li>• 3 credits Science – Biology, IPC/ Chemistry/ Physics, and one credit in any authorized science course</li> <li>• 3 credits Social Studies – US History, Government, Economics, World Geography or World History</li> <li>• 2 credits World Language or Computer Science (level I and level II)</li> <li>• 1 credit Physical Education</li> <li>• 1 credit Fine Arts</li> <li>• .5 credit Health (FBISD)</li> <li>• .5 credit Speech (FBISD)</li> <li>• 4 credits in electives (may include CTE or certification courses)</li> </ul> <p>*Students may opt to Foundation-only after completing sophomore year with parent and campus approval.</p>	<ul style="list-style-type: none"> <li>• 4 credits English – ELA I, II, III, IV or one credit in any authorized advanced English course</li> <li>• 4 credits Mathematics – Algebra I, Geometry, two credits in any authorized advanced math course</li> <li>• 4 credits Science – Biology, IPC/ Chemistry/ Physics, and two credits in any authorized science course</li> <li>• 3 credits Social Studies – US History, Government, Economics, World Geography or World History</li> <li>• 2 credits World Language or Computer Science (level I and level II)</li> <li>• 1 credit Physical Education</li> <li>• 1 credit Fine Arts</li> <li>• .5 credit Health (FBISD)</li> <li>• .5 credit Speech (FBISD)</li> <li>• 6 credits in electives (may include CTE or certification courses)</li> <li>• Credit requirements specific to at least one endorsement</li> </ul>	<ul style="list-style-type: none"> <li>• 4 credits English – ELA I, II, III, IV or one credit in any authorized advanced English course</li> <li>• 4 credits Mathematics – Algebra I, Geometry, Algebra II**, one credit in any authorized advanced math course</li> <li>• 4 credits Science – Biology, IPC/ Chemistry/ Physics, and two credits in any authorized science course</li> <li>• 3 credits Social Studies – US History, Government, Economics, World Geography or World History</li> <li>• 2 credits World Language or Computer Science (level I and level II)</li> <li>• 1 credit Physical Education</li> <li>• 1 credit Fine Arts</li> <li>• .5 credit Health (FBISD)</li> <li>• .5 credit Speech (FBISD)</li> <li>• 6 credits in electives (may include CTE or certification courses)</li> <li>• Credit requirements specific to a least one endorsement</li> </ul>
<p>**While a student is not required by state law (Texas Education Code, Section 28.025) to successfully complete Algebra II as a requirement for high school graduation, a student may not earn the distinguished level of achievement or be eligible for automatic admission to a Texas public college or university if the student does not successfully complete high school Algebra II. In addition, many colleges and universities require Algebra II as an admission requirement even if the student is not in the top 10% of their class. For more information, please visit the FBISD website: <a href="https://www.fortbendisd.com/Page/984">https://www.fortbendisd.com/Page/984</a></p>		

## Endorsements, Programs and Pathways

STEM	Business and Industry	Public Service	Arts and Humanities	Multidisciplinary Studies
<ul style="list-style-type: none"> <li>• Math</li> <li>• Science</li> <li>• STEM</li> </ul>	<ul style="list-style-type: none"> <li>• Agriculture, Food, and Natural Resources</li> <li>• Architecture and Construction</li> <li>• Arts, Audio/Video Technology, and Communications</li> <li>• Business, Marketing, and Finance</li> <li>• Hospitality and Tourism</li> <li>• Information Technology</li> <li>• Manufacturing</li> <li>• Transportation, Distribution, and Logistics</li> <li>• English — Journalism and Debate</li> </ul>	<ul style="list-style-type: none"> <li>• Education and Training</li> <li>• Health Science</li> <li>• Human Services</li> <li>• Junior Reserve Officers' Training Corps (JROTC)</li> <li>• Law and Public Service</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Art (drawing, painting, sculpture, ceramics, and digital art)</li> <li>• Music (band, orchestra, choir)</li> <li>• Theatre (theatre, technical theatre, and theatre production)</li> <li>• Dance</li> <li>• World Languages</li> <li>• Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>• 4x4</li> <li>• Advanced Courses</li> <li>• AP/IB/Dual Credit</li> </ul>

### State Assessments Required for Graduation

English I  
English II  
Algebra I

US History  
Biology

### Performance Acknowledgments

- Outstanding performance: Dual credit coursework; bilingualism/biliteracy; college AP or IB exam; PSAT, ACT-Plan, SAT or ACT

- Certification: nationally or internationally recognized business or industry certificate or license

For more information, see page 7.

# Distinguished Level of Achievement

## Texas Education Agency Graduation Toolkit

### Distinguished Level of Achievement – *Benefits*

#### Choices determine options

Most of the 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

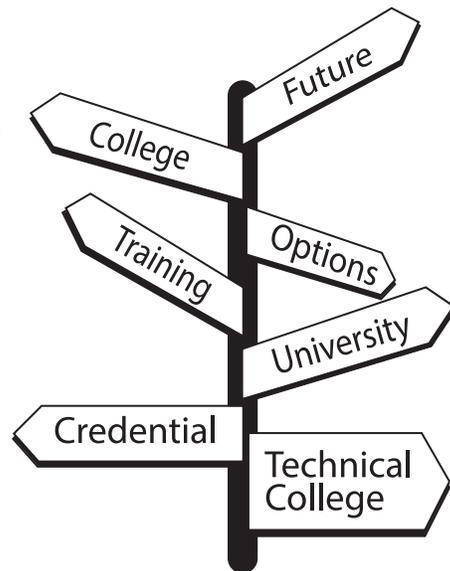
[www.tea.state.tx.us](http://www.tea.state.tx.us)

Texas Higher Education Coordinating Board

[www.theccb.state.tx.us](http://www.theccb.state.tx.us)

Texas Workforce Commission

[www.twc.state.tx.us](http://www.twc.state.tx.us)



# 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.

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

The amendments allow a student enrolled in a special education program to earn an endorsement on the student's transcript by successfully completing, with or without modification of the curriculum:

- The curriculum requirements identified by the State Board of Education (SBOE) found under Subsection (a) of this statute;
- The additional endorsement curriculum requirements prescribed by the SBOE under Subsection (c-2) of this statute; and
- All curriculum requirements for that endorsement adopted by the SBOE without modification, or with modification provided that the curriculum, as modified, is sufficiently rigorous as determined

by the student's admission, review, and dismissal (ARD) committee. Likewise, the ARD committee determines whether the student is required to achieve satisfactory performance on an end-of-course assessment instrument to earn an endorsement on the student's transcript.

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 or after graduate under the Foundation High School Program. This graduation plan consists of 22 credits plus the addition of one Endorsement for a total of 26 credits.

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

Students in the Fort Bend Independent School District select their Endorsement in their 8th grade year during the career planning/course selection process. In middle school, students complete the Career Cluster Inventory in 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. Program options in FBISD include:

## **STEM**

- STEM
- Math
- Science

## **BUSINESS AND INDUSTRY**

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

## **Public Service**

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

## **Arts and Humanities**

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

## **Multidisciplinary Studies**

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

# 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 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

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

—Adapted from the Texas Workforce Commission

### Pathways

ENGINEERING  
PROGRAMMING AND SOFTWARE  
DEVELOPMENT  
MATHSCIENCE



# STEM Endorsement

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## Engineering Program

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

### Pathway Course Sequence

- Introduction to Engineering Design
- Engineering Science
- Civil Engineering and Architecture
- Engineering Design and Development

### Pathway Course Sequence (Academy)

- Introduction to Engineering Design
- Engineering Science
- Aerospace Engineering AND Civil Engineering and Architecture
- Engineering Design and Development

### Clubs and Organizations

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

### Industry Certifications

- AUTODESK-INVENTOR**
- AUTODESK – REVIT**
- OSHA – CONSTRUCTION**

### Hot Jobs

- INDUSTRIAL ENGINEERS**  
10% JOB GROWTH IN TEXAS  
**\$97,074** AVERAGE SALARY
- AEROSPACE ENGINEERS**  
9% JOB GROWTH IN TEXAS  
**\$110,843** AVERAGE SALARY
- MECHANICAL ENGINEERS**  
11% JOB GROWTH IN TEXAS  
**\$91,707** AVERAGE SALARY

## ENGINEERING

### 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.

### Engineering Science

*(Advanced CTE Course)*

**Course:** 2

**Course Number:** CST200

**Offered In:** 10–12

**Credits:** 1

**Level:** AP

**Prerequisites:** Introduction to Engineering Design; Algebra I and Biology; currently enrolled in Chemistry, Integrated Physics and Chemistry (IPC), or Physics

**Description:** Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. This course aligns to an industry certification available to all students.

### Civil Engineering and Architecture

*(Advanced CTE Course)*

**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.

### Engineering Design and Development

*(Advanced CTE Course)*

**Course:** 4

**Course Number:** CST270

**Offered In:** 12

**Credits:** 1

**Level:** AP

**Prerequisites:** Civil Engineering and Architecture

**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.

## ENGINEERING (ACADEMY)

### Introduction to Engineering Design

**Course:** 1

**Course Number:** CST190

**Offered In:** 9–11

**Credits:** 1

**Level:** On Level

**Prerequisites:** Completed application and acceptance required at the Engineering Academy

**Description:** Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. Working both individually and in teams, students will design solutions to a variety of problems using 3D modeling software and use of an engineering notebook to document their work. This course aligns to an industry certification available to all students.

### Engineering Science

*(Advanced CTE Course)*

**Course:** 2

**Course Number:** CST200

**Offered In:** 10–12

**Credits:** 1

**Level:** AP

**Prerequisites:** Introduction to Engineering Design; Algebra I and Biology; Currently enrolled in Chemistry, Integrated Physics and Chemistry (IPC), or Physics ; Completed application and acceptance required at the Engineering Academy

**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.

### Civil Engineering and Architecture

*(Advanced CTE Course)*

**Course:** 3

**Course Number:** CST220

**Offered In:** 11–12

**Credits:** 1

**Level:** AP

**Prerequisites:** Engineering Science; currently enrolled in Geometry or higher-level math; Concurrent enrollment in Aerospace Engineering; Completed application and acceptance required at the Engineering Academy

**Description:** This course provides an overview into the fields of Civil Engineering and Architecture as students use state-of-the-art software to solve real world problems and communicate solutions to hands-on projects and activities. Learners in this class are introduced to project planning, building design, site planning, and project documentation and presentation. This course aligns to an industry certification available to all students.

## Aerospace Engineering

*(Advanced CTE Course)*

**Course:** 3

**Course Number:** CST210

**Offered In:** 11–12

**Credits:** 1

**Level:** AP

**Prerequisites:** Engineering Science and Geometry or higher-level math; Concurrent enrollment in Civil Engineering and Architecture; 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.

## Engineering Design and Development

*(Advanced CTE Course)*

**Course:** 4

**Course Number:** CST270

**Offered In:** 11–12

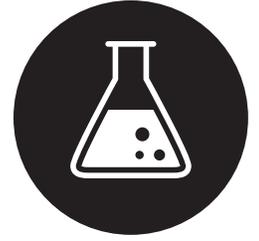
**Credits:** 1

**Level:** AP

**Prerequisites:** Aerospace Engineering ; Civil Engineering and Architecture. Completed application and acceptance required at the Engineering Academy.

**Description:** The knowledge and skills students acquire throughout PLTW Engineering come together in Engineering Design and Development as they identify an issue to research, design, and test a solution to present to a panel of engineers. Students apply the professional skills they have developed by taking their project from design to completion, proving themselves ready to take on any post-secondary program or career.





# Computer Science Program

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

## Programming and Software Development Pathway Course Sequence

- Fundamentals of Computer Science
- Computer Science I
- AP Computer Science Principles
- AP Computer Science A

## 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

ORACLE CERTIFIED ASSOCIATION  
JAVA SE 8 PROGRAMMER  
SWIFT PROGRAMMING

## 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, SYSTEMS SOFTWARE**  
25% JOB GROWTH IN TEXAS  
\$103,334 AVERAGE SALARY  
.....  
**COMPUTER NETWORK ARCHITECT**  
9% JOB GROWTH IN TEXAS  
\$111,633 AVERAGE SALARY

## PROGRAMMING AND SOFTWARE DEVELOPMENT PATHWAY COURSE SEQUENCE

### Computer Science I

---

**Course:** 2

**Course Number:** CST290

**Offered In:** 9–11

**Credits:** 1

**Level:** AAC (*Formerly known as Pre-AP*)

**Prerequisites:** Algebra I; Fundamentals of Computer Science

**Description:** The focus of this course is to develop foundational computational practices and computer programming designs that support an inquiry approach to solving problems and creating artifacts. This course may be used to satisfy LOTE requirement for graduation.

### AP Computer Science Principles

---

**Course:** 3

**Course Number:** CST300

**Offered In:** 10–12

**Credits:** 1

**Level:** AP

**Prerequisite:** Computer Science I

**Description:** AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career. This course may be used to satisfy LOTE requirement for graduation.

### AP Computer Science A

*(Advanced CTE Course)*

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**Course:** 4

**Course Number:** TA520/TA521

**Offered In:** 10–12

**Credits:** 2

Students in the Class of 2024 and beyond will receive only one GPA weighted credit

**Level:** AP

**Prerequisites:** Algebra I; Fundamentals of Computer Science; Computer Science I and AP Computer Science Principles

**Description:** 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 one credit of Advanced Math and one credit of LOTE requirement for graduation.

### Fundamentals of Computer Science

---

**Course:** 1

**Course Number:** CST280

**Offered In:** 9–11

**Credits:** 1

**Level:** On level

**Prerequisite:** None

**Description:** Fundamentals of Computer Science will foster student creativity and innovation by presenting opportunities to design, implement, and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will work with HTML, Scratch, Python, or JavaScript programming languages.



## 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 64, for course descriptions.



## STEM Endorsement

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# 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 68, for course descriptions.





## Business and Industry Endorsement

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

—Adapted from the Texas Workforce Commission

### Programs

AGRICULTURE, FOOD, AND  
NATURAL RESOURCES

ARCHITECTURE AND  
CONSTRUCTION

ARTS, AUDIO/VIDEO TECHNOLOGY,  
AND COMMUNICATIONS

BUSINESS, MARKETING,  
AND FINANCE

HOSPITALITY AND TOURISM

INFORMATION TECHNOLOGY

MANUFACTURING

TRANSPORTATION, DISTRIBUTION,  
AND LOGISTICS

ENGLISH — JOURNALISM  
AND DEBATE



## Agriculture, Food, and Natural Resources Program

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

### Industry Certifications

**CERTIFIED VETERINARIAN ASSISTANT, 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

### Non-Pathway Course Option

- Floral Design

### Animal Science Pathway Course Sequence

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

### Clubs and Organizations

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

## AGRICULTURE, FOOD, AND NATURAL RESOURCES

### Principles of Agriculture, Food, and Natural Resources

**Course:** 1

**Course Number:** CAG010

**Offered In:** 9–11

**Credits:** 1

**Level:** On Level

**Prerequisites:** None

**Description:** In this introductory course, students will understand the significance of the Agriculture, Food, and Natural Resource industry. Classroom instruction includes the study of technical skills related to plant, soil, and animal systems as well as an understanding of food production and structural systems. Students also learn about agriculture organizations, leadership skills, and career development.

### Small Animal Management

*(Fall Semester Only)*

**Course:** 2

**Course Number:** CAG030

**Offered In:** 10–12

**Credits:** 0.5

**Level:** On Level

**Prerequisites:** Principles of Agriculture, Food, and Natural Resources

**Description:** To prepare for careers in the field of animal science, students will learn skills related to small animals and their management. The study of small mammal systems, animal health and welfare, and industry career opportunities are an emphasis of this course.

### Equine Science

*(Spring Semester Only)*

**Course:** 2

**Course Number:** CAG040

**Offered In:** 10–12

**Credits:** 0.5

**Level:** On Level

**Prerequisites:** Principles of Agriculture, Food, and Natural Resources

**Description:** Students will acquire knowledge and skills related to equine animals and their care. Learned topics include the study of various species and breeds, equine body systems, nutrition, health, and management.

## Livestock Production

*(Advanced CTE Course)*

**Course:** 3

**Course Number:** CAG020

**Offered In:** 11–12

**Credits:** 1

**Level:** On Level

**Prerequisites:** Small Animal Management and Equine Science

**Description:** Students will develop knowledge and skills pertaining to the nutrition, reproduction, and health of production animals. The study of livestock management including animal physiology and care are covered throughout this course.

## Advanced Animal Science

*(Advanced CTE Course)*

**Course:** 4

**Course Number:** CAG060

**Offered In:** 12

**Credits:** 1

**Level:** On Level

**Prerequisites:** Biology and Chemistry or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; Livestock Production; At least 3 credits in Animal Science Pathway

**Description:** Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction allows for the application of scientific and technological aspects of animal science through field and laboratory experiences. \*This CTE course counts as a Science credit.

## Veterinary Medical Applications + Lab

*(Advanced CTE Course)*

*James Reese Career and Technical Center*

**Course:** 4

**Course Number:** CAG320

**Offered In:** 12

**Credits:** 2

**Level:** On Level

**Prerequisites:** Livestock Production; Completed application and acceptance to the James Reese Career and Technical Center

**Description:** This lab-based course introduces students to veterinary medicine and other animal science industries. Students 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.

## NON-Pathway COURSE

### Floral Design

**Course Number:** CAG190

**Offered In:** 9–12

**Credits:** 1

**Level:** On Level

**Prerequisites:** None

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



## 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
- OSHA 30
- HVAC LEVEL I
- PLUMBING TECH LEVEL I
- ELECTRICAL TECH LEVEL I

## Hot Jobs

- ARCHITECTS**  
16% JOB GROWTH IN TEXAS  
\$77,043 AVERAGE SALARY

---

- PLUMBERS AND PIPEFITTERS**  
23% JOB GROWTH IN TEXAS  
\$44,928 AVERAGE SALARY

---

- ELECTRICIANS**  
21% JOB GROWTH IN TEXAS  
\$44,013 AVERAGE SALARY

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- HVAC TECHNICIAN**  
26% JOB GROWTH IN TEXAS  
\$45,407 AVERAGE SALARY

# Architecture and Construction Program

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

## Architectural Design Pathway Course Sequence

- Principles of Architecture
- Architectural Design I
- Architectural Design II
- Career Preparation I (James Reese Career and Technical Center)

## Plumbing and Pipefitting Pathway Course Sequence

- Principles of Construction (James Reese Career and Technical Center)
- Plumbing Technology I (James Reese Career and Technical Center)
- Plumbing Technology II (James Reese Career and Technical Center)

## HVAC and Sheet Metal Pathway Course Sequence

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

## Electrical Pathway Course Sequence

- Principles of Construction (James Reese Career and Technical Center)
- Electrical Technology I (James Reese Career and Technical Center)
- Electrical Technology II (James Reese Career and Technical Center)

## ARCHITECTURAL DESIGN

### Principles of Architecture

**Course:** 1

**Course Number:** CAC010

**Offered In:** 9–11

**Credits:** 1

**Level:** On Level

**Prerequisites:** None

**Description:** Principles of Architecture provides an overview of the various fields of architecture, interior design, and construction management. Classroom studies include topics such as safety, technology applications, environment, ethical and legal responsibility, employability skills, and career development. Problem solving, critical thinking, and reading technical drawings are emphasized throughout the course.

### Architectural Design I

**Course:** 2

**Course Number:** CAC070

**Offered In:** 10–12

**Credits:** 1

**Level:** On Level

**Prerequisites:** Principles of Architecture, Algebra I, and English I

**Description:** Continue the path toward a career in architecture, drafting, interior design, or landscape architecture with the experience earned through this course. Students will draft blueprints and architectural drawings and renderings to create residential and nonresidential scaled models. This course aligns to an industry certification available to all students.

### Architectural Design II

*(Advanced CTE Course)*

**Course:** 3

**Course Number:** CAC080

**Offered In:** 11–12

**Credits:** 2

**Level:** On Level

**Prerequisites:** Architectural Design I and Geometry

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

### Career Preparation I

*(Advanced CTE Course)*

*James Reese Career and Technical Center*

**Course:** 4

**Course Number:** CTE520

**Offered In:** 12

**Credits:** 2

**Level:** On Level

**Prerequisites:** Architectural Design II; Completed application and acceptance required at the James Reese Career and Technical Center; Completed application and acceptance into Career Preparation I; At least 16 years old; Personal transportation to training sites; Required summer orientation

**Description:** The Career Preparation I course provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

## ELECTRICAL

### Principles of Construction

*James Reese Career and Technical Center*

**Course:** 1

**Course Number:** CAC020

**Offered In:** 11–12

**Credits:** 1

**Level:** On Level

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

**Description:** Learn the fundamentals of the construction and skilled craft industry through this hands-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.

### Electrical Technology I

*James Reese Career and Technical Center*

**Course:** 1

**Course Number:** CAC220

**Offered In:** 11–12

**Credits:** 1

**Level:** On Level

**Prerequisites:** Concurrent enrollment in Principles of Construction; Completed application and acceptance required at the James Reese Career and Technical Center

**Description:** In Electrical Technology I, students will gain knowledge and skills needed to enter the workforce as an electrician or building maintenance supervisor, prepare for a postsecondary degree in a specified field of construction or construction management, or pursue an approved apprenticeship program. Students will acquire knowledge and skills in safety, electrical theory, tools, codes, installation of electrical equipment, and the reading of electrical drawings, schematics, and specifications.

### Electrical Technology II

*(Advanced CTE Course)*

*James Reese Career and Technical Center*

**Course:** 2

**Course Number:** CAC230

**Offered In:** 12

**Credits:** 2

**Level:** On Level

**Prerequisites:** Principles of Construction and Electrical Technology I; Completed application and acceptance to the James Reese Career and Technical Center

**Description:** In Electrical Technology II, students will gain advanced knowledge and skills needed to enter the workforce as an electrician, a building maintenance technician, or a supervisor; prepare for a postsecondary degree in a specified field of construction or construction management; or pursue an approved apprenticeship program. Students will acquire knowledge and skills in safety, electrical theory, tools, codes, installation of electrical equipment, alternating current and direct current motors, conductor installation, installation of electrical services, and electric lighting installation.

## HVAC AND SHEET METAL

### Principles of Construction

*James Reese Career and Technical Center*

**Course:** 1

**Course Number:** CAC020

**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:** Learn the fundamentals of the construction and skilled craft industry through this hand-on learning course. Students gain knowledge of construction safety, construction mathematics, and the practical application of hand and power tools. This course also develops a student's interpretation and understanding of construction drawings.

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

*James Reese Career and Technical Center*

**Course:** 1

**Course Number:** CAC240

**Offered In:** 11-12

**Credits:** 1

**Level:** On Level

**Prerequisites:** Concurrent enrollment in Principles of Construction; 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 apprenticeship program. Students will also acquire skills in safety, principles of HVAC theory, use of tools and codes, and installation of HVAC and refrigeration equipment. This course aligns to an industry certification available to all students.

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

*(Advanced CTE Course)*

*James Reese Career and Technical Center*

**Course:** 2

**Course Number:** CAC250

**Offered In:** 12

**Credits:** 2

**Level:** On Level

**Prerequisites:** Principles of Construction and Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology I; Completed application and acceptance to the James Reese Career and Technical Center

**Description:** In Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology II, students will gain advanced knowledge and skills needed to enter the industry as HVAC and refrigeration technicians or building maintenance technicians or supervisors, prepare for a postsecondary degree in a specified field of construction or construction management, or pursue an apprenticeship program. Students will acquire knowledge and skills in safety, electrical theory, use of tools, codes, installation of commercial HVAC equipment, heat pumps, troubleshooting techniques, various duct systems, and maintenance practices. This course aligns to an industry certification available to all students.

## PLUMBING AND PIPEFITTING

### Principles of Construction

*James Reese Career and Technical Center*

**Course:** 1

**Course Number:** CAC020

**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:** 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.

### Plumbing Technology I

*James Reese Career and Technical Center*

**Course:** 1

**Course Number:** CAC260

**Offered In:** 11-12

**Credits:** 1

**Level:** On Level

**Prerequisites:** Concurrent enrollment in Principles of Construction; 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. This course aligns to an industry certification available to all students.

### Plumbing Technology II

*(Advanced CTE Course)*

*James Reese Career and Technical Center*

**Course:** 2

**Course Number:** CAC270

**Offered In:** 12

**Credits:** 2

**Level:** On Level

**Prerequisites:** Principles of Construction and Plumbing Technology I; Completed application and acceptance required at the James Reese Career and Technical Center

**Description:** In Plumbing Technology II, students will gain the advanced knowledge and skills needed to enter the industry as a plumber, building maintenance technician, or supervisor or prepare for a postsecondary degree in mechanical engineering. Students will acquire knowledge and skills in plumbing codes, industry workplace basics, and employer/customer expectations, including tool and jobsite safety, advanced plumbing mathematics, commercial drawings, basic electricity, hanger installation, supports and structural penetrations, roof drains, fixture installation, valves and faucets, and oxy-fuel safety. Students will also learn about setup, cutting, brazing, welding, and water system sizing; gas, drain, waste, and vent installation and testing; and water heater installation. This course aligns to an industry certification available to all students.



# Arts, Audio/Video Technology, and Communications Program

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

## Non-Pathway Course Option

- Professional Communications

## Digital Communications Pathway Course Sequence

- Principles of Arts, Audio/Video Technology, and Communications
- Audio/Video Production I + Lab (James Reese Career and Technical Center)
- Audio/Video Production II + Lab (James Reese Career and Technical Center)

## Design and Multimedia Arts Pathway Course Sequence (Academy)

- Principles of Arts, Audio/Video Technology, and Communications
- Graphic Design and Illustration I + Lab
- Graphic Design and Illustration II + Lab

## 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 ASSOCIATE (ACA) – ADOBE ILLUSTRATOR**

**ADOBE CERTIFIED ASSOCIATE (ACA) – ADOBE PHOTOSHOP**

**ADOBE CERTIFIED ASSOCIATE (ACA) – ADOBE PREMIERE PRO**

**SOUTHWEST AIRLINES PROFESSIONAL COMMUNICATIONS CERTIFICATION**

## Hot Jobs

### **GRAPHIC DESIGNERS**

**15% JOB GROWTH IN TEXAS**

**\$44,824 AVERAGE SALARY**

.....

### **MULTIMEDIA ARTISTS AND ANIMATORS**

**21% JOB GROWTH IN TEXAS**

**\$67,392 AVERAGE SALARY**

## ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS

### 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.

### 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.

### 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 Career and Technical Center

**Description:** Students develop an advanced understanding of the industry with a focus on pre-production, production, and post-production activities. Technical skills are strengthened and expanded using professional and consumer video cameras, broadcast equipment, and editing

software. Advanced storyboarding, project management, teamwork, and project evaluation skills are also learned.

## DESIGN AND MULTIMEDIA ARTS PATHWAY COURSE SEQUENCE (ACADEMY)

### Principles of Arts, Audio/Video Technology, and Communications

**Course:** 1

**Course Number:** CAT010

**Offered In:** 9–11

**Credits:** 1

**Level:** On Level

**Prerequisites:** None; Completed application and acceptance required at the Digital Media Academy

**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.

### Graphic Design and Illustration I + Lab

**Course:** 2

**Course Number:** CAT150

**Offered In:** 10–11

**Credits:** 2

**Level:** On Level

**Prerequisites:** Principles of Arts, Audio/Video Technology, and Communications; 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. This course aligns to an industry certification available to all students.

### Graphic Design and Illustration II + Lab

*(Advanced CTE Course)*

**Course:** 3

**Course Number:** CAT170

**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:** Students will develop an advanced understanding of the graphic design industry with a focus on mastery of content knowledge and skills. The student applies technology application for writing and publishing art and graphic design projects. In this lab-based course, students actively participate in individual and team projects.

## NON-Pathway COURSE

### Professional Communications

**Course Number:** CAT380

**Offered In:** 9–12

**Credits:** 0.5

**Level:** On Level

**Prerequisites:** None

**Description:** Professional Communications blends written, oral, and graphic communication in a career-based environment. In this course students will read, write, edit, speak, and listen. Students will use software applications, manipulate graphics within documents and presentations, and conduct internet research to improve their interpersonal skills in a professional setting. This course aligns to an industry certification available to all students. \*This CTE course fulfills the local graduation speech requirement.



## Business, Marketing, and Finance Program

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

### Non-Pathway Course Option

- Securities and Investments

### Business Management Pathway Course Sequence

- Principles of Business, Marketing, and Finance
- Business Information Management I
- Business Management
- Career Preparation I (James Reese Career and Technical Center)

### Business Management Pathway Course Sequence (Academy)

- Principles of Business, Marketing, and Finance
- Business Information Management I AND Business Law
- Global Business AND Virtual Business
- Business Management AND Entrepreneurship

### Marketing and Sales Pathway Course Sequence

- Principles of Business, Marketing, and Finance
- Business Information Management I
- Sports and Entertainment Marketing AND Advertising
- Career Preparation I (James Reese Career and Technical Center)

## 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**

## Hot Jobs

**ADMINISTRATIVE SERVICE MANAGERS**

**21% JOB GROWTH IN TEXAS**

**\$96,138 AVERAGE SALARY**

**MANAGEMENT ANALYSIS**

**32% JOB GROWTH IN TEXAS**

**\$87,651 AVERAGE SALARY**

**GENERAL AND OPERATIONS MANAGERS**

**20% JOB GROWTH IN TEXAS**

**\$107,640 AVERAGE SALARY**

## BUSINESS MANAGEMENT

### 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.

### 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 industry certifications available to all students.

### Business Management

*(Advanced CTE Course)*

**Course:** 3

**Course Number:** CBU100

**Offered In:** 11–12

**Credits:** 1

**Level:** On Level

**Prerequisite:** Business Information Management I

**Description:** Students will become familiar with the concepts related to business management as well as the functions of management, including planning, organizing, staffing, leading, and controlling. Students will also demonstrate interpersonal and project-management skills.

### Career Preparation I

*(Advanced CTE Course)*

*James Reese Career and Technical Center*

**Course:** 4

**Course Number:** CTE520

**Offered In:** 12

**Credits:** 2

**Level:** On Level

**Prerequisites:** Business Management; Completed application and acceptance required at the James Reese Career and Technical Center; Completed application and acceptance into Career Preparation I; At least 16 years old; Personal transportation to training sites; Required summer orientation

**Description:** The Career Preparation I course provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

## BUSINESS MANAGEMENT (ACADEMY)

### Principles of Business, Marketing, and Finance

**Course:** 1

**Course Number:** CBU010

**Offered In:** 9–11

**Credits:** 1

**Level:** On Level

**Prerequisites:** Completed application and acceptance required at the International Business and Marketing Academy

**Description:** Students will explore global markets, methods used for pricing goods and services, concepts of distribution, advertising, and personal finance. Emphasis is placed on creating an effective marketing mix and understanding personal financial management. Students will explore the career opportunities in these fields.

### 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; Completed application and acceptance required at the International Business and Marketing Academy

**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.

### Business Law

**Course:** 2

**Course Number:** CBU060

**Offered In:** 10–11

**Credits:** 1

**Level:** On Level

**Prerequisites:** Principles of Business, Marketing, and Finance; Completed application and acceptance required at the International Business and Marketing Academy

**Description:** In this course, students will learn the difference between civil and criminal law as they incorporate a broad base of knowledge that will assist them in making appropriate business decisions throughout their life. Topics include torts, contract law, personal and family law, negligence, insurance, real estate property and concepts regarding agencies and employment.

### Global Business

*(Advanced CTE Course)*

**Course:** 3

**Course Number:** CBU070

**Offered In:** 11–12

**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.

### Virtual Business

**Course:** 3

**Course Number:** CBU090

**Offered In:** 11–12

**Credits:** 0.5

**Level:** On Level

**Prerequisites:** Business Information Management I; Completed application and acceptance required at the International Business and Marketing Academy

**Description:** Virtual Business is designed for students to learn about creating a web presence, conducting online and off-line marketing, examining contracts appropriate for online businesses, and demonstrating project management skills in order to simulate the start of a virtual business. Students will demonstrate bookkeeping skills, maintain business records, and understand legal issues associated with a virtual business.

## Business Management

**Course:** 4

**Course Number:** CBU100

**Offered In:** 11-12

**Credits:** 1

**Level:** On Level

**Prerequisite:** Business Information Management I; Completed application and acceptance required at the International Business and Marketing Academy

**Description:** Students will become familiar with the concepts related to business management as well as the functions of management, including planning, organizing, staffing, leading, and controlling. Students will also demonstrate interpersonal and project-management skills.

## Entrepreneurship

**Course:** 4

**Course Number:** CMA030

**Offered In:** 12

**Credits:** 1

**Level:** On Level

**Prerequisites:** Virtual Business; Completed application and acceptance required at the International Business and Marketing Academy

**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.

## MARKETING AND SALES

### 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.

### 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.

### Sports and Entertainment Marketing (Fall Semester Only)

**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.

### Advertising (Spring Semester Only)

*(Advanced CTE Course)*

**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.

## Career Preparation I

*(Advanced CTE Course)*

*James Reese Career and Technical Center*

**Course:** 4

**Course Number:** CTE520

**Offered In:** 12

**Credits:** 2

**Level:** On Level

**Prerequisites:** Completed application and acceptance required at the James Reese Career and Technical Center; Completed application and acceptance into Career Preparation I; At least 16 years old; Personal transportation to training sites; Required summer orientation

**Description:** The Career Preparation I course provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

## NON-Pathway COURSE

### Securities and Investments

**Course Number:** CFI030

**Offered In:** 10–12

**Credits:** 1

**Level:** On Level

**Prerequisites:** None

**Description:** In Securities and Investments, students will understand the laws and regulations to manage business operations and transactions in the securities industry. Students will investigate personal and business operations and transactions and explore security and investment licensing and certification programs.



## Hospitality and Tourism Program

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

### Industry Certifications

- OSHA — GENERAL
- SERVSAFE FOOD HANDLER
- SERVSAFE FOOD MANAGER

### Culinary Arts Pathway Course Sequence

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

### Clubs and Organizations

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

### Hot Jobs

- FOOD SCIENCE TECHNICIANS**  
11% JOB GROWTH IN TEXAS  
\$34,382 AVERAGE SALARY
- .....
- CHEF AND HEAD COOK**  
25% JOB GROWTH IN TEXAS  
\$43,285 AVERAGE SALARY
- .....
- FOOD AND BEVERAGE MANAGER**  
28% JOB GROWTH IN TEXAS  
\$55,619 AVERAGE SALARY

## HOSPITALITY AND TOURISM

### Culinary Arts

*James Reese Career and Technical Center*

**Course:** 1

**Course Number:** CHT030

**Offered In:** 10–11

**Credits:** 2

**Level:** On Level

**Prerequisites:** Completed application and acceptance required at the James Reese Career and Technical Center

**Description:** This introductory course is for students interested in pursuing careers in the food service industry. It begins with the fundamentals and principles of the art of cooking, the science of baking, and includes hand-on study of techniques within an authentic kitchen and restaurant. Students will learn and apply the management and supervision skills needed to run the back of house at a restaurant. This course aligns to an industry certification available to all students.

### Advanced Culinary Arts

*(Advanced CTE Course)*

*James Reese Career and Technical Center*

**Course:** 2

**Course Number:** CHT040

**Offered In:** 11–12

**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.

### Practicum in Culinary Arts

*(Advanced CTE Course)*

*James Reese Career and Technical Center*

**Course:** 3

**Course Number:** CHT050

**Offered In:** 12

**Credits:** 2

**Level:** On Level

**Prerequisites:** Advanced Culinary Arts; Completed application and acceptance into Practicum

**Description:** This course is designed to give students relevant and supervised on-the-job training in quality food preparation and presentation skills. Through school and work-based lab instruction, students apply advanced culinary techniques relevant to all aspects of a food service operation.





# Business and Industry Endorsement

## Information Technology Program

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

### Networking Systems Course Sequence

- Principles of Information Technology (James Reese Career and Technical Center)
- Computer Maintenance + Lab (James Reese Career and Technical Center)
- Networking + Lab (James Reese Career and Technical Center)

### Industry Certifications

COMPTIA A+  
 COMPTIA FUNDAMENTALS  
 COMPTIA NETWORKING

### Clubs and Organizations

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

### Hot Jobs

**INFORMATION SECURITY ANALYST**  
 31% JOB GROWTH IN TEXAS  
 \$94,966 AVERAGE SALARY  
 .....

**NETWORK SYSTEMS ADMINISTRATOR**  
 20.75% JOB GROWTH IN TEXAS  
 \$91,339 AVERAGE SALARY  
 .....

**COMPUTER NETWORK ARCHITECT**  
 21.89% JOB GROWTH IN TEXAS  
 \$116,467 AVERAGE SALARY

## INFORMATION TECHNOLOGY

### Principles of Information Technology

*James Reese Career and Technical Center*

**Course:** 1

**Course Number:** CIT010

**Offered In:** 10–12

**Credits:** 1

**Level:** On Level

**Prerequisites:** Concurrent enrollment in Computer Maintenance + Lab; Completed application and acceptance required at the James Reese Career and Technical Center

**Description:** Students will develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students will enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.

### Computer Maintenance + Lab

*James Reese Career and Technical Center*

**Course:** 1

**Course Number:** CIT030

**Offered In:** 10–12

**Credits:** 2

**Level:** On Level

**Prerequisites:** Concurrent enrollment in Principles of Information Technology; Completed application and acceptance required at the James Reese Career and Technical Center

**Description:** Students will learn to install, configure, upgrade, and perform computer maintenance with respect to security using appropriate tools. Students acquire practical knowledge of system setup, diagnostic procedures, and troubleshooting techniques. This course aligns to an industry certification available to all students.

### Networking + 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:** Principles of Information Technology and Computer Maintenance + Lab; Completed application and acceptance required at the James Reese Career and Technical Center

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





## Business and Industry Endorsement

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# Manufacturing Program

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

### Welding Pathway Course Sequence

- INTRODUCTION TO WELDING (James Reese Career and Technical Center)
- 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, 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 WELDING**

### Hot Jobs

**WELDER, CUTTER AND FITTER**

**9% JOB GROWTH IN TEXAS**

**\$41,350 AVERAGE SALARY**

## MANUFACTURING

### Introduction to Welding

*James Reese Career and Technical Center*

**Course:** 1

**Course Number:** CMN020

**Offered In:** 11-12

**Credits:** 1

**Level:** On Level

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

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

### Welding I

*James Reese Career and Technical Center*

**Course:** 2

**Course Number:** CMN030

**Offered In:** 11-12

**Credits:** 2

**Level:** On Level

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

**Description:** Students will learn the skills and techniques in welding including obtaining measurements, performing welds, evaluating and inspecting welds, and compliance.

### Welding II

*(Advanced CTE Course)*

*James Reese Career and Technical Center*

**Course:** 3

**Course Number:** CMN040

**Offered In:** 12

**Credits:** 2

**Level:** On Level

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

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





## Transportation, Distribution, and Logistics Program

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

### Industry Certifications

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

### Hot Jobs

- BUS AND TRUCK MECHANICS AND DIESEL ENGINE SPECIALIST**  
21% JOB GROWTH IN TEXAS  
\$44,574 AVERAGE SALARY

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- TRANSPORTATION INSPECTOR**  
19.37% JOB GROWTH IN TEXAS  
\$79,643 AVERAGE SALARY

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- TRANSPORTATION, STORAGE, AND DISTRIBUTION MANAGER**  
31% JOB GROWTH IN TEXAS  
\$89,045 AVERAGE SALARY

### Automotive Pathway Course Sequence

- Automotive Technology I: Maintenance and Light Repair (James Reese Career and Technical Center)
- Automotive Technology II: Automotive Service (James Reese Career and Technical Center)
- Career Preparation I (James Reese Career and Technical Center)

### Diesel and Heavy Equipment Pathway Course Sequence

- Diesel Equipment Technology I (James Reese Career and Technical Center)
- Diesel Equipment Technology II (James Reese Career and Technical Center)
- Career Preparation 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.

## AUTOMOTIVE

### Automotive Technology I: Maintenance and Light Repair

(Advanced CTE Course)

James Reese Career and Technical Center

**Course:** 1

**Course Number:** CTD090

**Offered In:** 10–12

**Credits:** 2

**Level:** On Level

**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. This course aligns to an industry certification available to all students.

### 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:** On Level

**Prerequisites:** Automotive Technology I: Maintenance and Light Repair; Completed application and acceptance required at the James Reese Career and Technical Center

**Description:** Advanced knowledge of automotive technology service is acquired through this course. Students will engage in hands-on diagnosis and repair of automotive suspension and steering systems including electronically controlled systems. Learned techniques include component repair, alignment procedures, and tire and wheel service. This course aligns to an industry certification available to all students.

### Career Preparation I

(Advanced CTE Course)

James Reese Career and Technical Center

**Course:** 3

**Course Number:** CTE520

**Offered In:** 12

**Credits:** 2

**Level:** On Level

**Prerequisites:** Automotive Technology II: Automotive Service; Completed application and acceptance into Career Preparation I; At least 16 years old; Personal transportation to training sites; Required summer orientation

**Description:** The Career Preparation I course provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

## DIESEL AND HEAVY EQUIPMENT

### Diesel Equipment Technology I

James Reese Career and Technical Center

**Course:** 1

**Course Number:** CTD170

**Offered In:** 10–12

**Credits:** 2

**Level:** On Level

**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. This course aligns to an industry certification available to all students.

### Diesel Equipment Technology II

(Advanced CTE Course)

James Reese Career and Technical Center

**Course:** 2

**Course Number:** CTD180

**Offered In:** 11–12

**Credits:** 2

**Level:** On Level

**Prerequisites:** Diesel Equipment Technology I; Completed application and acceptance required at the James Reese Career and Technical Center

**Description:** Diesel Equipment Technology II includes knowledge of the function, diagnosis, and service of diesel equipment systems. Rapid advances in diesel technology have created new career opportunities and demands in the transportation industry. This course provides advanced knowledge, skills, and technologies required for employment in transportation systems. This course aligns to an industry certification available to all students.

### Career Preparation I

(Advanced CTE Course)

James Reese Career and Technical Center

**Course:** 3

**Course Number:** CTE520

**Offered In:** 12

**Credits:** 2

**Level:** On Level

**Prerequisites:** Diesel Equipment Technology II; Completed application and acceptance into Career Preparation I; At least 16 years old; Personal transportation to training sites; Required summer orientation

**Description:** The Career Preparation I course provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.



## 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

<p><b>REPORTER AND CORRESPONDENT</b>  <b>6.28%</b> JOB GROWTH IN TEXAS          \$41,187 AVERAGE SALARY          .....</p> <p><b>EDITOR</b>  <b>8.79%</b> JOB GROWTH IN TEXAS          \$73,017 AVERAGE SALARY          .....</p> <p><b>CAMERA OPERATOR, TELEVISION,          VIDEO, AND MOTION PICTURE</b>  <b>13.61%</b> JOB GROWTH IN TEXAS  <b>\$57, 583</b> AVERAGE SALARY</p>
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## ENGLISH — JOURNALISM AND DEBATE

### Journalism

**Course Number:** EJ113

**Offered In:** 9–12

**Credits:** 1

**Level:** On level

**Prerequisites:** None

**Description:** Students enrolled in Journalism write in a variety of forms for a variety of audiences and purposes. High school students enrolled in this course are expected to plan, draft, and complete written compositions on a regular basis, carefully examining their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Journalism, students are expected to write in a variety of forms and for a variety of audiences and purposes. Students will become analytical consumers of media and technology to enhance their communication skills. Students enrolled in Journalism will learn journalistic traditions, research self-selected topics, write journalistic texts, and learn the principles of publishing.

### Photojournalism

**Course Number:** EP113

**Offered In:** 9–12

**Credits:** 1

**Level:** On level

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

### Advanced Journalism: Newspaper I, II, III

**Course Number:** EN112, EN122, EN132

**Offered In:** 9–12

**Credits:** 1 per year

**Level:** On level

**Prerequisites:** Journalism I or Photojournalism or teacher recommendation

**Description:** Students enrolled in Advanced Journalism: 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. Students in II and III will create a project very grading period that demonstrates their leadership ability in class projects

### Advanced Journalism: Yearbook Production I, II, III

**Course Number:** EY112, EY122, EY132

**Offered In:** 9–12

**Credits:** 1 per year

**Level:** On level

**Prerequisites:** Journalism I or Photojournalism or teacher recommendation

**Description:** Students enrolled in Advanced Journalism: Yearbook I, II, III will communicate in a variety of forms such as print, digital, or online media for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Advanced Journalism: Yearbook I, II, III students are expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will apply journalistic ethics and standards. Students enrolled in Advanced Journalism: Yearbook I, II, III will refine and enhance their journalistic skills, research self-selected topics, and plan, organize, and prepare a project(s) in one or

more forms of media. Students in II and III will create a project every grading period that demonstrates their leadership ability in class projects.

### Advanced Broadcast Journalism I, II, III

**Course Number:** EB112, EB122, EB132

**Offered In:** 9–12

**Credits:** 1 per year

**Level:** On level

**Prerequisites:** Journalism I, Middle School Intro to Broadcasting, Photojournalism, or have a teacher recommendation

**Description:** High school students enrolled in this course will apply and use their journalistic skills for production intended for a select audience. Students will learn the laws and ethical considerations that affect broadcast journalism; learn the role and function of broadcast journalism; critique and analyze the significance of visual representations; and learn to produce by creating a broadcast journalism product. Students will apply industry standard skills, technical and artistic, to productions including but not limited to news programming, documentaries, commercials, PSAs, and graphic design elements. Students in II and III will participate in project-based learning for production every grading period that demonstrates their leadership ability in class projects.

### Independent Study in Journalism

**Course Number:** EJ142

**Offered In:** 12

**Credits:** 1

**Level:** On Level

**Prerequisites:** Yearbook I, II, and III, Advanced Journalism: Newspaper I,II, and II, or Advanced Journalism Broadcast I,II, and III. Teacher recommendation required. Student has passed both English I and English II EOC tests.

**Description:** This course is intended as a fourth- year Yearbook, Broadcast or Newspaper course for students serving as the editor, assistant editor or producer of those publications. Students enrolled in Independent Study in Journalism write in a variety of forms for a variety of audiences and purposes. High school students enrolled in this course are expected to plan, draft, and complete written communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. Students will become analytical consumers of media and technology to enhance their communication skills. Published work of professional journalists, technology, and visual and electronic media are used as tools for learning as students create, clarify,

critique, write, and produce effective communications. Students enrolled in Independent Study in Journalism will refine and enhance their journalistic skills, research self-selected topics, plan, organize, and prepare a portfolio.

### **Debate I, II, III**

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**Course Number:** ED112, ED122, ED132

**Offered In:** 9–12

**Credits:** 1 per year

**Level:** On level

**Prerequisites:** None

**Description:** Debate and argumentation are widely used to make decisions and reduce conflict. In Debate I, II, III students will develop skills in argumentation and debate. Students will focus on current issues, develop sound critical thinking, and sharpen their communication skills. This course offers life-long skills for intelligently approaching controversial issues. Participation in debate tournaments may be required. A one-year credit in Debate can satisfy the local graduation requirement for a semester of Speech.





## Public Service Endorsement

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

—Adapted from the Texas Workforce Commission

### Programs

EDUCATION AND TRAINING  
HEALTH SCIENCE  
HUMAN SERVICES  
JUNIOR RESERVE OFFICERS'  
TRAINING CORPS (JROTC)  
LAW AND PUBLIC SERVICE



## Education and Training Program

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

### Industry Certifications

- CPR
- FIRST AID
- EDUCATIONAL AIDE I

### Teaching and Training Pathway Course Sequence

- Principles of Education and Training)
- Human Growth and Development
- Instructional Practices (James Reese Career and Technical Center)
- Practicum in Education and Training (James Reese Career And Technical Center)

### Hot Jobs

- ADULT BASIC AND SECONDARY EDUCATION AND LITERACY TEACHERS AND INSTRUCTORS**  
17% JOB GROWTH IN TEXAS  
\$48,069 AVERAGE SALARY

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- CAREER AND TECHNICAL EDUCATION TEACHERS, SECONDARY SCHOOL**  
9% JOB GROWTH IN TEXAS  
\$56,360 AVERAGE SALARY

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- SPECIAL EDUCATION TEACHERS, SECONDARY SCHOOL**  
18% JOB GROWTH IN TEXAS  
\$56,720 AVERAGE SALARY

### Clubs and Organizations

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

## TEACHING AND TRAINING

### Principles of Education and Training

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**Course:** 1

**Course Number:** CET010

**Offered In:** 9–10

**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 program. Students will gain an understanding of the basic knowledge and skills essential to careers in education.

### Human Growth and Development

---

**Course:** 2

**Course Number:** CET020

**Offered In:** 10–11

**Credits:** 1

**Level:** On Level

**Prerequisites:** Principles of Education and Training

**Description:** Human Growth and Development is an examination of human development across the lifespan with emphasis on research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones through hands-on activities and discussion. The course covers material that is generally taught in a postsecondary, one-semester introductory course in developmental psychology or human development. This course aligns to an industry certification available to all students.

### Instructional Practices

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*(Advanced CTE Course)*

*James Reese Career and Technical Center*

**Course:** 3

**Course Number:** CET030

**Offered In:** 11

**Credits:** 2

**Level:** On Level

**Prerequisites:** Human Growth and Development; Completed application and acceptance required at the James Reese Career and Technical Center; Completion of a background check

**Description:** Instructional Practices is a program that provides students with background knowledge of child and adolescent development, as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of a teacher with knowledge of early childhood,

middle childhood, and adolescent education. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, paraprofessionals, or other educational personnel.

### Practicum in Education and Training

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*(Advanced CTE Course)*

*James Reese Career and Technical Center*

**Course:** 4

**Course Number:** CET040

**Offered In:** 12

**Credits:** 2

**Level:** On Level

**Prerequisites:** Instructional Practices and completion of a background check; Completed application and acceptance into Practicum; At least 16 years old; Personal transportation to training sites; Required summer orientation

**Description:** Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles, as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of a teacher with knowledge of early childhood, middle childhood, and adolescence education and/or exemplary educators in direct instructional roles with elementary, middle, and high school-aged students. Successful completion of ALL courses in the Teaching and Training Pathway and approved post-secondary coursework MAY lead to a FBISD letter of intent (LOI) for future employment.



# Public Service Endorsement

## Health Science Program

### 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
- CERTIFIED NURSING ASSISTANT (CNA)

### Hot Jobs

- DIAGNOSTIC MEDICAL SONOGRAPHER**  
45% JOB GROWTH IN TEXAS  
\$74,640 AVERAGE SALARY

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- NURSE ANESTHETIST**  
48% JOB GROWTH IN TEXAS  
\$105,220 AVERAGE SALARY

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- OCCUPATIONAL THERAPY ASSISTANT**  
49% JOB GROWTH IN TEXAS  
\$71,100 AVERAGE SALARY

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

### Healthcare Therapeutic Pathway Course Sequence

- Principles of Health Science
- Medical Terminology
- Anatomy and Physiology
- Health Science Theory
- Practicum in Health Science (James Reese Career and Technical Center)

### Healthcare Therapeutic Pathway Course Sequence (Academy) Class of 2022 and 2023

- Principles of Health Science
- Medical Terminology
- Anatomy and Physiology AND Health Science Theory
- Medical Microbiology AND Pathophysiology

### Healthcare Therapeutic Pathway Course Sequence (Academy) Class of 2024 and beyond

- Principles of Health Science
- Medical Terminology
- Anatomy and Physiology AND Medical Microbiology
- Pharmacology AND Pathophysiology

See page 102

## HEALTHCARE THERAPEUTIC

### 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.*

### Medical Terminology

**Course:** 2

**Course Number:** CHS020

**Offered In:** 10–11

**Credits:** 1

**Level:** On Level

**Prerequisites:** Principles of Health Science

**Description:** In this course, students learn the terminology and abbreviations that are specific to the health care field. They will explore terms related to medical procedures, human anatomy and physiology, and pathophysiology. A word building system is used to define and identify root words, prefixes, and suffixes.

### Anatomy and Physiology

*(Advanced CTE Course)*

*Home campus or James Reese Career and Technical Center*

**Course:** 3

**Course Number:** 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.*

### 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 and Medical Terminology; and Anatomy and Physiology For Class of 2023 and beyond, Health Science Theory is required for Practicum in Health Science. Concurrent enrollment in Anatomy and Physiology; and Health Science Theory is allowed.

**Description:** Health Science Theory is designed to provide for the development of advanced knowledge and skills as they relate to a wide variety of health careers. Students will employ hands-on learning experiences to reinforce the skills commonly used in today's health care industry. This course aligns to an industry certification available to all students.

### Practicum in Health Science

*(Advanced CTE Course)*

*James Reese Career and Technical Center*

**Course:** 4

**Course Number:** CHS050

**Offered In:** 12

**Credits:** 2

**Level:** On Level

**Prerequisites:** Principles of Health Science, Medical Terminology, and Anatomy and Physiology; Class of 2023 and beyond also must complete Health Science Theory; Completed application and acceptance required at the James Reese Career and Technical Center; Completed application and acceptance into Practicum; At least 16 years old; Personal transportation to training sites; Required summer orientation

**Description:** The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. The health care industry is comprised of diagnostic, therapeutic, health informatics, support services, and biotechnology research and development systems that function individually and collaboratively to provide comprehensive health care. Students recognize the employment opportunities, technology, and safety requirements of each system. Students are expected to apply the knowledge and skills necessary to pursue a health science certification or licensure

through further education and employment. This course aligns to an industry certification available to all students.

## HEALTHCARE THERAPEUTIC (ACADEMY)

### Principles of Health Science

**Course:** 1

**Course Number:** CHS010

**Offered In:** 9–11

**Credits:** 1

**Level:** On Level

**Prerequisites:** Completed application and acceptance required at the Medical Science Academy

**Description:** This introductory course exposes students to the health care industry. Students will gain an overview of the health care industry including therapeutic and diagnostic services, health informatics, basic anatomy and physiology, medical terminology, and ethical and legal concerns of the industry. During this course of study, students will explore various professions within the medical field.

*\*This CTE course counts as a Health credit for the class of 2022 and beyond.*

### Medical Terminology

**Course:** 2

**Course Number:** CHS020

**Offered In:** 10–11

**Credits:** 1

**Level:** On Level

**Prerequisites:** Principles of Health Science; Completed application and acceptance required at the Medical Science Academy

**Description:** In this course, students learn the terminology and abbreviations that are specific to the health care field. They will explore terms related to medical procedures, human anatomy and physiology, and pathophysiology. A word building system is used to define and identify root words, prefixes, and suffixes.

### Anatomy and Physiology

*(Advanced CTE Course)*

**Course:** 3

**Course Number:** CHS070

**Offered In:** 10–12

**Credits:** 1

**Level:** On Level

**Prerequisites:** Biology and a second Science; Medical Terminology; For Class of 2022 and 2023, concurrent enrollment in Health Science Theory; For Class of 2024 and beyond, concurrent enrollment in Medical Microbiology; Completed application and acceptance required at the Medical Science Academy.

**Description:** Anatomy and Physiology extends a student's knowledge and understanding of the human body in respect to its structure and function. This lab-oriented class teaches proper dissection techniques as well as various physiological phenomena, and is recommended for students interested in medically related careers.

*\*This CTE course counts as a Science credit.*

## Health Science Theory

*(Advanced CTE Course)*

**Course:** 3

**Course Number:** CHS030

**Offered In:** 11-12

**Credits:** 1

**Level:** On Level

**Prerequisites:** Medical Terminology; For Class of 2022 and 2023, concurrent enrollment in Anatomy and Physiology; Completed application and acceptance required at the Medical Science Academy.

**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.

## Pathophysiology

*(Advanced CTE Course)*

**Course Number:** CHS090

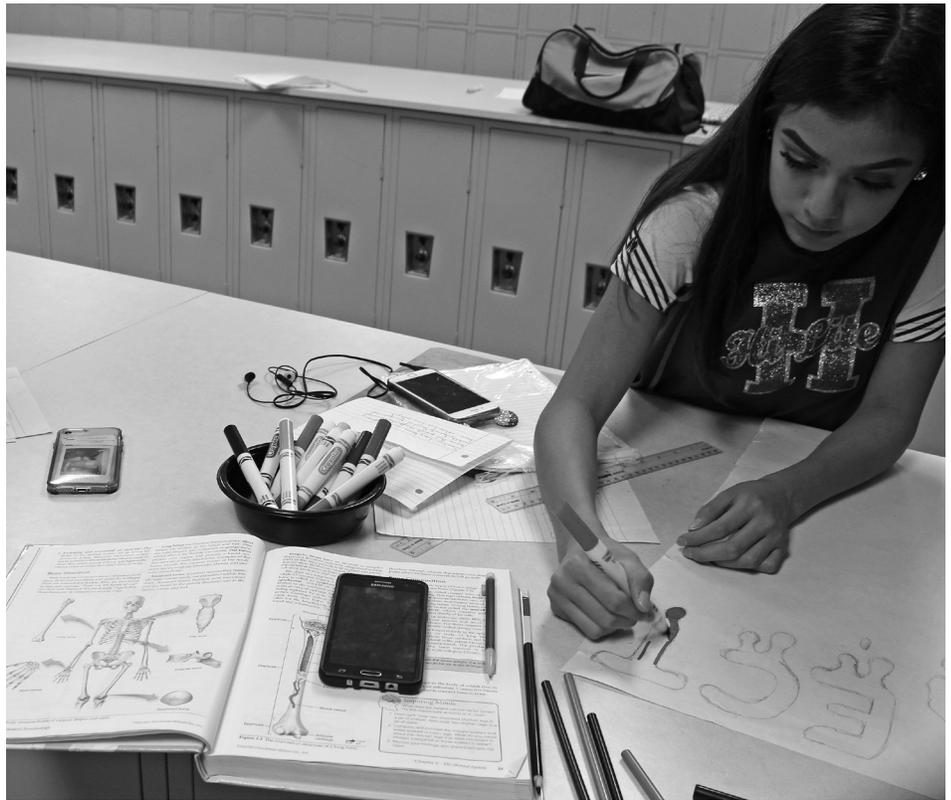
**Offered In:** 11-12

**Credits:** 1

**Level:** On Level

**Prerequisites:** Biology and Chemistry; For Class of 2022 and 2023, Health Science Theory and concurrent enrollment in Medical Microbiology; For Class of 2024 and beyond, Medical Microbiology and concurrent enrollment in Pharmacology; Completed application and acceptance required at the Medical Science Academy

**Description:** Students study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of disease. Students will differentiate between normal and abnormal physiology in laboratory and field investigations. This course is recommended for students interested in medically related careers. *\*This CTE course counts as a science credit.*



## Pharmacology

*(Advanced CTE Course)*

**Course Number:** CHS110

**Offered in:** 12

**Credits:** 1

**Level:** On Level

**Prerequisites:** Biology and Chemistry; For Class of 2024 and beyond, Medical Microbiology and concurrent enrollment in Pathophysiology; Completed application and acceptance required at the Medical Science Academy

**Description:** This course is a study of medications and their safe administration to patients. Students will acquire knowledge of how natural and synthetic chemical agents such as drugs affect biological systems and their effectiveness towards providing quality healthcare.

## Medical Microbiology

*(Advanced CTE Course)*

**Course Number:** CHS080

**Offered In:** 11-12

**Credits:** 1

**Level:** On Level

**Prerequisites:** Biology and Chemistry; For Class of 2022 and 2023, Health Science Theory and concurrent enrollment in Pathophysiology; For Class of 2024 and beyond, Medical Terminology and concurrent enrollment in Anatomy and Physiology; Completed application and acceptance required at the Medical Science Academy

**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.*



## Human Services Program

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

### Family and Community Services Pathway Course Sequence

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

### Cosmetology Pathway Course Sequence

- Principles of Cosmetology Design and Color Theory (JAMES REESE CAREER AND TECHNICAL CENTER) AND Cosmetology I (JAMES REESE CAREER AND TECHNICAL CENTER)
- Cosmetology II (JAMES REESE CAREER AND TECHNICAL CENTER)

### Clubs and Organizations

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

### Industry Certifications

- COSMETOLOGIST LICENSURE (TDLR)**
- OSHA GENERAL**
- SERVSAFE FOOD HANDLER**

### Hot Jobs

- CHILD, FAMILY, AND SCHOOL SOCIAL WORKERS**  
17% JOB GROWTH IN TEXAS  
\$41,350 AVERAGE SALARY
- COSMETOLOGISTS**  
19% JOB GROWTH IN TEXAS  
\$25,524 AVERAGE SALARY
- SOCIAL AND COMMUNITY MANAGERS**  
33% JOB GROWTH IN TEXAS  
\$65,146 AVERAGE SALARY

## FAMILY AND COMMUNITY SERVICES

### Principles of Human Services

**Course:** 1

**Course Number:** CHU010

**Offered In:** 9–11

**Credits:** 1

**Level:** On Level

**Prerequisites:** None

**Description:** Students will investigate different careers that involve helping and serving people. This course provides hands-on experience in the career fields of counseling and mental health, early childhood development, family and community services, fashion and interior design, and entrepreneurial pathways. Students will also develop strong career traits in management, budgetary practices, and nutrition. This course aligns to an industry certification available to all students.

### Human Growth and Development

**Course:** 2

**Course Number:** CET020

**Offered In:** 9–12

**Credits:** 1

**Level:** On Level

**Prerequisites:** Principles of Human Services

**Description:** Human Growth and Development is an examination of human development across the lifespan with emphasis on research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones through hands-on activities and discussion. The course covers material that is generally taught in a postsecondary, one-semester introductory course in developmental psychology or human development. This course aligns to an industry certification available to all students.

### Counseling and Mental Health

*(Advanced CTE Course)*

**Course:** 3

**Course Number:** CHU050

**Offered In:** 10–12

**Credits:** 1

**Level:** On Level

**Prerequisites:** Human Growth and Development

**Description:** In Counseling and Mental Health, students explore the knowledge and skills necessary to pursue a counseling and mental health career through simulated environments. Students are expected to apply knowledge of ethical and legal

responsibilities, limitations on their actions and responsibilities, and the implications of their actions. Students understand how professional integrity in counseling and mental health care is dependent on acceptance of ethical and legal responsibilities.

### Family and Community Services

*(Advanced CTE Course)*

**Course:** 4

**Course Number:** CHU080

**Offered In:** 11–12

**Credits:** 1

**Level:** On Level

**Prerequisites:** Counseling and Mental Health

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

## COSMETOLOGY

### Principles of Cosmetology Design and Color Theory

*(James Reese Career and Technical Center)*

**Course:** 1

**Course Number:** CHU110

**Offered In:** 11

**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:** In Principles of Cosmetology Design and Color Theory, students coordinate various knowledge and skills in a laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Students will develop knowledge and skills regarding various cosmetology design elements such as form, lines, texture, structure and illusion and depth as they relate to the art of cosmetology. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the Texas Department of Licensing and Regulation (TDLR) requirements for licensure upon passing the state examination.

### Cosmetology I

*(James Reese Career and Technical Center)*

**Course:** 1

**Course Number:** CHU130

**Offered In:** 11

**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 Career and Technical Center

**Description:** In Cosmetology I, students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the TDLR requirements for licensure upon passing the state examination. Analysis of career opportunities, license requirements, knowledge and skills expectations, and development of workplace skills are included. This course aligns to an industry certification available to all students. Students are required to complete a minimum of 500 clock hours towards licensure by the end of June to continue into Cosmetology II.

### Cosmetology II

*(Advanced CTE Course)*

*(James Reese Career and Technical Center)*

**Course:** 2

**Course Number:** CHU140

**Offered In:** 12

**Credits:** 2

**Level:** On Level

**Prerequisites:** Cosmetology I and Principles of Cosmetology Design and Color Theory; Completed application and acceptance required at the James Reese Career and Technical Center; Completion of a minimum of 500 clock hours towards licensure by the end of June to be eligible for acceptance

**Description:** Students will continue to acquire certification clock hours started in Cosmetology I. Students are expected to complete 1,000 clock hours to be eligible for licensure. The development of advanced skills is earned through instruction in sterilization and sanitation processes as well as progressive hair, nail, and skin care practices which meet the TDLR requirements for licensure upon passing the state examination at the end of this course.



## Junior Reserve Officers' Training Corps (JROTC) Pathway

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

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

### Pathway Course Sequence

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

### Hot Jobs

**INFORMATION TECHNOLOGY  
PROJECT MANAGER**

15.78% JOB GROWTH IN TEXAS

\$90,573 AVERAGE SALARY

.....

**LOGISTICIAN**

15.6% JOB GROWTH IN TEXAS

\$86,161 AVERAGE SALARY

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

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

**Course Number:** RO111, RO121, RO132, RO142

**Offered In:** 9–12

**Credits:** 1–4

**Level:** On Level

**Prerequisites:** None

**Description:** The JROTC programs emphasize character education, student achievement, wellness, leadership, and diversity. Students are trained in military history, leadership protocol, weaponry, and drill in a specific military branch. JROTC makes significant contributions to the school environment and community as a whole while fostering servant leadership. Students shall maintain at least normal progression of academic achievement leading toward graduation. Acceptable standards of conduct as defined by the Military Service are critical to student success. Students who participate in JROTC are under **no military** obligation following high school. JROTC I (RO111) counts as a Physical Education substitution.



# Public Service Endorsement

## Law and Public Service Program

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

### Industry Certifications

- HEARTSAVER CPR
- FIRST AID
- EMERGENCY MEDICAL TECHNICIAN BASIC

### Hot Jobs

- POLICE AND SHERIFF’S PATROL OFFICERS**  
13% JOB GROWTH IN TEXAS  
**\$60,112** AVERAGE SALARY

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- IMMIGRATION AND CUSTOMS INSPECTIONS**  
9% JOB GROWTH IN TEXAS  
**\$78,104** AVERAGE SALARY

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- PROBATION OFFICERS AND CORRECTIONAL TREATMENT OFFICERS**  
9% JOB GROWTH IN TEXAS  
**\$44,054** AVERAGE SALARY

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- FIREFIGHTERS**  
13% JOB GROWTH IN TEXAS  
**\$50,149** AVERAGE SALARY

### Non-Pathway Course Option

- Forensic Science

### Law Enforcement Pathway Course Sequence

- Principles of Law, Public Safety, Corrections, and Security
- Law Enforcement I
- Criminal Investigation (James Reese Career And Technical Center)
- Law Enforcement II (James Reese Career And Technical Center)

### Emergency Services Pathway Course Sequence

- Principles of Law, Public Safety, Corrections, and Security
- Disaster Response
- Anatomy and Physiology (James Reese Career And Technical Center)
- Emergency Medical Technician – Basic (James Reese Career And Technical Center)
- Practicum in Law, Public Safety, Corrections, and Security (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.

## LAW AND PUBLIC SERVICE

### 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. This course provides students with an overview of the skills necessary for careers in these areas.

### Law Enforcement I

**Course:** 2

**Course Number:** CLP020

**Offered In:** 10–12

**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.

### Criminal Investigation

*James Reese Career and Technical Center*

**Course:** 3

**Course Number:** CLP050

**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:** Students will understand basic functions of criminal investigations and procedures and will how to investigate and follow up during investigations. Through case studies and simulated crime scenes, students will collect and analyze evidence such as fingerprint analysis, bodily fluids, hairs, fibers, shoe and tire impressions,

bite marks, drugs, tool marks, firearms and ammunition, blood spatter, digital evidence, and other types of evidence.

### Law Enforcement II

*(Advanced CTE Course)*

James Reese Career and Technical Center

**Course:** 4

**Course Number:** CLP030

**Offered In:** 11–12

**Credits:** 1

**Level:** On Level

**Prerequisites:** Law Enforcement I; Concurrent enrollment in Criminal Investigations; 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. This course aligns to an industry certification available to all students.

## EMERGENCY SERVICES

### Principles of Law, Public Safety, Corrections, and Security

**Course:** 1

**Course Number:** CLP010

**Offered In:** 9–11

**Credits:** 1

**Level:** On Level

**Prerequisites:** Principles of Law, Public Safety, Corrections, and Security

**Description:** Principles of Law, Public Safety, Corrections, and Security introduces students to professions in law enforcement, security, corrections, and fire and emergency management services. Students will examine the roles and responsibilities of police, courts, private security, and protective agencies. This course provides students with an overview of the skills necessary for careers in these areas.

## Disaster Response

**Course:** 2

**Course Number:** CLP130

**Offered In:** 10–11

**Credits:** 1

**Level:** On Level

**Prerequisites:** Principles of Law, Public Safety, Corrections, and Security.

**Description:** Disaster Response includes basic training of students in disaster survival and rescue skills that would improve the ability of citizens to survive until responders or other assistance could arrive. Students will receive education, training, and volunteer service to make communities safer, stronger, and better prepared to respond to the threats of terrorism, crime, public health issues, and disasters of all kinds.

## Anatomy and Physiology

*(Advanced CTE Course)*

*James Reese Career and Technical Center*

**Course:** 3

**Course Number:** CHS07R

**Offered In:** 10–12

**Credits:** 1

**Level:** On Level

**Prerequisites:** Biology and a second Science; Concurrent enrollment in Emergency Medical Technician-Basic; Completed application and acceptance required at the James Reese Career and Technical Center

**Description:** Anatomy and Physiology extends a student's knowledge and understanding of the human body in respect to its structure and function. This lab-oriented class teaches proper dissection techniques as well as various physiological phenomena, and is recommended for students interested in medically related careers.

*\*This CTE course counts as a Science credit.*

## Emergency Medical Technician – Basic

(Advanced CTE Course)

James Reese Career and Technical Center

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**Course:** 3

**Course Number:** CLP140

**Offered In:** 11-12

**Credits:** 2

**Level:** On Level

**Prerequisites:** Biology; Concurrent enrollment in Anatomy and Physiology; Completed application and acceptance required at the James Reese Career and Technical Center

**Description:** Students will meet and exceed standard knowledge needed to be a valid Emergency Medical Technician. The curriculum includes skills necessary for a student to provide entry-level emergency medical care, life support, and ambulance service. This course aligns to an industry certification available to all students.

## NON-Pathway COURSE

### Forensic Science

Home campus or James Reese Career and Technical Center

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**Course Number:** CLP040

**Offered In:** 10–12

**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.*

### Hot Jobs

<p><b>MULTIMEDIA ARTISTS AND ANIMATORS</b></p> <p><b>17.14%</b> GROWTH RATE IN TEXAS</p> <p><b>\$82,672</b> AVERAGE SALARY</p> <p>.....</p> <p><b>ART DIRECTOR</b></p> <p><b>16.71%</b> GROWTH RATE IN TEXAS</p> <p><b>\$86,718</b> AVERAGE SALARY</p> <p>.....</p> <p><b>GRAPHIC DESIGNER</b></p> <p><b>15.88%</b> GROWTH RATE IN TEXAS</p> <p><b>\$49,570</b> AVERAGE SALARY</p>
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### 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 IV (Digital Art III)  
OR AP Studio Art 2D Design Portfolio

### VISUAL ART

Please go to the Fine Arts section of this guide, pages 85-88, for course descriptions.



## Music Pathway

- *Band*
- *Orchestra*
- *Choir*

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

### Pathway Course Sequence

- Band I, Band II, Band III, Band IV
- Orchestra I, Orchestra II, Orchestra III, Orchestra IV
- Choir I, Choir II, Choir III, Choir IV



### 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 88-90, for course descriptions.



## Theatre Pathway

- *Theatre*
- *Technical Theatre*
- *Theatre Production*

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

### Pathway Course Sequence

- Theatre I, Theatre II, Theatre III, Theatre IV
- 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 90-91, for course descriptions.



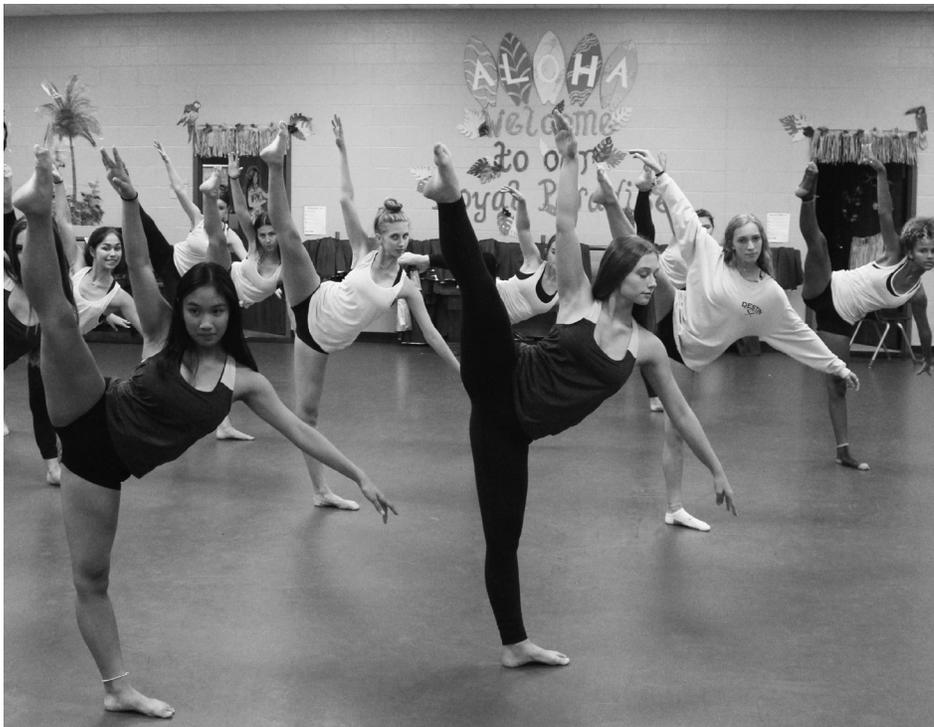


## Dance Pathway

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

### Pathway Course Sequence

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



### Hot Jobs

#### **CHOREOGRAPHERS**

**15.15% GROWTH RATE IN TEXAS**

**\$64,157 AVERAGE SALARY**

#### **RECREATION AND FITNESS STUDIES TEACHER, POSTSECONDARY**

**18.58% GROWTH RATE IN TEXAS**

**\$62,972 AVERAGE SALARY**

#### **PRODUCER/DIRECTOR**

**22.56% GROWTH RATE IN TEXAS**

**\$68,560 AVERAGE SALARY**

### **DANCE**

Please go to the Fine Arts section of this guide, page 90, 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 78-82, 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 73-77, of this guide for course descriptions.



## 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.

## 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



## Courses: English Language Arts

### ENGLISH LANGUAGE ARTS

#### English I

**Course Number:** EL112

**Offered In:** 9

**Credits:** 1

**Level:** On Level

**Prerequisites:** None

**Description:** Students will apply earlier TEKS strands of developing and sustaining foundational skills, comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry with greater depth in increasingly complex texts as they become self-directed, critical learners who work collaboratively and independently to develop and use metacognitive skills. The strands are integrated and progressive so students think critically as readers and writers as they adapt to the ever-evolving nature of language and literacy. The overarching theme in English Language Arts is the study, analysis, and application of the intentional decisions authors make as they design an experience for an audience. Students will engage in academic discourse, writing, and reading on a daily basis with

opportunities for cross-curricular content, close reading routines, independent, self-selected reading, and diverse texts.

#### English I AAC

**Course Number:** EL111

**Offered In:** 9

**Credits:** 1

**Level:** AAC (Formerly known as Pre-AP)/GT

**Prerequisites:** None

**Description:** English I AAC courses focus on the same strands as English I on-level (see above), but also emphasize advanced reading, analytical reasoning skills, and writing for the Advanced Placement courses in language and literature. 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:** None

**Description:** Students will apply earlier TEKS strands of developing and sustaining foundational skills, comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry with greater depth in increasingly complex texts as they become self-directed, critical learners who work collaboratively and independently to develop and use metacognitive skills. The strands are integrated and progressive so students think critically as readers and writers as they adapt to the ever-evolving nature of language and literacy. The overarching theme in English Language Arts is the study, analysis, and application of the intentional decisions authors make as they design an experience for an audience. Students will engage in academic discourse, writing, and reading on a daily basis with

opportunities for cross-curricular content, close reading routines, independent, self-selected reading, and diverse texts.

---

## English II AAC

**Course Number:** EL121

**Offered In:** 10

**Credits:** 1

**Level:** AAC (Formerly known as Pre-AP)/GT

**Prerequisites:** None

**Description:** English AAC courses focus on the same strands as English II on-level (see above), but also emphasize advanced reading, analytical reasoning skills, and writing to prepare for the Advanced Placement courses in language and literature. Summer reading may be required. Reading lists are posted each spring on the district website.

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

**Course Number:** EL213

**Offered in:** 9–12

**Credits:** 1

**Level:** ESL

**Prerequisite:** District ESL staff recommendation pending LPAC approval

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

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## Reading I

**Course Number:** ER213

**Offered in:** 9–12

**Credits:** 1

**LEVEL:** Beginner/Intermediate

**Prerequisite:** District ESL staff recommendation pending LPAC approval

**Description:** This is a companion course for ESOL I. This course is designed for students who are new to country and whose English proficiency is at the beginner or intermediate level. The main focus of this course is English language development through reading comprehension strategies,

word recognition, vocabulary development and fluency through the state ESOL standards. This class does

**not** meet the needs of native English speakers who struggle with reading skills.

---

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

**Course Number:** EL223

**Offered in:** 10–12

**Credits:** 1

**Level:** ESL

**Prerequisite:** ESOL I and LPAC approval

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

---

## Reading II

**Course Number:** ER223

**Offered in:** 9–12

**Credits:** 1 Level: Beginner/Intermediate

**Prerequisites:** Reading I (Newcomers)

**Description:** This is a companion course for ESOL II. This course is designed for students who are new to country and whose English proficiency is at the beginner or intermediate level. The main focus of this course is English language development through reading comprehension strategies, word recognition, vocabulary development and fluency through the state ESOL standards. This class does not meet the needs of native English speakers who struggle with reading skills.

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## English III

**Course Number:** EL132

**Offered in:** 11

**Credits:** 1

**Level:** On level

**Prerequisites:** None

**Description:** Students will apply earlier TEKS strands of developing and sustaining foundational skills, comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry with greater depth in increasingly complex texts as they become self-directed, critical learners who work collaboratively and independently to develop and use metacognitive skills. The strands are integrated and progressive so students think critically as readers and writers as they adapt to the ever-evolving nature of language and literacy. The overarching theme in English Language Arts is the study, analysis, and application of the intentional decisions authors make as they design an experience for an audience. Students will engage in academic discourse, writing, and reading on a daily basis with opportunities for cross-curricular content, close reading routines, independent, self-selected reading, and diverse texts.

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## AP English Language and Composition (English III — AP)

**Course Number:** EL131

**Offered in:** 11

**Credits:** 1

**Level:** AP/GT

**Prerequisites:** None

**Description:** This course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions authors make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. This course aligns to an introductory college-level rhetoric and writing curriculum and serves as preparation for successful completion of the AP Exam in May. As in the college course, students should be able to read and comprehend college-level texts and write grammatically correct, complete sentences. Summer reading may be required.

---

## English IV

**Course Number:** EL142

**Offered in:** 12

**Credits:** 1

**Level:** On level

**Prerequisites:** None

**Description:** Students will apply earlier TEKS strands of developing and sustaining foundational skills, comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry with greater depth in increasingly complex texts as they become self-directed, critical learners who work collaboratively and independently to develop and use metacognitive skills. The strands are integrated and progressive so students think critically as readers and writers as they adapt to the ever-evolving nature of language and literacy. The overarching theme in English Language Arts is the study, analysis, and application of the intentional decisions authors make as they design an experience for an audience. Students will engage in academic discourse, writing, and reading on a daily basis with opportunities for cross-curricular content, close reading routines, independent, self-selected reading, and diverse texts.

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## AP English Literature and Composition (English IV — AP)

**Course Number:** EL141

**Offered in:** 12

**Credits:** 1

**Level:** AP/GT

**Prerequisites:** None

**Description:** The AP English Literature and Composition Course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, and drama), from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure for an audience. As they read, students consider a work's structure, style, and theme, as well as its use of figurative language, imagery, and symbolism. Writing assignments include informational, analytical, and argumentative essays that require students to analyze and interpret literary works. This course aligns to an introductory college-level literature and writing curriculum. As in the college course, students should be able to read and comprehend college-level text and write grammatically correct, complete sentences. Summer reading may be required. Reading lists are posted each spring on the district website.

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## English IV — Dual Credit

**Course Number:** EL642D1/EL642D2

**Offered in:** 12

**Credits:** 1

**Level:** Dual Credit

**Prerequisites:** Meet TSI requirements

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

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## College Prep ELA

**Course Number:** EL144

**Offered in:** 12

**Credits:** 1

**Level:** On level

**Prerequisites:** None

**Description:** This course is designed to support students who do not meet the college readiness indicators for English Language Arts. College Prep ELA will prepare students for English core courses in college. It is available to high school seniors who have successfully completed English I, II, and III. A student who successfully completes this course may use the credit earned in the course toward satisfying the advanced English Language Arts (English IV) curriculum requirement for the foundation high school program.

---

## Reading I, II, III

**Course Number:** ER113, ER123, ER133

**Offered in:** 9–12

**Credits:** 1 per year

**Level:** On level

**Prerequisites:** None

**Description:** Reading I, II, III offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional-level and independent-level texts that cross the content areas

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## Creative Writing

**Course Number:** EL332

**Offered in:** 11–12

**Credits:** 1

**Level:** On level

**Prerequisites:** None

**Description:** Creative Writing, a rigorous composition course, asks high school students to demonstrate their skill in such forms of writing as fictional writing, short stories, poetry, and drama. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The students' evaluation of their own writing as well as the writing of others ensures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop peer and self-assessments for effective writing, and set their own goals as writers. This course satisfies the advanced English requirement.

---

## Practical Writing

**Course Number:** EL313

**Offered in:** 9–12

**Credits:** 1

**Level:** On level

**Prerequisites:** None

**Description:** This course allows high school students to develop the skills necessary for practical writing. It emphasizes skill in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar and the effective use of vocabulary. Students are expected to understand and demonstrate the writing process through a variety of written texts.

---

## Journalism

**Course Number:** EJ113

**Offered in:** 9–12

**Credits:** 1

**Level:** On level

**Prerequisites:** None

**Description:** Students enrolled in Journalism write in a variety of forms for a variety of audiences and purposes. High school students enrolled in this course are expected to plan, draft, and complete written compositions on a regular basis, carefully examining their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Journalism, students are expected to write in a variety of forms and for a variety of audiences and purposes. Students will become analytical consumers of media and technology to enhance their communication skills. Students enrolled in Journalism will

learn journalistic traditions, research self-selected topics, write journalistic texts, and learn the principles of publishing.

---

## Photojournalism

**Course Number:** EP113

**Offered in:** 9–12

**Credits:** 1

**Level:** On level

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

---

## Advanced Journalism: Newspaper 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

**Description:** 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.

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## Advanced Journalism: Yearbook Production I, II, III

**Course Number:** EY112, EY122, EY132

**Offered in:** 9–12

**Credits:** 1 per year

**Level:** On level

**Prerequisites:** Journalism I or Photojournalism and teacher recommendation

**Description:** Students enrolled in Advanced Journalism: Yearbook I, II, III will communicate in a variety of forms such as print, digital, or online media for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Advanced Journalism: Yearbook I, II, III students are expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will apply journalistic ethics and standards. Students enrolled in Advanced Journalism: Yearbook I, II, III will refine and enhance their journalistic skills, research self-selected topics, and plan, organize, and prepare a project(s) in one or more forms of media

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## Advanced Broadcast Journalism I, II, III

**Course Number:** EB112, EB122, EB132

**Offered in:** 9–12

**Credits:** 1 per year

**Level:** On level

**Prerequisites:** Journalism I

**Description:** High school students enrolled in this course will apply and use their journalistic skills for a variety of purposes. Students will learn the laws and ethical considerations that affect broadcast journalism; learn the role and function of broadcast journalism; critique and analyze the significance of visual representations; and learn to produce by creating a broadcast journalism product.

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## 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

**Description:** This course is intended as a fourth-year yearbook or newspaper course for students serving as the editor or assistant editor of those publications. Students enrolled in Independent Study in Journalism write in a variety of forms for

a variety of audiences and purposes. High school students enrolled in this course are expected to plan, draft, and complete written communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. Students will become analytical consumers of media and technology to enhance their communication skills. Published work of professional journalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Independent Study in Journalism will refine and enhance their journalistic skills, research self-selected topics, plan, organize, and prepare a project(s).

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## Debate I, II, III

**Course Number:** ED112, ED122, ED132

**Offered in:** 9–12

**Credits:** 1 per year

**Level:** On level

**Prerequisites:** None

**Description:** Debate and argumentation are widely used to make decisions and reduce conflict. In Debate I, II, III students will develop skills in argumentation and debate. Students will focus on current issues, develop sound critical thinking, and sharpen their communication skills. This course offers life-long skills for intelligently approaching controversial issues. Participation in debate tournaments may be required. \*Students who complete the full year of Debate I will fulfill the FBISD speech requirement.

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## Humanities

**Course Number:** EL411

**Offered in:** 11–12

**Credits:** 1

**Level:** Honors

**Prerequisites:** None

**Description:** Humanities is an interdisciplinary course in which students read widely to understand how different authors craft compositions for various aesthetic purposes. This course includes the study of major historical and cultural movements and their relationship to literature and other fine arts. In this rigorous course students demonstrate an in depth understanding through discussions, journals, oral interpretations, and dramatizations. Students write frequently and create original presentations using a variety of media.

## 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 in Specialized Setting (FLASH)

**Credits:** 1 per course

**Prerequisite:** ARD Committee decision

**Course Numbers:**

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

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

## READING – ADDITIONAL COURSES

**Credits:** 1 per course

**Prerequisite:** ARD Committee decision

**Course Number:**

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

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

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

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

## 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.*



## Courses: Math

### MATHEMATICS

#### Algebra I

**Course Number:** MA212

**Offered In:** 9

**Credits:** 1

**Level:** On level

**Prerequisites:** 8th Grade Math

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

#### Algebra I AAC

**Course Number:** MA211

**Offered In:** 9

**Credits:** 1

**Level:** AAC (Formerly known as Pre-AP)/GT

**Prerequisites:** 8th Grade Math

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

critical thinking and problem solving skills. 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

**Description:** 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.

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## Geometry

**Course Number:** MA222

**Offered In:** 9–10

**Credits:** 1

**Level:** On level

**Prerequisites:** Algebra I

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

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## Geometry AAC

**Course Number:** MA221

**Offered In:** 9–10

**Credits:** 1

**Level:** AAC (Formerly known as Pre-AP)/GT

**Prerequisites:** Algebra I

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

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## Algebra II

**Course Number:** MA232

**Offered In:** 9–12

**Credits:** 1

**Level:** On level

**Prerequisites:** Algebra I

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

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## Algebra II AAC

**Course Number:** MA231

**Offered In:** 9–12

**Credits:** 1

**Level:** AAC (Formerly known as Pre-AP)/GT

**Prerequisites:** Algebra I

**Description:** This course will broaden students' knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations using both paper and pencil and technology. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods. AAC Algebra II will include a focus on functional analysis to align with the College and Career Readiness Standards. 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.

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## Mathematical Models with Applications

**Course Number:** MA312

**Offered In:** 11–12

**Credits:** 1

**Level:** On level

**Prerequisites:** Algebra I

**Description:** In this course, students use algebraic, graphical, and geometric reasoning to recognize patterns and structure to model information and solve problems. Students will model and solve real-life problems involving money, data, chance, patterns, music, design, and science. Students will use a variety of

representations, tools, and technology to link modeling techniques with mathematical concepts to solve applied problems.

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## College Prep Math

**Course Number:** MA332

**Offered In:** 12

**Credits:** 1

**Level:** On Level

**Prerequisites:** Algebra I

**Description:** 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.

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## Algebraic Reasoning

**Course Number:** MA556

**Offered In:** 10–12

**Credits:** 1

**Level:** On level

**Prerequisites:** Algebra 1

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

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## Statistics

**Course Number:** MA450

**Offered In:** 11–12

**Credits:** 1

**Level:** On level

**Prerequisites:** Algebra 1, Geometry

**Description:** In this course, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. Students will broaden their knowledge of variability and statistical processes. Students will study sampling and experimentation, categorical and quantitative data, probability and random variables, inference, and bivariate data. Students will connect data and statistical

processes to real-world situations. In addition, students will extend their knowledge of data analysis.

## Advanced Quantitative Reasoning

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**Course Number:** MA322

**Offered In:** 12

**Credits:** 1

**Level:** On level

**Prerequisites:** Geometry, Algebra II

**Description:** This course focuses on the application of high school math concepts. It includes a strong emphasis on statistics, an ongoing thread of financial applications, and the use of mathematical models from discrete mathematics, algebra, geometry, and trigonometry to solve complex problems in a range of engaging contexts. This course is designed to prepare students for college or the workplace.

## Pre-Calculus

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**Course Number:** MA242

**Offered In:** 10–12

**Credits:** 1

**Level:** On level

**Prerequisites:** Geometry, Algebra II

**Description:** This course approaches topics from a function point of view, where appropriate, and is designed to strengthen and enhance conceptual understanding and mathematical reasoning used when modeling and solving mathematical and real-world problems. Students systematically work with functions and their multiple representations. The study of Pre-calculus deepens students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels. Pre-calculus is the preparation for calculus.

## Pre-Calculus AAC

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**Course Number:** MA241

**Offered In:** 10–12

**Credits:** 1

**Level:** AAC (Formerly known as Pre-AP)/GT

**Prerequisites:** Geometry, Algebra II

**Description:** This course approaches topics from a function point of view, where appropriate, and is designed to strengthen and enhance conceptual understanding and mathematical reasoning used when modeling and solving mathematical and real-world problems. Students systematically work with functions and their multiple representations. The study of Pre-Calculus deepens students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels. Pre-Calculus is the preparation for calculus. AAC 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

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**Course Number:** MA251

**Offered In:** 11–12

**Credits:** 1

**Level:** AP/GT

**Prerequisites:** Pre-Calculus

**Description:** 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

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**Course Number:** MA351

**Offered In:** 11–12

**Credits:** 1

**Level:** AP/GT

**Prerequisites:** AAC Pre-Calculus BC

**Description:** 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.

## AP Statistics

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**Course Number:** MA451

**Offered In:** 10–12

**Credits:** 1

**Level:** AP/GT

**Prerequisites:** Geometry, Algebra II

**Description:** This course offers students the opportunity to receive college credit for an introductory statistics course. The purpose of the advanced placement course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The focus of this course is preparation for successful completion of the AP Exam in May.

## Multi-variable Calculus

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**Course Number:** MA662

**Offered In:** 12

**Credits:** 1

**Level:** Beyond AP

**Prerequisites:** AP Calculus BC and a score of 4 or 5 on the AP Calculus BC Exam.

**Description:** This course is for students who have completed AP Calculus BC. It is the third year in the Calculus series. This course covers differential, integral and vector calculus for functions of more than one variable. These mathematical tools and methods are used extensively in the physical sciences, engineering, economics and computer graphics.

## Independent Study: Dual Credit College Algebra

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**Course Number:** MA5552

**Offered In:** 12

**Credits:** 1

**Level:** Dual Credit

**Prerequisites:** Algebra 2 and meet TSI requirements

**Description:** The first semester of this course is designed to strengthen Algebraic, geometric, and statistical reasoning. Its focus will be on Algebra, geometry, and 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.

## 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

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

#### Biology

**Course Number:** SC322

**Offered In:** 9–10

**Credits:** 1

**Level:** On level

**Prerequisites:** none

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

#### Biology AAC

**Course Number:** SC321

**Offered In:** 9–10

**Credits:** 1

**Level:** AAC (Formerly known as Pre-AP)/GT

**Prerequisites:** none

**Description:** This course is for students who are highly motivated and interested in a rigorous science program. AAC Biology covers the Biology curriculum and allows students to construct their own understanding through an inquiry-based approach while encouraging advanced skills, in-depth discussion, more comprehensive lab work and increased independent study. Class assignments and activities build on and expand higher-level thinking skills of analysis, synthesis, evaluation, and integrate units that promote scientific connections and connections with other disciplines. Students are provided opportunities for extension and application of content and processes. Special projects are assigned during the year, which require individual research on the Internet or at a local library. Classroom presentations are expected. AAC/

GT Biology will include content and skill developed to prepare students to take AP Biology.

## AP Biology

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**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)

**Description:** AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. 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. Beginning with the cohort class of 2024, this course with only by offered as a 1.0 credit course and will not include a co-requisite night lab.

## Chemistry

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**Course Number:** SC332

**Offered In:** 10–12

**Credits:** 1

**Level:** On level

**Prerequisites:** Algebra I and one unit of high school science

**Description:** In Chemistry, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry.

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

## Chemistry AAC

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**Course Number:** SC331

**Offered In:** 10–12

**Credits:** 1

**Level:** AAC (Formerly known as Pre-AP)/GT

**Prerequisites:** Algebra I and one unit of high school science

**Description:** This course is for students who are highly motivated and interested in a rigorous science program. AAC Chemistry covers the Chemistry curriculum and allows students to construct their own understanding through an inquiry-based approach while encouraging advanced skills, in-depth discussion, more comprehensive lab work and increased independent study. Class assignments and activities build on and expand higher level thinking skills of analysis, synthesis, evaluation, and integrate units that promote scientific connections and connections with other disciplines. Students are provided opportunities for extension and application of content and processes. Special projects are assigned during the year, which require individual research on the Internet or at a local library. Classroom presentations are expected. AAC/GT Chemistry will include content and skill development to prepare students for AP Chemistry.

## AP Chemistry

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**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)

**Description:** 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. Beginning with the cohort class of 2024, this course with only be offered as a 1.0 credit course and will not include a co-requisite night lab.

## Organic Chemistry

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**Course Number:** SC911

**Offered In:** 12

**Credits:** 1

**Level:** Beyond AP

**Prerequisites:** AP Chemistry

**Description:** Organic chemistry sub-discipline involves the scientific study of the structure, properties, and reactions of organic compounds and organic materials. This course 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

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**Course Number:** SC342

**Offered In:** 9–12

**Credits:** 1

**Level:** On level

**Prerequisites:** Completion or concurrent enrollment in Algebra I

**Description:** In Physics, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. 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

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**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.

**Description:** AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore 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

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**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.

**Description:** AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Knowledge of algebra is required to fully understand the basic principles and the ability to apply these principles in the solution of problems through inquiry. At many colleges, this is a semester course including laboratory component, which often provides a foundation in physics for student in life

sciences, pre-medicine, and some applied sciences, as well as other fields not related to science. Hands- on laboratory work, with an emphasis on inquiry-based investigations, will require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress. 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)

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**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.

**Description:** 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

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**Course Number:** SC921

**Offered In:** 12

**Credits:** 1

**Level:** Beyond AP

**Prerequisites:** AP Physics, Geometry, and Pre-Calculus

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

## Aquatic Science

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**Course Number:** SC122

**Offered In:** 10–12

**Credits:** 1

**Level:** On level

**Prerequisites:** Biology

**Description:** Aquatic Science is a study of the interactions between abiotic and biotic factors in marine and freshwater habitats as they relate to the environment. Maintenance of aquaria can be used in solving problems arising in the operation of fisheries, aquatic farms, waste disposal, and sanitation and water supply. Student investigations will emphasize observations, collection of data, data analysis, and the safe manipulation of laboratory apparatus and materials in the lab as it relates to aquatic systems. Students who successfully complete Aquatic Science will acquire knowledge about a variety of aquatic systems, conduct investigations and observations of aquatic environments, work collaboratively with peers, and develop critical-thinking and problem-solving skills.

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## Astronomy

**Course Number:** SC152

**Offered In:** 11–12

**Credits:** 1

**Level:** On level

**Prerequisites:** Two units of high school science

**Description:** In Astronomy, students conduct laboratory and field investigations, use scientific methods, and make informed decisions using critical thinking and scientific problem solving. Students study the following topics: astronomy in civilization, patterns and objects in the sky, our place in space, the moon, reasons for the seasons, planets, the sun, stars, galaxies, cosmology, and space exploration. Computer applications will be used as part of laboratory investigations. Students will be encouraged to make independent astronomical observations. Students who successfully complete Astronomy will acquire knowledge within a conceptual framework, conduct observations of the sky, work collaboratively, and develop critical-thinking skills.

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## 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.

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

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## Environmental Systems

**Course Number:** SC112

**Offered In:** 11–12

**Credits:** 1

**Level:** On level

**Prerequisites:** Biology and one physical science (IPC, Chemistry or Physics)

**Description:** 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.

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## AP Environmental Science

**Course Number:** SC411

**Offered In:** 11–12

**Credits:** 1

**Level:** AP/GT

**Prerequisites:** Algebra I, Biology and one year of physical science (IPC, Chemistry or Physics)

**Description:** The AP Environmental Science course is designed to 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.

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## Anatomy and Physiology

*(Advanced CTE Course)*

*Home campus or James Reese Career and Technical Center*

**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.*

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## Forensic Science

**Home campus or James Reese Career and Technical Center**

**Course Number:** CLP040

**Offered In:** 10–12

**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.*

## Medical Microbiology

**Course Number:** CHS080 — Academy only

**Offered In:** 11–12

**Credits:** 1

**Level:** On Level

**Prerequisites:** Biology and Chemistry

**Description:** 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.*

## Advanced Animal Science

*(Advanced CTE Course)*

**Course Number:** CAG060

**Offered In:** 12

**Credits:** 1

**Level:** On Level

**Prerequisites:** Biology and Chemistry or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; Livestock Production; At least 3 credits in Agriculture, Food, and Natural Resources in the Animal Science Pathway

**Description:** Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction allows for the application of scientific and technological aspects of animal science through field and laboratory experiences.  
*\*This CTE course counts as a Science credit.*

## 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:**

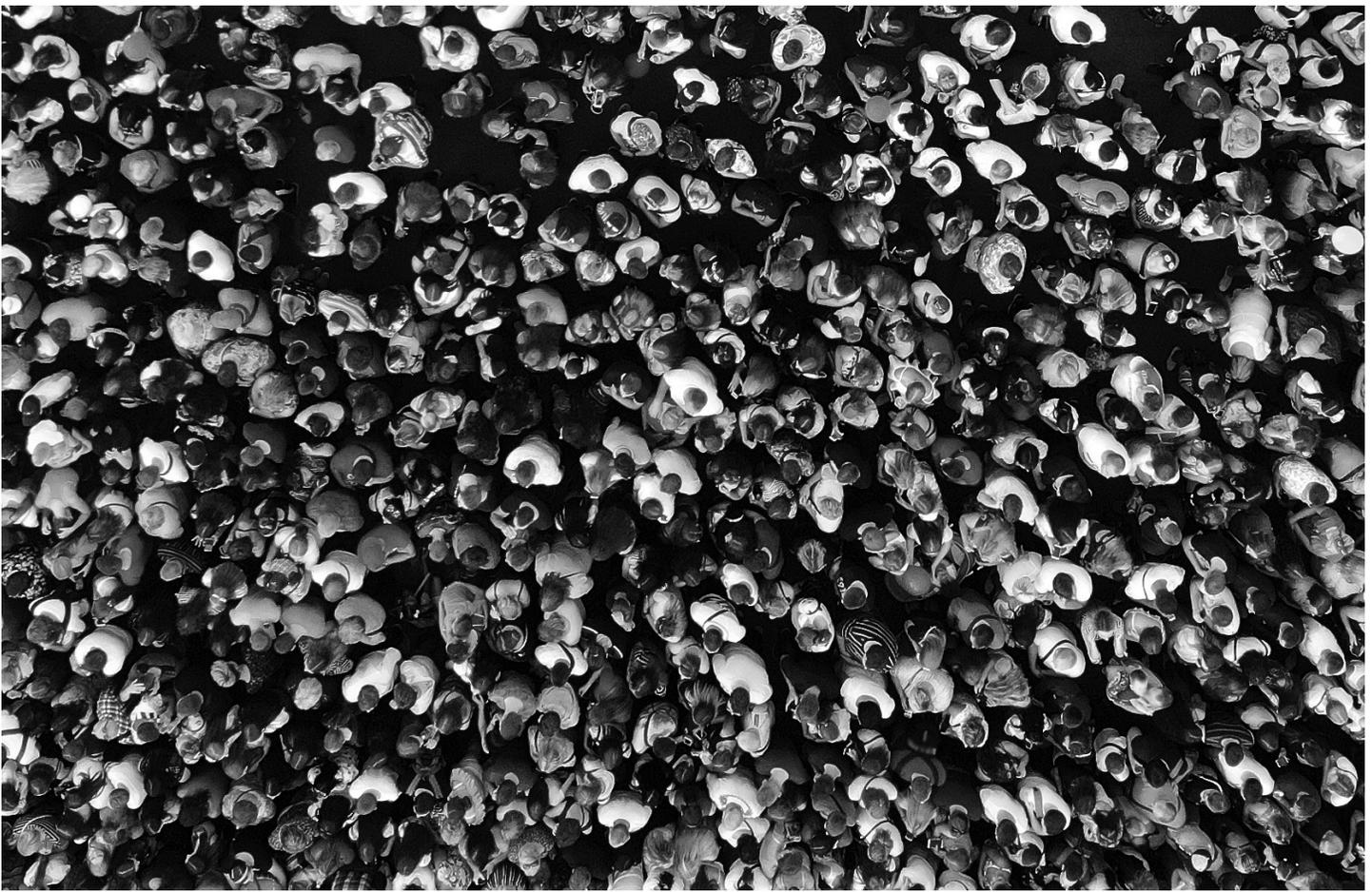
SE931F IPC AL

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

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### SOCIAL STUDIES

#### World Geography

**Course Number:** SS412

**Offered In:** 9–12

**Credits:** 1

**Level:** On level

**Prerequisites:** None

**Description:** In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region.

Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

#### World Geography AAC

**Course Number:** SS411

**Offered In:** 9–12

**Credits:** 1

**Level:** AAC (Formerly known as Pre-AP)/GT

**Prerequisites:** None

**Description:** AAC/GT classes will cover all World Geography TEKS objectives and other topics such as urban geography, environment, globalization, and demographic studies. Students will read case studies and develop critical thinking and writing skills necessary for success on future

social studies Advanced Placement exams. Outside reading and independent learning will also be required.

#### World History

**Course Number:** SS422

**Offered In:** 9–12

**Credits:** 1

**Level:** On level

**Prerequisites:** None

**Description:** World History Studies is a survey of the history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which constitutional

governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

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## AP World History

**Course Number:** SS424

**Offered In:** 10–12

**Credits:** 1

**Level:** AP/GT

**Prerequisites:** None

**Description:** The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. Students are expected to write for the purposes of interpretation and analysis. The focus of this course is preparation for successful completion of the AP Exam in May.

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## United States History

**Course Number:** SS432

**Offered In:** 10–12

**Credits:** 1

**Level:** On level

**Prerequisites:** None

**Description:** The course content is based on the founding documents of the U.S. government, which provide a framework for its heritage. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students examine the impact of geographic factors on major events and eras and analyze their causes and effects. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and popular culture and the times during which they were created. Students analyze the impact of technological innovations on American life. Students use critical-thinking skills and a variety of primary and secondary source

material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context.

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## AP United States History

**Course Number:** SS431

**Offered In:** 10–12

**Credits:** 1

**Level:** AP/GT

**Prerequisites:** None

**Description:** This Advanced Placement course involves students in a survey of America's history from the colonial period to the present day. Students read extensively from primary and secondary sources, analyze issues and events, and prepare oral and written presentations and projects based on individual and group research. The focus of this course is preparation for successful completion of the AP Exam in May.

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## United States History — Dual Credit

**Course Number:** SS43D1/SS43D2

**Offered In:** 11–12

**Credits:** 1

**Level:** Dual Credit

**Prerequisites:** Meet TSI requirements and accepted HCC application

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

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## United States Government

**Course Number:** SS4421/SS4422

**Offered In:** 12

**Credits:** .5

**Level:** On level

**Prerequisites:** None

**Description:** In this course, students learn major political ideas and forms of government in history. A significant focus on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers,

popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a constitutional republic, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue.

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## AP United States Government and Politics

**Course Number:** SS4411/SS4412

**Offered In:** 12

**Credits:** .5

**Level:** AP/GT

**Prerequisites:** None

**Description:** Students participate in an in-depth analysis of concepts, issues, and problems associated with the structure and function of government and the development of political behaviors and philosophies. Through extensive reading and problem-solving activities, civil rights, civil liberties, and activities of various governmental agencies are examined and evaluated. The focus of this course is preparation for successful completion of the AP exam in May.

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## AP Comparative Government and Politics

**Course Number:** SS5611/SS5612

**Offered In:** 12

**Credits:** .5

**Level:** AP/GT

**Prerequisites:** None

**Description:** Students in this course compare the governments of various countries to analyze political processes, behaviors, and their consequences. The focus of this course is preparation for successful completion of the AP exam in May. This course does not fulfill the required Government coursework for graduation.

## United States Government — Dual Credit

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**Course Number:** SS4461/SS4462

**Offered In:** 12

**Credits:** .5

**Level:** Dual Credit

**Prerequisites:** Meet TSI requirements and accepted HCC application

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

## Economics with Emphasis on the Free Enterprise System and Its Benefits

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**Course Number:** SS4521/SS4522

**Offered In:** 12

**Credits:** .5

**Level:** On level

**Prerequisites:** None

**Description:** This course emphasizes the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. Students will investigate the concepts of specialization and international trade, economic growth, key economic measurements, and monetary and fiscal policy. Students will study the roles of the Federal Reserve System and other financial institutions, government, and businesses in a free enterprise system. Types of business ownership and market structures are discussed. The course also incorporates instruction in personal financial literacy. Students apply critical-thinking skills using economic concepts to evaluate the costs and benefits of economic issues

## AP Macroeconomics

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**Course Number:** SS4511/SS4512

**Offered In:** 12

**Credits:** .5

**Level:** AP/GT

**Prerequisites:** None

**Description:** Students are engaged in a comprehensive exploration of economics and the free enterprise system which involves problem solving and analysis of macroeconomic principles. The completion of group and individual projects, presentations, and outside readings are expected of students in this course. The focus of this course is preparation for successful completion of the AP exam in May. This course may be taken for Economics graduation credit or as an elective.

## AP Microeconomics

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**Course Number:** SS4571/SS4572

**Offered In:** 12

**Credits:** .5

**Level:** AP/GT

**Prerequisites:** None

**Description:** This course emphasizes the economic principles that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. The completion of group and individual projects, presentations, and outside readings are expected of students in this course. The focus of this course is preparation for successful completion of the AP exam in May. This course may be taken for Economics graduation credit or as an elective.

## Economics — Dual Credit

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**Course Number:** SS4561/SS4562

**Offered In:** 12

**Credits:** .5

**Level:** Dual Credit

**Prerequisites:** Meet TSI requirements and accepted HCC application

**Description:** This advanced level Economics course is offered for both college and high school credit. It is a rigorous course taught at the college level that includes the study of macro and microeconomic philosophies, as well as an examination of historical and recent economic events. Students must enroll, register, and pay any associated fees to the appropriate community college. Successful completion of this course will provide students with college level ECON-2301 Principles of Macroeconomics which is accepted at most Texas colleges and universities, as well as many out of state institutions. This course can be taken on an FBISD high school campus taught by an approved FBISD instructor or at a local community college. Please see “Dual Credit”

sections for more information. Community college enrollment requirements, deadlines, and fees apply.

## Personal Financial Literacy

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**Course Number:** SS532

**Offered In:** 10–12

**Credits:** .5

**Level:** On level

**Prerequisites:** None

**Description:** 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, 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

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**Course Number:** SS5221/SS5222

**Offered In:** 9–12

**Credits:** .5

**Level:** On level

**Prerequisites:** None

**Description:** Sociology, an elective course, is an introductory study in social behavior and organization of human society. This course will describe the development of the field as a social science by identifying methods and strategies of research leading to an understanding of how the individual relates to society and the ever changing world. Students will also learn the importance and role of culture, social structure, socialization, and social change in today's society

## Sociology — Dual Credit

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**Course Number:** SS523

**Offered In:** 11–12

**Credits:** .5

**Level:** Dual Credit

**Prerequisites:** Meet TSI requirements and completed HCC application

**Description:** This advanced level Sociology course is offered for both college and high school credit. It is a rigorous course taught at the college level that includes the scientific study of human behavior in society and culture. Successful completion of this course will provide students with college level SOCI-1301 Introduction to Sociology which is accepted at most Texas colleges and universities, as well as many out of state institutions. This course can be taken on a FBISD high school campus taught by an approved FBISD instructor or at a local

community college. Please see “Dual Credit” sections for more information. Community college enrollment requirements, deadlines, and fees apply.

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## Psychology

**Course Number:** SS5121/SS5122

**Offered In:** 10–12

**Credits:** .5

**Level:** On level

**Prerequisites:** None

**Description:** In this elective course, students study the science of behavior and mental processes. Students examine the full scope of the science of psychology such as the historical framework, methodologies, human development, motivation, emotion, sensation, perception, personality development, cognition, learning, intelligence, biological foundations, mental health, and social psychology

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## AP Psychology

**Course Number:** SS5111/SS5112

**Offered In:** 10–12

**Credits:** .5

**Level:** AP/GT

**Prerequisites:** None

**Description:** 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.

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## Ethnic Studies: Mexican American Studies

**Course Number:** SS931

**Offered In:** 10-12

**Credits:** 1

**Level:** On level

**Prerequisites:** None

**Description:** In Ethnic Studies: Mexican American Studies, an elective course, students learn about the history and cultural contributions of Mexican Americans. Students explore history and culture from an interdisciplinary perspective. The course emphasizes events in the 20th and 21st centuries, but students will also engage with events prior to the 20th century.

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## Ethnic Studies: African American Studies

**Course Number:** SS932

**Offered In:** 10-12

**Credits:** 1

**Level:** On level

**Prerequisites:** None

**Description:** In Ethnic Studies: African American Studies, an elective course, students learn about the history and cultural contributions of African Americans. This course is designed to assist students in understanding issues and events from multiple perspectives. This course develops an understanding of the historical roots of African American culture, especially as it pertains to social, economic, and political interactions within the broader context of United States history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of past achievements provides citizens of the 21st century with a broader context within which to address the many issues facing the United States

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## Psychology — Dual Credit

**Course Number:** SS513

**Offered In:** 11–12

**Credits:** .5

**Level:** Dual Credit

**Prerequisites:** Meet TSI requirements and accepted HCC application

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

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## AP Human Geography

**Course Number:** SS4351/SS4352

**Offered In:** 10–12

**Credits:** .5

**Level:** AP/GT

**Prerequisites:** None

**Description:** 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.

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## AP Human Geography — WG

**Course Number:** SS437

**Offered In:** 9

**Credits:** 1.0

**Level:** AP/GT

**Description:** Considerations: Students who have previously been awarded a WG credit will not be awarded credit for this course. This yearlong course introduces students to the systematic study of patterns and processes that have shaped human understanding, use of, and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. This course awards students a World Geography credit, while preparing students for the AP exam in May. This course fulfills the World Geography credit for graduation.

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## AP European History

**Course Number:** SS591

**Offered In:** 10–12

**Credits:** 1

**Level:** AP

**Prerequisites:** None

**Description:** The goal of this course is to provide a narrative of events and movements in Europe from 1450 to the present. This will include the period from the High Renaissance to the recent past. In addition, students in this course will develop an understanding of some of the 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— Special Topics 1 and Special Topics 2

**Course Number:** SS9221, SS9222, SS9219 (H), SS9220 (H)

**Offered In:** 11–12

**Credits:** .5

**Level:** On level or Honors

**Prerequisites:** None

**Description:** This course provides students with an opportunity to develop an understanding of the forces that shape their lives and the world in which they live, while using social science knowledge and skills to engage in the analysis of complex problems.

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

**Course Number:** SS5821, SS5822, SS5811 (H), SS5812 (H)

**Offered In:** 11–12

**Credits:** .5

**Level:** On level or Honors

**Prerequisites:** None

**Description:** This course provides students with an opportunity to develop an understanding of the forces that shape their lives and the world in which they live, while using social science knowledge and skills to engage in the analysis of complex problems.

*\*A student can take up to 4 semesters of STSS with different content in each semester.*

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 — 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.*

## 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

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### 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 AAC *(Formerly known as Pre-AP)*

Level III AAC classes provide students opportunities to develop greater proficiency in speaking, listening, reading, and writing. In addition to reaching an intermediate-low to intermediate-mid level of proficiency, students will have a deeper understanding of the language and the cultural perspectives associated with it. The units

in this course focus on topics that are more global in nature than in previous levels. Level III AAC will provide specific preparation to students for the level IV AP Language and Culture course and exam. This course is conducted predominantly in the target language.

## Spanish I

**Course Number:** FL112

**Offered In:** 9–12

**Credits:** 1

**Level:** On level

**Prerequisites:** None

## Spanish II

**Course Number:** FL122

**Offered In:** 9–12

**Credits:** 1

**Level:** On level

**Prerequisites:** Spanish I

## Spanish III

**Course Number:** FL132

**Offered In:** 9–12

**Credits:** 1

**Level:** On level

**Prerequisites:** Spanish II or Spanish for Spanish Speakers

## Spanish III AAC

*(Formerly known as Pre-AP)*

**Course Number:** FL131

**Offered In:** 9–12

**Credits:** 1

**Level:** AAC *(Formerly known as Pre-AP)*

**Prerequisites:** Spanish II or Spanish for Spanish Speakers

## French I

**Course Number:** FL212

**Offered In:** 9–12

**Credits:** 1

**Level:** On level

**Prerequisites:** None

## French II

**Course Number:** FL222

**Offered In:** 9–12

**Credits:** 1

**Level:** On level

**Prerequisites:** French I

## French III

**Course Number:** FL232

**Offered In:** 9–12

**Credits:** 1

**Level:** On Level

**Prerequisites:** French II

## French III AAC

**Course Number:** FL231

**Offered In:** 9–12

**Credits:** 1

**Level:** AAC *(Formerly known as Pre-AP)*

**Prerequisites:** French II

## German I

**Course Number:** FL312

**Offered In:** 9–12

**Credits:** 1

**Level:** On level

**Prerequisites:** None

## German II

**Course Number:** FL322

**Offered In:** 9–12

**Credits:** 1

**Level:** On level

**Prerequisites:** German I

## German III

**Course Number:** FL332

**Offered In:** 9–12

**Credits:** 1

**Level:** On level

**Prerequisites:** German II

## German III AAC

**Course Number:** FL331

**Offered In:** 9–12

**Credits:** 1

**Level:** AAC *(Formerly known as Pre-AP)*

**Prerequisites:** German II

## Japanese I

**Course Number:** FL512

**Offered In:** 9–12

**Credits:** 1

**Level:** On level

**Prerequisites:** None

## Japanese II

**Course Number:** FL522

**Offered In:** 9–12

**Credits:** 1

**Level:** On level

**Prerequisites:** Japanese I

## Japanese III

**Course Number:** FL532

**Offered In:** 9–12

**Credits:** 1

**Level:** On level

**Prerequisites:** Japanese II

## Japanese III AAC

**Course Number:** FL531

**Offered In:** 9–12

**Credits:** 1

**Level:** AAC *(Formerly known as Pre-AP)*

**Prerequisites:** Japanese II

## Chinese I

**Course Number:** FL612

**Offered In:** 9–12

**Credits:** 1

**Level:** On level

**Prerequisites:** None

## Chinese II

**Course Number:** FL622

**Offered In:** 9–12

**Credits:** 1

**Level:** On level

**Prerequisites:** Chinese I

## Chinese III

**Course Number:** FL632

**Offered In:** 9–12

**Credits:** 1

**Level:** On level

**Prerequisites:** Chinese II or Chinese for Chinese Speakers

## Chinese III AAC

**Course Number:** FL631

**Offered In:** 9–12

**Credits:** 1

**Level:** AAC *(Formerly known as Pre-AP)*

**Prerequisites:** Chinese II or Chinese for Chinese Speakers

## Spanish for Spanish Speakers

**Course Number:** FL1021/FL1022

**Offered In:** 9–12

**Credits:** 2

**Level:** On level

**Prerequisites:** Screened for oral and written proficiency in Spanish. Apply through counselor. Students who are heritage or native speakers of Spanish may receive credit for Spanish I and II upon successful completion of this course in one year.

**Description:** The main objective of this course is to help heritage or native speakers of Spanish to become fully bilingual and biliterate so that they can benefit from this skill in the workforce in the future. The focus of this course is to increase students' proficiency level in all three modes of communication, recognizing that the needs of heritage and native speakers are different from those of non-native and non-heritage students of Spanish. Students are expected to achieve a minimum of intermediate-mid proficiency level by the end of this course, depending upon their beginning level.

## ADVANCED PLACEMENT (AP) AND BEYOND AP WORLD LANGUAGE COURSES

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

## AP Spanish Language and Culture (Spanish IV—AP)

**Course Number:** FL141

**Offered In:** 9–12

**Credits:** 1

**Level:** AP

**Prerequisites:** Spanish III (Spanish III AAC recommended)

## AP French Language and Culture (French IV—AP)

**Course Number:** FL241

**Offered In:** 9–12

**Credits:** 1

**Level:** AP

**Prerequisites:** French III (French III AAC recommended)

## AP German Language and Culture (German IV—AP)

**Course Number:** FL341

**Offered In:** 9–12

**Credits:** 1

**Level:** AP

**Prerequisites:** German III

## German I and II — Dual Credit

**Course Number:** FL311 and FL321

**Offered In:** 9–12

**Credits:** 2

**Level:** Dual Credit

**Prerequisites:** Meet TSI requirements

**Description:** These two HCC dual credit foreign language courses must be taken in sequence and completed in their entirety to receive two full years of FBISD Foreign Language credit. 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 required for a postsecondary degree at a Texas public institution. Students should check with their prospective college choice(s) about eligibility and transfer of credit of this course for specific majors. Please see "Dual Credit" sections for more information. HCC enrollment requirements, deadlines, and fees apply.

## AP Japanese Language and Culture (Japanese IV – AP)

**Course Number:** FL541

**Offered In:** 9–12

**Credits:** 1

**Level:** AP

**Prerequisites:** Japanese III

**Description:** This course prepares students to demonstrate intermediate-mid to intermediate-high proficiency across the full range of language skills within a cultural frame of reference. The course will develop speaking and writing skills, as well as reading proficiency of authentic texts, both fiction and non-fiction, and listening proficiency of formal and colloquial authentic language. This course is designed to prepare students for success on the AP Language and Culture Exam in May. This course is conducted entirely in the target language.

## AP Chinese Language and Culture (Chinese IV—AP)

**Course Number:** FL641

**Offered In:** 9–12

**Credits:** 1

**Level:** AP

**Prerequisites:** Chinese III

**Description:** This course prepares students to demonstrate intermediate-mid to intermediate-high proficiency across the full range of language skills within a cultural frame of reference. The course will develop speaking and writing skills, as well as reading proficiency of authentic texts, both fiction and non-fiction, and listening proficiency of formal and colloquial authentic language. This course is designed to prepare students for success on the AP Language and Culture Exam in May. This course is conducted entirely in the target language.

## AP Spanish Literature and Culture (Spanish V – AP)

**Course Number:** FL151

**Offered In:** 9–12

**Credits:** 1

**Level:** AP

**Prerequisites:** Spanish IV AP or Spanish I – III + minimum score of 3 on Spanish AP Language and Culture exam

**Description:** Students in Spanish V AP will learn the cultural perspectives of the Spanish-speaking world, along with the practices and products that are a reflection of those perspectives as they read the variety of literary selections required for this course and exam. The course is structured around the following themes: Societies in Contact, the Construction of Gender, Time and Space, Literary Creation, Interpersonal Relationships, and the Dual Nature of Being. Classes are conducted in the target

language for 100 percent of the time, with great attention to comprehensible input. Language learners in Spanish V AP are expected to reach an intermediate-high to advanced- mid proficiency level upon completion of this course, and this course prepares students for the AP exam in May.

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## Chinese for Chinese Speakers

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**Course Number:** FL602/FL603

**Offered In:** 9–12

**Credits:** 2

**Level:** On level

**Prerequisites:** Screened for oral and written proficiency in Mandarin Chinese. Apply through counselor. Students who are heritage or native speakers of Chinese may receive credit for Chinese I and II upon successful completion of this course in one year.

**Description:** The main objective of this course is to help heritage or native speakers of Chinese to become fully bilingual and biliterate so that they can benefit from this skill in the workforce in the future. The focus of this course is to increase the student's proficiency level in all three modes of communication, recognizing that the needs of heritage and native speakers are different from those of non-native and non-heritage students of Chinese. Students are expected to achieve a minimum of intermediate- mid proficiency level by the end of this course, depending upon their beginning level.

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## Chinese V

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**Course Number:** FL651

**Offered In:** 9–12

**Credits:** 1

**Level:** Beyond AP

**Prerequisites:** Chinese IV AP or Chinese I–III + minimum score of 3 on Chinese AP Language and Culture exam

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

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## Latin I

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**Course Number:** F412

**Offered In:** 9–12

**Credits:** 1

**Level:** On level

**Prerequisites:** None

**Description:** Language learners in Latin I are expected to reach an intermediate-low proficiency level upon completion of this course, according to the TEKS for LOTE. This course focuses on the development of the student's ability to read Latin with comprehension. Students acquire an understanding of the influence of the Roman world on contemporary culture and also of their differences. Vocabulary and grammar are studied in the context of reading passages into which cultural information has also been integrated. Students learn how to pronounce Latin according to accepted conventions in order to read passages aloud or answer simple questions about passages or respond to classroom directions and commands. Word derivations and Latin word elements are also studied to expand the student's English vocabulary.

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## Latin II

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**Course Number:** FL422

**Offered In:** 9–12

**Credits:** 1

**Level:** On level

**Prerequisites:** Latin I

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

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## Latin III

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**Course Number:** FL432

**Offered In:** 9–12

**Credits:** 1

**Level:** On level

**Prerequisites:** Latin II

**Description:** Language learners in Latin III are expected to reach an advanced-low proficiency level upon completion of this course, according to the TEKS for LOTE. The focus of this course is on the development of the skills of reading and

comprehension as students read more and more passages of slightly adapted and authentic classical Latin. Students further refine their understanding of the Roman world and its influence on contemporary culture. Reading passages include selections of prose and poetry. Advanced grammatical forms, vocabulary, figures of speech, and culture are integrated into the development of reading. This course prepares students for the College Entrance Examination Board (CEE) Latin Achievement Test.

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## Latin III AAC

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**Course Number:** FL431

**Offered In:** 9–12

**Credits:** 1

**Level:** AAC (*Formerly known as Pre-AP*)

**Prerequisites:** Latin II

**Description:** Language learners in Latin III are expected to reach an advanced-low proficiency level upon completion of this course, according to the TEKS for LOTE. The focus of this course is on the development of the skills of reading and comprehension as students read more and more passages of slightly adapted and authentic classical Latin. Students further refine their understanding of the Roman world and its influence on contemporary culture. Reading passages include selections of prose and poetry. Advanced grammatical forms, vocabulary, figures of speech, and culture are integrated into the development of reading. This course will prepare students for Latin IV AP and the College Board Latin Exam.

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## AP Latin (Latin IV – AP)

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**Course Number:** FL441

**Offered In:** 9–12

**Credits:** 1

**Level:** AP

**Prerequisites:** Latin III

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

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## American Sign Language (ASL) I

**Course Number:** FL712

**Offered In:** 9–12

**Credits:** 1

**Level:** On level

**Prerequisites:** None

**Description:** Students in ASL I will gain awareness of cultural behaviors of the deaf signing community, and participate in group discussions and role-play practices as they work toward achieving a novice- mid to novice-high proficiency level. This course will also include a brief history of ASL, discuss some of the causes of hearing loss, and provide an introduction to American deaf culture and the deaf community. Classes are conducted in the target language for 90 percent of the time (no voice), with frequent opportunities for students to practice and checks for understanding. English will be used only when necessary. NOTE: Not all colleges and universities accept ASL as fulfillment of foreign language credit. Please check with the individual college.

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## American Sign Language II

**Course Number:** FL722

**Offered In:** 9–12

**Credits:** 1

**Level:** On level

**Prerequisites:** American Sign Language I

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

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## American Sign Language I and II — Dual Credit

**Course Number:** FL711 and FL721

**Offered In:** 9–12

**Credits:** 2.0

**Level:** Dual Credit

**Prerequisites:** Meet TSI requirements

**Description:** These two HCC dual credit foreign language courses must be taken in sequence and completed in their entirety to receive two full years of FBISD Foreign Language credit. SGNL-1401 Beginning ASL I is an introduction to the basic skills in production and comprehension of American Sign Language. Includes the manual alphabet and numbers. Develops conversational ability, culturally appropriate behaviors, and exposes students to ASL grammar. Student must complete the course with a “B” or better. SGNL-1402 Beginning ASL II develops receptive and expressive ability and allows recognition and demonstration of more sophisticated grammatical features of American Sign Language. Increases fluency and accuracy in 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.

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## American Sign Language III

**Course Number:** FL732

**Offered In:** 9–12

**Credits:** 1

**Level:** On level

**Prerequisites:** American Sign Language II

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



## Courses: Physical Education

### PHYSICAL EDUCATION

#### Foundations of Personal Fitness

**Course Number:**

PH1111 (B),  
PH1131 (G)

**Offered In:** 9–12

**Credits:** .5

**Level:** On level

**Prerequisites:** None

**Description:** 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. \*Students may take this course once for a maximum of .5 credit.

#### 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

**Description:** 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. 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), Dance I or JROTC I the same semester, may use both to meet the physical education requirement.

#### Athletics 1, 2, 3, 4

**Offered In:** 9–12

**Credits:** 1–4

**Level:** On level

**Prerequisites:** Coach Approval

**Description:** This course includes competitive UIL individual and team sports. Fair play and sportsmanship are included. After two .5 credits are earned, additional credits will be awarded as elective credit. Activities designated as athletics include:

**BOYS** - Football, Basketball, Baseball, Track, Soccer, Tennis, Golf, Swimming, Cross Country, Cheerleading

**GIRLS** - Volleyball, Tennis, Basketball, Golf, Track, Swimming, Cross Country, Soccer, Cheerleading, Softball

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

## Off Campus PE

(formerly Olympic Sanctioned Sports)

**Course Number:** PP1111/PP1112/ PP1211/  
PP1212/PP1311/PP1312

**Offered In:** 9–12

**Credits:** .5-1

**Level:** On level

**Prerequisites:** Requires district approval

**Description:** The purpose of this course is to accommodate those students who are training at an elite level 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 Coordinator of Health, PE, & Wellness, 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

**Description:** The goal of health education is to equip students with the knowledge and skills to make healthy decisions. The course includes mental/emotional, physical, and social health concepts that support the “whole child.”

## PE Substitution for Marching Band

**Course Number:** PMB01

**Offered In:** 9–10

**Credits:** .5 per semester

**Prerequisite:** concurrent enrollment in a Band I course during the fall semester

**Description:** Students will be concurrently enrolled in a .5 credit, 0-period, 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

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### ART

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

#### Art I

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**Course Number:** FA013

**Offered In:** 9–12

**Credits:** 1

**Level:** On level

**Prerequisites:** N/A

**Description:** Art I is a prerequisite for all other art courses in senior high school. Students examine natural and man-made objects, explore the art elements of line, value, texture, color, form, and space. Students apply the principles

of design, pattern, 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

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**Course Number:** FA121

**Offered In:** 10–12

**Credits:** 1

**Level:** On level

**Prerequisites:** Art I with portfolio review and instructor recommendation/approval required

**Description:** Art II, Drawing I provides students who have successfully completed Art I, or have demonstrated an advanced artistic ability (based on portfolio), an opportunity to further develop their drawing skills through the use of high-level thinking processes and techniques. Contour, gesture, pen and ink, pastels, mixed media, value and

perspective techniques will be studied. More challenging media, study of contemporary and traditional art, and world cultures will inspire students and help them develop an individual drawing style.

#### Art III, Drawing II

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**Course Number:** FA132

**Offered In:** 11–12

**Credits:** 1

**Level:** On level

**Prerequisites:** Art II — Drawing I, portfolio review and instructor recommendation/approval required

**Description:** Art III, Drawing II provides the serious art student an opportunity to refine and develop advanced drawing skills and techniques in a variety of media and problem-solving situations including technology. Students are to create original works of art in an expressive-inventive and imaginative way. Throughout the course, the student is provided opportunities to choose from a wide variety of drawing media, techniques, and subject matter (traditional and contemporary) in order to develop a style, theme, or interpretation.

In-depth design problems encourage the use of art elements and principles of design, which include experiences in abstract, non-objective, and realistic drawing approaches. All projects and works of art are to strengthen and develop the student's portfolio.

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### Art IV, Drawing III

**Course Number:** FA142

**Offered In:** 12

**Credits:** 1

**Level:** On level

**Prerequisites:** Art III — Drawing II, portfolio review and instructor recommendation/ approval required

**Description:** Art IV, Drawing III is an independent study course allowing students to develop themes and individual styles in personal art works. It provides the serious art student an opportunity to refine and develop advanced drawing skills and techniques in a variety of media and problem-solving situations including technology. Themes range from pictorial accuracy to subjective interpretation. All projects and works of art are to strengthen and develop the student's portfolio. The focus is to correspond and enhance the advanced placement drawing and two-dimensional course.

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### Art II, Painting I

**Course Number:** FA223

**Offered In:** 10–12

**Credits:** 1

**Level:** On level

**Prerequisites:** Art I with portfolio review and instructor recommendation/approval required

**Description:** Art II, Painting I offers students who have successfully completed Art I an opportunity to extend their technical skills in a variety of painting styles and media. In-depth design problems encourage research of art works of other artists and cultures and include experiences in abstract, non-objective, and realistic approaches.

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### Art III, Painting II

**Course Number:** FA232

**Offered In:** 11–12

**Credits:** 1

**Level:** On level

**Prerequisites:** Art II — Painting I, portfolio review and instructor recommendation/ approval required

**Description:** Art III, Painting II offers the continuing art students, who may be considering a career in art, the opportunity to extend and refine his/her technical skills in a variety of painting styles and media. In-depth design problems encourage the use of art elements and principles and include

experiences in abstract, non-objective, and realistic approaches. Personal experiences, as well as inventive and imaginative themes, are the basic ingredient for original works of art. A major focus of the course is the study of significant painters and how the culture and/or historic period influenced their styles and subjects. All works of art serve to strengthen and develop the student's portfolio.

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### Art IV, Painting III

**Course Number:** FA242

**Offered In:** 12

**Credits:** 1

**Level:** On level

**Prerequisites:** Art III — Painting II, portfolio review and instructor recommendation/ approval required

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

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### Art II, Ceramics I

**Course Number:** FA323

**Offered In:** 10–12

**Credits:** 1

**Level:** On level

**Prerequisites:** Art I with portfolio review and instructor recommendation/approval required

**Description:** Art II, Ceramics I is a study of three-dimensional design in clay. Study will begin with the fundamental hand building techniques of coil and slab construction, and an exploration of the clay surfaces. Students will experiment with various finishing techniques. Students are taught studio habits and time management.

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### Art III, Ceramics II

**Course Number:** FA332

**Offered In:** 11–12

**Credits:** 1

**Level:** On level

**Prerequisites:** Art II — Ceramics I with portfolio review and instructor recommendation/approval required

**Description:** Art III, Ceramics II offers an in-depth study of clay for the serious student who has successfully completed Ceramics I. Students will develop personal style of expression through refining and developing skills previously introduced, as well as an introduction to wheel throwing, various clays, and glaze formulation. A historic emphasis will be placed on the evolution of studio ceramics and current issues within the field of ceramics. All projects and works of art are to strengthen and develop the student's portfolio.

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### Art IV, Ceramics III

**Course Number:** FA342

**Offered In:** 12

**Credits:** 1

**Level:** On level

**Prerequisites:** Art III — Ceramics II, portfolio review and instructor recommendation/ approval required

**Description:** Art IV, Ceramics III is a course allowing students to develop themes from their environments, other cultures, and diverse historical periods. The focus of the course would be for independent study and development of personal interests and style in ceramics. All projects and works of art are to strengthen and develop the student's portfolio. The focus is to correspond and enhance the advanced placement three-dimensional course. Students will continue to practice studio habits and time management, creating individualization and independence.

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### Art II, Sculpture I

**Course Number:** FA423

**Offered In:** 10–12

**Credits:** 1

**Level:** On level

**Prerequisites:** Art I with portfolio review and instructor recommendation/approval required

**Description:** The Art II, Sculpture I studio course, devoted to the three-dimensional art forms, will offer the student opportunities to become more proficient in modeling and constructing original creations using additive and subtractive methods. References to both cultural and historical sculptures will allow students to recognize the value of sculpture. Students are taught studio habits and time management

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### Art III, Sculpture II

**Course Number:** FA432

**Offered In:** 11–12

**Credits:** 1

**Level:** On level

**Prerequisites:** Art II - Sculpture I with portfolio review and instructor recommendation/approval required

**Description:** Art III, Sculpture II is an advanced art class designed for the student interested in studying in-depth three-dimensional form. Advanced additive and subtractive methods will be explored as students continue to strengthen design skills and emphasis on form and space. All projects and works of art are to strengthen and develop the student's portfolio. Students continue to practice studio habits and time management

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### Art IV, Sculpture III

**Course Number:** FA442

**Offered In:** 12

**Credits:** 1

**Level:** On level

**Prerequisites:** Art III — Sculpture II, portfolio review and instructor recommendation/ approval required

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

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### Art II, Digital Art and Media I

**Course Number:** FA623

**Offered In:** 10–12

**Credits:** 1

**Level:** On level

**Prerequisites:** Art I with portfolio review and instructor recommendation/ approval required

**Description:** The Art II, Digital Art and Media I lab course is the introduction of technology in art. Students will learn to use image manipulation programs and traditional drawing, painting, photography, and layout techniques. Students will view the computer as an important tool for the artist and use computer programs to facilitate the design process of exploring, developing ideas, and producing finished work. Students will have the opportunity to transfer original artwork through various electronic and digital scanning methods. Students will learn the basics of hardware and a variety of art software programs. The student will build a visual electronic portfolio throughout the course. Careers in the field of digital art and media are introduced to the students.

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### Art III, Digital Art and Media II

**Course Number:** FA624

**Offered In:** 11–12

**Credits:** 1

**Level:** On level

**Prerequisites:** Art II — Digital Art and Media I, portfolio review and instructor recommendation/ approval required

**Description:** In the Art III, Digital Art and Media II course, students will learn to use image manipulation programs and traditional drawing, painting, photography, and layout techniques. Students will view the computer as an important tool for the artist and use computer programs to facilitate the design process of exploring, developing ideas, and producing original art works. The student will build a visual electronic portfolio throughout the course. Careers in the field of digital art and media will be explored and examined.

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### Art IV, Digital Art and Media III

**Course Number:** FA625

**Offered In:** 12

**Credits:** 1

**Level:** On level

**Prerequisites:** Art III — Digital Art and Media II, portfolio review and instructor recommendation/ approval required

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

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### AP Drawing Portfolio

**Course Number:** FA811

**Offered In:** 10–12

**Credits:** 1

**Level:** AP

**Prerequisites:** Art III and instructor recommendation/ approval with portfolio required

**Description:** AP Drawing Portfolio is a college-level course open to students who are seriously interested in the practical experience of art, concentrating on drawing. AP Drawing Portfolio Exam is not based on a written exam; instead, the focus will be to submit portfolio exams to College Board for evaluation and the successful completion of the AP course at the end of the school year. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes and idea over the course of the year. Work focuses on the use of mark-making, line, surface, space, light and shade. Portfolio Exam contains two sections. The Selected Works Section, which requires students to demonstrate skillful synthesis of materials, process and ideas. The Sustained

Investigation section requires students to conduct a sustained investigation based on questions, through practice, experimentation, and revision. Both sections of the portfolio require students to articulate information about their work.

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### AP 2-D Art and Design Portfolio

**Course Number:** FA611

**Offered In:** 10–12

**Credits:** 1

**Level:** AP

**Prerequisites:** Art III and instructor recommendation/ approval with portfolio required

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

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### AP 3-D Art and Design Portfolio

**Course Number:** FA711

**Offered In:** 10–12

**Credits:** 1

**Level:** AP

**Prerequisites:** Art III and instructor recommendation/ approval with portfolio required

**Description:** AP 3-D Art and Design Portfolio is a college-level course open to students who are seriously interested in the practical experience of art, concentrating on 3-D design. AP 3D Art and Design Portfolio Exam is not based on a written exam; instead, the focus will be to submit portfolio exams to College Board for evaluation and the successful completion of the AP course at the end of the school year. Students create a portfolio of work to demonstrate inquiry through art and design and development

of materials, processes and idea over the course of the year. Work focuses on the use Elements and Principles of Art and Design, which includes balance, repetition, relationship, connection, juxtaposition and hierarchy. Portfolio Exam contains two sections. The Selected Works Section, which requires students to demonstrate skillful synthesis of materials, process and ideas. The Sustained Investigation section requires students to conduct a sustained investigation based on questions, through practice, experimentation, and revision. Both sections of the portfolio require students to articulate information about their work.

## AP Art History

**Course Number:** FA911

**Offered In:** 11–12

**Credits:** 1

**Level:** AP

**Prerequisites:** N/A

**Description:** AP Art History is open to only juniors and seniors. It is a college level course designed to explore and analyze architecture, sculpture, painting, and the minor arts as they relate to styles and cultures from prehistoric times to the present. The course is preparation for successful completion of the AP exam at the end of the school year.

## MUSIC

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

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

PE Substitution credit for participation in the Marching Band activity outside the school day.

## Band I and II

**Course Number:** FB113/FB123

**Offered In:** 9–10

**Credits:** 1 per course

**Level:** On level

**Prerequisites:** By audition only

**Description:** This course is designed for the student who has developed some proficiency in performance skills. Tone production, technical facility, and musicianship are taught as each relates to performance. This band is involved in numerous performances and competitions throughout the year. Placement in this course is by audition only. Students are required to purchase some materials and the cost may vary depending on the band program and level of study. Marching Band is required as a member of this class. Students will be concurrently enrolled in a .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

**Description:** This course is designed for advanced wind and percussion students. Advanced tonal development, instrumental techniques, and musicality are taught as each relates to performance. Emphasis is placed 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:** FG113/FG123/ FG133/ FG143

**Offered In:** 9–12

**Credits:** 1 per course

**Level:** On level

**Prerequisite:** Selection by audition only

**Description:** The Color Guard is the visual unit of the band program. Students participate with the Marching Band in numerous performances in the fall semester and perform independently in Winter Guard competitions from November through April. The principles of dance and kinesthetic awareness are developed in tandem with the use of equipment, which includes flags, rifles, and sabers. Some proficiency in dance skills is preferred, although not required. Placement in this course is by audition only. Students are required to purchase some materials and the cost may vary depending on the color guard program and level of study. Color Guard students are required to participate in all Marching Band activities, as well as all after-school rehearsals and performances. During the fall semester of their freshman and sophomore years, students will be concurrently enrolled in a .5 credit, 0-period, Pass/Fail, Marching Band PE Substitution course, which will meet the graduation requirement for one credit of PE.

## Jazz Ensemble I–IV

**Course Number:** FB512/FB522/FB532/ FB542

**Offered In:** 9–12

**Credits:** 1 per course

**Level:** On level

**Prerequisites:** By audition only

**Description:** The focus of this course is the exploration of styles and rhythms utilized in American jazz through performance. Students learn improvisational techniques. Students must be a member of another regular band class to enroll in jazz ensemble (exception: piano, guitar, and bass when the student does not play a wind instrument). 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.

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## Orchestra I and II

**Course Number:** FO212/FO222

**Offered In:** 9–10

**Credits:** 1 per course

**Level:** On level

**Prerequisites:** By audition only

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

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## Orchestra III and IV

**Course Number:** FO232/FO242

**Offered In:** 11–12

**Credits:** 1 per course

**Level:** On level

**Prerequisites:** By audition only

**Description:** 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.

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## Choral Music I and II

**Course Number:** FC212/FC222

**Offered In:** 9–10

**Credits:** 1 per course

**Level:** On level

**Prerequisites:** By audition only

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

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## 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.

**Description:** 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.

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## Vocal Ensemble I – IV

**Course Number:** FC312/FC322/FC332/  
FC342

**Offered In:** 9–12

**Credits:** 1 per course

**Level:** On level

**Prerequisites:** By audition only

**Description:** Vocal ensembles are select, musical groups. Ensemble performance of the highest level is expected. Sight-reading skills will continue to be developed and refined. Students will be involved in numerous performances/ competitions. Enrollment is by audition only. Students are required to purchase some materials and the cost may vary depending on the choir program and level of study.

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## Mariachi I – IV

**Course Number:** FI212/FI222/FI232/FI242

**Offered In:** 9–12

**Credits:** 1 per course

**Level:** On level

**Prerequisites:** None

**Description:** This course allows students the opportunity to learn Mariachi technique, style, and interpretation primarily on the guitar, guitarron, and vihuela. Students will perform traditional, progressive, and contemporary music. Participants are involved in numerous performances and competitions throughout the year. Students will be expected to attend ensemble rehearsals and performances outside of the school day. Students are required to purchase some materials and the cost may vary depending on the mariachi program and level of study. *\*This course is currently only available at Marshall High School and Willowridge High School.*

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## AP Music Theory

**Course Number:** FM122

**Offered In:** 11–12

**Credits:** 1

**Level:** AP

**Prerequisite:** Current or previous enrollment in a high school band, choir, or orchestra class or a passing score on the FBISD Music Literacy Exam

**Description:** 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.

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## Music Appreciation

**Course Number:** FM111

**Offered In:** 10–12

**Credits:** 1

**Level:** On level

**Prerequisites:** N/A

**Description:** Students learn basic music notation and form. Major composers, performers, and artists of the Medieval, Renaissance, Baroque, Classical, Romantic, and Contemporary periods are studied and analyzed. This is a non-performance course. An extensive research paper or project may be required.

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## Piano Technician I-IV

**Course Number:** FP113/123/132/142

**Offered In:** 9–12

**Credits:** 1

**Level:** On level

**Prerequisites:** N/A

**Description:** Students enrolled in this new innovative program will learn the skills of tuning, repairing, and regulating pianos over four years, readying students to pass the certification test of the Piano Technicians Guild. Students will learn the anatomy of the piano, basic tuning techniques, ear training to recognize pitch, frequency, and temperament. Financial literacy related to running a small business is introduced. This course is housed at Marshall High School. Students who wish to become part of the program should visit with their counselor for more information regarding the registration and transfer process.

## DANCE

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

### Principles of Dance I

**Course Number:** FD113

**Offered In:** 9–12

**Credits:** 1

**Level:** On level

**Prerequisites:** N/A

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

### Principles of Dance II

**Course Number:** FD123

**Offered In:** 9–12

**Credits:** 1

**Level:** On level

**Prerequisites:** Dance I or Dance I/PE and teacher recommendation

**Description:** Dance II is a continuation of the Dance I course. Students at this level demonstrate higher levels of competency in movement sequences that are increasingly more rhythmically complex and utilize a wider range of motion. Students will evaluate performances and offer thoughtful critiques of movement execution and choreographic content using correct terminology. This course may be taken to fulfill the Fine Arts requirement or the PE requirement, but not both.

### Principles of Dance III and IV

**Course Number:** FD133/FD143

**Offered In:** 9–12

**Credits:** 1 per course

**Level:** On level

**Prerequisites:** Mastery of dance skills and teacher recommendation

**Description:** Students use advanced skills and techniques through composition and efficiency of dance. Individual and group choreography are stressed. Participants perform in large group formats, select small groups, and solo performances.

### Dance Team I–IV

**Course Numbers:** FD212/FD222/ FD232/ FD242

**Offered In:** 9–12

**Credits:** 1 per course

**Level:** On level

**Prerequisite:** Selection by audition only

**Description:** Dance Team courses are designed for the advanced dance student. Advanced dance technique and creative expression are taught as each relates to performance in large groups, ensembles of various sizes, and individually. Students participate extensively in competitions and performances throughout the year. Students are required to purchase supplies and materials; 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

**Description:** The course is intended to be a general introduction to the fundamentals of basic theatre production techniques. Students are introduced to acting, directing, makeup application, technical work, and costuming. Theatre history is an important component of this course leading to an appreciation of the theatre. Students are required to attend a live theatre performance during the school year.

### Theatre Arts II

**Course Number:** FT123

**Offered In:** 9–12

**Credits:** 1

**Level:** On level

**Prerequisites:** Theatre Arts I or teacher recommendation/audition

**Description:** Theatre Arts II is designed to build on the skills learned in Theatre Arts I. Theatre production is stressed. Students learn audition techniques and advanced acting skills. Students are involved in duet acting, monologues, and group scenes. Students are required to attend a live theatre performance during the school year.

### Theatre Arts III

**Course Number:** FT132

**Offered In:** 9–12

**Credits:** 1

**Level:** On level

**Prerequisites:** Theatre Arts II or teacher recommendation/audition

**Description:** Theatre Arts III is the study of advanced theatre techniques in design, lighting, costuming, acting, critique, directing, and auditioning skills. This is a production-oriented course. Students are required to attend a live theatre performance during the school year.

## Theatre Arts IV

**Course Number:** FT142

**Offered In:** 9-12

**Credits:** 1

**Level:** On level

**Prerequisites:** Theatre Arts III or teacher recommendation/audition

**Description:** This course is designed for the student who is serious about theatre production. Students may write their own plays, direct scenes and one-act plays for public performance, and study advanced lighting, acting/characterization, costuming, and makeup. Participation in extra-curricular productions is stressed. Students are required to attend a live theatre performance during the school year.

## Technical Theatre I

**Course Number:** FT223

**Offered In:** 9-12

**Credits:** 1

**Level:** On level

**Prerequisites:** Theatre Arts I or permission of the instructor

**Description:** Technical Theatre combines theories of design and stagecraft techniques with construction and operation of production elements including set construction, property management, lighting, sound, costumes, makeup, and public relations. Students are required to attend a live theatre performance during the school year. Time beyond the school day is expected.

## Technical Theatre II

**Course Number:** FT232

**Offered In:** 9-12

**Credits:** 1

**Level:** On level

**Prerequisites:** Technical Theatre I or permission of the instructor

**Description:** This course is designed to give students an opportunity to build on skills learned in Technical Theatre I. They will do individual studies in the areas of lighting, costume construction and design, set design and construction, sound, makeup, props, and publicity. Students enrolled in this course will be expected to complete additional work beyond the regular school day. Students are required to attend a live theatre performance during the school year.

## Technical Theatre III

**Course Number:** FT242

**Offered In:** 11-12

**Credits:** 1

**Level:** On level

**Prerequisites:** Technical Theatre II or permission of the instructor

**Description:** This course is designed to continue to build on the skills learned in Technical Theatre II. Students will do advanced individual studies in lighting, costume, and set design as well as sound, makeup, props, and publicity techniques. Students enrolled in the class will be expected to complete additional work beyond the school day. Students are required to attend a live theatre performance during the school year.

## Technical Theatre IV

**Course Number:** FT244

**Offered In:** 12

**Credits:** 1

**Level:** On level

**Prerequisites:** Technical Theatre III or permission of the instructor

**Description:** This course is designed to continue to build on the skills learned in Technical Theatre III. Students will do advanced individual studies in lighting, costume, and set design as well as sound, makeup, props, and publicity techniques. Students enrolled in the class will be expected to complete additional work beyond the school day. Students are required to attend a live theatre performance during the school year.

## Theatre Production I-II

**Course Number:** FT323/FT332

**Offered In:** 9-12

**Credits:** 1 per course

**Level:** On level

**Prerequisites:** Audition/Teacher Approval Required

**Description:** This course is designed to give the students enrolled an opportunity to put into practice basic skills learned in Theatre Arts I and II. Students will 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-IV

**Course Number:** FT342/FT344

**Offered In:** 11-12

**Credits:** 1 per course

**Level:** On level

**Prerequisites:** Audition/Teacher Approval Required

**Description:** These courses are an extension of the concepts developed in Theatre Production II. Students will work together to develop all production elements involved in the presentation of a performance as an end result. Students are required to attend a live theatre performance during the school year.

## FINE ARTS – ADDITIONAL COURSES

**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: Specialized High School Programs

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### AVID I

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**Course Number:** AV112

**Offered In:** 9

**Credits:** 1

**Level:** On level

**Prerequisites:** Application and interview with approval by a campus committee

**Description:** In the ninth grade AVID elective course, students will work on academic, personal and communication goals, adjusting to the high school setting. Students will increase involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Student will work in collaborative settings, learning how to participate in 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

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**Course Number:** AV122

**Offered In:** 10

**Credits:** 1

**Level:** On level

**Prerequisites:** Application and interview with approval by a campus committee

**Description:** During the 10th grade AVID elective course, students will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals. As students increase the rigorous course load and school/community involvement, they will refine their time management and study skills accordingly. Students will expand their writing portfolio to include: analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Students will also analyze various documents, in order to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college entrance exams and preparation. Text analysis will focus on specific strategies to understand

complex texts. Lastly, students will narrow down their college and careers of interest based on personal interests and goals.

### AVID III

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**Course Number:** AV132

**Offered In:** 11

**Credits:** 1

**Level:** On level

**Prerequisites:** Application and interview with approval by a campus committee

**Description:** The 11th grade AVID elective course 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 two-year 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.

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## AVID IV

**Course Number:** AV142

**Offered In:** 12

**Credits:** 1

**Level:** On level

**Prerequisites:** Application and interview with approval by a campus committee

**Description:** The 12th grade AVID elective course 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 two-year 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.

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## Student Leadership

**Course Number:** LS133

**Offered In:** 11–12

**Credits:** 1

**Level:** On level

**Prerequisites:** Membership in Student Council

**Description:** This class includes all levels of students who wish to improve their leadership skills that are applicable in all organizations. It provides an opportunity to incorporate a variety of curriculum into the class and teaches leadership, organization, evaluation of projects, and team building as well as motivation. The curriculum is provided by the Texas Association of Student Council. It is recommended, but not required for interested students to be members of student council.

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## Peer Assistance and Leadership (PALS) I, II

**Course Number:** LS112/LS122

**Offered In:** 11–12

**Credits:** 1

**Level:** On level

**Prerequisites:** Application and interview with approval by a campus committee

**Description:** Students learn 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.

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## Office Aide

**Course Number:** NC110

**Offered In:** 12

**Credits:** 0

**Level:** NA

**Prerequisites:** Senior status with a sufficient number of credits to graduate

**Description:** The course includes training in daily functions of the office to which the student is assigned. It is not recorded on the transcript.

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## Gifted/Talented Mentorship Program

**Course Number:** GT111

**Offered In:** 12

**Credits:** 1

**Level:** Honors

**Prerequisites:** Course is available only to seniors who have been identified as Gifted/Talented. Students must apply and be accepted by a review committee.

**Description:** Gifted/Talented Mentorship is a two semester course. The first semester will be in seminar format. Students develop career choices through business and professional writing, self-awareness, and conducting original research on a topic of their choice. Students also have the opportunity to research a topic in-depth. 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, and (3) plan, complete and present a final product at a public forum at the end of the year. Students must provide their own transportation to the seminar class and their mentorship site. Students will be required to be eligible for 7th period off-campus in the spring semester of senior year.

---

## Advanced Placement (AP) Seminar

**Course Number:** LP100

**Offered In:** 10–12

**Credits:** 1

**Level:** AP

**Prerequisites:** None

**Description:** This College Board course engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. The course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

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## Advanced Placement (AP) Research (Capstone)

**Course Number:** LP201

**Offered In:** 11–12

**Credits:** 1

**Level:** AP

**Prerequisites:** AP Seminar

**Description:** AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue or idea of individual interest. 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

**Description:** This dual credit HCC course is a study of the research and theory in the psychology of learning, cognition, and motivation; factors that impact learning; and application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners.

## Multidisciplinary Studies I

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**Course Number:** MS1111

**Offered In:** 9–10

**Credit:** 1.0

**Level:** Honors

**Prerequisites:** None

**Description:** This course will engage students in cognitive science-based learning techniques and professional-level communication skills using a multidisciplinary curriculum with a broad cultural, historical, and economic theme. Students will use research-based methods to study art, music, science, social science, literature, economics, and math, while also developing the skills to prepare and present a speech. Additionally, they will develop the skills to communicate effectively in an interview format, as well as learn how to use research-based methods to engage in collegiate-level ready-write essays. Courses are intended to prepare for participation in Academic Decathlon.

## Multidisciplinary Studies II

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**Course Number:** MS2111

**Offered In:** 9–10

**Credit:** 1.0

**Level:** Honors

**Prerequisites:** None

**Description:** This course will engage students in cognitive science-based learning techniques and professional-level communication skills using a multidisciplinary curriculum with a broad cultural, historical, and economic theme. Students will use research-based methods to study art, music, science, social science, literature, economics, and math, while also developing the skills to prepare and present a speech. Additionally, they will develop the skills to communicate effectively in an interview format, as well as learn how to

use research-based methods to engage in collegiate-level ready-write essays. Courses are intended to prepare for participation in Academic Decathlon.

## Multidisciplinary Studies III

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**Course Number:** MS3111

**Offered In:** 11–12

**Credit:** 1.0

**Level:** Beyond AP

**Prerequisites:** None

**Description:** This course will engage students in cognitive science-based learning techniques and professional-level communication skills using a multidisciplinary curriculum with a broad cultural, historical, and economic theme. Students will use research-based methods to study art, music, science, social science, literature, economics, and math, while also developing the skills to prepare and present a speech. Additionally, they will develop the skills to communicate effectively in an interview format, as well as learn how to use research-based methods to engage in collegiate-level ready-write essays. Courses are intended to prepare for participation in Academic Decathlon.

## Multidisciplinary Studies IV

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**Course Number:** MS4111

**Offered In:** 11–12

**Credit:** 1.0

**Level:** Beyond AP

**Prerequisites:** None

**Description:** This course will engage students in cognitive science-based learning techniques and professional-level communication skills using a multidisciplinary curriculum with a broad cultural, historical, and economic theme. Students will use research-based methods to study art, music, science, social science, literature, economics, and math, while also developing the skills to prepare and present a speech. Additionally, they will develop the skills to communicate effectively in an interview format, as well as learn how to use research-based methods to engage in collegiate-level ready-write essays. Courses are intended to prepare for participation in Academic Decathlon.

## SPECIALIZED HIGH SCHOOL PROGRAMS – ADDITIONAL COURSES

### Professional Communications

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**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)

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**Credits:** .5 per course

**Prerequisite:** ARD Committee decision

**Course Numbers:**

SE371 Making Connections I in CLASS

SE372 Making Connections II in CLASS

SE373 Making Connections III in CLASS

SE374 Making Connections IV in CLASS

### Social Skills — Additional Courses

---

**Credits:** .5 per course

**Prerequisite:** ARD Committee decision

**Course Numbers:**

SE873B Making Connections I in BSS

SE874B Making Connections II in BSS

SE875B Making Connections III in BSS

SE876B Making Connections IV in BSS

**Credits:** 1 per course

**Prerequisite:** ARD Committee decision

**Course Numbers:**

SE877B MAPS in BSS (Transitioning to High School)

*\*Social Skills taught in the behavior support services class*

### Work Experience

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**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)

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**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 I AL  
SE678 Practicum of Business Management II AL  
SE679 General Employability Skills AL

## Work Experience in Specialized Setting (FLASH)

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**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 I AL  
SE978F Practicum of Business Management II AL  
SE979F General Employability Skills AL

## Communication Adult Living in Specialized Setting (SAILS)

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**Credits:** 1 per course

**Prerequisite:** ARD Committee decision

**Course Numbers:**

SE616 Comm Adult Living

## Communication Adult Living in Specialized Setting (FLASH)

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**Credits:** 1 per course

**Prerequisite:** ARD Committee decision

**Course Numbers:**

SE916F Comm Adult Living

## Other Electives in Specialized Setting (SAILS)

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**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)

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**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)

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**Credits:** None—Non-graded

**Prerequisite:** ARD Committee Recommendation

**Course Numbers:**

SE451 Transition  
SE452 Transition  
SE453 Transition  
SE454 Transition



## Career and Technical Education (CTE)

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### **James Reese Career and Technical Center**

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

RCTC opened in the fall of 2019 and serves students from all eleven comprehensive high schools. Coursework includes classes such as Practicum in Health Science, HVAC, Plumbing, Diesel Mechanics, Instructional Practices, and many more. Students have the option to utilize district-provided transportation or drive themselves to the facility. While at RCTC, students take three periods of instruction. The pathway determines if all three periods are specific to

the CTE coursework or if the student takes a core class while at RCTC. Outside of the three periods spent at RCTC, students will spend the rest of their instructional day at their home campus. Campus class times at RCTC vary from comprehensive campus hours. An industry specific uniform is required daily for all RCTC programs; students may apply for partial or full uniform and equipment fee scholarships.

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

### **How to apply to the James Reese Career and Technical Center**

The application for programs offered at RCTC is only available online through the District website. No paper applications are available. Students may access the application through the CTE or James Reese Career and Technical Center webpage. Due to specific program requirements, some classes have limited enrollment and prerequisites. Completion of the application does not guarantee placement in the program. Acceptance

is based broadly on the student’s career goals, academic progress, discipline, and attendance history. Students and parents may find information about the application through the Fort Bend ISD website or by calling (281) 327-7300.

Students are required to meet minimum expectations in year 1 and reapply for year 2 RCTC programs.

# Programs of Choice

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

## ACADEMIES

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

### Requirements of the Academies:

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

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

## EARLY COLLEGE HIGH SCHOOL

The Early College High School (ECHS) model is a blend of high school and college coursework that gives students the opportunity to earn up to 60 hours, or two years, of tuition-free college credit while earning a high school diploma. This model increases college readiness, providing rigorous instruction and coursework, as well as academic and social support. Early College High School aims to:

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

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

## Pathways In Technology

The Pathways in Technology Early College High School (P-TECH) model is designed to ensure that high school curriculum focuses on workforce needs and partnerships that support students in obtaining credentials, degrees and certificates. With the support of Educate Texas and the Texas Education Agency (TEA), participating schools target thriving industries in their region to address key workforce Pathways in high-demand fields. The P-TECH model course of study gives students an opportunity to:

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

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



## Program of Choice Hightower High School

Professional • Training • Technology

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

Sample career opportunities include:

DIGITAL MARKETER ANIMATOR
WEB DEVELOPER
GRAPHIC DESIGNER
PRODUCT DEVELOPER

### Requirements of the Academy:

- Complete six Digital Media credits
- Enroll in a AAC or above level English course all four years (*Formerly known as Pre-AP*)
- 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:** The sample below is for the class of 2024 and beyond. Per CTE state changes, current academy student Pathways may be different depending on the specific course Pathway offered. For more information on the course Pathways, please visit the **Class of 2021–2023 Course Pathways** page at <https://www.fortbendisd.com/Page/92075>. Variations such as involvement in athletics, fine arts and summer courses taken will affect the actual high school plan for each student. Courses that are in **BOLD** are requirements for the Digital Media Academy. You are required to take at least one AAC level or above core course all four years.

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

	9th	10th	11th	12th
1	AAC English I	AAC English II	AP English III	AP or DC English IV
2	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	Health and Professional Communication	Elective	<b>Graphic Design and Illustration I</b>	<b>Design and Illustration II</b>
7	<b>Principles of Arts, A/V Technology, and Communications</b>	<b>Digital Media</b>	<b>Graphic Design and Illustration I Lab</b>	<b>Graphic Design and Illustration II Lab</b>

For more information, please visit <http://www.fortbendisd.com/digitalmedia>.

### Academy Specialized Courses:

#### Digital Media

(see page 24 for course description)

#### Graphic Design and Illustration I + Lab

(See page 24 for course description.)

#### Graphic Design and Illustration II + Lab

(See page 24 for course description.)

## Program of Choice Elkins High School

Innovation · Design · Construction

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

Sample career opportunities include:

ENGINEER
SOFTWARE DEVELOPER
ARCHITECT
MATHEMATICIAN
RESEARCHER ANALYST
SCIENTIST MANAGER

### Requirements of the Academy:

- Complete four Engineering credits
- Enroll in a AAC or above level math and science course all four years (*Formerly known as Pre-AP*)

### Sample Enrichment Activities:

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

**SAMPLE High School Plan: The sample below is for the class of 2024 and beyond. Per CTE state changes, current academy student Pathways may be different depending on the specific course Pathway offered. For more information on the course Pathways, please visit the Class of 2021–2023 Course Pathways page at <https://www.fortbendisd.com/Page/92075>. Variations such as involvements in athletics, fine arts and summer courses taken will affect the actual high school plan for each student. Courses that are in **BOLD** are requirements for the Engineering Academy. You are required to take at least one AAC level or above science and math course all four years. You must also enroll in one credit of AAC/AP Computer Science. This sample assumes AAC Algebra I is taken in eighth grade.**

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

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

For more information, please visit <http://www.fortbendisd.com/engineering>.

### Academy Specialized Courses:

#### **Aerospace Engineering**

(See page 12 for course description.)

#### **Civil Engineering and Architecture**

(See page 11 for course description.)

#### **Capstone Course: Engineering Design and Development**

(See page 93 for course description)

## Program of Choice Travis High School

Develop · Empower · Challenge

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

Sample career opportunities include:

INTERNATIONAL RELATIONS
FOREIGN SERVICE OFFICER
PUBLIC OFFICIAL
NEWS ANALYST/ REPORTER
POLITICAL SCIENCE
ECONOMIST
PUBLIC INTEREST LAWYER
GLOBAL BUSINESS

- Monthly Cultural Presentations
- Baker Institute Events
- Select travel/study abroad

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

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

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

For more information, please visit <http://www.fortbendis.com/globalstudies>.

## Requirements of the Academy:

- Complete four consecutive Language Other Than English (LOTE) credits in the same language
- Complete a minimum of 4.5 social studies credits as designated
- Complete the designated AAC, AP, Honors, or Dual Credit English 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

## Academy Specialized Courses:

### Global Business

(See page 26 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

## Program of Choice 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
BUSINESS MANAGER
MARKETING EXECUTIVE
SALES MANAGER
GLOBAL BUSINESS

Requirements of the Academy:

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

Sample Enrichment Activities:

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

**SAMPLE High School Plan: The sample below is for the class of 2024 and beyond. Per CTE state changes, current academy student Pathways may be different depending on the specific course Pathway offered. For more information on the course Pathways, please visit the Class of 2021–2023 Course Pathways page at <https://www.fortbendisd.com/Page/92075>. Variations such as involvement in athletics, fine arts and summer courses taken will affect the actual high school plan for each student. Courses that are in **BOLD** are requirements for the International Business and Marketing Academy. You are strongly encouraged to take AAC/AP/CN course work in ELA and math. You must plan for a minimum of 4 credits in qualifying advanced coursework. Students are cohorted in select business/marketing courses. Courses/ Pathway are subject to change in the event TEA makes changes to approved courses.**

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

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

For more information, please visit <http://www.fortbendisd.com/ibma>.

### Academy Specialized Courses:

#### Global Business

(See page 26 for course description.)

#### Business Law

(See page 26 for course description.)

#### Entrepreneurship

(See page 27 for course description.)

#### Virtual Business

(See page 26 for course description.)

## Program of Choice Dulles High School

Innovation · Logic · Experimentation

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

Sample career opportunities include:

MEDICAL DOCTOR
SOFTWARE DEVELOPER
ARCHITECT
MATHEMATICIAN
RESEARCHER ANALYST
SCIENTIST ENGINEER

### Requirements of the Academy:

- Complete a combination of 11 math and science credits
- Enroll in a AAC or above level math and science course all four years (*Formerly known as Pre-AP*)
- Complete AAC Computer Science or above (*Formerly known as Pre-AP*)
- 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 involvement in athletics, fine arts and summer courses taken will affect the actual high school plan for each student. Courses that are in **BOLD** are requirements for the Math and Science Academy. You are required to take at least one AAC level or above science and math course all four years. You must also enroll in one credit of AAC/AP Computer Science. This sample assumes AAC Algebra I is taken in eighth grade.

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

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

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

### Academy Specialized Courses:

#### Organic Chemistry

(See page 69 for course description.)

#### Modern Physics

(See page 70 for course description.)

#### Multi-variable Calculus

(See page 66 for course description.)

#### Computer Science III

(See page 14 for course description.)

## Program of Choice Hightower High School

Collaboration · Passion · Philanthropy

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

Sample career opportunities include:

MEDICAL DOCTOR NURSE
LAB TECHNICIAN
EMT
MEDICAL RESEARCHER
FORENSIC SCIENTIST
DENTIST
PHARMACY TECHNICIAN

## Requirements of the Academy:

- Complete six Medical Science Academy credits
- Enroll in a AAC or above level science course all four years (*Formerly known as Pre-AP*)
- Complete all appropriate course certifications

## Sample Enrichment Activities:

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

**SAMPLE High School Plan: The sample below is for the class of 2024 and beyond. Per CTE state changes, current academy student Pathways may be different depending on the specific course Pathway offered. For more information on the course Pathways, please visit the Class of 2021–2023 Course Pathways page at <https://www.fortbendisd.com/Page/92075>. Variations such as involvement in athletics, fine arts and summer courses taken will affect the actual high school plan for each student. Courses that are in **BOLD** are requirements for the Medical Science Academy. You are required to take at least one AAC level or above science course all four years and highly encouraged to take advanced level math all four years.**

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

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

For more information, please visit <http://www.fortbendisd.com/medicalseience>.

### Academy Specialized Courses:

#### Medical Microbiology

(See page 72 for course description.)

#### Pharmacology

(See page 44 for course description)

#### Pathophysiology

(See page 44 for course description)

# Early College High School

## Program of Choice Marshall High School

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

### Opportunities include:

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

### Requirements of Early College High School:

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

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

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

	<b>9th</b>	<b>10th</b>	<b>11th</b>	<b>12th</b>
<b>1</b>	<b>AAC English I</b>	<b>AAC English II</b>	<b>AP English III</b>	English DC
<b>2</b>	<b>AAC World Geography</b>	<b>AP World History</b>	<b>U.S. History DC</b>	<b>U.S. Gov't DC (1 sem)/ Texas Gov't DC (1 sem)</b>
<b>3</b>	<b>AAC Algebra I or AAC Geometry</b>	<b>AAC Geometry or AAC Algebra II</b>	<b>HCC Math Course DC (1 sem)/ HCC Science Course DC</b>	<b>HCC Lang, Philosophy, Culture Course DC (1 sem)/ HCC Component Area Elective DC (1 sem)</b>
<b>4</b>	<b>AAC Biology</b>	<b>AAC Chemistry</b>	Fine Arts	<b>HCC Social &amp; Behavioral Science course DC (1 sem)/ HCC Component Area Elective DC (1 sem)</b>
<b>5</b>	Language I	Language II	<b>HCC Fine Arts Elective DC (1 sem)/ HCC Creative Arts Elective DC (1 sem)</b>	<b>HCC Component Area Elective DC (1 sem)/ HCC Component Area Elective DC (1 sem)</b>
<b>6</b>	<b>AVID</b>	<b>Learning Frameworks DC (1 sem)/ Public Speaking DC (1 sem)</b>	<b>HCC Transferable Elective DC (1 sem)/ HCC Transferable Elective DC (1 sem)</b>	<b>HCC Component Area Elective DC (1 sem)/ HCC Economics DC (1 sem)</b>
<b>7</b>	PE	<b>AVID</b>	<b>AVID</b>	Elective

For more information, please visit <http://www.fortbendisd.com/echs>.

## Early College High School

### Program of Choice Early College High School Specialized Courses:

#### College Transition

**EDUC 1300:** Learning Framework

**Course Number:** LP111

**Offered In:** 9–10

**Credits:** .5

**Level:** AP

**Prerequisites:** Take the TSIA test

This course covers skills needed for a successful transition to a college level course by learning different models in learning strategies, strategic learning, cognition, and motivation.

#### Sociology — Dual Credit

**Course Number:** SS523

**Offered In:** 10

**Credits:** .5

**Level:** AP

**Prerequisites:** Meet TSI requirements and complete an HCC application See page XX for course description.

#### US History — Dual Credit History 1301/1302

**Course Number:** SS436

**Offered In:** 11–12

**Credits:** 1

**Prerequisites:** Meet TSI requirements and complete an HCC application See page XX for course description.

#### Independent Math Study Math 1314: College Algebra

**Course Number:** MA5552

**Offered In:** 11–12

**Credits:** 1

**Prerequisites:** Meet TSI requirements and complete an HCC application See page XX for course description.

#### US Government — Dual Credit

**Course Number:** SS4461 or

**SS4462 GOVT 2305:** Federal Government

**Offered In:** 12

**Credits:** .5

**Prerequisites:** Meet TSI requirements and complete an HCC application See page 80 for course description.

#### Economics — Dual Credit ECON 2301: Principles of Economics

**Course Number:** SS4561 or SS4562

**Offered In:** 12

**Credits:** .5

**Prerequisites:** Meet TSI requirements and complete an HCC application See page 80 for course description.



# Pathways in Technology: Health Science

## Program of Choice Hightower High School

The Pathways in Technology Program exists to engage students interested in earning up to 60 dual credit hours toward an Associate in Applied Science degree at no cost to students, obtain industry certification, increase college readiness, provide rigorous instruction and coursework and provide academic and social support.

### Opportunities include:

- Associate of Applied Science in Histotechnology
- Associate of Applied Science in Health Infomatics
- Industry certifications
- Up to 60 hours of college credit to be used towards a bachelor's degree

### Requirements of Early College High School:

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

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

## Histologic Technician Course Plan

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

	9th	10th	11th	Summer	12th
1	<b>AAC English I</b>	<b>AAC English II</b>	<b>AP English III</b>	Practicum: Histologic Technology DC	O:LAB English IV B
2	<b>AAC World Geography</b>	<b>AP US History</b>	<b>US Gov't DC (1 sem)/ Economics DC (1 sem)</b>	<b>Histology II DC</b>	<b>Histology Practicum DC</b>
3	<b>AAC Algebra I or AAC Geometry</b>	<b>UT On Ramp and AAC Algebra II</b>	<b>Introduction to Histotechnology DC (1 sem)/ Histotechnology I DC (1 sem)</b>		<b>Histotechnology III DC (1 sem)/ Register Review DC (1 sem)</b>
4	<b>AAC Biology</b>	<b>AAC Chemistry</b>	<b>Physics</b>		<b>HCC Fine Arts Elective (1 sem)</b>
5	<b>Language I</b>	<b>English Composition DC (1 sem)/ Medical Terminology I DC (1 sem)</b>	Functional Histology I DC (1 sem)/ Functional Histology II DC (1 sem)		
6	<b>AVID</b>	<b>Biology DC</b>	<b>General Chemistry DC (1 sem)/ Elective</b>		
7	PE	<b>Anatomy and Physiology DC</b>	<b>AVID</b>		

# Histologic Technician Course Plan

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

	9th	10th	Summer	11th	Summer	12th
1	AAC English I	AAC English II	Health Information Practicum I DC	AP English III	Coding and Classification DC	O:LAB English IV B
2	AAC World Geography	AP US History	Health Data Content & Structure DC	O:LAB Government/ O-LAB Economics	Legal & Ethical Aspects of Health Communication DC	Health Information Systems DC (1 sem)/ HCC Social Science Elective DC (1 sem)
3	AAC Algebra I or AAC Geometry	UT On Ramp and AAC Algebra II		Health Care Delivery Systems DC (1 sem)/ Pharmacology I DC(1 sem)	Quality Assurance & Performance Improvement	Health Information Practicum
4	AAC Biology	AAC Chemistry		Physics		Health Information Organization & Supervision DC (1 sem) / RHIT Competency Review DC (1 Sem)
5	Language I	Intro to Health Profession DC (1 sem)/ English Composition DC (1 sem)		Health Care Statistics DC (1 sem)/ Pathophysiology DC (1 sem)		Coding Reimbursement Methodologies DC (1 sem)/ HCC Fine Arts Elective DC (1 sem)
6	AVID	Learning Frameworks DC (1 sem)/ Biology DC (1 sem)		AVID III		
7	PE	Anatomy and Physiology DC		Statistics		

For more information, please visit <http://www.fortbendisd.com/p-tech>.

## EARLY COLLEGE HIGH SCHOOL SPECIALIZED COURSES

### College Transition EDUC 1300: Learning Framework

**Course Number:** LP111

**Offered In:** 9–10

**Credits:** .5

**Level:** AP

**Prerequisites:** Take the TSIA test

This course covers skills needed for a successful transition to a college level course by learning different models in learning strategies, strategic learning, cognition and motivation.

### HPRS 1201: Introduction to Health Professions

**Offered In:** 10

**Credits:** .5

**Level:** Dual Credit

**Prerequisites:** Pass the TSI

This course provides an overview of various roles in the health care system, education requirements and issues of delivering health care.

### Anatomy and Physiology Dual Credit Semester 1 BIO 2301: Anatomy and Physiology I

**Offered In:** 10

**Credits:** .5

**Level:** Dual Credit

**Prerequisites:** Pass the Math TSI

This course is a study of the structure and function of the human body.

### Anatomy and Physiology Lab Dual Credit Semester 1 BIO 2101: Anatomy and Physiology I Lab

**Offered In:** 10

**Credits:** .5

**Level:** Dual Credit

**Co-requisite:** Enrollment in BIO 2301

**Prerequisites:** Pass the Math TSI

This course offers hands on learning in conjunction with BIO 2301.

### Anatomy and Physiology Dual Credit Semester 2 BIO 2302: Anatomy and Physiology II

**Offered In:** 10

**Credits:** .5

**Prerequisites:** Successful completion of BIO 2301 and 2101

This course is the study of the structure and function of the human body.

**Anatomy and Physiology Dual  
Credit Lab Semester 2  
BIO 2102: Anatomy and  
Physiology II Lab Offered in: 10**

**Credits:** .5

**Co-requisite:** Enrollment of BIO 2302

**Prerequisite:** Successful completion of BIO 2301 and 2101

This course offers hand on learning in conjunction with BIO 2302.

**COURSES SPECIFIC TO  
HEALTH INFORMATION**

**Medical Terminology  
HITT 1305: Medical Terminology**

**Offered In:** 10

**Credits:** .5

**Prerequisites:** Enrolled in college-level math  
This course deals with the word origin and structure of symbols, surgical procedures, medical specialties, and diagnostic procedures.

**HITT 1166: Health Information  
Practicum I**

**Offered In:** 10

**Credits:** .5

**Prerequisites:** Department approval

This course is a practical training and clinical experience.

**COURSES SPECIFIC TO  
HISTOLOGY**

**BIOL 1306: Biology for Science  
Majors I**

**Offered In:** 10

**Credits:** .5

**Prerequisites:** Successful completion of the TSI

This course focuses on biological chemistry, biological processes, cellular morphology, metabolism, genetics and molecular biology.

**BIOL 1106: Biology for Science  
Majors I Lab**

**Offered In:** 10

**Credits:** .5

**Prerequisites:** enrolled in BIOL 1306 and successful completion of the TSI



# Pathways in Technology: Computer Programming

## Program of Choice Willowridge High School

The Pathways in Technology Program exists to engage students interested in earning up to 60 dual credit hours toward an Associate in Applied Science degree at no cost to students, obtain industry certification, increase college readiness, provide rigorous instruction and coursework and provide academic and social support.

### Opportunities include:

- Associate of Applied Science Degree in Computer Programming
- Industry certifications
- Up to 60 hours of college credit to be used toward a bachelor's degree

### Requirements of Early College High School:

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

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

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

	9th	Summer	10th	11th	12th
1	<b>AAC English I</b>	<b>Business Computer Applications (DC)</b>	<b>AAC English II</b>	<b>AP English III</b>	English DC
2	<b>AAC World Geography</b>	<b>Database Theory and Design (DC)</b>	<b>AP World History</b>	<b>AP US History</b>	<b>Math Independent Study / Java Programming (1 sem)</b>
3	<b>AAC Algebra I or AAC Geometry</b>		<b>AAC Geometry or AAC Algebra II</b>	<b>HCC Math For Technical Skills DC (1 sem)/ Intermediate Web Programing (1 sem)</b>	<b>Program Fundamentals III DC (1 sem)/ HCC Component Area Elective DC (1 sem)</b>
4	<b>AAC Biology</b>		<b>AAC Chemistry</b>	Physics	Government (1 sem)/ Economics (1 sem)
5	Language I		Language II	<b>Program Fundamentals I DC (1 sem)/ Program Fundamentals II (1 sem)</b>	<b>Advanced Web Programing DC (1 sem)/ Programing Practicum DC (1 sem)</b>
6	<b>AVID (1 sem)/ Learning Frameworks DC (1 sem)</b>		<b>HCC Humanities or Fine Arts Elective DC (1 sem)/ Introduction to Computer Science DC (1 sem)</b>	<b>Psychology DC (1 sem)/ Sociology DC (1 sem)</b>	<b>HCC Networking Elective DC</b>
7	PE		<b>AVID</b>	<b>AVID</b>	Elective

For more information, please visit <http://www.fortbendisd.com/p-tech>.

## EARLY COLLEGE HIGH SCHOOL SPECIALIZED COURSES: COLLEGE TRANSITION

### Computer Programming EDUC 1300: Learning Framework

**Course Number:** LP111

**Offered In:** 9–10

**Credits:** .5

**Level:** AP

**Prerequisites:** Take the TSIA test

This course covers skills needed for a successful transition to a college level course by learning different models in learning strategies, strategic learning, cognition and motivation.

### Business Computer Applications BCIS 1305: Business Computer Applications Offered in: 9–10

**Credits:** .5

**Level:** Dual Credit

**Prerequisites:** Pass the TSI

This course is an introduction to business applications with a focus on Microsoft programs.

### Database Theory and Design ITSE 1346: Database Theory and Design Offered in: 9–10

**Credits:** .5

**Level:** Dual Credit

**Prerequisites:** Pass the TSI

This course is an introduction to database design and using analysis of data requirements and organizations tables.

### Sociology — Dual Credit SOCI 1301: Introduction to Sociology

**Course Number:**

**Offered In:** 11–12

**Credits:** .5

**Level:** Dual Credit

See page 104 of the course guide for a description.

### Psychology — Dual Credit PSYC 2301: General Psychology

**Offered In:** 11–12

**Credits:** .5

**Level:** Dual Credit

**Prerequisites:** Pass the reading and writing portion of the TSI



See page 76 of the course guide for a description.

### English IV Semester 1 — Dual Credit ENGL 1301: English Composition

**Course Number:** EL461D

**Offered In:** 10–12

**Credits:** .5

**Level:** Dual Credit

**Prerequisites:** Pass the reading and writing portion of the TSI

See page 61 of the course guide for a description.

### English IV Semester 2 — Dual Credit ENGL 1302: English Composition II

**Course Number:** EL462D

**Offered in:** 12

**Credits:** .5

**Level:** Dual Credit

**Prerequisites:** English 1301

See page 61 of the course guide for a description of the course.

# 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, AAC, AP, Honors and Dual Credit courses. Students are advised to take courses at a level where they will be challenged and yet will perform successfully. The options available for each course are listed with course descriptions.

## State Credit Courses

All courses which are to be counted toward grade level and graduation requirements must be state approved courses. Students must complete the correct graduation plan for their cohort upon entering high school to receive a diploma. The requirement may be waived under certain circumstances.

## Academic Eligibility Rules

A student shall be suspended from participation in all extracurricular activities sponsored or sanctioned by the school district during the three week period following a grade reporting period in which the student received a grade lower than 70 in any class other than certain identified classes. This suspension continues for at least three weeks and is not removed during the school year until the student's grade in each class, other than certain identified classes, is 70 or greater. A student may continue to practice or rehearse with other students for an extracurricular activity but may not participate in a competition or other public performance. A suspended student may regain eligibility seven days after the six-week grading period ends or seven days after a three week evaluation period. For a student to be eligible to participate in UIL activities, the student must be classified as a full time student (Five classes — traditional schedule, six classes — block schedule). Classes such as study hall, office aide, and off-campus do not meet this requirement.

## Make-Up Work

It is the student's responsibility to ask the teacher for make-up work immediately upon returning to school after an absence. If a test was scheduled before the student was absent, then the student may be required to take the test the day he/she returns. If a student has missed work, the teacher will give the student the opportunity to make up the work. Generally one day for each day of excused absence will be provided for the make-up work. Failure to meet the deadline may result in a lower grade.

## Course Credit

High school students are required to complete courses mandated under their graduation plan. Credit for a course may be earned only if the student receives a grade equivalent to a 70 or higher on a 100-point scale. State-approved courses are aligned to the Texas Essential Knowledge and Skills (TEKS). Credits are awarded in semester increments. A one-semester course is worth a .5 credit. A full-year course is worth 1.0 credit. (Identified courses are worth more than one credit.) If a student fails a semester course, the student must retake the entire course to earn graduation credit. If a student fails one semester of a multi-semester course, the student only retakes the semester that was failed. (In a two-semester course, a student can gain credit if both semesters average to a 70 or higher for the year.) High school courses taken in middle school will be included on a student's transcript and count in the grade point average (GPA).

## Noncredit 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
- Off-Campus
- Study Hall

## Classification of Students

Grade level advancement for students in grades 9 through 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

**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.**

## Extracurricular Activity Participation

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

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

## Fitness Assessment

The Texas Education Code (TEC) §38.101 states that a school district must annually assess the physical fitness of students enrolled in grade 3 through 12 in a course that satisfies the curriculum requirements for physical education under TEC §28.002 (a)(2)(C). Students at the high school level enrolled in a Texas Essential Knowledge and Skills (TEKS) based course for physical education, or any student in a substitution for physical education must be assessed. Students that are enrolled in athletics, off-campus private or commercially-sponsored physical activity programs or ROTC must always be assessed. The assessment instrument is the Fitnessgram which evaluates body composition (Body Mass Index), aerobic capacity (one mile run or pacer test), muscular strength and endurance (curl- ups, pullups, flexed arm hang) and flexibility (shoulder stretch).

## 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 to 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 Coordinator of Health, PE and Wellness, must provide his/her own transportation and must provide a workout schedule and attendance records. The Category I classification requires a minimum of 15 hours per week (Mon.–Fri.) per semester. Examples of Category I Off Campus PE options include equestrian, gymnastics, ice skating, and Tae Kwon Do. The Category II classification is only offered to high school students and requires a minimum of 5 hours per week per semester. Category II Off-Campus PE options include physical activity programs that teach a curriculum aligned to

the Texas Education Knowledge and Skills (TEKS) for physical activity. See the FBISD Off-Campus PE webpage to complete the online applications. Applications must be submitted by the first day of school for both the fall and spring semesters.

## Physical Education Substitutions

Marching band (fall semester only), cheerleading (fall semester only), JROTC I, Dance I, and approved Off Campus PE may substitute for the physical education requirement. Students enrolled in physical education and band (fall semester only), or JROTC the same semester, may use both to meet the physical education requirement.

## District Guidelines for Award of Grade Points

- Grade points are awarded for any high school course successfully completed. Grade points are determined by the level at which the course is taken.
- All high school credit courses taken in Fort Bend ISD Summer School or Evening School receive regular/on-level points on the GPA scale with the exception of identified AAC/AP courses that may be offered.
- 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.
- Online learning course credit, credit by exam, and night school course credit receive regular/on-level points on the GPA scale unless otherwise designated.
- 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.
- 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 charts below:

Graduating Class of 2020, 2021, and 2022:

Advanced Placement (AP)/ Beyond AP Courses	AAC, 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
AAC Pre-Calculus	86 = 91 points
Journalism	94 = 94 points

Total points = 664 points,  
divided by 7 = 94.8571429

Graduating Class of 2023 and beyond:

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

*Example of a high school student's grades:*

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

Total points = 669 points,  
divided by 7 = 95.5714286

## Senior Class Rank

### The information below applies to all graduating classes:

All courses recorded on the Academic Achievement Record (high school transcript) shall count toward Grade Point Average (GPA) and Rank in Class (RIC), using the grades received.

1. RIC is determined by the grade point average (GPA) of all high school credit courses taken through the end of the eighth semester. Rank for honor graduation status is determined by the GPA through the end of the third 9 weeks of the senior year.
2. Grade points for other courses taken for high school credit outside of the regular school day or earned through Advanced Placement exams will be determined according to District guidelines.
3. To be eligible for valedictorian or salutatorian honors, students must be enrolled for their sixth and seventh semesters in a District high school, and graduate in no fewer than eight regular semesters.
4. To be eligible for graduation with honors, a student shall:
  - a. complete the designated program for their cohort;
  - b. present grades for all required courses prior to the established date for calculating rank-in-class (RIC);
  - c. and be enrolled for their last two semesters in a District high school.

### Beginning with the Class of 2024 and beyond:

1. Class rank shall only be calculated for the top ten percent of each class for purposes of applications to institutions of higher education, as required by law.
2. Students in a Program of Choice and high school students on an intradistrict transfer shall be ranked with the students at the high school within the attendance boundary in which they reside.

For additional information about rank in class, please see Board Policy EIC (local) or Frequently Asked Questions regarding class rank at <https://www.fortbendisd.com/eiclocal>.

## GPA-Exempt Courses

Fort Bend ISD encourages all students to pursue their areas of special skills and interests in order to enrich their academic achievement and to foster continued student participation

in four-year, co-curricular programs. FBISD allows juniors and seniors to participate in the third and fourth years of the following courses on a GPA-exempt basis:

- Advanced Journalism/Individual Study in Journalism (newspaper and yearbook)
- Athletics (not PE)
- Band
- Cheerleading
- Choir
- Color Guard
- Debate/Oral Interpretation
- Dance Team
- JROTC
- Orchestra
- Theatre (technical theatre, theatre arts, theatre production) An application is required. See counselor for more information.

### GPA-Exempt Courses 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 have these courses excluded from the computation of GPA and class rank.

#### What are the performance standards for these courses?

- Students must complete all of the assigned work. The numeric grade earned will be reported on the report card.
- Students must take tests and final exams for the course unless exempt from finals.
- Students must maintain a passing semester grade average in order to remain eligible for the GPA exemption.

How will grades in a GPA-exempt course affect eligibility for extra-curricular activities? The numeric grades earned in a GPA-exempt course will be used to determine eligibility for participation in all extra- curricular activities. Furthermore, numeric grades will also be used in determining: academic excellence; qualifying criteria used in the selection of students for various positions such as dance team officers, class officers, exam exemptions, etc.; and eligibility for academic awards, including admission to organizations such as the National Honor Society, etc.

**How do students enroll in a GPA-exempt course?**

Students interested in taking one of the GPA-exempt courses must discuss this option with the counselor promptly at the beginning of the course. If the student meets all of the criteria, he/she must:

1. Complete the appropriate form.
2. Have the form signed by the parent and teacher.
3. Return the form to the counselor no later than the end of the second (2nd) week of each semester. At this time, if all criteria are met, it will be approved and a course change will be made to reflect enrollment in a GPA-exempt course.
4. Once a student signs up to take a course as GPA-exempt, the decision cannot be changed.
5. Students enrolled in full-year courses do not need to reapply during the second semester.
6. Students, including transfer students, who miss the deadline for application for the first semester, may apply for exemption for the second semester if they meet the criteria.

An application has to be filled out and signed by the student, the parent and the teacher.

**Can a student exempt Cheerleading as a junior or senior?**

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

**What are the requirements for the Dance Team waiver?**

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

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

No. Each year will stand alone.

**What if a student drops the exempt course?**

Students are expected to complete a full-year course for which a GPA exemption has been approved. In extenuating circumstances where a student is approved to drop a GPA- exempt course after the first semester is completed, the student receives

the first-semester credit as GPA-exempt. However, the remaining .5 GPA exemption cannot be applied to another course during the second semester or the following year. The requested 1-point GPA exemption is considered to be fully expended. If a student drops a full-year course for which a GPA exemption has been approved during the first semester, per established guidelines, the student enters a new course with no GPA exemption. In this case, the GPA exemption is available for use the following semester/ year, if requested and approved according to established guidelines.

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

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

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

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

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

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

# Assessment Programs

Students in FBISD participate in a variety of assessment programs. These include national, state and locally-developed tests used to assess student achievement. At the state level, the State of Texas Assessment of Academic Readiness (STAAR) program includes students in grades 3 through 8 and five high school courses.

## High School STAAR End of Course Requirements

- Applies to students who first entered grade 9 beginning in the fall of 2011 or later
- Students are required to take STAAR End of Course (EOC) tests in each of the following subjects and meet the satisfactory achievement standards.

<b>April</b>	English I and English II
<b>May</b>	Algebra I, Biology, US History
<b>June</b>	Retest, all subjects
<b>December</b>	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 up to Level 4 for multiple languages. Please see your counselor for full list of languages offered. All test administration information will be available on the Testing page of the District website. Letters describing the CBE process, the difference between With Prior Instruction and No Prior Instruction, study guides and applications will be available on the District website. Course credit earned through credit by exam will

not be recognized by NCAA. Students will be awarded regular grade points for credit received through Credit by Exam. However, only passing grades (80 or above) are recorded. Students who are interested in earning credit by examination should see their counselor for approval, or call the Student Centered 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 to 12: reading; writing; listening; and speaking. Based on state law and State Board of Education rules, all students in grades 2 to 12 who are identified as 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.

## Preliminary Scholastic Aptitude Test (PSAT)

Fort Bend ISD administers the PSAT 8/9 to all eighth and ninth grade students and the PSAT/NMSQT to all 10th and 11th graders on National Testing Day (mid-October each year). Both assessments are aligned with the SAT and provide students with critical preparation and practice for the SAT, which is used to determine college readiness and is considered in many scholarship and college admission decisions. The PSAT/ NMSQT provides high-scoring juniors National Merit and other scholarship opportunities. College Board has partnered with Khan Academy ([www.satpractice.org](http://www.satpractice.org)) to provide free online test prep opportunities for all students. Students can access a personalized practice plan at Khan Academy based on their unique PSAT results. Please see your school counselor or college and career readiness (CCR) advisor for more information.

# Online/Distance Learning

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## Guidelines

Online Learning is the use of technology to overcome time, distance, and other barriers to address the needs of students and educators. Online courses may be led by an instructor or completed independently. Both synchronous and asynchronous courses may be used. Distance learning is defined by the District as synchronous coursework that is provided by a teacher to students in a separate location using online learning technologies, such as the internet, two-way video conferencing, or other digital tools. Approved online course providers in FBISD include Texas Tech University (TTU), University of Texas (UT), and the Texas Virtual School Network (TxVSN). Students may also enroll in FBISD's online learning program which utilizes the District-selected online course provider. Prior to enrollment in a District-approved online or distance learning course, a student must submit an application to the principal or designee for approval to enroll in the course. All FBISD-approved online-learning programs require an application and prior approval. Course credit may be denied if approval is not granted prior to enrollment in the online course.

## Limitations:

- Counselor approval is required for all online courses.
- 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 per subject area. (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 per each online/distance learning class period in their schedule. If a student does not have an online/distance learning class period in their schedule, the student may only register for one semester of remote coursework in addition to their regular schedule. During summer programs students may register for up to 1.0 credit (two semesters) of online coursework through the approved/district providers..

- All prerequisite and grade-level requirements apply.
- Extenuating circumstances must be reviewed by campus and/or District staff in order to waive one or more limitations.

## Deadlines:

- High school seniors must complete any courses taken through an external online provider and submit the grade report(s) by the end of the fall semester of the year in which graduation is sought.
- Students will be required to drop a course or complete online/distance learning courses (coursework and final exam) within deadlines set by the provider.
- Students will be given credit for courses taken through an online provider after a copy of the official grade report is submitted by the provider to the principal or designee. Final grade reports that are submitted to district staff by a provider cannot be waived, and grades will be posted to the student's transcript.

## Other Requirements:

- Final exams for online/distance learning courses (FBISD, TTU, TxVSN, and UT courses) are required to be taken on District premises in the presence of a District administrator or designee unless other arrangements have been made by the provider.
- Courses taken through an online provider will be included in calculating students' grade point averages (GPA) in accordance with FBISD grading and reporting guidelines.
- Courses will be awarded grade points consistent with the grade points specified for the course as offered in the District.
- All supplies, materials, textbooks, transportation and course fees are the responsibility of the student or parent.
- All courses taken via an online provider may impact UIL/ NCAA eligibility in accordance with FBISD rules and regulations and will be reported to the campus each marking period.

# Dual Credit

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## 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.

# FBISD College Level Dual Credit Course Crosswalk

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## **Important notes regarding Dual Credit courses:**

- FBISD offers separate opportunities for students to earn dual credit. Each program may have different requirements and course acceptance to higher education institutions may vary as well. Please consult with your school counselor on which option may be the best fit for your postsecondary plans.
- Dual Credit students have a choice between taking an Academic Core Curriculum Pathway or a Career and Technical Education Pathway, and they are not able to take courses in both pathways at the same time. The only exception to this is foreign language courses, which are allowable. Students in an approved Early College High School or P-Tech Program are exempt from this requirement.
- All students at Houston Community College need to select a certificate or degree pathway. This is inclusive of all dual credit students.
- If you are interested in earning college credit while in high school, please see your counselor or CCR advisor.

## Houston Community College (HCC) Dual Credit Core Courses

HCC dual credit courses being offered on an FBISD high school campus are dependent on available and qualified HCC Adjunct staff. Not all courses listed below are available at all campuses. Please check with your school counselor for available courses at specific high schools.

FBISD DC Course Number	FBISD Course Title	FBISD Credit	HCC Course Number	HCC Course Title	HCC Course Credit Hours	Eligible Grade Levels and Prerequisites	Comments
EL64D1 & EL64D2	English IV	1.0	ENGL 1301 & ENGL 1302	English Composition I and II	6	Open to 12th grade only (Must meet TSI minimum requirements)	Course can be taken on a high school or HCC campus. Class size limit of 25 students.
EL64R1 & EL64R2	English IV (Reese Center ONLY)	1.0	ENGL 1301 & ENGL 1302	English Composition I & II	6	Open to 12th grade only (Must meet TSI Minimum Requirements)	Course is only available at Reese CTE Center. Class size limit of 25 students.
MA5552	Independent Study Math (College Algebra)	1.0	MATH 1314	College Algebra	3	Open to 12th grade only (Must meet TSI minimum requirements)	College credit awarded in spring semester. Must be taught by FBISD embedded staff due to Independent Study component (MA5551). Class size limit of 30 students.
SS43D1 & SS43D2	US History	1.0	HIST 1301 and 1302	US Hist to 1877 and US Hist after 1877	6	Open to 11th & 12th grade only (Must meet TSI Minimum Requirements)	Must be taught by FBISD embedded staff due to History EOC requirement. Class size limit of 30 students.
SS4461 or SS4462	US Government	0.5	GOVT 2305	American National Government	3	Open to 12th grade only (Must meet TSI minimum requirements)	Course can be taken on a high school or HCC campus. Class size limit of 30 students.
SS4561 or SS4562	Economics	0.5	ECON 2301	Principles of Economics (Macro)	3	Open to 12th grade only (Must meet TSI minimum requirements)	Course can be taken on a high school or HCC campus. Class size limit of 30 students.
SS513	Psychology	0.5	PSYC 2301	Intro to Psychology	3	Open to 11th and 12th grade only (Must meet TSI minimum requirements)	Course can be taken on a high school or HCC campus. Class size limit of 30 students.
SS523	Sociology	0.5	SOCI 1301	Intro to Sociology	3	Open to 11th and 12th grade only (Must meet TSI minimum requirements)	Course can be taken on a high school or HCC campus. Class size limit of 30 students.
FL711 and FL721	American Sign Language I and II	2.0	SGNL 1401 & SGNL 1402	ASL Beginning I and II	8	Open to 9th through 12th grades (Must meet TSI minimum requirements)	Course can be taken on a high school or HCC campus. Class size limit of 20 students.
FL311 and FL321	German I and II	2.0	GERM 1411 and 1412	Beginning German I and II	8	Open to 9th through 12th grades (Must meet TSI minimum requirements)	Course can be taken on a high school or HCC campus. Class size limit of 25 students.
CAT385	Professional Communications (Speech)	0.5	SPCH 1315	Public Speaking	3	Open to 11th and 12th grade only (Must meet TSI minimum requirements)	Course can be taken on a high school or HCC campus. Class size limit of 25 students.
LP111	College Transitions	1.0	EDUC 1300	Learning Framework	3	Open to 9th through 12th grades (No TSI requirement)	Course can be taken on a high school or HCC campus. Class size limit of 25 students.
TA610	Mobile Application Development	1.0	COSC 1436	Computer Programming – Swift I	3	Open to 9th through 12th grades (No TSI Requirement). Must have completed Algebra II & Geometry prior to starting this course.	Course can be taken on a high school campus only. Must complete TA-5131 in Fall semester (Comp Sci). Class size limit of 20 students.

## **Parent Communication:**

We are reaching out to let you know about a change that College Board has made that may be of interest to you as we want to reassure you there will be no change to the course content or our ability to prepare your student/s for college and advanced placement readiness. Over the years College Board has allowed school districts to use a blanket course prefix without cost or additional requirements. College Board has now removed our ability to use the prefix Pre-AP on our district developed courses. College Board has now made a change and is requiring any school or district that utilizes the course prefix in course titles of "Pre-AP" to purchase the rights to use the nationally trademarked prefix Pre-AP. This means a "Pre-AP" label may not be used in conjunction with any courses where the school district has not purchased the right to utilize the trademark to designate a course as Pre-AP, from the College Board.

Over the years College Board has placed the responsibility for the development of all Pre-AP curriculum onto the individual school districts. This newly mandated prefix requirement from College Board takes effect during the 2021-22 school year. School districts that do not purchase the trademark right of use from College Board, for the only seven courses that they would provide fifty percent curriculum and the ability to use the title prefix, can no longer use the prefix. Therefore, beginning for the 2021-22 school year, the title Advanced Academic Course (AAC) will replace the former prefix label of Pre-AP. It cannot be over emphasized, that this change in course title will not change the content or rigor of the courses for our students.

Historically, College Board has placed the responsibility of the development of Pre-AP curriculum on school districts. Fort Bend ISD has always remained committed to providing a curriculum that supports academic growth to include preparation for Advanced Placement courses as well as college readiness through our Pre-AP designated courses.

College Board has developed only partial curricular support for the seven Pre-AP courses (English I and II Pre-AP, Geometry with Stat. Pre-AP, Algebra I Pre-AP, Biology Pre-AP, Chemistry Pre-AP, and World History and World Geography Pre-AP) of the approximately 23 Pre-AP courses currently offered throughout FBISD schools.

College Board requires the trademarked prefix re-designation of all courses previously identified as Pre-AP even including those courses that do not have any curricular support developed by the College Board.

In Fort Bend ISD, staff evaluated the benefits and risks associated with the decision and determined that in order to support student growth, fidelity of the rigor, as well as to maintain consistency, the course designation will be changed to Advanced Academic Course (AAC). Students will continue to receive the weighted grade points previously associated with Pre-AP designations as well as the rigorous curriculum that has prepared students for success in Advanced Placement courses and college readiness.

Beginning with the 2021-22 school year, all courses formerly designated as Pre-AP will now be designated as Advanced Academic Course (AAC) courses. This change will closely align with designation labels that other area districts have adopted.

## **FAQ:**

*What does this mean for secondary Gifted and Talented services?*

Presently, "identified Gifted and Talented students in grades 6-12 are required to enroll in the Pre-AP or AP course(s) offered for the academic fields in which they are identified" (FBISD Gifted and Talented Services 2020-21 Handbook, p. 13). This name change will not affect secondary services. Gifted and talented students will continue to receive their GT services through Advanced Academic Courses or other GT-specific courses.

*How does this impact course selection and the FBISD Course Guide?*

Each year, school counselors and campus leaders provide timely and helpful resources to students to make informed decisions regarding their courses. As the district transitions from Pre-AP to AAC, course selection materials will include the new designation beginning the week of February 8, 2021.

*How will these changes be reflected in Skyward?*

Courses for 2021-22 will be updated to reflect these changes, however, for previous years, the course name will remain unchanged, thus course taken prior to the 2021-22 school year will still be listed as Pre-AP.

# Specialized Programs

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## **AVID**

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by the AVID Center, facilitated study groups, motivational activities and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth.

A complete list of AVID campuses is available on the Fort Bend ISD website. Students must complete an application and interview with approval by a campus committee in order to be admitted into the AVID Elective Program.

## **Evening High School**

The Evening High School Program is designed to provide an additional opportunity for students to earn remedial credits toward a high school diploma. For information contact your counselor. The Evening High School Program is located on the Progressive High School campus. Registration approval must be obtained from the home campus counselors' office. There is a registration fee for each semester course. Partial fee reductions are available for students who qualify for free or reduced lunch.

## **Gifted and Talented (GT) Program**

Students may be referred and evaluated for GT services on an annual basis. Each year, there are two GT nomination windows, fall and spring.

GT students in grades K to 5 are cluster grouped with GT trained teachers. Cluster grouping places a select number of GT students together for instruction. Grouping gifted students together provides opportunities for them to work with cognitive peers. GT students in grades 6 to 12 are enrolled in AAC and AP English, mathematics, science, and/or social studies courses. AAC and AP courses provide opportunities for rigorous coursework designed to promote higher order thinking and college preparation. GT teachers in all grade levels differentiate the curriculum to meet the needs of their GT students.

## **Progressive High School (PHS)**

Progressive High School provides high school students ages 16 to 21 an opportunity to earn a diploma in an alternative setting. Students must have 7 credits in order to be considered for PHS fall admission. Students attend classes daily. Admission to PHS is by application only. Transportation is provided. For more information, contact the home campus counselor or assistant principal.

## **Summer School**

Summer school offers opportunities for students to take remedial courses and/or courses for original credit. Information will be available in campus counselors' offices after Spring Break. For additional information, please visit the Fort Bend ISD website after Spring Break at [www.fortbendisd.com](http://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, STEM, theatre and athletic
- SAT and PSAT preparation seminars
- National Merit Review Program
- Literary contests
- Numerous campus clubs, organizations and activities
- Career and Technical Student Organizations (CTSO)
- Student Leadership
- Youth Expanding Service (YES) Program
- Science Fair
- National History Day

## AAC/AP Courses

Middle school AAC courses are offered in:

- English Language Arts
- Math
- Science
- Social Studies

High school AAC and AP courses are offered in:

- English Language Arts
- Math
- Science
- Social Studies
- World Languages
- Fine Arts
- Computer Science

**Other factors to consider include the following:**

- AAC courses are designed to prepare students for AP coursework, but they are not a prerequisite for enrolling in most AP courses. Some AP courses do have specific prerequisites. Check each course description for any prerequisites.
- AAC/AP is not “all or nothing.” Students may enroll in as many or as few AAC/AP courses as they choose.
- It is possible to move from on-level to AAC/AP sections from one year to the next. In math, it is more challenging due to the acceleration of the curriculum in sixth and seventh grades. It is possible that additional support may be needed to support the transition to AAC math in middle school.
- Due to the challenging nature of AAC/AP coursework, students may initially experience a drop in grades. Successful completion of coursework is generally defined as earning a C or higher as a semester average.
- Additional support and encouragement are important to help sustain student participation in rigorous classes.

## Guidelines for Exiting a AAC/AP Course

Exit processes are necessary to assist students in making sound course selection decisions. Students and parents must be aware that the exact grade from the weighted class (AAC or AP) shall transfer to the on-level course with no grade adjustments. In the case of failing grades, teachers may assign alternative assignments in order to fulfill a grade change of up to a 70.

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

1. Students are expected to seek support when needed to be successful in a AAC/AP course. Actions taken should include tutorials and conferencing with the teacher.
2. Requests to level down will be considered after the first three (3) weeks of school and only if space is available in the new class. Prior to requesting a change in level, the student and parent must have met with the teacher and put in place a plan for success. If the teacher and student feel the plan has been followed, and the student has completed all assignments, a request for a conference to discuss removal may be made.
3. Success in a AAC/AP course is defined as having a grade of 75 or above. Students may not request a level change with the intent to improve their GPA. If the student levels down from a weighted class to a non-weighted class, the exact grade from the weighted class shall transfer to the on-level course with no grade adjustments. In the case of failing grades, teachers may assign alternative assignments in order to fulfill a grade change of up to a 70.
4. Students who earn an F in a AAC/AP course at the end of a grading period may be removed from the class unless otherwise recommended by the teacher and administrator. Students assigned to DAEP may lose their AAC/AP class.
5. Students who elect to take an AP class for which there is no 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, diagnostician, school counselor or principal for information on the District's dyslexia program, and information regarding appropriate evaluation for reading disorders. Copies of the FBISD Dyslexia Procedures and the Texas State Dyslexia Handbook in English and Spanish are available to parents through the FBISD website.

## **English as a Second Language**

For students who qualify, a comprehensive program in English as a Second Language (ESL) is available. The ESL program provides structured language and content instruction designed to support students who are still acquiring the English language. ESL instruction considers students' learning experiences and cultural backgrounds. ESL is taught through second language acquisition methodologies for teaching proficiency in listening, speaking, reading and writing in English.

## **ESOL — English for Speakers of Other Languages and Sheltered Reading-Newcomer**

ESOL I and II may be substituted for English I and II for students who are identified as Newcomers with limited English proficiency who are at the beginning or intermediate levels of English language proficiency. The placement into this course is an LPAC decision. Please note that Sheltered Reading I-Newcomer is a companion course for ESOL I and Sheltered Reading II- Newcomer is a companion course for ESOL II.

# College and Career Readiness

## Fort Bend ISD College and Career Readiness

College and Career Readiness Centers and Advisors—Fort Bend ISD is fortunate to provide all the help necessary for postsecondary planning including college searches, financial aid and SAT/ACT testing. Helping students achieve their dreams is what we're about! Whether you're a freshman just beginning to explore what to do after high school, or a senior researching the various scholarships and grants available to pay for that specialized certification/training program or college degree, we have the resources to help. Each high school has a CCR Center and Advisor that are available during the school day. They are available to all students, and parents are welcome too!

[www.fortbendisd.com/departments/academics/college-career](http://www.fortbendisd.com/departments/academics/college-career)

### CCRC Twitter Accounts

AHS @weraustingocntr  
BHS @broncogoccr  
CHS @CHSCCRCenter  
DHS @vikes4thefuture  
EHS @CCREIkinsHS  
HHS @HHS\_Canes  
KHS @KHSCCRCenter  
MHS @TMHS\_CCR  
RPHS @RPHS\_CCR  
THS @Tracks4Tigers  
WHS @Eaglepathways

## Top Ten Gets You In

The Texas public college or university of your choice must automatically admit you if: your grade point average places you in the top 10 percent of your high school class\*\*; you apply no later than two years after graduating from a Texas high school; you submit a completed application before the expiration of any filing deadline established by the college; and you've completed the Foundation High School Program-Distinguished Level of Achievement\*\*. Colleges and universities may also require an essay, letters of recommendation, admissions and placement tests, fees and an official high school transcript. For more information, please check with your high school counselor, CCR advisor or an admissions officer at the college or university you wish to attend. \*(Top 6% for UT)

*\*\* While a student is not required by state law (Texas Education Code, Section 28.025) to successfully complete Algebra II as a requirement for high school graduation, a student may not earn the distinguished level of achievement or be eligible for automatic admission to a Texas public college or university if the student does not successfully complete high school Algebra II. In addition, many colleges and universities require Algebra II as an admission requirement even if the student is not in the top 10% of their class.*

## Texas Success Initiative (TSI)

Fort Bend ISD administers the TSI to seniors in the spring who have not met the college ready benchmarks on the ACT 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 and mathematics. Students may be exempt from the TSI by scoring well on identified EOC assessments, SAT or ACT. Refer to the TSI website for more information, <http://www.thecb.state.tx.us>.

## Scholastic Aptitude Test (SAT) and American College Test (ACT)

The SAT and ACT are national tests used by many colleges as entrance requirements. They consist of components in reading, writing and math. The ACT also includes sections on scientific reasoning. Fort Bend ISD offers students access to these programs and various methods to prepare for them.

## Preliminary Scholastic Aptitude Test (PSAT)

Fort Bend ISD administers the PSAT 8/9 to all eighth and ninth grade students and the PSAT/NMSQT to all 10th and 11th graders on National Testing Day (mid-October each year). Both assessments are aligned with the SAT and provide students with critical preparation and practice for the SAT which is used to determine college readiness and is considered in many scholarship and college admission decisions. The PSAT/ NMSQT provides high-scoring juniors National Merit and other scholarship opportunities. College Board has partnered with Khan Academy ([www.satpractice.org](http://www.satpractice.org)) to provide free online test prep opportunities for all students. Students can access a personalized practice plan at Khan Academy based on their unique PSAT results. Please see your school counselor or College and Career Readiness Advisor for more information.



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).



## 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 grades 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](http://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 [www.ncaa.org/student-athletes/future/test-scores](http://www.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 (GPA)

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://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 and Independent Study

Courses that are taught through distance learning, online, credit recovery, etc. need to be comparable in length, content and rigor to courses taught in a traditional classroom setting. Students may not skip lessons or test out of modules. These courses may satisfy NCAA core-course requirements if all of the following conditions are satisfied:

- (a) the course meets all requirements for a course as defined by Bylaw 14.3.1.2;
- (b) the instructor and the student have ongoing access to one another for purposes of teaching, evaluating and providing assistance to the student throughout the duration of the course;
- (c) the instructor and the student have regular interaction with one another for purposes of teaching, evaluating and providing assistance to the student throughout the duration of the course;
- (d) the student's work (e.g., exams, papers, assignments) is available for evaluation and validation;
- (e) evaluation of the student's work is conducted by the appropriate academic authorities in accordance with the high school's established academic policies;
- (f) the course includes a defined time period for completion;
- (g) and the course is acceptable for any student and is placed on the high school transcript.

# Academic Excellence

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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 12th grade students who meet the criteria for an Academic Excellence Award will receive an academic letter if they have not already earned one for another activity. Students are responsible for purchasing their own jackets, sweaters or blankets. 10th grade students who meet the criteria will receive a plaque. An awards assembly will be held in the fall to recognize tenth, eleventh and twelfth grade students who met the following academic criteria the previous school year. (Note: Each campus is responsible for identifying and notifying eligible students for the Academic Excellence Program).

## Requirements for Academic Excellence Award

A student must earn a 90 or above grade point average from the previous school year with no semester grade below a 75 (from the previous school year).

The grade point average must be 90 and above and is not rounded up. For example, a grade point average from the previous school year of 89.75 is not rounded up to 90 and would not qualify for the Academic Excellence Award.

Any senior who did not earn an Academic Excellence Award for the 11th grade year may be eligible for this award by earning a 90 GPA or above with no semester grade below 75 for the fall semester of his/her senior year. In this case, the award will be presented at the Spring Senior Award Program.



# 1

## Core Belief

All students can reach their full potential.

**commitment:**

FBISD will provide an educational system that will enable all students to reach their full potential.

# 2

## Core Belief

We believe student success is best achieved...

**A** ...through effective teachers that inspire learning.

**commitment:**

FBISD will recruit, develop and retain effective teachers.

**B** ...in a supportive climate and safe environment.

**commitment:**

FBISD will provide a supportive climate and a safe learning/working environment.

**C** ...by empowered and effective leaders throughout the system.

**commitment:**

FBISD will provide and promote leadership development at all levels.

**D** ...in a well-functioning, high-performing community of learners.

**commitment:**

FBISD will be a collaborative, efficient and effective learning community.

2020–2021

# Fort Bend ISD

16431 Lexington Boulevard • Sugar Land, Texas 77479  
281-634-1000 • [www.fortbendisd.com](http://www.fortbendisd.com)



## Elementary Schools

- 1 Armstrong
- 2 Austin Parkway
- 3 Barrington Place
- 4 Blue Ridge
- 5 Brazos Bend
- 6 Briargate
- 7 Burton
- 8 Colony Bend
- 9 Colony Meadows
- 10 Commonwealth
- 11 Cornerstone
- 12 Drabek
- 13 Dulles
- 14 Fleming
- 15 Glover
- 16 Goodman
- 17 Heritage Rose
- 18 Highlands
- 19 Holley
- 20 Hunters Glen
- 21 Jones
- 22 Jordan
- 23 Lakeview
- 24 Lantern Lane
- 25 Leonetti
- 26 Lexington Creek
- 27 Madden
- 28 Malala
- 29 Meadows
- 30 Mission Bend
- 31 Mission Glen
- 32 Mission West
- 33 Neill
- 34 Oakland
- 35 Oyster Creek
- 36 Palmer
- 37 Parks
- 38 Patterson
- 39 Pecan Grove
- 40 Quail Valley
- 41 Ridgeway
- 42 Ridgemont
- 43 Scanlan Oaks
- 44 Schiff
- 45 Seguin
- 46 Settlers Way
- 47 Sienna Crossing
- 48 Sugar Mill
- 49 Sullivan
- 50 Townewest
- 51 Walker Station

## Middle Schools

- 1 Baines
- 2 Bowie
- 3 Crockett
- 4 Dulles
- 5 First Colony
- 6 Fort Settlement
- 7 Garcia
- 8 Hodges Bend
- 9 Lake Olympia
- 10 McAuliffe
- 11 Missouri City
- 12 Quail Valley
- 13 Sartartia
- 14 Sugar Land
- 15 Thornton

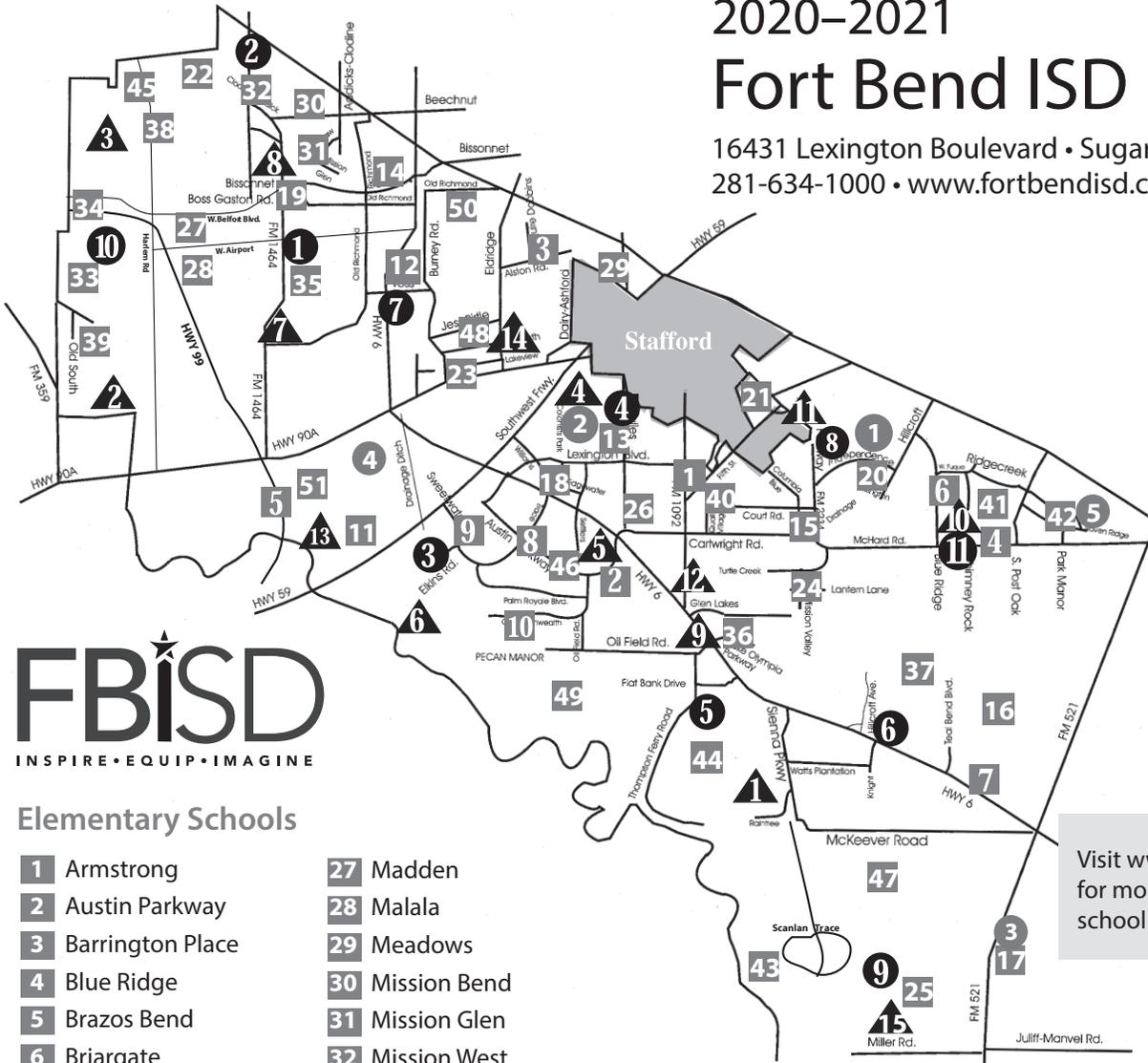
## High Schools

- 1 Austin
- 2 Bush
- 3 Clements
- 4 Dulles
- 5 Elkins
- 6 Hightower
- 7 Kempner
- 8 Marshall
- 9 Ridge Point
- 10 Travis
- 11 Willowridge

## Specialty Schools

- 1 Progressive (In the FBISD Education Complex)
- 2 Technical Education Center
- 3 Ferndell Henry Center for Learning
- 4 James Reese Career and Technical Center (Opening 2019–20)
- 5 Early Literacy Center at Ridgemont

Visit [www.fortbendisd.com](http://www.fortbendisd.com) for more information on school zone boundaries.



## Fort Bend ISD 2020–21 Board of Trustees

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Dave Rosenthal..... Vice President  
Grayle James..... Secretary  
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Jim Rice..... Member  
Dr. Shirley Rose-Gilliam..... Member  
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Beth Martinez  
*Chief Academic Officer*

Joe Rodriguez, Ed.D.  
*Chief of Schools*

Veronica V. Sopher  
*Chief Communications Officer*

Long Pham  
*Chief Information Officer*

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*Chief Human Resources and  
Organizational Transformation Officer*

Anthony Indelicato, Ed.D.  
*Chief of Staff and  
Collaborative Communities Officer*

*The Fort Bend Independent School District, as an equal opportunity educational provider and employer, does not discriminate on the basis of race, color, religion, gender, sex, national origin, disability and/or age in educational programs or activities that it operates or in employment decisions. The district is required by Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Age Discrimination Act of 1975, as amended, as well as board policy not to discriminate in such a manner. (Not all prohibited bases apply to all programs.)*

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