Harlan High School Course Selection 2020-2021

Northside ISD: Texas Recognized District TEA Gold Star District for College Readiness

NORTHSIDE INDEPENDENT SCHOOL DISTRICT

Please be advised that this Course Catalog is contingent on future decisions of the Texas Education Agency, State Board of Education, Texas Legislature and/or Northside Independent School District. If changes occur the online catalog will be updated.

It is the policy of Northside Independent School District not to discriminate on the basis of age, race, religion, color, national origin, sex or handicap in its programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

See Counselor for course availability

Revised 02/17/2020

2020 - 2021 High School Course Catalog

Campus Contact Information

Brandeis
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Brennan
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2400 Cottonwood Way, 78253

Business Careers/NSITE
(210) 397-7070
6500 Ingram Road, 78238

Chavez Excel Academy
(210) 397-8120
11937 I.H. 10W, 78230

Clark
(210) 397-5150
5150 DeZavala Road, 78249

Communications Arts
(210) 397-6043
11600 FM 471W, 78253

Construction Careers Academy
(210) 397-4294
9411 Military Dr. W., 78251

Harlan
(210) 398-2200
14350 Culebra Road, 78253

Health Careers
(210) 397-5400
4646 Hamilton Wolfe, 78229

Holmes
(210) 397-7000
6500 Ingram Road, 78238

Jay
(210) 397-2700
7611 Marbach, 78227

Jay Science & Engineering Academy
(210) 397-2773
7611 Marbach, 78227

Marshall
(210) 397-7100
8000 Lobo Lane, 78240

Marshall Law and Medical Services
(210) 397-7199
8000 Lobo Lane, 78240

O'Connor
(210) 397-4800
12221 Leslie Road, 78023

Stevens
(210) 397-6450
600 N. Ellison, 78251

Taft
(210) 397-6000
11600 Culebra Road, 78253

Warren
(210) 397-4200
9411 Military Dr. W., 78251

EXPLANATION OF ABBREVIATIONS
PR: Prerequisite CR: Credit for Course
SEM: Semesters LC: Local Credit

Home Access Center (HAC) for Student Grades

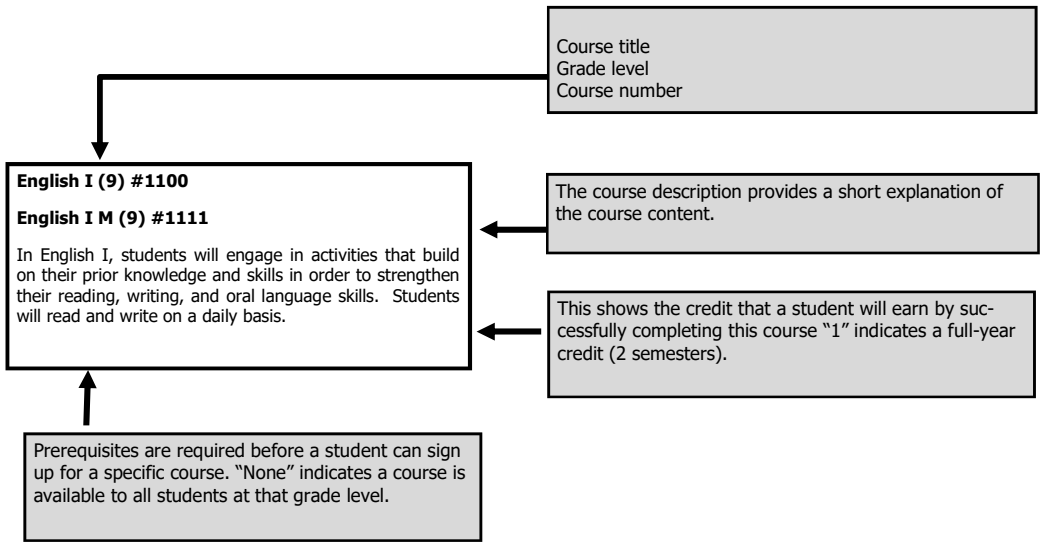
The Home Access Center (HAC) is Northside's parent/guardian portal for accessing student grades and attendance. Parents can create an online account using their student's school ID number and unique "4 x 4" password (which can be provided by campus personnel).

Once a parent account has been created, the HAC can be accessed at hac.nisd.net. The system will allow parents to customize email alerts for grades or attendance.

Students can also access their own grade data at hac.nisd.net. The student's user name is "S" followed by his or her student ID number (S123456), and the password is the new student "4 x 4."

How to Read Course Descriptions

This course catalog contains information about the courses offered at NISD high schools. Courses are grouped by content area. Each course description contains the following basic information:



ACADEMIC INFORMATION AND REQUIREMENTS

Each semester grade consists of 3 six-weeks' grades and a semester exam.

- The semester exam score represents 20% of the semester grade.
- The average of 3 six weeks' grades represents 80% of the semester grade.

The average of the two semester grades will determine the course grade and will become part of the student's high school Grade Point Average (GPA).

Semester exams are administered the last week of each semester (fall and spring) and are a percent of the student's overall course grade for each semester.

AWARDING OF CREDIT

In order to receive credit in high school courses, the student MUST meet both an academic standard AND the state attendance requirements.

ATTENDANCE INFORMATION AND REQUIREMENTS

The attendance requirement states that your child MUST attend the high school class for a minimum of 90% of the scheduled class time in order to receive credit for the course.

For 2020-21, your student may not be absent (excused or unexcused) for more than 18 days in order to receive credit for their courses.

If your student misses an excess of 18 days during this school year, absences will be considered excessive and will result in denial of credit. Please note that credit will be denied even if the student is receiving a passing grade for the course.

Absences will be reviewed periodically to ensure students are in compliance with this expectation. Students will have an opportunity to "retrieve" or "make-up" instructional time missed due to absences, in order to ensure they meet the attendance requirements.

Attendance Recovery will be offered for students who need to make up excessive absences. Students must attend Attendance Recovery for both excused and unexcused absences which exceed the legal limit.

The Minimum Attendance for Class Credit Law (section 25.092) states, "A student may not be given credit for a class unless the student is in attendance for at least 90% of the days the class is offered." If a student accrues more than eighteen **(18)** absences in a year-long course, without attending Attendance Recovery or having extenuating circumstances, he or she will receive **NO CREDIT** for that course.

NISD Graduation Programs

Students beginning the ninth grade in 2014-2015 will take End of Course Tests.

NISD Foundation Graduation Program

English
- English I ..... 1 credit
- English II ..... 1 credit
- English III ..... 1 credit
- Advanced English Course ..... 1 credit

Mathematics
- Algebra I ..... 1 credit
- Geometry ..... 1 credit
- Advanced Mathematics Course ..... 1 credit

Science
- Biology ..... 1 credit
- IPC or Adv. Physical Science Course ..... 1 credit
- Advanced Science Course ..... 1 credit

Social Studies
- World Geography or World History ..... 1 credit
- U.S. History ..... 1 credit
- Economics ..... 1/2 credit
- United States Government ..... 1/2 credit

Languages Other than English (LOTE) ..... 2 credits
Physical Education ..... 1 credit
Fine Arts ..... 1 credit
Health (Local requirement) ..... 1/2 credit
Communication Applications ..... 1/2 credit
(This course may be substituted by identified courses in the course catalog. *+)
- (Local requirement)

Electives ..... 4 credits

22 credits

NISD Foundation Graduation Program with an Endorsement

English
- English I ..... 1 credit
- English II ..... 1 credit
- English III ..... 1 credit
- Advanced English Course ..... 1 credit

Mathematics
- Algebra I ..... 1 credit
- *Algebra II or other Adv. Math Course ..... 1 credit
- Geometry ..... 1 credit
- Advanced Mathematics Course ..... 1 credit

Science
- Biology ..... 1 credit
- IPC or Adv. Physical Science Course ..... 1 credit
- Advanced Science Course ..... 1 credit
- Advanced Science Course ..... 1 credit

Social Studies
- World Geography or World History ..... 1 credit
- U.S. History ..... 1 credit
- Economics ..... 1/2 credit
- United States Government ..... 1/2 credit

Languages Other than English (LOTE) ..... 2 credits
Physical Education ..... 1 credit
Fine Arts ..... 1 credit
Health (Local requirement) ..... 1/2 credit
Communication Applications ..... 1/2 credit
- (Local requirement)

Electives ..... 6 credits

26 credits

* Algebra II is required to earn a distinguished level of achievement.

* Students may substitute certain physical activities for the one required unit of physical education. Such substitutions are based on the physical activity involved in marching band and pep squad during the fall semester only; ROTC, and athletics.
** Students must complete four (4) advanced measures that require student performances that are equivalent to college or professional level work and are judged by external sources, i.e. Advanced Placement exam with score of 3 or higher or dual credit.
***** Students must be enrolled in appropriate core courses (ELA, Math, Science, & Social Studies) necessary to pass the End of Course Exams.**
Please be advised that this Course Catalog is contingent on future decisions of the Texas Education Agency, the State Board of Education, and the Texas Legislature. If changes occur the online catalog will be updated.

Northside I.S.D.
Building a College-Going Culture
Opening Your Door to College Credit

Students, while still in high school may sign up for advanced academic courses which may lead to college credit. Students should meet with their high school counselors or teachers to obtain more information about these courses and support services.

ADVANCED PLACEMENT

Students may earn college credit through the College Board AP Examinations which are offered in May of each year. There is a fee for each AP exam. Northside ISD pays a supplement for each AP test taken by students who are sitting in the AP courses. For assistance in paying for the test, talk with your counselor or teacher. AP course offerings may vary by campus. Look for descriptions of these **Advanced Placement** courses in the Course Catalog:

English Language Arts
*English Lang. & Comp.
*English Lit. & Comp.

Science
*Biology
*Chemistry
*Environmental Science
*Physics

Social Studies
*U.S. Government and Politics
*Human Geography
*United States History
*World History
*Macroeconomics
*Microeconomics
*Psychology
*European History

Mathematics
*Calculus AB
*Calculus BC
*Statistics
*Computer Science A

International Languages
*French Language & Culture
*Latin Language & Culture
*Spanish Language & Culture
*German Language & Culture
*Spanish Literature & Culture

Fine Arts
*Art (Drawing, 2-D, 3-D)
*Art History
*Music Theory

AP Capstone
*AP Seminar
*AP Research

UT ONRAMPS

OnRamps works through a dual-enrollment model. Using a hybrid delivery approach, students meet rigorous university-level college readiness standards and have the opportunity to earn UT Austin credit from a UT faculty member and high school credit from their local teacher. All OnRamps courses can be applied to the Texas Common Core and are guaranteed to transfer to any public institution in Texas.

Mathematics
*OnRamps Precalculus
*OnRamps Statistics
*OnRamps College Algebra

Science
*OnRamps Physics 1
*OnRamps Physics 2
*OnRamps Geoscience
*OnRamps Chemistry

Social Studies
*OnRamps United States History

English Language Arts
*OnRamps Rhetoric and Writing

Fine Arts
*OnRamps Arts and Entertainment Technologies

Career & Technical Education
*Onramps Computer Science

DUAL CREDIT

Students may earn both high school and college credits. Students may accrue from three to thirty hours of college credit depending on the courses. Students are enrolled in college early and are required to take the TSI. Dual credit courses taken at the high schools are tuition free.

NORTHWEST VISTA COLLEGE
Dual Credit Academic Courses

Students take academic dual credit courses on their high school campus. These courses can vary by individual campuses and may be offered concurrently as Advanced Placement and Dual Credit.

English Language Arts
*English III
*English IV

Science
*Biology
*Environmental Science
*Chemistry

Social Studies
*U.S. History
*U.S. Government and Politics
*Macroeconomics

International Languages
*Spanish 3

Mathematics
*Pre-Calculus
*AP Calculus AB and BC
*AP Statistics
*College Algebra
*Adv. Quantitative Reasoning

Career & Technical Education
*Digital Media
*Advanced Audio Video Production
*Business Management

Fine Arts
*Art Appreciation

Computer Science
*Computer Science 2 AP/DC
*Computer Science 3 H/DC

NORTHWEST VISTA COLLEGE
Dual Credit Career & Technical Education Semester Courses

In the following dual credit courses students attend classes on the college campus. Northside ISD provides college textbooks and bus transportation as needed. Students are required to follow the college campus regulations, including the college calendar.

* Introduction to Criminal Justice
* Medical Terminology
* Introduction to Pharmacy

ST. PHILIP'S COLLEGE
Two Year Dual Credit Academy Programs

Open to Juniors Only-Applications are required in the spring for fall enrollment.
***Alamo Area Aerospace Academy-** Aircraft Mechanics- Three hour courses; students attend classes on the St. Philip's SW Campus.
*** Information Technology and Security Academy-**Computer Security-Three hour courses; students attend classes at San Antonio College
*** Manufacturing Technology Academy** –Diverse manufacturing –Three hour courses; students attend classes on the St. Philip's SW Campus

Advanced Academics Course Options

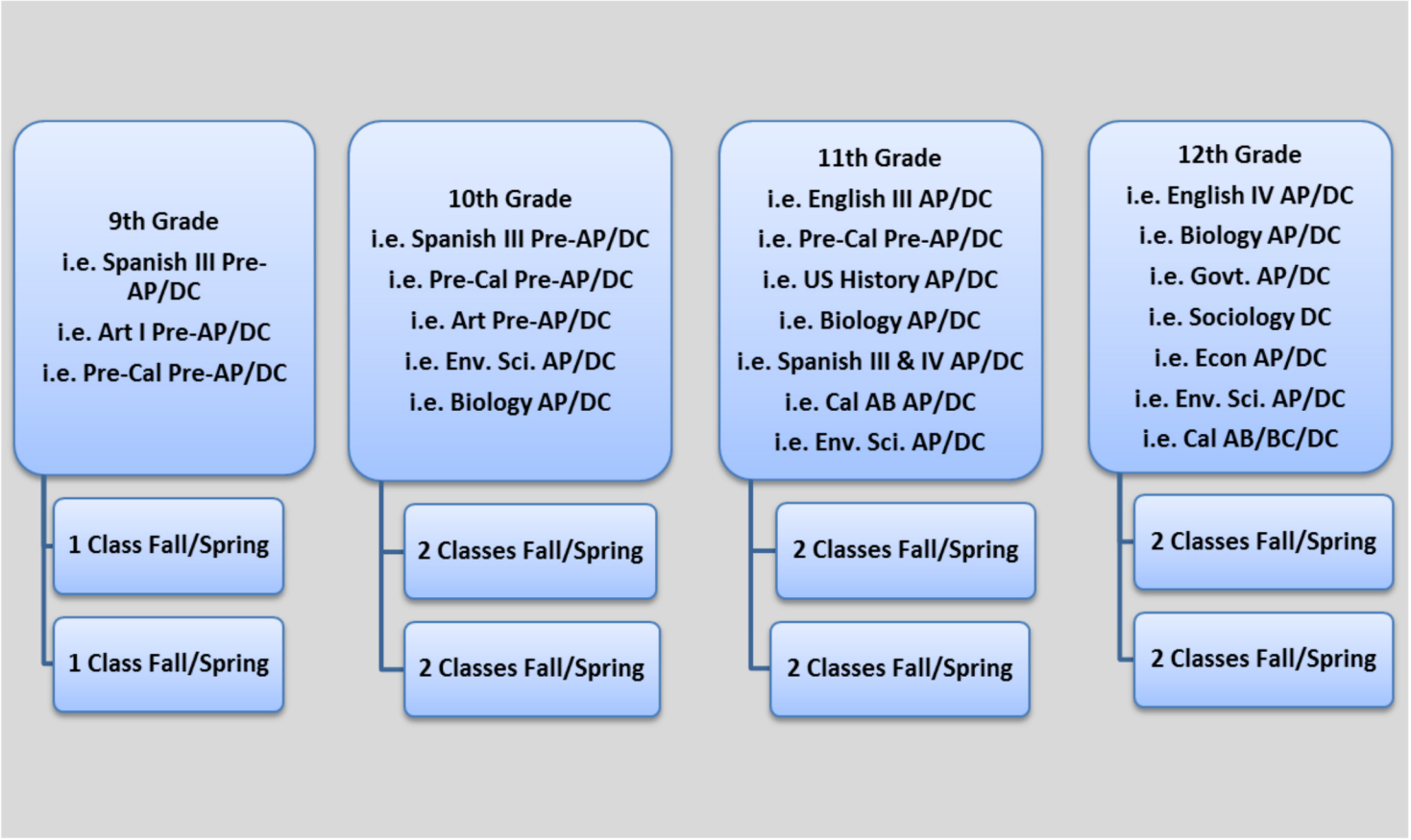
OnRamps:
OnRamps' innovative dual-enrollment program brings rigorous courses aligned with the high standards and expectations of The University of Texas at Austin . The key benefit of early exposure to postsecondary education is the authentic entry point to college expectations it provides for students and their families. In addition, earning transferable college credit while in high school accelerates degree completion by reducing the costs and impact of student loans and increasing lifetime earning potential. In OnRamps students learn first-hand all that it takes to succeed in college before they get there. https://onramps.utexas.edu/

Advanced Placement:
By taking an AP course and scoring successfully on the related AP Exam, you can save on college expenses: most colleges and universities nationwide offer college credit, advanced placement, or both, for qualifying AP Exam scores. These credits can allow students to save college tuition, study abroad, or secure a second major. AP can transform what once seemed unattainable into something within reach. https://apstudent.collegeboard.org/home

Dual Credit:
Northwest Vista College's Dual Credit Program allows eligible high school students to earn college credit for certain high school courses in which they are currently enrolled while completing their high school requirements. In order for students to participate in the program, the high schools must be approved to offer dual credit courses. Dual Credit is different from AP credit. https://www.alamo.edu/nvc/dual-credit/

Industry Certifications:
Industry certifications are credentials recognized by business and industry that measure competency in an occupational area. Certifications validate mastery of the knowledge and skills in a particular industry. An assessment, examination or license is administered by an independent party or governing board that has determined the competencies required for successful employment in the industry. http://www.lmci.state.tx.us/

NORTHSIDE ISD DUAL CREDIT SAMPLE PATHWAY
Northwest Vista does not recommend students exceed 7 Courses Total



NISD DUAL CREDIT ALIGNMENT
Cannot Exceed 7 Courses Total
Beginning in 2017-2018

GRADE	FALL	SPRING	TOTAL COURSES
9TH (i.e. Spanish Pre-AP/DC, Pre-Cal Pre-AP/DC, Art I Pre-AP/DC etc…)	0.5	0.5	1
10th	0.5	0.5	1
	0.5	0.5	1
			Total = 2
11th	0.5	0.5	1
	0.5	0.5	1
			Total = 2
12th	0.5	0.5	1
	0.5	0.5	1
			Total = 2
TOTAL COURSES	3.5	3.5	7

See Counselor for course availability

Advanced Placement

AP/PreAP Course Commitment
Northside ISD recognizes the value of student participation in advanced academic coursework and encourages students to graduate from high school with at least one advanced academic course credit such as Advanced Placement. Participation in advanced academic courses is a foundation of college readiness. Students who participate are more likely to complete a bachelor's degree in college and typically have higher college GPAs (*Hargrove, Godin and Dodd, 2007: Dodd and Keng, 2008*). The intent of this commitment is to maximize each student's potential for success in AP and PreAP Courses.

Choosing Advanced Academics
PreAP and AP courses are designed to challenge students beyond grade-level academic courses and prepare them for success in future advanced coursework. Students may require additional encouragement and support from both family and campus to be successful in advanced academics.

Students who opt to participate in AP or PreAP must successfully complete prerequisite coursework and demonstrate mastery on course-related state-mandated performance assessments prior to enrollment in the course.

Campus Commitment
The campus commits to advanced academics by communicating the value of advanced coursework, recruiting students with potential for success, encouraging student commitment, and supporting advanced academics instruction.

Student Commitment
The student commits to advanced academics by recognizing the long term benefits of participation and seeking assistance when needed. As a student enrolled in an AP or PreAP course:

- I understand that advanced academic courses may seem challenging at first and initial grades may not reflect later grades in the course.
- In the event that I encounter difficulties with the course content, I will conference with my teacher about my progress and attend recommended tutorials.
- I understand that course changes will be contingent on space availability, extenuating circumstances, the teacher's appraisal of my potential for success in the course, and the timing of the request.
- I understand that successful completion of an AP exam can yield college credit.
- I understand that participation in advanced coursework prepares me well for college, increases my chances of finishing a college degree in four years and earning a higher college GPA.

Parent Commitment
The parent commits to advanced academics by supporting student learning in the advanced academic course; by supporting teacher efforts to provide rigorous, quality instruction; and by valuing the learning that occurs in the advanced academic course. As a parent of a student enrolled in an AP or PreAP course:

- I will encourage my child to be prepared for class every day.
- I understand that advanced academic courses may seem challenging at first and initial grades may not reflect later grades in the course.
- If my child encounters difficulties with the course content, I will expect my child to conference with the teacher and attend recommended tutorials.
- Prior to initiating a petition for my child to exit the course, I will contact the teacher for his/her input.
- I understand that schedule changes will be contingent on space availability, extenuating circumstances, and the teacher's appraisal of my child's potential for success in the course, and the timing of the request.

Teacher Commitment
The teacher commits to advanced academics by encouraging student participation and success, planning for student learning, providing rigorous, quality instructions, and offering assistance for struggling students. As a teacher of an AP or PreAP course:
I will teach the course following the curriculum developed by Northside ISD and as authorized by College Board (AP Courses).
I will provide instruction that prepares students for the next level advanced academic course.
I will provide quality instruction at an advanced level and give ample opportunities for students to be successful.
I will assign work that is meaningful and relevant to the required learning goals.
I know that students are enrolled in many other courses and that workload for this course must not be unreasonably time consuming.
I will provide appropriate tutorial opportunities for students who have difficulty with course content.

PSAT/SAT
College Board assessments — including PSAT™ 8/9, PSAT™ 10, PSAT/NMSQT®, and the SAT — provide benchmarks and consistent feedback for measuring student progress over time, allowing teachers to accelerate students who are either ahead or behind. In addition to measuring readiness, College Board assessments connect students to opportunities, including scholarships, personalized practice, challenging Advanced Placement® course work, and fee waivers.

The redesigned SAT, PSAT/NMSQT, PSAT 10, and the PSAT 8/9 can be used to expand access to AP classrooms and grow AP programs. Both educators and students can see if students' test scores indicate that they are likely to succeed in specific AP courses. College Board research shows that students who score a 3 or higher on an AP Exam typically experience greater academic success in college and are more likely to earn a college degree on time than non-AP students.

*IMPORTANT: The deadline to order AP exams will occur in October. Any student that signs up for an AP exam and cancels after this date will incur a $40 cancellation fee by the College Board.

STAAR / END OF COURSE GUIDANCE FOR NISD STUDENTS, PARENTS, COUNSELORS AND TEACHERS

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

✓ Students entering 9th grade in 2011-2012 and beyond must take the End of Course (EOC) tests for the courses in which they are enrolled.
This includes middle school students taking Algebra I.

EOCs Subject Areas

1. English I
2. English II
3. Algebra I
4. Biology
5. U.S. History

EOC Student Performance Levels

I. Unsatisfactory Academic Performance

- Performance in this category indicates that students are inadequately prepared for the next grade or course and do not demonstrate a sufficient understanding of the assessed knowledge and skills. Unsatisfactory refers to a score that is below Level II.

- Students who did not achieve a satisfactory score must retake the EOC test.

II. Satisfactory Academic Performance

- Performance in this category indicates that students are sufficiently prepared for the next grade or course and the ability to think critically and apply the assessed knowledge and skills in familiar contexts.

III. Advanced Academic Performance

- Performance in this category indicates that students are well-prepared for the next grade or course and the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

EOC Re-takes

✓ Retake tests will be administered three times a year:
- End of fall semester
- End of spring semester
- Summer

✓ The student must retake an EOC test that does not meet Level II Satisfactory Score.

Accelerated Instruction

✓ Provided for any student who fails an EOC test.

✓ Provided at each high school to meet students' needs.

EOC Courses Taken in Middle School

✓ Middle school students are required to take the EOC for the high school course in which they are enrolled (Algebra I).

Student Transfers

✓ Student transfers include students who have transferred to NISD from:
- Home schools
- Out-of-district schools
- Out-of-state schools
- Out-of country schools

✓ Student transfers must take EOC tests for the courses in which they are enrolled for each core subject area.

Assessment for All Students

✓ STAAR for all!

✓ Serves the needs of students in Special Education

✓ Serves the needs of English language learners

Student Action Plan

✓ Stay informed about EOC practices and changes.

✓ Learn the grading policies and know your grades.

✓ Commit to making the highest 6/9 weeks' grade possible.

✓ Attend class every day.

✓ Determine your need for EOC re-takes.

✓ Re-take EOC tests As Soon As Possible.

✓ Communicate: Have ongoing conversations with your counselor, parents, and teachers.

Parent/Guardian Action Plan

✓ Stay informed about graduation requirements.

✓ Learn the grading policies and how to apply them to your child's grades.

✓ Use Parent Connection to keep track of your child's grades and EOC test scores.
www.nisd.net/parentconnection/

✓ Encourage your child to excel in all courses and attend class every day.

✓ Communicate: Have ongoing conversations with your child, your child's counselor, teachers, and academic dean.

Resources:

☐ **Texas Education Agency**

http://www.tea.state.tx.us/student.assessment/

http://www.tea.state.tx.us/student.assessment/staar/

http://www.tea.state.tx.us/student.assessment/special-ed/staaralt/

☐ **Education Service Center Region 20**

https://www.esc20.net/page/ci_staar.QRGs

☐ **Northside ISD STAAR website**

https://nisd.net/testing-evaluation/staar-0

☐ **Campus website**

See Counselor for course availability

Northside ISD - The Endorsements (Subject to Change)

A student must complete the Foundation High School Program (22 credits), one additional math credit, one additional science credit, and two additional elective credits while completing the specific requirements of his/her selected endorsement. Distinguished Level of Achievement graduates must meet the Foundation Program and earn 4 Math credits including Algebra II, 4 Science credits, and at least 1 Endorsement.

STEM

Science, Technology, Engineering, & Math

Students may earn a STEM endorsement by selecting and completing the requirements from among these 4 options.

Note: Algebra II, Chemistry, and Physics are required for the STEM endorsement regardless of the option the student selects.

Option 1: Computer Science
Students take 4 computer science courses.
- Principles of Computer Science AP
- Computer Science 1 Pre-AP
- Computer Science 2 AP/DC
- Computer Science 3 H/DC

Option 2: CTE
Students earn four (4) CTE credits by taking at least two (2) courses in the same cluster that lead to a final course in the STEM cluster. At least one (1) of the courses must be an advanced CTE course (3rd year or higher course in a sequence).

Option 3: Math
Students take Algebra I, Geometry, and Algebra II AND two (2) of the following courses for which Algebra II is a prerequisite.

- AQR
- Pre-Calculus
- AP Calculus AB or BC
- AP Statistics
- AP Computer Science A
- Math ISM College Algebra

Option 4: Science
Students take Biology, Chemistry, and Physics, AND two (2) of the following courses. New courses may be added.
- AP Biology
- AP Capstone (Year 1-AP Seminar) BRANDEIS ONLY
- AP Capstone (Year 2-AP Research) BRANDEIS ONLY
- AP Chemistry
- AP Environmental Science
- AP Physics 1
- AP Physics 2
- AP Physics C (Mechanics, Electricity and Magnetism)
- Advanced Animal Science
- Advanced Plant & Soil Science
- Advanced Biotechnology
- Anatomy & Physiology
- Aquatic Science
- Astronomy
- Earth & Space Science
- Engineering Design & Problem Solving
- Environmental Systems
- Food Science
- Forensic Science
- Medical Microbiology
- Pathophysiology
- Scientific Research & Design

Option 5: Combination
In addition to Algebra II, Chemistry, and Physics, a student may take a coherent sequence of three (3) additional credits from no more than two (2) options above. (STEM Options 1-4)

Business & Industry

Students may earn a Business & Industry endorsement by selecting and completing the requirements from among these 2 options.

Option 1: CTE
Students earn four (4) credits in a coherent sequence by taking at least two (2) courses in the same cluster. At least one (1) of the courses must be an advanced CTE course. (3rd year or higher course in the sequence).

Clusters include:

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, Audio/Video Technology, and Communication
- Business Management and Administration
- Finance
- Hospitality and Tourism
- Information Technology
- Manufacturing
- Marketing
- Transportation, Distribution, and Logistics

Option 2: English
Students take four (4) English elective credits that include three levels in one of the following areas

- Advanced Journalism: Newspaper, Yearbook or Broadcast
- Debate or Public Speaking

Public Services

Students may earn a Public Services endorsement by selecting and completing the requirements from among these 2 options.

Option 1: CTE
Students earn four (4) credits in a coherent sequence by taking at least two (2) courses in the same cluster. At least one (1) of the courses must be an advanced CTE course. (3rd year or higher course in the sequence).

Clusters include:

- Education and Training
- Health Science
- Human Services
- Law, Public Safety, Corrections, and Security
- Government and Public Administration

Option 2: JROTC
Student takes four (4) JROTC courses for 4 credits.

Arts & Humanities

Students may earn an Arts & Humanities endorsement by selecting and completing the requirements from among these 4 options.

Option 1: Social Studies
Students take five (5) social studies credits.

Option 2: LOTE (Language other than English)
Students take four (4) levels of the same LOTE for 4 credits.

OR

Students take two (2) levels of one LOTE and two (2) levels of a different LOTE for 4 credits.

Option 3: Fine Arts
Students take four (4) courses in the same fine arts area for 4 credits (Ex. Band I, Band II, Band III, Band IV)

OR

Students take two (2) courses in one fine arts area and two (2) courses in a different fine arts area for 4 total credits. (Ex. Art I, Art II, Dance I, Dance II)

Option 4: English
Students take four (4) elective credits selected from the following courses.

- English IV
- Independent Study (ISM) in English
- Literary Genres
- Creative Writing
- Research and Technical Writing
- Humanities
- AP English Literature & Comp
- Communication Applications

Multidisciplinary Studies

Students may earn a Multidisciplinary Studies endorsement by selecting and completing the requirements from among these 3 options.

Option 1: Four by Four (4 X 4)
Students take four (4) courses in each of the four core content areas.

- Four (4) English credits including English IV
- Four (4) math credits
- Four (4) science credits including biology and
- chemistry and/or physics
- Four (4) social studies credits

Option 2: AP and Dual
Students take four (4) credits in Advanced Placement or dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts.

Option 3: Combination
Students take four advanced courses that prepare them to enter the workforce or postsecondary education without remediation from within one endorsement area or among endorsement areas not in a coherent sequence.

COURSES

LEVEL 1

Principles of Business, Marketing, and Finance #8206

LEVEL 2

Business Information Management I #8216

LEVEL 3

Business Management #8227

LEVEL 4

Practicum in Business Management (2CR) #8229

OR

Career Preparation I (3CR) #8009

POSTSECONDARY OPTIONS

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Microsoft Office Specialist or Expert - Excel	Certified Records Manager	Business Administration		
Microsoft Office Specialist or Expert - Word	Certified Facility Manager	Business/ Commerce		Business Management
Google Cloud Certified Professional - G-Suite	Certified Commercial Contracts Manager	Public Administration		
Certified Associate in Project Management	Teradata 14 Basics/ Certified Technical Specialist	Business Management	Management Science	

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

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

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Administrative Service Managers	$96,138	2,277	21%
Management Analysts	$87,651	4,706	32%
General and Operations Managers	$107,640	18,679	20%
Operations Research Analysts	$78,083	1,128	38%
Supervisors of Administrative Support Workers	$57,616	14,982	20%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities: Business Professionals of America (BPA), Future Business Leaders of America (FBLA), and DECA

Work Based Learning Activities: Internship with local business or chamber of commerce;

The Business Management program of study teaches CTE concentrators how to plan, direct, and coordinate the administrative services and operations of an organization. Through this program of study, students will learn the skills necessary to formulate policies, manage daily operations, and allocate the use of materials and human resources. This program of study will also introduce students to mathematical modeling tools and organizational evaluation methods.

The Business, Marketing, and Finance Career Cluster® focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

Successful completion of the Business Management program of study will fulfill requirements of the Business and Industry Endorsement.

Approved Statewide Program of Study - September 2019

Business & Industry Endorsement

Business Management & Administration

Business Management

Principles of Business, Marketing, & Finance (9-10) #8206
Course focuses on economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. SEM: 2 CR: 1

Business Information Management (10-12) #8216
In Business Information Management I, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.
SEM: 2 CR: 1

Business Management (11-12) #8227
Business Management D (11-12) #8226
Business Management M (11-12) #8228
Students analyze the primary functions of management and leadership incorporating social responsibility of business and industry. Students develop a foundation in various aspects of business to become competent managers, employees, and entrepreneurs. Students integrate the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate management decisions.
SEM: 2 CR: 1

Practicum in Business Management (12) #8229
Students apply technical skills to address business applications of emerging technologies. Students develop a foundation in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions.
SEM: 2 CR: 2

Career Preparation I (11-12) #8009
Students spend one hour in class each day and a minimum of 15 hours on the job each week. Some of the areas of employment include: banking, office administration, retailing.
Extended Career Preparation (11-12)
Provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences.
PR: Successful completion of one or more advanced career and technical education courses that are part of a coherent sequence of courses in a career cluster related to the field in which the student will be employed.
SEM: 2 CR: 3

See Counselor for course availability

COURSES

LEVEL 1
Principles of Information Technology #8500

LEVEL 2
Foundations of Cybersecurity #8546

LEVEL 3
Networking #8542

LEVEL 4
Cybersecurity Capstone #8547

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Oracle Certified Associate Java SE 8	GIAC Reverse Engineering Malware	System Networking, and LAN/WAN Management	Computer Systems Networking and Telecommunications	Computer Systems Analysis/Analyst
Oracle Certified Database Associate	Certified Advanced Windows Forensic Examiner	Information Technology	Computer Systems Networking and Telecommunications	Information Technology
Cisco Certified Entry Networking Technician (CCENT)	SAP Certified Technology Professional System Security Architect	Computer and Information Sciences, General		
Associate of (ISC)2	Cisco Certified Network Professional Security Certification	Computer Science		

Additional industry based certification information is available from the TEA CTE Website

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

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Information Security Analysts	$91,915	814	29%
Network and Computer System Administrators	$82,597	2,814	19%
Computer Systems Analyst	$87,568	5,937	29%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:

Join TSA
Job shadow a computer system analyst or information security analyst.

Work Based Learning Activities:

Obtain an industry based certification.

The Cybersecurity program of study includes the occupations and educational opportunities related to planning, implementing, upgrading, or monitoring security measure for the protection of computer networks and information. This program of study may also include exploration into responding to computer security breaches and virus and administering network security measures.

The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing, scientific research and professional and technical services, including laboratory and testing services, and research and development services.

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

Texas Education Agency

Business & Industry Endorsement

Possible STEM - SBOE Decision

Information Technology

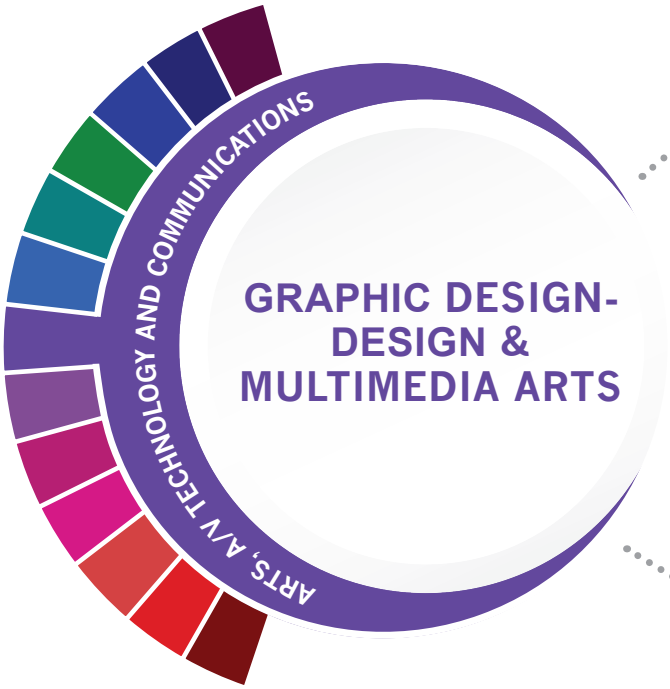
Cybersecurity

Principles of Information Technology (9-10) #8500
Principles of Information Technology M (9-10) #8502
Students use emerging technologies, demonstrate ethical use of the Internet and explain issues concerning Internet security protocols. Students identify computer hardware components and demonstrate an understanding of file extensions. Students produce and format various documents with both text and graphics, input formulas and utilize preprogrammed functions in documents and tables. Students apply design and web publishing techniques.
SEM: 2 CR: 1

Foundations of Cybersecurity (10-12) #8546
Students will develop the knowledge and skills needed to explore fundamental concepts related to the ethics, laws, and operations of cybersecurity. Students will examine trends and operations of cyberattacks, threats, and vulnerabilities. Students will review and explore security policies designed to mitigate risks. The skills obtained in this course prepare students for additional study in cybersecurity. A variety of courses are available to students interested in this field. Foundations of Cybersecurity may serve as an introductory course in this field of study
SEM: 2 CR: 1

Networking (11-12) #8542
Students develop knowledge of the concepts and skills related to data networking technologies and practices in order to apply them to personal or career development.
SEM: 2 CR: 1

Cybersecurity Capstone (12) #8547
Students will develop the knowledge and skills needed to explore advanced concepts related to the ethics, laws, and operations of cybersecurity. Students will examine trends and operations of cyberattacks, threats, and vulnerabilities. Students will develop security policies to mitigate risks. The skills obtained in this course prepare students for additional study toward industry certification. A variety of courses are available to students interested in the cybersecurity field. Cybersecurity Capstone may serve as a culminating course in this field of study.
SEM: 2 CR: 1



GRAPHIC DESIGN-DESIGN & MULTIMEDIA ARTS

COURSES

LEVEL 1

Digital Media #8520

LEVEL 2

Graphic Design and Illustration I #8155

LEVEL 3

Graphic Design and Illustration II/Lab (2CR) #8156

LEVEL 4

Practicum in Graphic Design and Illustration (2CR) #8157

AND/OR

Career Preparation I (3CR) #8009

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Adobe Certified Associate Certifications	Certified Digital Designer	Animation, Interactive Technology, Video Graphics and Special Effects		
Adobe Certified Expert Certifications	WOW Certified Web Designer Apprentice	Graphic Design		
Apple Logic Pro X	Adobe Suite Certifications	Game and Interactive Media Design		Intermedia/ Multimedia

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

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

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Graphic Designers	$44,824	1,433	15%
Multimedia Artists and Animators	$67,392	186	21%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:
Join a website development or coding club.
SkillsUSA, TSA

Work Based Learning Activities:
Intern with a multimedia or animation studio.
Obtain a certificate in graphic design.

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

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

Successful completion of the Graphic Design & Multimedia Arts program of study will fulfill requirements of a Business and Industry Endorsement.

Approved Statewide Program of Study - September 2019

Business & Industry Endorsement

Arts, A/V Technology & Communications

Graphic Design—Design and Multimedia Arts

Digital Media (9-10) #8520
Digital Media Dual (9-10) #8521
Digital Media M (9-10) #8522
Through the study of digital and interactive media and its application in information technology, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve problems.

SEM: 2 CR: 1

Graphic Design and Illustration I (10-12) #8155
Students will be expected to develop an understanding of the advertising and visual communications industry with a focus on fundamental elements and principles of design, visual art, graphic design and illustration.

SEM: 2 CR: 1

Graphic Design and Illustration II/Lab (11-12) #8156
Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Students will develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills.
PR: Graphic Design and Illustration I SEM: 2 CR: 2

Practicum in Graphic Design and Illustration (11-12) #8157
Careers in graphic design and illustration span all aspects of the advertising and visual communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab -based classroom experiences or career preparation opportunities.

SEM: 2 CR: 2

Career Preparation (11-12) #8009
Students spend one hour in class each day and a minimum of 15 hours on the job each week. Some of the areas of employment include: banking, office administration, retailing.
Extended Career Preparation (11-12)
Provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences.
PR: Successful completion of one or more advanced career and technical education courses that are part of a coherent sequence of courses in a career cluster related to the field in which the student will be employed.

SEM: 2 CR: 3

See Counselor for course availability

COURSES

LEVEL 1

Principles of Arts,A/V Technology, and Communications #8176

LEVEL 2

Audio/Video Production I #8153

LEVEL 3

Audio Video Production II/Lab (2CR) #8154

LEVEL 4

Practicum of Audio/Video Production (2CR) #8149

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Apple Final Cut Pro X	Certified Video Engineer	Recording Arts Technology/Technician		Communications Technology/ Technician
Apple Logic Pro X	Commercial Audio Technician	Cinematography and Film/ Video Production		
Adobe Certified Associate Premiere Pro	Certified AM Directional Specialist	Radio and Television Broadcasting Technology/ Technician	Radio and Television	
Adobe Certified Associate Certifications	Certified Broadcast Radio Engineer	Music Technology	Agricultural Communication/ Journalism	

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

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

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Sound Engineering Technicians	$39,562	79	27%
Camera Operators, Television, Video and Motion Picture	$50,024	129	9%
Audio and Video Equipment Technicians	$40,581	757	29%
Film and Video Editors	$47,382	118	23%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:
Shadow a production team
SkillsUSA, TSA

Work Based Learning Activities:
Intern at a local television station or video production company

The Digital Communications program of study explores the occupations and educational opportunities associated with the production of audio and visual media formats for various purposes, such as TV broadcasts, advertising, video production, or motion pictures. This program of study may also include exploration into operating machines and equipment to record sound and images, such as microphones, sound speakers, video screens, projectors, video monitors, sound and mixing boards, and related electronic equipment.

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

Successful completion of the Digital Communications program of study will fulfill requirements of a Business and Industry Endorsement.

Approved Statewide Program of Study - September 2019

TEA Texas Education Agency

Business & Industry Endorsement

Arts, A/V Technology & Communications

Audio Video—Digital Communications

Principles of Arts, AV Technology, and Communication (9-10) #8176
Students will apply professional communications strategies. They will understand and examine problem-sol ing meth- ds. Students will use echnology applications when completing Arts, Audio/Video Technology, and Communications projects and processes.

SEM: 2 CR: 1

Audio/Video Production I (10-12) #8153
Students will develop an understanding of the Arts, Audio/Video Technology, and Communications industry with a focus on pre-production, production, and post-production audio and video activities.

SEM: 2 CR: 1

Audio/Video Production II (11-12) #8154
Students develop an advanced understanding of the Audio/Video Production industry with a focus on pre-production, production, and post-production activities. This course may be implemented in an advanced audio format or an advanced format, including both audio and video.

Audio/Video Production II Lab
students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production products. Through diverse forms of storytelling and production, students will exercise and develop creativity, intellectual curiosity, and critical-thinking, problem-solving, and collaborative skills. This course may be implemented in an audio format or a format with both audio and video. Requiring a lab corequisite for the course affords necessary time devoted specifically to the production and post-production process.
PR: Audio/Video Production I SEM: 2 CR: 2

Practicum in Audio/Video Production (12) #8149
Building upon the concepts taught in Audio/Video Production II and its corequisite Audio/Video Production II Lab, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio/video or audio format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.
PR: Audio/Video Production II and Audio/Video Production II Lab SEM: 2 CR: 2

See Counselor for course availability

COURSES

LEVEL 1

Digital Media #8520

LEVEL 2

Animation I #8151

LEVEL 3

Animation II/Lab (2CR) #8152

LEVEL 4

Practicum in Animation (2CR) #8167

AND/OR

Career Preparation I (3CR) #8009

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Adobe Certified Associate Certifications	Certified Digital Designer	Animation, Interactive Technology, Video Graphics and Special Effects		
Adobe Certified Expert Certifications	WOW Certified Web Designer Apprentice	Graphic Design		
Apple Logic Pro X	Adobe Suite Certifications	Game and Interactive Media Design		Intermedia/ Multimedia

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

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

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Graphic Designers	$44,824	1,433	15%
Multimedia Artists and Animators	$67,392	186	21%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:
Join a website development or coding club.
SkillsUSA, TSA

Work Based Learning Activities:
Intern with a multimedia or animation studio.
Obtain a certificate in graphic design.

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

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

Successful completion of the Graphic Design & Multimedia Arts program of study will fulfill requirements of a Business and Industry Endorsement.

Approved Statewide Program of Study - September 2019

Business & Industry Endorsement

Arts, A/V Technology & Communications

Animation - Design and Multimedia Arts

Digital Media (9-10) #8520
Digital Media Dual (9-10) #8521
Digital Media M (9-10) #8522
Through the study of digital and interactive media and its application in information technology, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve problems.
SEM: 2 CR: 1

Animation I (11-12) #8151
Careers in animation span all aspects of motion graphics. In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the history and techniques of the animation industry. SEM: 2 CR: 1

Animation II (11-12) #8152
In addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to create two- and three-dimensional animations.

Animation II Lab (11-12)
Corequisite: Animation II. This course must be taken concurrently with Animation II and may not be taken as a stand-alone course. In addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to create two- and three-dimensional animations. The instruction also assists students seeking careers in the animation industry.
PR: Animation I SEM: 2 CR: 2

Practicum in Animation (12) #8167
Building upon the concepts taught in Animation II and its corequisite Animation II Lab, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production animation products in a professional environment. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.
PR: Animation II and Animation II Lab SEM: 2 CR: 2

Career Preparation (11-12) #8009
Students spend one hour in class each day and a minimum of 15 hours on the job each week. Some of the areas of employment include: banking, office administration, retailing.

Extended Career Preparation (11-12)
Provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences.
PR: Successful completion of one or more advanced career and technical education courses that are part of a coherent sequence of courses in a career cluster related to the field in which the student will be employed.
SEM: 2 CR: 3

See Counselor for course availability

FASHION DESIGN-DESIGN & MULTIMEDIA ARTS

COURSES

LEVEL 1

Fashion Design I #8160

LEVEL 2

Fashion Design II (2CR) #8161 (Prereq: Fashion Design I)

LEVEL 3

~~Practicum in Entrepreneurship - Fashion (2CR) #8169~~
(Not available at this time)

Practicum in Human Services – Fashion (2CR) #8169
(Elective only)

LEVEL 4

~~Practicum in Entrepreneurship II - Fashion (2CR) #8170~~
(Not available at this time)

AND/OR

Career Preparation I (3CR) #8009

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Adobe Certified Associate Certifications	Certified Digital Designer	Animation, Interactive Technology, Video Graphics and Special Effects		
Adobe Certified Expert Certifications	WOW Certified Web Designer Apprentice	Graphic Design		
Apple Logic Pro X	Adobe Suite Certifications	Game and Interactive Media Design		Intermedia/ Multimedia

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

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

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Graphic Designers	$44,824	1,433	15%
Multimedia Artists and Animators	$67,392	186	21%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:
Join a website development or coding club.
SkillsUSA, TSA

Work Based Learning Activities:
Intern with a multimedia or animation studio.
Obtain a certificate in graphic design.

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

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

Successful completion of the Graphic Design & Multimedia Arts program of study will fulfill requirements of a Business and Industry Endorsement.

Approved Statewide Program of Study - September 2019

Business & Industry Endorsement

Arts, A/V Technology & Communications

Fashion Design - Design and Multimedia Arts

Fashion Design I (9-10) #8160
This laboratory course focuses on careers in the fashion and textile/apparel industries. Students will be exposed to the apparel production process from design concept to finished product. Course content includes apparel construction, care, and maintenance.
SEM: 2 CR: 1

Fashion Design II (10-12) #8161
This advanced laboratory course focuses on careers in the fashion and textile/apparel industries. Students will be expected to develop an advanced understanding of fashion, with an emphasis on design and production.
PR: Fashion Design I SEM: 2 CR: 2

~~**Practicum in Entrepreneurship - Fashion (11-12) #8169**~~
TBD (Not available at this time)
SEM: 2 CR: 2

~~**Practicum in Entrepreneurship II- Fashion (12) #8169**~~
TBD (Not available at this time)
SEM: 2 CR: 2

Career Preparation (11-12) #8009
Students spend one hour in class each day and a minimum of 15 hours on the job each week. Some of the areas of employment include: banking, office administration, retailing.

Extended Career Preparation (11-12)
Provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences.
PR: Successful completion of one or more advanced career and technical education courses that are part of a coherent sequence of courses in a career cluster related to the field in which the student will be employed.
SEM: 2 CR: 3

See Counselor for course availability

COURSES

LEVEL 1

Introduction to Culinary Arts #8422

LEVEL 2

Culinary Arts (2CR) #8420

LEVEL 3

Advanced Culinary Arts (2CR) #8424
(Prereq: Culinary Arts)

LEVEL 4

Practicum in Culinary Arts (2CR) #8421 (Prereq: Culinary Arts)

AND/OR

Food Science #8430 (Prereq: Culinary Arts)

OR

Career Preparation I (3CR) #8009

POSTSECONDARY OPTIONS

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Certified Fundamentals Cook	Certified Chef	Hotel and Restaurant Management		
Certified Fundamentals Pastry Cook	Foodservice Management Professional	Restaurant Culinary and Catering Management	Food Service Systems Administration/Management	
ServSafe Manager	Comprehensive Food Safety	Hospitality Administration/Management, General		
ManageFirst Professional	Certified Food and Beverage Executive	Culinary Arts/ Chef Training	Culinary Science and Food Service Management	Business Administration Management, General

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

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

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Food Service Managers	$55,619	1,561	28%
Chef and Head Cooks	$43,285	1,366	25%
Food Science Technicians	$34,382	236	11%
Food and Beverage Managers	$55,619	1,561	28%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:

Family, Career, Community Leaders of America (FCCLA), SkillsUSA, American Culinary Federation,Texas Restaurant Association

Work Based Learning Activities:

Plan a catering event or work for a catering company; participate in a cooking course; work in a restaurant; cook at home

The Culinary Arts program of study introduces students to occupations and educational opportunities related to the planning, directing, or coordinating activities of a food and beverage organization or department. This program of study also explores opportunities involved in directing and participating in the preparation and cooking of food.

The Hospitality and Tourism Career Cluster® focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services. Students acquire knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success.

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

Texas Education Agency

Business & Industry Endorsement

Hospitality & Tourism

Culinary Arts

Introduction to Culinary Arts (9-10) #8422
The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide insight into food production skills, various levels of industry management, and hospitality skills.
SEM: 2 CR: 1

Culinary Arts (10-12) #8420
Culinary Arts D (10-12) #8423
This course teaches the fundamentals and principles of the art of cooking, the science of baking, and management and production skills and techniques. Students can pursue appropriate industry certifications. This course may be offered as a laboratory-based or internship course.
SEM: 2 CR: 2

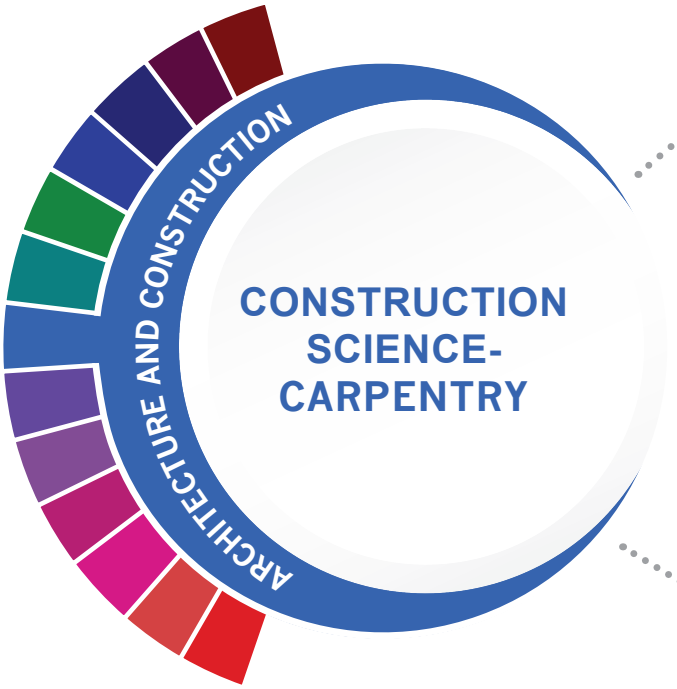
Advanced Culinary Arts (11-12) #8424
Advanced Culinary Arts will extend content and enhance skills introduced in Culinary Arts by indepth instruction of industry-driven standards in order to prepare students for success in higher education, certifications, and/or immediate employment.
PR: Culinary Arts SEM: 2 CR: 2

Practicum in Culinary Arts (12) #8421
Students learn employability skills, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Instruction may be delivered through school-based laboratory training or through work-based arrangements.
PR: Culinary Arts SEM: 2 CR: 2

Food Science (11-12) #8430
A study of the nature of foods, the causes of deterioration, the principles underlying food processing, and the improvement of foods for the consuming public. Students conduct laboratory and field investigations using scientific methods.
PR: 3 units of Science including Chemistry & Biology
SEM: 2 Science CR: 1

Career Preparation (11-12) #8009
Students spend one hour in class each day and a minimum of 15 hours on the job each week. Some of the areas of employment include: clothing and home furnishings, child care, food service, hotel and hospitality services.
Extended Career Preparation (11-12)
Provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences.
PR: Successful completion of one or more advanced career and technical education courses that are part of a coherent sequence of courses in a career cluster related to the field in which the student will be employed. SEM: 2 CR: 3

See Counselor for course availability



COURSES

LEVEL 1

Principles of Construction #8099

LEVEL 2

Construction Science (Principles of Architecture) #8139

LEVEL 3

Construction Technology I (2CR) #8111

LEVEL 4

Construction Technology II (2CR) #8112

AND/OR

Career Preparation I (3CR) #8009

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
NCCER Carpentry, Level 1 & 2	Certified Lead Carpenter	Carpentry/ Carpenter	Construction Science	Construction Management
NCCER Commercial Carpenter	Certified Installer	Industrial Mechanics and Maintenance Technology		
NCCER Core Curriculum	Certified Door Consultant			
NCCER Construction Technology	Fluid Power Connector and Conductor			

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

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

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Carpenters	$35,922	5,031	26%
Cost Estimators	$63,939	2,239	21%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:
Shadow a carpenter or millwright.
SkillUSA

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

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

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

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

Business & Industry Endorsement

Architecture & Construction

Construction Science - Carpentry

Principles of Construction (9-10) #8099
Principles of Construction is intended to provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools. SEM: 2 CR: 1

Construction Science - (Principles of Architecture) (9-10) #8139
Principles of Architecture provides an overview to the various fields of architecture, interior design, and construction management. Classroom studies include topics such as safety, work ethics, communication, information technology applications, systems, health, environment, leadership, teamwork, ethical and legal responsibility, employability, and career development and include skills such as problem solving, critical thinking, and reading technical drawings SEM: 2 CR: 1

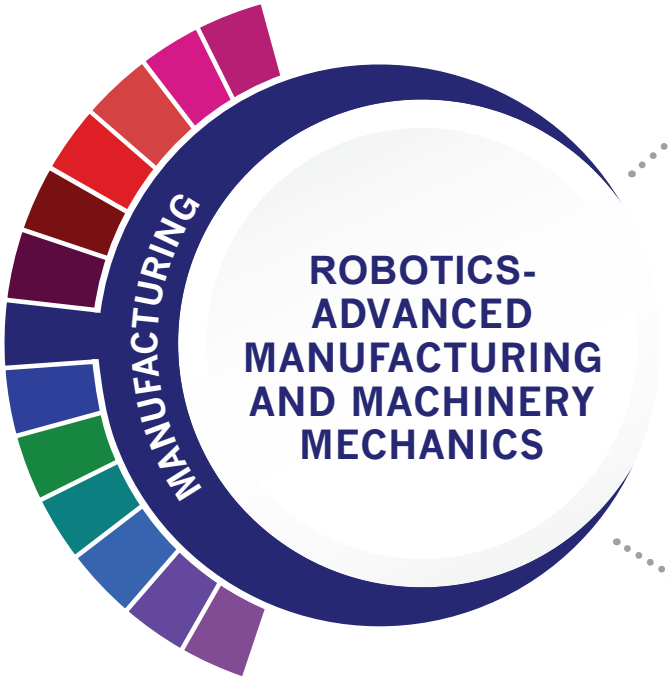
Construction Technology I (10-12) #8111
Construction Technology I M (10-12) #8107
Students introduced to safety, tool usage, building materials, codes and framing. Students will develop an understanding of the various educational requirements and career opportunities in construction management, architecture, or engineering. SEM: 2 CR: 2

Construction Technology II (11-12) #8112
In addition to skills learned in Construction Technology, students acquire exterior and interior finish out skills. Students gain advanced knowledge and skills specific to those needed to enter the work force as carpenters, building maintenance technicians, or supervisors or prepare for a postsecondary degree in construction management, architecture, or engineering.
PR: Construction Technology I SEM: 2 CR: 2

Career Preparation (11-12) #8009
Students spend one hour in class each day and a minimum of 15 hours on the job each week. Some of the areas of employment include: clothing and home furnishings, child care, food service, hotel and hospitality services.

Extended Career Preparation (11-12)
Provides opportunities for students to participate in a work -based learning experience that combines classroom instruction with business and industry employment experiences.
PR: Successful completion of one or more advanced career and technical education courses that are part of a coherent sequence of courses in a career cluster related to the field in which the student will be employed. SEM: 2 CR: 3

See Counselor for course availability



COURSES

LEVEL 1

Principles of Applied Engineering #8700

LEVEL 2

Manufacturing Engineering Technology I #8721

LEVEL 3

Robotics I #8710

LEVEL 4

Robotics II #8730

AND/OR

Career Preparation I (3CR) #8009

POSTSECONDARY OPTIONS

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
FANUC Robot Operator 1	Engineer, Professional	Electro- mechanical Engineering/ Technology	Electrical Engineering	
Mastercam Associate Level Certification	PMMI Mechatronics: Programmable Logic Controllers 1	Robotics Technology/ Technician	Engineering, General	
NCCER Industrial Maintenance Mechanic	Certified Quality Technician	Instrumentation Technology/ Technician	Industrial Engineering	
NIMS Industrial Technology Maintenance - Maintenance Operations	Plant Maintenance Technologist	Industrial Mechanics and Maintenance Technology	Mechanical Engineering	

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

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

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Electro-Mechanical Assemblers	$30,160	951	9%
Electro-Mechanical Technicians	$56,555	127	9%
Industrial Machinery Mechanics	$49,816	3,788	27%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:
Participate in SkillsUSA and local STEM events

Work Based Learning Activities:
Apprenticeship at a local business or industry
American Welding Society

The Advanced Manufacturing and Machinery Mechanics program of study focuses on the assembly, operation, maintenance, and repair of electromechanical equipment or devices. Students may work in a variety of mechanical fields, gaining knowledge and experience in robotics, refinery and pipeline systems, deep ocean exploration, or hazardous waste removal. CTE concentrators may work in a variety of fields of engineering.

The Manufacturing Career Cluster® focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.

Successful completion of the Advanced Manufacturing and Machinery Mechanics program of study will fulfill requirements of the Business and Industry Endorsement.

Approved Statewide Program of Study - September 2019

Texas Education Agency

Business and Industry Endorsement

(possible STEM Endorsement pending SBOE)

Manufacturing

Robotics - Advanced Manufacturing and Machinery Mechanics

Principles of Applied Engineering (9-10) #8700
This course provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Working on design teams, students will use multiple computer hardware and software applications to conduct research, design and create projects, and present ideas related to biotechnology, electronics, robotics, and automation. Students will use appropriate tools and demonstrate safe work habits.

SEM: 2 CR: 1

Manufacturing Engineering Technology (10-12) #8721
Students will gain knowledge and skills in the application, design, production, and assessment of products, services, and systems and how those knowledge and skills are applied to manufacturing. Students will prepare for success in the global economy. The study of manufacturing engineering will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in a manufacturing setting.

SEM: 2 CR: 1

Robotics I (11-12) #8710
Through implementation of the design process, students will transfer advanced academic skills to component designs in a project-based environment. Students will build prototypes or use simulation software to test their designs. Additionally, students explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.

SEM: 2 CR: 1

Robotics II (12) #8730
Students will explore artificial intelligence and programming in the robotic and automation industry. Through implementation of the design process, students will transfer academic skills to component designs in a project-based environment. Students will build prototypes and use software to test their designs.
PR: Robotics I

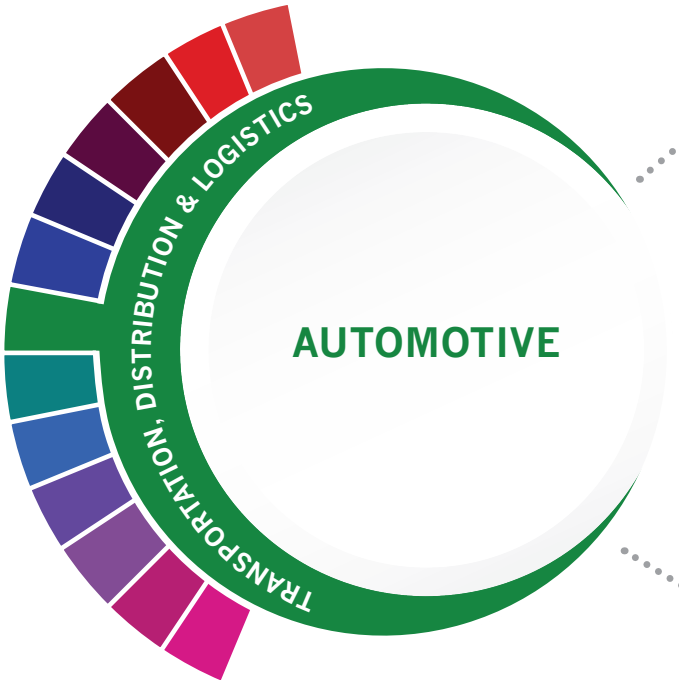
SEM: 2 CR: 1

Career Preparation (11-12) #8009
Students spend one hour in class each day and a minimum of 15 hours on the job each week. Some of the areas of employment include: clothing and home furnishings, child care, food service, hotel and hospitality services.

Extended Career Preparation (11-12)
Provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences.
PR: Successful completion of one or more advanced career and technical education courses that are part of a coherent sequence of courses in a career cluster related to the field in which the student will be employed.

SEM: 2 CR: 3

See Counselor for course availability



COURSES

LEVEL 1

Principles of Transportation Systems #8759

LEVEL 2

Automotive Basics #8766

LEVEL 3

Automotive Technology I #8752

LEVEL 4

Automotive Technology II/Lab (2CR) #8753

AND/OR

Career Preparation (3CR) #8009

POSTSECONDARY OPTIONS

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Automotive Service Excellence (ASE) Entry Level	Master Collision Repair and Refinishing Technician	Autobody/ Collision and Repair Technology/ Technician		Mechanical Engineering
Automotive Service Excellence (ASE) Professional Level	Automobile Technician: various systems and parts	Medium/Heavy Vehicle and Truck Technology/ Technician		
	Engine Machinist Technician	Mechanical Engineering/ Mechanical Technology/ Technician		
	Collision Repair and Refinish			

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

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

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Automotive Body and Related Repairers	$40,144	1,456	25%
Automotive Service Technician and Mechanics	$38,459	208	25%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:
SkillsUSA competition
Automotive Service Association

Work Based Learning Activities:
Work at a local automotive repair or body shop.

The Automotive program of study teaches students how to repair and refinish automobiles and service various types of vehicles. Students may learn to collect payment for services or supplies and perform typical vehicle maintenance procedures such as lubrication, oil changes, installation of antifreeze, or replacement of accessories like wiper blades or tires.

The Transportation, Distribution, and Logistics Career Cluster® focuses on careers in planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water. It also includes related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Successful completion of the Automotive program of study will fulfill requirements of the Business and Industry Endorsement.

Approved Statewide Program of Study - September 2019

Business & Industry Endorsement

Transportation, Distribution & Logistics

Automotive

Principles of Transportation Systems (9-10) #8759
Students will understand the interaction between various vehicle systems, the logistics used to move goods and services to consumers, and the components of transportation infrastructure. Students will understand technologies used to provide products and services in a timely manner and be able to meet the expectations of industry employers. SEM: 2 CR: 1

Automotive Basics (9-10) #8766
This course includes knowledge of the basic automotive systems and the theory and principles of the components that make up each system and how to service these systems. Automotive Basics includes applicable safety and environmental rules and regulations. In Automotive Basics, students will gain knowledge and skills in the repair, maintenance, and servicing of vehicle systems.
SEM: 2 CR: 1

Automotive Technology I (10-12) #8752
Automotive Technology I D (10-12) #8758
Students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. The focus of this course is to teach the theory of operation of automotive vehicle systems and associated repair practices.
SEM: 2 CR: 2

Automotive Technology II (12) #8753
Automotive Technology II D (12) #8757
A continued study in the repair, maintenance, and diagnosis of vehicle systems. Students acquire advanced knowledge in the theory of operation of automotive vehicle systems and associated repair practices.
PR: Automotive Technology I SEM: 2 CR: 2

Career Preparation (11-12) #8009
Students spend one hour in class each day and a minimum of 15 hours on the job each week. Some of the areas of employment include: clothing and home furnishings, child care, food service, hotel and hospitality services.

Extended Career Preparation (11-12)
Provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences.
PR: Successful completion of one or more advanced career and technical education courses that are part of a coherent sequence of courses in a career cluster related to the field in which the student will be employed.
SEM: 2 CR: 3

Public Services Endorsement

COURSES

LEVEL 1

Principles of Human Services #8450

LEVEL 2

Child Development #8462

LEVEL 3

Child Guidance (2CR) #8461

LEVEL 4

~~Practicum in Early Learning (2CR) #8464~~

Practicum in Human Services (2CR) #8458

AND/OR

Career Preparation I (3CR) #8009

POSTSECONDARY OPTIONS

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Child Development Associate		Early Childhood Education and Teaching		
Educational Aide I	Texas Educator Certification Program	Multicultural Early Childhood Development		
	County Librarian	Kindergarten/ Preschool Education and Training	Early Childhood	Educational, Instructional, and Curriculum Supervision
	Professional Counselor	Psychology/Sociology		Educational Leadership and Administration

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

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

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Kindergarten Teachers, except Special Education	$53,310	1,848	17%
Preschool Teachers	$27,851	4,330	17%
Special Education Teachers, Preschool	$55,670	148	27%
Elementary School Teachers	$54,140	13,121	16%
Education Administrators, Elementary and Secondary School	$79,830	2,407	16%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

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

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

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

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

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

Public Services Endorsement

Education & Training

Early Learning

Principles of Human Services (9-10) #8450
Students assess the relationship between health and wellness and personal and professional achievement. Students evaluate the effects of crises, stress, and domestic violence on individuals and the family and recognize appropriate responses and management strategies. Students identify the basic needs of children as well as caregiver guidelines that promote safe and healthy child development. Students create meals according to dietary guidelines. Students create written and electronic records of client services for cosmetology, fashion design, and interior design.
SEM: 2 CR: 1

Child Development (10-12) #8462
This course addresses child growth and development from prenatal through school-age children. Students use skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.
SEM: 2 CR: 1

Child Guidance (11-12) #8461
Child Guidance D (11-12) #8463
This course addresses child growth and guidance. Students are equipped to develop positive relationships with children and effective caregiver skills in order to promote the well-being and healthy development of children and pursue careers related to the care, guidance, and education of children. Raptor screening required.
SEM: 2 CR: 2

Practicum in Early Learning (12) #8463
TBD
SEM: 2 CR: 2

Career Preparation (11-12) #8009
Students spend one hour in class each day and a minimum of 15 hours on the job each week. Some of the areas of employment include: clothing and home furnishings, child care, food service, hotel and hospitality services.
Extended Career Preparation (11-12)
Provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences.
PR: Successful completion of one or more advanced career and technical education courses that are part of a coherent sequence of courses in a career cluster related to the field in which the student will be employed.
SEM: 2 CR: 3

See Counselor for course availability

COURSES

LEVEL 1

Principles of Human Services #8450

LEVEL 2

Child Development #8462

LEVEL 3

Instructional Practices (2CR) #8252

LEVEL 4

Practicum in Education and Training (2CR) #8253 (Prereq: Instructional Practices)

AND/OR

Career Preparation I (3CR) #8009

POSTSECONDARY OPTIONS

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Educational Aide I	Texas Educator Certification Program	Teacher Education	Bilingual and Multilingual Education	Instruction and Learning
	Educational Instructional Technology	Education, General (or specific subject area)		Educational Leadership and Administration, General
	Counselor, Professional	Special Education		
	Athletic Trainer	Health and Physical Education/Fitness		Social and Philosophical Foundations of Education

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

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

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Adult Basic and Secondary Education and Literacy Teachers and Instructors	$48,069	862	17%
Middle School Teachers, Except Special and Career/ Technical Education	$54,510	6,407	15%
Career and Technical Education Teachers, Secondary School	$56,360	719	9%
Special Education Teachers, Secondary School	$56,720	980	18%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

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

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

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

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

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

TEA Texas Education Agency

Public Services Endorsement

Education & Training

Teaching & Training

Principles of Human Services (9-10) #8450
Students assess the relationship between health and wellness and personal and professional achievement. Students evaluate the effects of crises, stress, and domestic violence on individuals and the family and recognize appropriate responses and management strategies. Students identify the basic needs of children as well as caregiver guidelines that promote safe and healthy child development. Students create meals according to dietary guidelines. Students create written and electronic records of client services for cosmetology, fashion design, and interior design.
SEM: 2 CR: 1

Child Development (10-12) #8462
This course addresses child growth and development from prenatal through school-age children. Students use skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.
SEM: 2 CR: 1

Instructional Practices (11-12) #8252
Instructional Practices D (11-12) #8256
The first year of an internship providing students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students plan and direct instruction and activities under the direction of both a teacher with knowledge of early childhood education and educators in direct instructional roles with elementary and middle school-aged students. Raptor screening required.
SEM: 2 CR: 2

Practicum in Education and Training (12) #8253
The second year of an internship providing advanced knowledge of child and adolescent development as well as effective teaching and training practices. Students work with elementary and middle school-aged students. Students plan and direct instruction and activities, develop and prepare instructional materials, assist with record keeping, and complete other responsibilities of educational professionals and personnel. Raptor screening required.
PR: Instr. Practices SEM: 2 CR: 2

Career Preparation (11-12) #8009
Students spend one hour in class each day and a minimum of 15 hours on the job each week. Some of the areas of employment include: clothing and home furnishings, child care, food service, hotel and hospitality services.
Extended Career Preparation (11-12)
Provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences.
PR: Successful completion of one or more advanced career and technical education courses that are part of a coherent sequence of courses in a career cluster related to the field in which the student will be employed.
SEM: 2 CR: 3

See Counselor for course availability

COURSES

LEVEL 1

Principles of Health Science #8352

LEVEL 2

Medical Terminology #8358

LEVEL 3

Health Science Theory #8356
OR
Health Science Theory/Clinical (2CR) #8357

LEVEL 4

Practicum in Health Science - Phlebotomy & EKG (2CR) #8363

11th /12th Optional Science Courses: Anatomy & Physiology OR Medical Micro

POSTSECONDARY OPTIONS

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE S DEGREE	BACHELOR S DEGREE	MASTER S/ DOCTORAL PROFESSIONAL DEGREE
Limited Licensed Radiology Technologist	Medical Sonographer	Nuclear Medical Technology/ Technologist		Radiologist
EKG/ ECG Technician	Radiologic Technologist	Magnetic Resonance Imaging (MRI) Technology/ Technician	Medical Radiologic Technology/ Science Radiation Therapist	Radiologic Technology/ Science - Radiographer
Medical Laboratory Technician				
Phlebotomy Technician				

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

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

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Diagnostic Medical Sonographers	$69,909	495	35%
Phlebotomists	$30,597	1,442	36%
Nuclear Medicine Technologists	$75,962	91	13%
Radiologic Technologists	$55,494	1,196	19%
Magnetic Resonance Imaging Technologists	$68,661	217	21%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:
Health Occupation Students of America (HOSA)

Work Based Learning Activities:
Clinical rotations at a community wellness center, hospital, assisted living, nursing home

The Healthcare Diagnostics program of study introduces students to occupations and educational opportunities related to performing complex medical laboratory tests for the diagnosis, treatment, and prevention of disease. This program of study may also include exploration into the opportunities associated with blood laboratories as well as radiologic technology, and ultrasonic technology.

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

Successful completion of the Healthcare Diagnostics program of study will fulfill requirements of the Public Service Endorsement.

Approved Statewide Program of Study - September 2019

Texas Education Agency

Public Services Endorsement

Possible STEM - SBOE Decision

Health Science

Healthcare Diagnostics

Principles of Health Science (10-12) #8352
This course provides an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry. Students will identify employment opportunities, technology, and safety requirements of each system.
SEM: 2 CR: 1

Medical Terminology (9) #8358
Medical Terminology Dual (11-12) #8359
(College credit course-Northwest Vista College)
This course introduces students to the structure of medical terms, medical abbreviations and acronyms. Students will achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology. SEM: 2 CR: 1

Health Science Theory (11-12) #8356
This course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development.
PR: Biology SEM: 2 CR: 1

Health Science Theory/Clinical (11-12) #8357
Course designed to develop health care specific knowledge and skills related to a variety of health careers. Students will have hands-on experiences by methods such as clinical rotation and career preparation learning.
PR: Biology SEM: 2 CR: 2

Anatomy and Physiology (11-12) #8380
Anatomy and Physiology H (11-12) #8379
Students study the structure and function of the human body and the interaction of body systems for maintaining homeostasis. Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving.
PR: Biology & 2nd Science SEM: 2 Science CR: 1

Medical Microbiology (11-12) #8361
Students explore the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases.
PR: Biology & Chemistry SEM: 2 Science CR: 1

Practicum in Health Science - Phlebotomy & EKG (12) #8363
A course designed to give students practical application of previously studied knowledge and skills for certification or licensure in an allied health career. Students develop advanced clinical skills necessary for employment in the health care industry or continued education in health careers.
PR: Health Science Theory & Biology
SEM: 2 CR: 2

COURSES

LEVEL 1

Principles of Health Science #8352

LEVEL 2

Medical Terminology #8358

LEVEL 3

Health Science Theory #8356 OR
Health Science Theory/Clinical (2CR) #8357

11th /12th Optional Science Courses:
Anatomy & Physiology OR Medical Micro

LEVEL 4

Practicum in Health Science - Medical Assistant (2CR) #8373 OR
Practicum in Health Science - Patient Care Technician (2CR) #8369 OR
Pharmacology #8350

POSTSECONDARY OPTIONS

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Registered Dental Assistant	Dental Assistant	Dental Hygienist		Dentist
Certified Patient Care Technician	Surgical Technologist			Physician Assistant
Certified Nurse Aide/Assistant	Medical Assistant	Medical/ Clinical Assistant		Family and General Practitioners
Pharmacy Technician	Pharmacy Aides			Pharmacist

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

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

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Medical Assistants	$29,598	8,862	30%
Surgical Technologists	$46, 310	1,150	21%
Dental Hygienists	$73,507	1,353	38%
Physicians and Surgeons	$213,071	1,151	30%
Dental Assistants	$34,840	4,422	31%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

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

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

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

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

Successful completion of the Healthcare Therapeutic program of study will fulfill requirements of the Public Service Endorsement.

Approved Statewide Program of Study - September 2019

TEA Texas Education Agency

Public Services Endorsement

Possible STEM - SBOE Decision

Health Science

Healthcare Therapeutic

Principles of Health Science (9-10) #8352
This course provides an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry. Students will identify employment opportunities, technology, and safety requirements of each system.
SEM: 2 CR: 1

Medical Terminology (10-12) #8358
Medical Terminology Dual (11-12) #8359
(College credit course-Northwest Vista College)
This course introduces students to the structure of medical terms, medical abbreviations and acronyms. Students will achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology. SEM: 2 CR: 1

Health Science Theory (11-12) #8356
This course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development.
PR: Biology SEM: 2 CR: 1

Health Science Theory/Clinical (11-12) #8357
Course designed to develop health care specific knowledge and skills related to a variety of health careers. Students will have hands-on experiences by methods such as clinical rotation and career preparation learning.
PR: Biology SEM: 2 CR: 2

Anatomy and Physiology (11-12) #8380
Anatomy and Physiology H (11-12) #8379
Students study the structure and function of the human body and the interaction of body systems for maintaining homeostasis. Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving.
PR: Biology & 2nd Science SEM: 2 Science CR: 1

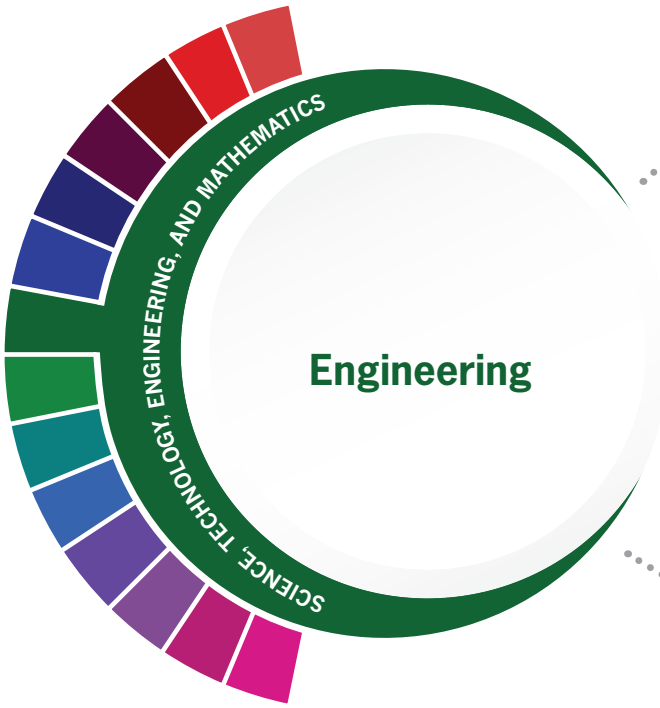
Medical Microbiology (11-12) #8361
Students explore the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases.
PR: Biology & Chemistry SEM: 2 Science CR: 1

Practicum in Health Science - Medical Assistant (12) #8373
A course designed to give students practical application of previously studied knowledge and skills for certification or licensure in an allied health career. Students develop advanced clinical skills necessary for employment in the health care industry or continued education in health careers.
PR: Health Science Theory & Biology
SEM: 2 CR: 2

Practicum in Health Science - Patient Care Technician (12) #8369
A course designed to give students practical application of previously studied knowledge and skills for certification or licensure in an allied health career. Students develop advanced clinical skills necessary for employment in the health care industry or continued education in health careers.
PR: Health Science Theory & Biology
SEM: 2 CR: 2

Pharmacology (12) #8350
Pharmacology Dual (11-12) #8351
(College credit course-Northwest Vista College)
Students will study the classifications of drugs, drug actions, uses, and adverse reactions. In addition, they will study drugs in relation to treatment, care and restoration of health.
PR: Biology & Chemistry SEM: 2 CR: 1

STEM Endorsement



COURSES

LEVEL 1

Principles of Applied Engineering #8700

LEVEL 2

Manufacturing Engineering Technology I #8721

LEVEL 3

Engineering Design and Presentation I #8701

LEVEL 4

Engineering Design and Presentation II (2CR) #8702

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Autodesk Certified Professional or User (ACU) - Inventor	Engineer, Professional	Electrical and Electronics Engineering	Electrical and Electronics Engineering	Electrical and Electronics Engineering
Certified SolidWorks Associate (CSWA)	Fluid Power Systems Designer	Drafting and Design Technology/ Technician, General	CAD/CADD Drafting and/or Design Technology/ Technician	Mechanical Engineering
Certified Engineering Technician - Audio Systems	Certified Biomedical Auditor	Engineering Technology	Bioengineering and Biomedical Engineering	Bioengineering and Biomedical Engineering
	Certified Cost Estimator/ Analyst		Construction Engineering Technology/ Technician	

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

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

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Aerospage Engineers	$110,843	481	9%
Industrial Engineers	$97,074	1,263	10%
Mechanical Engineers	$91,707	1,535	11%
Chemical Engineers	$112,819	474	9%
Electrical Engineers	$98,405	1,137	10%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:
Participate in competitions like Skills USA

Career Preparation Activities:
Engineering internship
Job shadow a machinist

The Engineering program of study focuses on the design, development, and use of engines, machines, and structures. Students will learn how to apply science, mathematical methods, and empirical evidence to the innovation, design, construction, operation, and maintenance of different manufacturing systems.

The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster® focuses on planning, managing, and providing scientific research and professional and technical services, including laboratory and testing services, and research and development services.

Successful completion of the Engineering program of study will fulfill requirements of the Business and Industry or STEM Endorsement.

Approved Statewide Program of Study - September 2019

Texas Education Agency

Science, Technology, Engineering & Mathematics

STEM Endorsement

Science, Technology, Engineering & Mathematics

Engineering

Principles of Applied Engineering (9-10) #8700
This course provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Working on design teams, students will use multiple computer hardware and software applications to conduct research, design and create projects, and present ideas related to biotechnology, electronics, robotics, and automation. Students will use appropriate tools and demonstrate safe work habits.

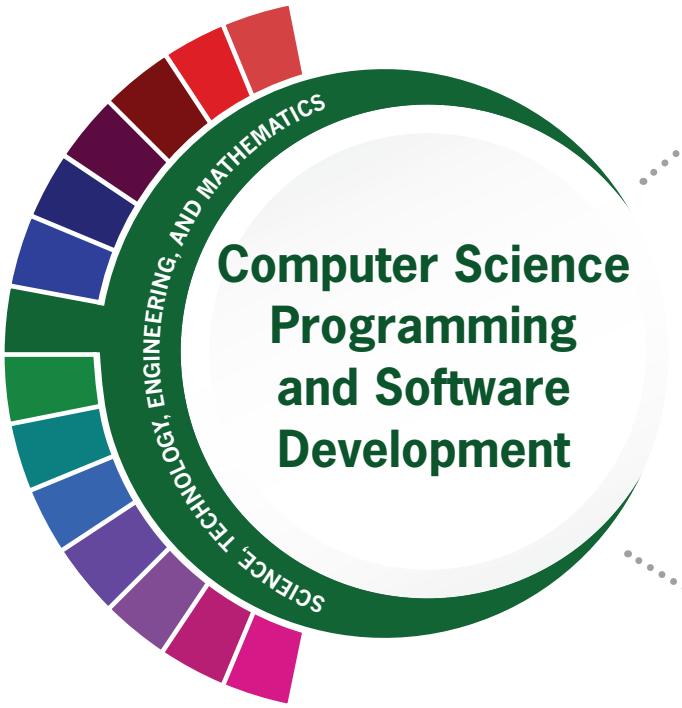
SEM: 2 CR: 1

Manufacturing Engineering Technology (10-12) #8721
Students will gain knowledge and skills in the application, design, production, and assessment of products, services, and systems and how those knowledge and skills are applied to manufacturing. Students will prepare for success in the global economy. The study of manufacturing engineering will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in a manufacturing setting.

SEM: 2 CR: 1

Engineering Design and Presentation I (10-12) #8701
Students will use multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes of engineering designs. Students will implement the design process to transfer advanced academic skills to component designs. Students explore entry level requirements and career opportunities in engineering, technology, and drafting.
PR: Algebra I SEM: 2 CR: 1

Engineering Design and Presentation II (11-12) #8702
Students enrolled in this course will demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, 34 and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Emphasis will be placed on using skills from ideation through prototyping.
PR: Algebra I and Geometry SEM: 2 CR: 2



Computer Science Programming and Software Development

COURSES

LEVEL 1

AP Computer Science Principles #7104

OR

Onramps Computer Science #7320

LEVEL 2

Computer Science I Pre-AP #7110

LEVEL 3

AP Computer Science A 1 (2CR) #7214 & #5970

OR

Computer Science 2 H #7210

LEVEL 4

Computer Science 3 H/DC #7310

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Oracle Certified Association JAVA SE 8 Programmer	Certified Computing Professional	Computer Programming/Programmer General	Mangement Information Systems, General	
Oracle Certified Database Associate	Cloud Technology Associate Certification	Computer Software Engineer		
	AEM 6 Developer	Computer Science		
	Certifed Software Analyst	Information Science/Studies		

*Includes Level I and Level II Certificates

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

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Computer Network Architect	$111, 633	1,454	9%
Software Developer, Systems Software	$103, 334	2985	25%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:	Work Based Learning Activities:
Join TSA Participate in a coding club at school.	Obtain an industry based certification.

The programming and Software Development program of study explores the occupations and education opportunities associated with researching, designing, developing, and testing operating systems-level software, compilers, and network distribution software for medical, industrial, military, communications, aerospace, business, scientific, and general computer applications. This program of study may also include exploration into creating, modifying, and testing the codes, forms, and script that allow computer applications to run

The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing, scientific research and professional and technical services, including laboratory and testing services, and research and development services.

Successful completion of the Programming and Software Development program of study will fulfill requirements of a Business and Industry or STEM Endorsement.

Approved Statewide Program of Study - September 2019

Texas Education Agency

Science, Technology, Engineering & Mathematics

STEM Endorsement

Computer Science - Programming and Software Development

AP Computer Science Principles (9-12) #7104
AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. The technology applications curriculum emphasizes the skills and qualities set by International Society for Technology in Education standards for students: empowered learner, digital citizen, knowledge constructor, innovative designer, computational
PR: None SEM:2 CR: 1

Onramps Computer Science #7320
(Harlan, Jay, Warren, Stevens, Brennan only)
Thriving in Our Digital World is a new dual enrollment course that teaches computer science principles, a set of core ideas that shapes the landscape of computer science and its impact on our society. In addition to learning about the magic and beauty of computing, students will acquire essential Texas College and Career Readiness skills, applying critical thinking, problem solving, and communication within a project-based learning framework. Students will experience high-quality curriculum designed by the faculty at The University of Texas at Austin. Students can earn three hours of UT credit with feedback and assessment provided by UT course staff.
PR: Algebra I SEM:2 CR: 1

Computer Science 1 PreAP (9-12) #7110
Computer Science I will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts. The technology applications curriculum emphasizes the skills and qualities set by International Society for Technology in Education standards for students: empowered learner, digital citizen, knowledge constructor, innovative designer, computational thinker, creative communicator, and global collaborator.
PR: Algebra 1 SEM: 2 CR: 1

AP Computer Science A 1 (10-12) #7214 & #5970
CS2 extends student knowledge from CS1. The AP Computer Science A course is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes object-oriented and imperative problem solving and design using the Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities. Students will have opportunity to earn college credit through Advanced Placement exam administered by College Board. The curriculum emphasizes the skills and qualities set by International Society for Technology in Education standards for students: empowered learner, digital citizen, knowledge constructor, innovative designer, computational thinker, creative communicator, and global collaborator.
PR: Algebra 1 AND CS1 OR Fundamentals
SEM: 2 CR: 2

Computer Science 2 H (10-12) #7212
Computer Science II will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of computer science through the study of technology operations, systems, and concepts.
PR: Algebra I & either Computer Science I or Fundamentals of Computer Science SEM: 2 CR: 1

Computer Science 3 H (11-12) #7310
CS3 H extends student knowledge from the previous years of study. Students produce independent projects through in depth study of selected topics based on Computer Science coursework, student interest, and hardware and software resources. Students will create program solutions, develop choice and iterative algorithms, and understand object-oriented design concepts of inner classes, outer classes, and anonymous classes. The student is expected to write programs and communicate with proper programming style as well as work in software design teams. The technology applications curriculum emphasizes the skills and qualities set by International Society for Technology in Education standards for students: empowered learner, digital citizen, knowledge constructor, innovative designer, computational thinker, creative communicator, and global collaborator.
PR: Computer Science 2 SEM:2 CR: 1

See Counselor for course availability

English Language Arts
Journalism • Speech • Reading
Core Courses

English I (9) #1100
English I M (9) #1111
In English I, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students will read and write on a daily basis.
SEM: 2 CR: 1

English I Pre-AP (9) #1120
English I Pre-AP M (9) #1121
English I Pre-AP is meant to provide a foundational course for students who intend to enroll in Advanced Placement English III and IV. The course offers a study of multiple genres and periods of literature, accompanies a variety of writing opportunities, vocabulary study, and higher level thinking skills and strategies from College Board. Instruction includes an introduction to key terms, skills, and strategies associated with rhetorical and literary analysis. SEM: 2 CR: 1

English II (10) #1200
English II M (10) #1212
English II reinforces study skills, library skills, language usage, composition methods, reading competence, literature appreciation, vocabulary enrichment, and effective test-taking techniques.
PR: English I SEM: 2 CR: 1

English II Pre-AP (10) # 1220
English II Pre-AP M (10)#1223
English II Pre-AP continues the foundational preparation for the upper level AP courses. Through a study of classic and contemporary literature, students have multiple opportunities to develop and demonstrate their understanding of rhetorical and literary devices through close reading and analysis.
PR: English I or English I Pre-AP SEM: 2 CR: 1

English III (11) #1300
English III M (11) #1311
English III consists of advanced language usage, written compositions, preparation for college entrance examinations through vocabulary development and test-taking techniques, a survey of American literature, and advanced research skills applicable to a documented paper on an appropriate topic.
PR: English II SEM: 2 CR: 1

English IV (12) #1400
English IV M (12) #1411
English IV includes extensive composition and language practice, a study of the origins and growth of the English language through a survey of British literature, the reading of other works by world masters from all periods, and advanced research practice.
PR: English III or English III AP SEM: 2 CR: 1

English IV College Prep (12) #1421
This college preparatory course is designed for senior students who have passed English II EOC, but have not yet met ELA college-ready criteria. Upon successful completion of this course, the student will receive a TSI waiver and may enter an entry-level college credit-bearing English course at partnering institutions without remediation. English IV College Prep includes extensive composition and language practice, with a focus on expository and persuasive writing, as well as inquiry and research.
PR: English III and Passing score on English II STAAR EOC SEM: 2 CR: 1

English IV Dual Credit Honors (12) #1456
This college-level course includes extensive composition and language practice, as well as a focus on inquiry and research. Students are dual-enrolled at Northwest Vista College and will receive English 1301 and 1302 college credit upon successful completion of coursework.
PR: Eng III or English III AP and acceptance to Northwest Vista College SEM: 2 CR: 1

UT OnRamps Rhetoric and Writing (11) #1310 or (12) #1440
This college-level dual enrollment course from UT Austin brings the college experience to high school using classwork designed by UT Austin faculty and delivered by campus teachers. Students will explore the ethics of argumentation as they analyze and compose arguments about American identity and identity formation. Students meeting university criteria will receive the UT credit equivalent to English 1301 and 1302.
PR: English I and II for juniors, English I, II and III for seniors

Advanced Placement Courses

English III Advanced Placement (11) #1330
English III Advanced Placement M (11) #1334
The AP Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, requiring students to develop evidence-based analytic and argumentative writing skills. Students will read nonfiction texts to analyze rhetorical elements and will evaluate, synthesize, and cite research to support their arguments.
PR: English II Pre-AP or English II SEM: CR: 1

English III Advanced Placement/Dual Credit (11) #1333
English III Advanced Placement/Dual Credit M(11) #1336
The AP Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, requiring students to develop evidence-based analytic and argumentative writing skills. Students will read nonfiction texts to analyze rhetorical elements and will evaluate, synthesize, and cite research to support their arguments. Students are dual-enrolled at Northwest Vista College and will receive English 1301 and 1302 college credit upon successful completion of coursework.
PR: English II Pre-AP or English II and acceptance to Northwest Vista College SEM: 2 CR: 1

English IV Advanced Placement (12) #1430
English IV Advanced Placement M (12) # 1431
This course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. PR: English III AP or English III SEM: 2 CR: 1

Speech credit may be substituted by identified courses.
***+** See counselor for campus options.

English IV Advanced Placement/Dual Credit 2 (12) #1457
English IV Advanced Placement Dual Credit 2 M (12)#1458
This course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. Students are dual-enrolled at Northwest Vista College and will receive English 2332 and 2333 college credit upon successful completion of coursework.
PR: English III AP or English III and acceptance to NVC SEM: 2 CR: 1

English Electives

Creative Writing (10-12) #1810
Creative Writing M (10-12) #1811
In this rigorous composition course, students will write poetry, fiction, non-fiction, and drama. They will demonstrate an understanding of the recursive nature of the writing process. Through reading, studying, and analyzing various literary forms and literary criticism, students will develop their versatility as writers.
PR: English I SEM: 1 CR: 1/2

Humanities I (11-12) #1857
Humanities II (11-12) #1859
This interdisciplinary course asks students to read widely in order to understand how various authors craft compositions for various aesthetic purposes. It includes the study of major historical and cultural movements and their relationship to literature and the other fine arts. All students are expected to participate in discussions and presentations that lead to an understanding, appreciation, and enjoyment of critical, creative achievements throughout history.
PR: English I and I SEM: 2 CR: 1

Literary Magazine Production I (10-12) #1770
Literary Magazine Production I M (10-12) #1771
Literary Magazine Production II (11-12) #1776
Literary Magazine Production III (12) #1777
Working within time constraints and budget limitations, students will develop skills in producing and publishing a creative writing anthology. Students will enhance their writing and editing skills. Students will participate in the selection and preparation of the literary magazine and will probably work in leadership positions.
PR: English I and II SEM:1- 2 CR: ½-1

Research and Technical Writing (11-12) #1830
Students are expected to develop the skills necessary for writing persuasive and informative texts. They will skillfully research a variety of topics and present that information through a variety of media. In addition, students will evaluate their own writing as well as critically read the writing of others.
PR: English I and II SEM: 1-2 CR: ½-1

Literary Genres- Multicultural Literature (11-12) #1846
Through the study of literature that reflects a particular people or social group, students will recognize how writers represent and reveal their cultures and traditions in texts. Students will also discover how well-written literary texts serve as models for their own writing.
PR: English I and II SEM: 1-2 CR: ½ -1

Literary Genres- Film (11-12) #1844
Students will analyze a variety of literary texts and their film counterparts in order to compare and contrast author's purpose and a variety of other features of each genre, In addition, students are expected to read and view critically in order to evaluate a text or film.
PR: English I and II SEM: 1-2 CR: ½ -1

Literary Genres—Poetry (11-12) #1845
Students will read and analyze poetry, focusing on how writers use poetic elements and form to create meaning. Using mentor texts from multiple literary time periods, students will study poets and their work to serve as models for their own writing. They will have the opportunity to respond to oral, written, and electronic text while connecting to and expanding their knowledge of poetry.
PR: Eng I and II SEM: 1-2 CR: ½ -1

Literary Genres—Science Fiction (11-12) #1847
Students will read and analyze science fiction, from its origin in ancient texts to its popular presence in modern culture. Using mentor texts from time periods, students will study science fiction writers and their work to serve as models for their own writing. They will have the opportunity to respond to oral, written, and electronic text while connecting to and expanding their knowledge of the genre.
PR: Eng I and II SEM: 1-2 CR: ½ -1

Literary Genres—Mythology (11-12) #1848
Students will read and analyze classical mythology, focusing on its influence on contemporary literature and culture. They will have the opportunity to respond to oral, written, and electronic text while connecting to and expanding their knowledge of mythology.
PR: Eng I and II SEM: 1-2 CR: ½ -1

Visual Media Analysis and Production M (11-12) #1991
Students will understand how media such as film, radio, Internet, television, magazines, and newspapers influence a society's behavior. Students will analyze all forms of media and film, as well as produce their own ads, commercials, screenplays, etc. SEM:1 CR: ½

Contemporary Media (11-12) #1970
Students will learn how media influences tastes, behaviors, purchasing and voting decisions. This course will explore the history and evolution of media used for mass communication. Students will analyze, create and evaluate visual and auditory messages. SEM:2 CR:1

Journalism

Journalism I (9-12) #1701
This course is designed to introduce students to the history of mass media and its role in contemporary society. Included are the study of the basic features of journalism and newspaper production, freedom and responsibility of the press, career opportunities in mass communications, and writing to fulfill a variety of assignments. SEM: 2 CR: 1

Advanced Journalism—Newspaper I (9-12) #1740
Advanced Journalism—Newspaper II (10-12) #1750
Advanced Journalism—Newspaper III (11-12) #1760
Students develop and produce the school newspaper, and participate in advanced study of feature, column, editorial, and sports writing. Additionally, they learn the role of advertising in newspaper publication, how to define editorial policy, how to conduct interviews, and how to use other appropriate writing techniques. Students also learn current trends in format and publishing techniques, graphics, design, and layout considerations in publishing newspapers. SEM: 2 CR: 1

Adv. Journalism Honors—Newspaper I (9-12) #1745
Adv. Journalism Honors—Newspaper II (10-12) #1755
Adv. Journalism Honors—Newspaper III (11-12) #1765
Open to students in editorial/leadership roles, this is an advanced study of journalism, editorial management, and publication analysis, focusing on the newspaper or news magazine. SEM: 2 CR: 1

Advanced Journalism—Yearbook I (9-12) #1710
Advanced Journalism—Yearbook I M (9-12) #1711
Advanced Journalism—Yearbook II (10-12) #1720
Advanced Journalism—Yearbook II M (10-12) #1721
Advanced Journalism—Yearbook III (11-12) #1730
Advanced Journalism—Yearbook III M (11-12) #1731
Students develop and produce the school yearbook, taking responsibility for the merchandising and financial components of its production. Coursework includes an advanced study of feature, sports, headline and caption writing; the study of current trends in formats and techniques used in publishing; graphics, design, and layout considerations in publishing a yearbook; the printing process, and preparation of press-ready materials. SEM: 2 CR: 1

Adv. Journalism Honors—Yearbook I (9-12) #1714
Adv. Journalism Honors—Yearbook II (10-12) #1725
Adv. Journalism Honors—Yearbook III (11-12) #1735
Open to students in editorial/leadership roles, this is an advanced study of journalism, editorial management, and publication analysis, focusing on the school yearbook. SEM: 2 CR: 1

Advanced Broadcast Journalism I (9-12) #1716
Advanced Broadcast Journalism II (10-12) #1718
Advanced Broadcast Journalism III (11-12)#1732
Students enrolled in this course apply and use their journalistic skills for a variety of purposes. Coursework includes learning the laws and ethical considerations that affect broadcast journalism; learning the role and function of broadcast journalism; critiquing and analyzing the significance of visual representations; and learning to create and produce a broadcast journalism product. SEM: 2 CR: 1

Adv. Broadcast Journalism—Honors I (9-12) #1717
Adv. Broadcast Journalism—Honors II (10-12) #1719
Adv. Broadcast Journalism—Honors III (11-12) #1733
Open to students in editorial/leadership roles, this is an advanced study of broadcast journalism, program production management, and program analysis. SEM: 2 CR: 1

Photojournalism I (10-12) #1780
This course includes the study of photographic composition; use of the camera; and photographic techniques such as framing, silhouette, and use of depth-of-field. Students must have daily access to a 35mm SLR camera for use in this class. SEM: 2 CR: 1

Independent Study: Journalism (12) #1790
This course focuses on editing, leadership, and the development of higher-level thinking skills concerning journalism values, principles, law, ethics, writing, and reporting.
PR: Advanced Journalism I, II, III SEM: 2 CR: 1

Journalism Forum
Student journalists spend a day learning about mass communication career opportunities from such media professionals as photographers, reporters, news anchors, public relations directors, and others.

Reading

Reading I (9-12) #1590
Reading II (10-12) #1592
Reading III (11-12) # 1594
Reading I, II, and III offer students reading instruction to successfully navigate academic demands and learn lifelong literacy skills. These courses are designed for students who are having considerable difficulty in reading. Students will learn study strategies, test-taking skills, the literacy processes necessary for handling a wide variety of texts, including school materials, work-related reading, and self-selected pleasure reading. Students eligible for this class include those who meet any of the following criteria: students who fail to pass the reading objectives of the STAAR 8th grade reading or EOC tests, fail two or more content subjects, or are designated as at-risk. This course is designed to teach reading as an critical life skill.
PR: Recommendations of counselor and/or reading specialists SEM: 2 CR: 1

Speech

Communication Applications (9-12) #1900
Communication Applications M (9-12) #1902
(This course is a requirement for the graduation plan.) Students will identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. This course satisfies the district speech requirement for graduation. SEM: 1 CR: 1/2

Speech Electives

Debate I Honors (9-12) #1930
Debate II Honors (10-12) #1932
Debate III Honors (11-12) #1933
This course of study is designed to teach argumentation skills and the elements of debate. Students will become familiar with various debate formats, research skills, and effective presentations. They will learn to analyze topics and to support a point of view. Participation in UIL, TFL and/or National Speech and Debate competition is required. SEM: 2 CR: 1

Oral Interpretation I (9-12) #1920
Oral Interpretation II (10-12) #1922
Oral Interpretation III (11-12) #1923
Students will select, research, analyze, adapt, interpret, and perform literary texts as a communication art. This course involves oral interpretation of literature: prose, poetry, and drama. Competition events include extemporaneous speaking, oration, dramatic and humorous interpretation, and duet acting. Participation in UIL, TFL and/or NFL competition is required. SEM: 2 CR: 1

Public Speaking I (9-12) #1943
Public Speaking II (10-12) #1944
Public Speaking III (11-12) #1945
Students in this course will understand the concepts and skills necessary for public dialogue. It provides an in-depth analysis of communication and rhetoric through the study of famous speeches, propaganda, mass media, mock trials, and logic. SEM: 2 CR: 1

Independent Study: Speech Honors (12) #1950
This course focuses on research and development of higher-level thinking skills concerning historical, political, social, and economic questions similar to those introduced to students in Debate l, II, and III. The depth of research and study, the intensity of exploration, and the polish of oral presentation will be such as to demonstrate superlative control and execution of speech skills.
PR: Debate I, II, II SEM: 2 CR: 1

ESOL

English I SOL (9-12)
This course may be substituted for English I for immigrant students with limited English proficiency only. The course incorporates both second language acquisition essential knowledge and skills and English language arts essential knowledge and skills.
PR: LPAC Approval SEM: 2 CR: 1 state credit

English II SOL (10-12)
This course may be substituted for English II for immigrant students with limited English proficiency only. The course incorporates both second language acquisition essential knowledge and skills and English language arts essential knowledge and skills.
PR: LPAC Approval SEM: 2 CR: 1 state credit

Newcomers English Language Development (NELD) A #9121
This course is offered during the student's first semester and designed to provide instructional opportunities for secondary recent immigrant students with little or no English proficiency. These students are newcomers less than 12 months in U.S. schools and have scored at the negligible/very limited CALP level of the state approved English oral language proficiency tests. This course will be issued as an elective credit during a time frame of the student's first semester. The development of communicative competence occurs through targeted lessons based on students' needs, although academic language proficiency is the focus of instruction. This course enables students to become increasingly more proficient in English in all four language domains. Teachers of NELD A validate students' native language and culture as a valuable resource and as a foundation to attain the target language. It will develop language, survival vocabulary, and the basic building blocks of literacy for newly arrived and preliterate students. NELD-A is a prerequisite to NELD-B.
SEM: 1 CR: 1

Newcomers nglish Language Development (N LD) B #9122
NELD-A s a prerequisite o NELD-B. NELD-B s a second semester course designed o pro ide educational pportunities for mmigrants who ha e limited experience n he American school system. More igorous han NELD-A, his course prepares students for a smooth ransition and success with he ESOL/ELPS, and ELA TEKS leading o he College & Career Readiness Standards. This course enables students o become ncreasingly more proficient n English in all four domains o address federal Annual Measurable Achie ement Objecti es (AMAOs). Students are challenged to apply higher-order hinking skills and ha e access o curriculum hat co ers eading, writing, listening, speaking, and second language acquisition. Teachers f NELD-B alidate students' nati e language and culture as a aluable esource and as a foundation o attain he arget language. The students' heritage and culture, he apestry of American cultures, and local cultural aesthetics are resources for language lessons. The Newcomers English Language De elopment B eacher will facilitate cogniti e, affecti e, and linguistic de elopment n compliance with Subchapter BB f Chapter 89 pro isions under he Texas Education Code, §§29.051-29.064.
PR: NELD-A SEM: 1 CR: 1

Social Intelligence for ESL Students #9123
This course provides ESL students with the necessary knowledge and skills required for successful adaptation to a new community and educational environment. Students will learn skills to navigate through social situations, such as conflict resolution, communication, decision making, cultural awareness, etc.
1/2 - 1 state credit

Academic Decathlon

***+Academic Decathlon/Humanities I Honors (9-12) #1856**
***+Academic Decathlon/Humanities II Honors (9-12) #1858**
***+Research and Technical Writing Honors (9-12)#1831**
***+English Independent Studies Honors (9-12) #1142**
These Humanities courses are designed to prepare students for the Academic Decathlon Contest. The purposes are to develop a greater respect for knowledge, to develop lifetime skills in speech and interview, to gain a better appreciation for music and art, and to promote wholesome competition in academic areas of study. The contest includes six tests of academic strength, speech, essay, and interview. Team members will receive honors credit for this course.
PR: Teacher Approval SEM: 2 CR:1

***+Academic Decathlon/Public Speaking I Honors (9-12) #1940**
***+Academic Decathlon/Public Speaking II Honors (9-12) 1941**
***+Academic Decathlon/Public Speaking III Honors (9-12) 1942**
***+Speech Independent Study Honors #1952**
These Public Speaking courses are designed to prepare students for the Academic Decathlon Contest. The purposes are to develop a greater respect for knowledge, to develop lifetime skills in speech and interview, to gain a better appreciation for music and art, and to promote wholesome competition in academic areas of study. The contest includes six tests of academic strength, speech, essay, and interview. Team members will receive honors credit for this course.
PR: Teacher Approval SEM: 2 CR:1

Gifted and Enrichment
(Advanced Learning Programs for High Achievers) (ALPHA)

***+Independent Study Mentorship (ISM) Honors (11-12) #4920 & #4921**
This course is open to eleventh and twelfth grade students in the Gifted and Talented Program and those who are in honors/preAP classes. ISM students conduct comprehensive research resulting in an original product or performance. Students may choose to work in any content area. They seek guidance from a professional mentor(s) in the process of designing their research and producing their product. Students learn task commitment and time management as prerequisites to completing successful projects. Productive questioning strategies, critical thinking, time management, and techniques for performing high-level research are taught in this course. Students needing Communication Applications credit may receive it with this course.
PR: Junior or senior, honors or GT
Personal transportation to mentoring sites;
Honors level work
Application approval required.
SEM: 2 to 4 CR: Consult GT teacher

***+GT Student Leadership Honors # 9060**
This Honors course is designed for freshman or sophomore students who are in the Gifted and Talented Program. Students will have an opportunity to study, practice, and develop group and individual leadership and organization skills. These skills include, but are not limited to, decision-making skills, problem-solving techniques, communication skills, leadership roles, human relation skills and understanding the need for civic responsibility. Students also are provided opportunities to explore future college options and to prepare for the PSAT. This course is a hands-on, lab-oriented approach to leadership and college preparation. Students may participate in the NEFE Financial Literacy Program and two Jr. Achievement programs. They will also leave the class with a beginning resume in hand and will receive Communication Applications credit.
PR: Enrollment in GT Program required
SEM: 2 CR: 1 Honors

***+GT Leadership 2 #9068**
GT Leadership II is a semester elective class open to all identified 10th and 11th grade students. This semester course can be blocked with Health or Speech Communication Application. Students will be taught by the Gifted Specialist for the GT Leadership II portion of the year. In GT Leadership II, students will be provided opportunities to develop and implement their own community service project. Students will work on research skills as well as continue to improve their verbal and non-verbal communication skills throughout the year through service learning.
PR: Consult GT Teacher SEM: 1 CR: 1/2 Honors

AVID

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 AVID Center, tutor-facilitated study groups, motivational activities and academic survival skills.

***+AVID 1/2 (9) #9056**
The ninth grade AVID Elective course will serve as a review/introduction of the AVID philosophy and strategies. Students will work on academic and personal goals and communication, adjusting to the high school setting.

AVID 3 (10) #9058
In the tenth grade AVID Elective course, students will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors.

AVID 4 (11) #9059
The eleventh grade 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.

AVID Senior Seminar (12) #9049
This course builds on the previous year's focus, along with a focus on writing and critical thinking expected of first- and second-year college students. In addition, there are college-bound activities and tasks that should be achieved during senior year that support students as they apply to four-year universities and confirm their postsecondary plans.

Senior Seminar

Senior Seminar (12) #9027
Senior Seminar M (12) #9026
This is a college transition course. Students examine numerous research-based learning strategies that are proven to lead to academic success such as goal-setting, effective time management, handling stress, note-taking, active reading, test-taking strategies, and conducting research. SEM: 2 CR: 1

Mathematics

Algebra I (9-12) #2150
Algebra 1 (9) #2170
Algebra 1 M #2171
The purpose of this course is to provide a foundation for students to solve problems using functions, symbolic reasoning and mathematical modeling. This course includes the study of linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions in both mathematical and real-world situations. The study of polynomials, radical expressions, sequences, laws of exponents and systems of linear equations and inequalities will also be included. This course provides a foundation for upper level mathematics courses.
PR: 8th grade math SEM: 2 CR: 1

Algebra I Pre-AP (9) #2160
Algebra 1 Pre-AP M #2161
This course is designed to include all the Algebra I NISD Standards and TEKS with an emphasis on complex problem-solving. This will build a foundation for success in AP Calculus and AP Statistics.
PR: 8th grade math SEM: 2 CR: 1

Geometry (9-12) #2300
Geometry M #2307
Geometry (9) #2306
The purpose of this course is to strengthen mathematical reasoning skills in geometric contexts This course includes plane and solid geometry, coordinate geometry, and transformational geometry. It provides the study of traditional and non-traditional proofs, transformations, similarities, coordinate geometry, area, and volume.
PR: Algebra I SEM: 2 CR: 1

Geometry Pre-AP (9-12) #2350
Geometry Pre-AP M #2348
Geometry Pre-AP (9) #2349
This course provides an enriched geometry program with a greater emphasis on logical reasoning, higher order thinking skills, and problem solving. All topics and credits given for Geometry above apply to this course. Most students will have completed Algebra I Pre-AP prior to enrolling in Geometry Pre-AP.
PR: Algebra I SEM: 2 CR: 1

Algebra II (9-12) #2200
Algebra II M #2204
The purpose of this course is to extend the concepts and skills developed in Algebra I. Students will explore families of functions and their related transformations, equations and associated solutions. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. Students will use real-world data and technology to solve problems using these mathematical models.
PR: Algebra I SEM: 2 CR: 1

Algebra II Pre-AP (9-12) #2240
Algebra II Pre-AP M #2236
Algebra II Pre-AP (9) #2239
This course provides an enriched course in Algebra II. It emphasizes higher order thinking skills, problem solving, and preparation for higher levels of mathematics and related fields. Most Algebra II Pre-AP students successfully completed Geometry Pre-AP.
PR: Algebra I SEM: 2 CR: 1

College Prep Math (12th) #2873
College Prep Math M #2874
The purpose of this course is to reinforce and build upon algebra topics to prepare the student for college readiness. This course is a blend of Elementary and Intermediate Algebra which will prepare the student for success in a college-entry math course, such as College Algebra. The coursework requires students to be proficient both with and without the calculator.
PR: Geometry and Algebra II SEM: 2 CR: 1

Mathematical Models with Applications (10-12) #2500
Mathematical Models with Applications M #2501
This course provides a path for students to succeed in Algebra II and prepares them for various post-secondary choices. Students learn to apply mathematics through experiences in personal finance, science, engineering, fine arts, and social sciences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, model information, solve problems, and communicate solutions.
PR: Algebra I SEM: 2 CR: 1

Algebraic Reasoning (10-12) #2298
In this course, students will study 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.
PR: Algebra I SEM: 2 CR: 1

Statistics (10-12) #2806
In this course, 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.
PR: Algebra I SEM: 2 CR: 1

Precalculus (10-12) #2400
Precalculus M #2401
The purpose of this course is to explore many advanced mathematical models which are often used in science, engineering, and other career fields. Topics include: properties and graphs of trigonometric and circular functions and their applications; properties and graphs of special functions; higher degree polynomial functions, sequences and series.
PR: Geometry and Algebra II SEM: 2 CR: 1

Please note course selection(s) may change due to ARD committee placement decisions for students receiving special education services

Precalculus Pre-AP (10-12) #2420
Precalculus Pre-AP M #2421
Precalculus Pre-AP D #2452
Precalculus Pre-AP M D #2461
The purpose of this course is to prepare students for careers in math, science, engineering, and other fields and to provide a foundation for higher level math courses. Topics include: exponential and logarithmic functions, trigonometric and circular functions, vectors, complex numbers, sequences, and series. This course combines trigonometry, analytic geometry, and elementary analysis. Most Precalculus Pre-AP students successfully complete Algebra II Pre-AP.
PR: Geometry and Algebra II SEM: 2 CR: 1

OnRamps Precalculus #2465
This course is a dual-enrollment course for students seeking to deepen and extend their knowledge of functions, graphs, and equations from algebra and geometry courses so they can successfully work with the concepts in a rigorous university-level Calculus course. This course is designed to push students with an emphasis on unpacking mathematical definitions and making logical arguments to their peers. The course is divided into seven units, each unit consists of a series of explorations designed to engage students and empower them to develop their problem-solving skills. In each exploration students will create connections with prior concepts in developing the current topic. Students will experience high quality curriculum designed by the faculty at The University of Texas at Austin. Students can earn three hours of UT credit, with feedback and assessment provided by UT course staff.
PR: Geometry and Algebra II SEM: 2 CR: 1

Advanced Quantitative Reasoning (11-12) #2877
Advanced Quantitative Reasoning D #2879
AQR is an engaging and rigorous project-based course that prepares students to become well-educated and highly informed 21st century citizens. The course emphasizes statistics and financial applications, and it prepares students to use algebra, geometry, trigonometry, and discrete mathematics to model a range of situations and solve problems.
PR: Geometry and Algebra II SEM: 2 CR: 1

Independent Study Mathematics—College Algebra (11-12) #2871
Independent Study Mathematics--College Algebra D #2872
This course includes the study of quadratics, polynomial, rational, logarithmic, and exponential functions, systems of equations, progressions, sequences and series, and matrices and determinants.
PR: Geometry and Algebra II SEM: 2 CR: 1
PR: Algebra I; Geometry and Algebra (preferred) SEM: 2 CR: 1

OnRamps Statistics #2810
This course is a dual-enrollment data analysis course for students seeking to develop the quantitative reasoning skills and habits of mind necessary to succeed in the higher education environment. This course will target conceptual understanding and hone highly-relevant mathematical skills through scaffolded introduction to statistical methodologies, informal game play and strategic lab exercises that engage students in hands-on analysis of real data. Valuable programing and coding skills are acquired as a means to conducting this analysis. Team-based problem-solving is highly valued, and assessments will guide students through self-reflective analyses of their own preparedness and depth of understanding. Students will experience high quality curriculum designed by the faculty at The University of Texas at Austin. Students can earn three hours of UT credit, with feedback and assessment provided by UT course staff.
PR: Algebra I; Geometry and Algebra (preferred) SEM: 2 CR: 1

OnRamps College Algebra #2299
This course is a dual-enrollment course for students seeking to deepen their critical thinking skills and develop their ability to persist through challenges as they explore function families: Linear, Absolute Value, Quadratic, Polynomial, Radical, Rational, Exponential, and Logarithmic. Students analyze data algebraically and with technology while developing their knowledge of properties of functions, matrices and systems of equations, and complex numbers. The pedagogy of the course, Inquiry-Based Learning, encourages students to take an active role in the construction of their learning. This learning will be accomplished by abstraction, generalization, problem-solving, and modeling. Students will experience high quality curriculum designed by the faculty at The University of Texas at Austin. Students can earn three hours of UT credit, with feedback and assessment provided by UT course staff.
PR: Algebra 2 SEM: 2 CR: 1

Advanced Placement Courses

AP Calculus AB (11-12) #2610
AP Calculus AB M #2601
AP Calculus AB D #2600
AP Calculus AP M D #2621
This course is a rigorous college-level calculus course leading to the College Board Advanced Placement AB Calculus Exam and to possible college credit for one semester. Topics include: concepts and skills of limit, differentiation, integration, and applications of calculus.
PR: Precalculus SEM: 2 CR: 1

AP Calculus BC (11-12) #2630
AP Calculus BC M #2632
AP Calculus BC D #2639
AP Calculus BC M D #2631
Calculus AP BC is equivalent to two full semesters of college calculus. Students may earn this college credit by scoring 3 or higher on the Advanced Calculus BC examination. In addition to the material covered in Calculus AB, the BC course includes concepts and applications of polar, vectors, sequences and series.
PR: Precalculus SEM: 2 CR: 1

AP Statistics (10 - 12) #2800
AP Statistics M #2801
AP Statistics D #2805
The purpose of the Advanced Placement Statistics course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data, Planning a Study, Anticipating Patterns, and Statistical Inference. Students who successfully complete the course and examination may receive Credit and/or advanced placement for a one-semester introductory college statistics course.
PR: Geometry and Algebra II SEM: 2 CR: 1

Science

Core Science Courses

Grade 8 Science STAAR achievement and middle school science course grades will be considered in determining freshman science placement.

Biology (9) #3100
Biology M (9) #3101
Biology C (9) #3103
Students study a variety of topics that includes structures and functions of cells and viruses; growth and development of cells; cells, tissues and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment. The State of Texas Assessment of Academic Readiness (STAAR) exam will be administered at the end of this course. (Minimum 40% lab)
PR: None SEM: 2 Science CR: 1

Check Deadlines Required to Apply for Dual Credit Courses.

Biology Pre-AP (9) #3120
Biology Pre-AP M (9) #3121
Students in this advanced course investigate the same topics as the Biology course, enriched with higher level content and investigations to prepare for the AP Biology course. The State of Texas Assessment of Academic Readiness (STAAR) exam will be administered at the end of this course. (Minimum 40% lab)
PR: None SEM: 2 Science CR: 1

Integrated Physics and Chemistry (IPC) (9-10) #3200
Integrated Physics and Chemistry (IPC) C (9-10) #3203
Students study the concepts in physics including force, motion, and energy and in chemistry including properties and changes of matter. Instruction will include laboratory and field investigations using scientific methods, critical thinking and problem solving. IPC is often taken after Biology and before Chemistry or Physics.
(Minimum 40% lab)
PR: None SEM: 2 Science CR: 1

Chemistry (10-12) #3300
Chemistry M (10-12) #3301
Students study a variety of topics that includes characteristics and changes of matter, use of the periodic table, the development of atomic theory, chemical bonding, stoichiometry, gas laws, solutions, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives. (Minimum 40% lab)
PR: One unit of HS science and Algebra I, Suggested Biology and concurrent enrollment in a second math course
SEM: 2 Science CR: 1

Chemistry Pre-AP (10-12) #3310
Chemistry Pre-AP M (10-12) #3311
Students in this advanced course investigate the same topics as Chemistry, enriched with higher level content and lab investigations to prepare for the AP Chemistry or UT OnRamps Chemistry courses. (Minimum 40% lab)
PR: One unit of HS science and Algebra I, Suggested Biology and concurrent enrollment in a second math course
SEM: 2 Science CR: 1

Physics (11-12) #3400
Physics M (11-12) #3401
Students study a variety of topics that includes the laws of motion; changes within physical systems; conservation of momentum and energy; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear and quantum physics. (Minimum 40% lab)
PR: suggested Biology and Algebra I
SEM: 2 Science CR: 1

Aquatic Science (11-12) #3800
Aquatic Science M (11-12) #3801
Aquatic Science C (11-12) #3803
Students learn the interactions of biotic and abiotic components in a variety of aquatic systems, including impacts on fresh and marine aquatic systems. (Minimum 40%, lab)
PR: Biology (Suggested: Chemistry)
SEM: 2 Science CR: 1

Astronomy (11-12) #3805
Astronomy M (11-12) #3806
Students conduct observations of the sky and study astronomy in civilizations, 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 within a conceptual framework.
PR: suggested one year of science
SEM: 2 Science CR: 1

Environmental Systems (11-12) #3560
Environmental Systems M (11-12) #3561
Environmental Systems C (11-12) #3503
Students 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. (Minimum 40% lab)
PR: suggested Biology and a physical science (IPC, Chemistry, or Physics) SEM: 2 Science CR: 1

Earth and Space Science (11-12) #3510
Earth and Space Science M (11-12) #3517
This capstone course builds on students' prior scientific and academic knowledge and skills. It takes an Earth systems approach to the themes of Earth in space and time, solid Earth, and fluid Earth. These topics will be studied through three strands—systems, energy, and relevance. The adopted textbook is at the introductory college level. (Minimum 40% lab)
PR: three years each of science (one math and one science may be taken concurrently)
SEM: 2 Science CR: 1

CTE courses that grant science credit

Anatomy and Physiology (11-12) #8380
Anatomy and Physiology M (11-12) #8377
Students in Anatomy and Physiology study the structure and functions of the human body, its systems, and interactions among these systems to maintain homeostasis. This is a Career Technology Education course that awards science elective credit. (Minimum 40% lab)
PR: Biology and a second science credit
SEM: 2 Science CR: 1

Anatomy and Physiology H (11-12) #8379
In addition to the description for course #8380, this honors level course will feature several of the following: lab practical tests, free response assessments, study of scholarly articles, increased quantitative analysis of data, research projects or case studies, student-designed experimentation, and collaborations with hospitals, universities and research facilities. (Minimum 40% lab)
PR: Biology and Chemistry SEM: 2 Science CR: 1

Biotechnology I (11-12) #8719
Students will explore the emerging field of biotechnology including its application in fermented and genetically modified foods, biopharmaceuticals, and bioinformatics. Applications will include microbiology, DNA analysis, tissue culturing, genetic engineering, and bioethics. Students will practice lab techniques including calculating, measuring preparing, and analyzing substances; microbial culturing and staining; and laboratory documentation and management. (Minimum 40% lab)
PR: Biology (Recommended: Principles of Biosciences)
SEM: 2 Science CR: 1

Biotechnology II (11-12) #8720
Biotechnology II has the components of any rigorous scientific or bioengineering program of study from the problem identification, investigation design, data collection, data analysis, and formulation and presentation of the conclusions. This course applies the standard skills mastered in Biotechnology I and includes assay design. After taking this course, students should be prepared for entry-level lab technician jobs. (Minimum 40% lab and fieldwork)
PR: Biotechnology I, Biology, and Chemistry
SEM: 2 Science CR: 1

Engineering Design and Problem Solving (11-12) #8707
Engineering Design and Problem Solving M (11-12) #8709
Students will integrate their knowledge of science, math, and technology tools to solve engineering design problems. Applications will include the history and development of engineering, professional communication of engineering information; developing and managing an engineering project; and creating solutions to real-world engineering problems. (Minimum 40% lab)
PR: Algebra I and Geometry SEM: 2 Science CR: 1

AP Physics 1 (11-12) #3435
AP Physics 1 M (11-12) #3436
AP Physics 1 replaced PreAP Physics. AP Physics 1 and AP Physics 2 are each one-year courses. Students in AP Physics 1 will study kinematics, Newton's laws, circular and rotational motion, universal gravitation, harmonic motion, impulse, momentum, collisions, work, energy, electrostatics, DC circuits, and mechanical waves including sound. This course includes the lab science practices designated by the College Board. Students will prepare to take the AP Physics 1 Exam in May. This credit counts as a student's physics course for graduation. After this course, students may take AP Physics 2, AP Physics C (calculus-based physics), another AP science course or other science elective.
PR: Should have successfully completed Geometry and be taking Algebra II or an equivalent course.
SEM: 2 Science CR: 1

Food Science (12) #8430
Students apply science principles to food including acids and bases, food safety and microbiology, food's chemical properties, types of mixtures, functions of enzymes, fermentation, leavening agents, additives, energy, nutrients/vitamins/minerals, carbohydrates/fats/proteins, water, and food preservation methods. (Minimum 40% lab)
PR: 3 units of science including Chemistry and Biology
SEM: 2 Science CR: 1

Forensic Science (11-12) #8553
Students apply science to connect a violation of the law to a specific criminal, criminal act or behavior and the victim. Students learn terminology and procedures related to the search and examination of physical evidence, collect and analyze evidence such as fingerprints, fibers, glass, paint, soil, fluids, and cartridge cases, as well as study the history and legal aspects of forensics. (minimum 40% lab)
PR: Biology and Chemistry
SEM: 2 Science CR: 1

Medical Microbiology (11-12) #8361
Medical Microbiology D (11-12) #8338
Medical Microbiology M (11-12) #8337
Students explore the microbial world, studying topics such as the role of microorganisms in health and disease, pathogenic and non-pathogenic microorganisms, laboratory procedures, microorganism identification, control and defenses against diseases and infections, and drug-resistant and emerging diseases. (Minimum 40% lab)
PR: Biology and Chemistry SEM: 2 Science CR: 1

Pathophysiology (11-12) #8362
Pathophysiology M (11-12) #8387
Students focus on disease mechanisms and how they affect humans, as well as prevention and treatment of disease. Students will differentiate between normal and abnormal physiology at the cellular, organ and organism levels, identify changes that indicate diseases, factors contributing to disease, causes of disease and the body's response, and disease prevention and control. Students will conduct laboratory and field investigations using scientific methods, critical thinking and scientific problem solving. (minimum 40% lab)
PR: Biology and Chemistry SEM: 2 Science CR: 1

Advanced Placement Courses

AP Biology (11-12) #3130
AP Biology M (11-12) #3131
AP Biology D (11-12) #3133
This is a rigorous college level course organized around the underlying concepts that govern biological systems: evolution and the diversity of life; energy and homeostasis; storage and transmission of information; and the interaction of biological systems. This course includes the lab science practices designated by the College Board. Students prepare to take the AP Biology exam in May.
PR: Biology and Chemistry SEM: 2 Science CR: 1

AP Chemistry (11-12) #3330
AP Chemistry M (11-12) #3331
This is a rigorous college course organized around the underlying concepts that govern chemical systems: atomic theory, the forces within matter, changes of matter, kinetic molecular theory, thermodynamics and equilibria. This course includes many math applications and the lab science practices designated by the College Board. Students prepare to take the AP Chemistry exam in May.
PR: Should have successfully completed Chemistry and Algebra I.
SEM: 2 Science CR: 1

AP Environmental Science (11-12) #3500
AP Environmental Science M (11-12) #3501
AP Environmental Science D (11-12) #3505
This course is a rigorous, college-level study of environmental topics including the interdependence of Earth's systems; human populations dynamics; renewable and nonrenewable resources, environmental quality; global changes and their consequences; and environmental decision-making. The course also includes the strong lab component designated by the College Board. Students will prepare to take the AP Environmental Science Exam in May.
PR: Completed successfully one year of life science and one year of physical science (such as Biology and Chemistry). –A course in earth science is desirable, but not necessary.
SEM: 2 Science CR: 1

AP Physics 2 (11-12) #3440
AP Physics 2 M (11-12) #3441
This course builds on the topics of AP Physics 1 and includes thermodynamics, fluids, electrostatics, DC and RC circuits, magnetism and electromagnetic induction, waves and optics, plus quantum, atomic and nuclear physics. This course includes the lab science practices designated by the College Board. Students prepare to take the AP Physics 2 Exam in May. This course does not count as a student's physics course for graduation
PR: Should have successfully completed AP Physics 1 or comparable physics course and should have taken or be taking concurrently precalculus or an equivalent course.
SEM: 2 Science CR: 1

AP Physics C-Mechanics (11-12) #3452
AP Physics C M-Mechanics (11-12) #3453
(Year long course)
This rigorous course is most often taken by students preparing for higher education in the physical sciences, engineering, or electronics. Investigations and problem solving will apply calculus and technology aligned with the College Board framework including kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Students will prepare to take the AP Physics C-Mechanics exam in May.
PR: AP Physics 1 or complarable course; should have taken or be concurrently taking Calculus
Sem: 2 Science CR: 1

AP Physics C-Mechanics (11-12) #3450
AP Physics C M-Mechanics (11-12) #3451
(Semester long course)
This rigorous course is most often taken by students preparing for higher education in the physical sciences, engineering, or electronics. Investigations and problem solving will apply calculus and technology aligned with the College Board framework including kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Students will prepare to take the AP Physics C-Mechanics exam in May.
PR: AP Physics 1 or comparable course; should have taken or be concurrently taking Calculus.
Sem: 1 Science CR: 1

AP Physics C-Electricity & Magnetism (11-12) #3454
AP Physics C M-Electricity & Magnetism (11-12) #3455
(Semester course)
AP Physics 1 and AP Physics C-Mechanics are prerequisites for this course. This rigorous course is most often taken by students preparing for higher education in the physical sciences, engineering, or electronics. Designing and conducting investigations and problem solving will apply calculus and technology aligned with the College Board framework including electrostatics; conductors, capacitors and dielectrics; electric circuits; magnetic fields; and electromagnetism. Students will prepare to take the AP Physics C-Electricity & Magnetism exam in May.
PR: AP Physics 1 or comparable course; should have taken or be concurrently taking Calculus
Sem: 1 Science CR: 1

OnRamps Chemistry #3332
Students will be dual enrolled in this UT course and the high school courses AP Chemistry. Principles of Chemistry I addresses the nature of matter, energy, chemical reactions, and chemical thermodynamics. The course begins with a review of descriptive chemistry of matter in the natural world as well as compositional and reaction stoichiometry of chemical compounds. Students earn credit for AP Chemistry and may earn 4 semester hours UT credit.
PR: (OnRamps Chemistry): Algebra I
PR: (AP Chemistry): should have successfully completed Chemistry and Algebra II I
SEM: 2 Science CR: 1

Dual Enrollment Courses (UT OnRamps)

OnRamps Physics 1 (11-12) #3460
Students will be dual enrolled in this UT course and the high school course AP Physics 1. This dual enrollment, rigorous college level course is organized around the major concepts in Newtonian mechanics including motion, forces, heat and sound. This course includes technology-based investigations, problem solving, peer instruction and assessments designed and graded by UT Physics professors while being taught and also graded by NISD teachers. Students may earn credit in the associated AP Physics 1 course which fulfills Physics credit for graduation and may also earn 4 semester hours UT credit.
PR: (OnRamps Physics 1): Algebra 1 and Geometry; Recommended: Algebra II or Precalculus
PR (AP Physics 1): should have completed Geometry and be taking Algebra II or an equivalent course
SEM: 2 Science CR: 1

OnRamps Physics 2 (11-12) #3461
Students will be dual enrolled in this UT course and the high school course AP Physics 2. This dual enrollment, rigorous college level course is organized around major physics concepts including electricity, magnetism, electromagnetic waves, optics and nuclear physics. This course includes technology-based investigations, problem solving and assessments designed and graded by UT Physics professors while being taught and also graded by NISD teachers. Students may earn credit for AP Physics 2 and may also earn 3 semester hours UT credit.
PR: (OnRamps Physics 2): TEKS-based Physics, Algebra II, and Geometry
Recommended: OnRamps Physics I or AP Physics I; Precalculus
PR: (AP Physics 2): should have successfully completed AP Physics 1 or comparable physics course and should have taken or be taking precalculus or an equivalent course.
SEM: 2 Science CR: 1

OnRamps Geoscience (11-12) #3520
Students will be dual enrolled in this UT course and the high school course Earth and Space Science. This dual enrollment, rigorous college level course is organized around major concepts in physical geology and environmental sciences including earth systems and processes, climate change, sustainability, energy resources, land use, and natural hazards with the goal of providing literacy in the geosciences. This course includes technology-based investigations, problem solving and assessments designed and graded by UT Geosciences professors while being taught and also graded by NISD teachers. Students may earn credit in the associated high school course (Earth and Space Science) as well as earn 3 semester hours UT credit.
PR: (OnRamps Geosciences): Biology; Chemistry or IPC; PR (ESS): three years each of science and math (one math and one science may be taken concurrently)
SEM: 2 Science CR: 1

Social Studies

It is recommended that students take World Geography in 9th grade, World History in 10th, United States History in 11th, and Government/Economics in 12th grade.

Core Courses

World Geography Studies (9-12) #4300
World Geography Studies (9-12) M #4301
This course examines people, places, and environments at local, regional, national, and international levels. Students will study the influence of geography on events of the past and present; the characteristics of major landforms, climates, and ecosystems; and the political, economic, and social processes that shape cultural patterns of regions.
PR: None SEM: 2 CR: 1

Pre-AP World Geography (9-12) #4320
Pre-AP World Geography M (9-12) #4311
This course provides an enriched world geography program with a greater emphasis on logical reasoning, higher order thinking skills, and problem solving. All topics and credits given for World Geography above apply to this course. Most students will have completed eighth grade Pre-AP U.S. History prior to enrolling in World Geography Honors.
PR: None SEM: 2 CR: 1

World History Studies (9-12) #4200
World History Studies M (9-12) #4203
World History Studies Dual (9-12) #4255
This course emphasizes 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.
PR: None SEM: 2 CR: 1

Pre-AP World History (10-12) #4230
Pre-AP World History M (10-12) #4231
This course is much like the AP World History course. Course content will be similar to the College Board requirements, but will follow the District's guidelines. This course may be taken in place of the regular World History course. PR: None SEM: 2 CR: 1

United States History Studies Since Reconstruction (11-12) #4100
United States History Studies Since Reconstruction M (11-12) #4103M
United States History Studies Since Reconstruction Dual (11-12) # 4160
This course is the second year of a two-year sequential study begun in the 8th grade. It includes historical content focusing on the political, economic, and social events and issues of the period from 1877 to the present.
PR: None SEM: 2 CR: 1

United States Government (12) #4400
United States Government M (12) #4401
United States Government Dual (12) #4460
This course focuses on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created.
PR: None SEM: 1 CR: 1/2

Economics with Emphasis on the Free Enterprise System and Its Benefits (12) #4500
Economics with Emphasis on the Free Enterprise System and Its Benefits M (12) #4501
Economics with Emphasis on the Free Enterprise System and Its Benefits Dual (12) #4503
This course focuses on the basic principles concerning production, consumption, distribution of goods and services in the United States and a comparison with those in other countries around the world. Students will examine the rights and responsibilities of consumers and businesses in a free enterprise system.
PR: None SEM: 1 CR: 1/2

Social Studies Electives

Issues Involving Critical Thinking in the Social Studies (11-12) #4901
This course will teach students to develop the concepts, skills, and processes necessary to become critical thinkers through the study of relevant current political, social, economic, and cultural issues as projected through the various forms of public media. Special attention will be focused on the impact television has on the formulation of people's attitudes, values, and perceptions of complex issues.
PR: Core Courses SEM: 1 CR: 1/2

Personal Financial Literacy (9-12) #4922
This course is designed to provide students with a foundation in responsible personal financial practices. The course equips students with the analytical skills necessary to make good decisions in earning and spending; saving and investing; credit and borrowing; insuring and protecting; and college and postsecondary education and training.
PR: None SEM: 1 CR: 1/2

Psychology (9-12) #4700
Psychology P-AP (11-12) #4720
Psychology Dual (11-12) #4721
This course is designed to allow students to consider the development of the individual and the personality. The course focuses on such topics as theories of human development, personality, motivation, and learning. The aim is to help students become more effective in their careers and in their personal lives.
PR: Core Courses SEM: 1 CR: 1/2

Sociology (11-12) #4800
Sociology H (11-12) #4810
Sociology D (11-12) #4811
This course is designed for students who desire a better understanding of themselves through a study of society. Students examine topics such as the history and systems of sociology, cultural and social norms, social institutions, and mass communication through the study of dynamics and models of individual and group relationships.
PR: Core Courses SEM: 1 CR: 1/2

Street Law (11-12) #4679
Street Law H (11-12) #4675
This course focuses primarily on the criminal justice system -- crimes, investigations, the arrest and arraignment phase, the trial, the differences in the juvenile justice system. Guest speakers -- policemen, private investigators, and judges -- introduce the law and the legal system in the United States.
PR: Core Courses SEM: 1 CR: 1/2

World Area Studies: Global Economy Honors (11-12) #4600
This course concentrates on the theory and practice of international trade and finance. Its focus is on the following: development economics; world trade equilibrium; commercial policy with specific concentration on trade agreements; exchange rates and their risk on international lending markets; and macroeconomics linkage between countries.
PR: Core Courses SEM: 2 CR: 1

A Study in Comparative Religions Honors (12) #4690
A Study in Comparative Religions is a senior honors social studies elective. It offers students an opportunity to compare five major world religions-Judaism, Hinduism, Christianity, Buddhism, and Islam. The course emphasizes scholarly research and historical inquiry that will assist students to become global citizens.
PR: None SEM: 1 CR: 1/2

Ethnic Studies: Mexican American Studies (11-12) #4685
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.
PR: None Sem: 2 CR: 1

Advanced Placement Elective Courses

AP European History (11-12) #4625
This course introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. The goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. Students may earn college credit through the College Board AP Examination which is offered in May of each year. The fee for the exam is the responsibility of the student.
PR: Core Courses SEM: 2 CR: 1

AP Human Geography incorporating World Geography Studies TEKS (9-10) #4316
AP Human Geography incorporating World Geography Studies TEKS M (9-10) #4317
AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Students may earn college credit through the College Board AP Examination which is offered in May of each year. The fee for the AP exam is the responsibility of the student. **This course may be used as a substitute for World Geography Studies.**
PR: None SEM: 2 CR: 1

AP Human Geography (11-12) #4315
AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Students may earn college credit through the College Board AP Examination which is offered in May of each year. The fee for the AP exam is the responsibility of the student. This course may **NOT** be used as a substitute for World Geography Studies
PR: None SEM: 1 CR: 1/2

AP Macroeconomics (11-12) #4504
AP Macroeconomics M (11-12) #4505
AP Macroeconomics Dual (11-12) #4506
AP Macroeconomics Dual M (11-12) #4507
This course provides a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. **This course may be used to meet the Economics requirement for graduation.**
PR: None SEM: 1 CR: 1/2

AP Microeconomics (11-12) #4550
AP Microeconomics Dual #4552
AP Microeconomics Dual M # 4551
This course provides a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. **This course may be used to meet the Economics requirement for graduation.**
PR: None SEM: 1 CR: 1/2

AP Psychology (11-12) #4730
This course includes the history of psychology and studies in research methods and statistical analysis, human growth and development, learning and memory, intellectual abilities and testing, motivation and emotion, and psychological disturbances and therapies. Students may earn college credit through the College Board AP Examination which is offered in May of each year. The fee for the AP exam is the responsibility of the student.
PR: Core Courses SEM: 1 CR: 1/2

AP United States Government and Politics incorporating United States Government TEKS (11-12) #4450
AP United States Government and Politics incorporating United States Government TEKS M (11-12) #4451
AP United States Government and Politics incorporating United States Government TEKS Dual (11-12) #4456
This course will give students an analytical perspective on government and politics in the United States. It includes the study of the various institutions, groups, beliefs and ideas that constitute U.S. politics as well as the general concepts used to interpret U.S. politics, and the analysis of specific examples. This course may be taken in place of the regular Government course. Students may earn college credit through the College Board AP Examination which is offered in May of each year. The fee for the AP exam is the responsibility of the student. **This course may be used to meet the Government requirement for graduation.**
PR: None SEM: 1 CR: 1/2

AP United States History incorporating United States History Studies TEKS (11-12) #4150
AP United States History incorporating United States History Studies TEKS Dual (11-12) #4155
AP United States History incorporating United States History Studies TEKS M (11-12) #4158
This advanced course in American history explores ideas, concepts, interpretation, and movements in American history from the early settlement of the Americas to the present. Broad themes of the course include the creation and evolution of political institutions, the role of America in the world, the development of the American economy, and the way in which the American people have lived. This course may be taken in place of the United States History. Students may earn college credit through the College Board AP Examination which is offered in May of each year. The fee for the AP exam is the responsibility of the student. **This course may be used to meet the United States History Studies requirement for graduation.**
PR: None SEM: 2 CR: 1

AP World History incorporating World History Studies TEKS (10-12) #4250
AP World History incorporating World History Studies TEKS M (10-12) #4253
The purpose of this course is to develop greater understanding of the evolution of global processes and contact in interaction with different types of human societies. Focused primarily on the past thousand years of the global experience, the course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Specific themes provide further organization to the course. This course may be taken in place of the regular World History course. Students may earn college credit through the College Board AP Examination, which is offered in May of each year. The fee for the AP exam is the responsibility of the student. **This course may be used as a substitute for World History Studies.**
PR: None SEM: 2 CR: 1

Texas History Day
Texas History Day is part of the National History Day program, and provides opportunities for students in grades six through twelve to develop their knowledge of history, critical thinking, analytical skills, and creativity with competitive events on a district, regional, state, and national level.

***+AP Capstone Social Studies- Seminar (10-11) #4910 (Warren H.S. Only)**
Developed at the request of College Board Higher Education membership, the AP Capstone program is built on the foundation of two new AP courses – AP Seminar and AP Research – and is designed to complement and enhance the in-depth, discipline-specific study provided through other AP courses. In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop valid evidence-based arguments. In AP Capstone Year 2, these students will enroll in AP Research. Students earn the AP Capstone diploma by both completing coursework (AP Seminar and AP Research) and AP exams (scoring three or higher on these two AP exams, as well as on four additional AP exams of their choosing). The Capstone™ signifies their outstanding academic achievement of college-level academic and research skills.
PR: PreAP experience SEM:2 CR:1

***+AP Capstone Social Studies- Research (11) #4912 (Warren H.S. only)**
AP Research was developed by the College Board Higher Education membership to follow the Capstone Year 1 Seminar course in which students investigated real world science topics from multiple perspectives. In this course, students will cultivate the skills and discipline necessary to conduct independent research in order to produce and defend their own scholarly work. Students earn the AP Capstone diploma by completing coursework for both AP Seminar and AP Research and scoring three or higher on both AP Capstone exams, as well as on four additional AP exams of their choosing. The Capstone diploma signifies their outstanding academic achievement of college-level academic and research skills.
PR: AP Capstone Seminar SEM: 2 Social Studies CR: 1

OnRamps
Elective Course

OnRamps United States History (11-12) #4170
This yearlong U.S History course combines the University at Austin designed college experience in a high school classroom setting. Students engage with high-quality content and build digital literacy skills and have the opportunity to earn three hours of college credit from the University of Texas at Austin. **This course may be used to meet the United States History Studies requirement for graduation.**
PR: None SEM: 2 CR: 1

World Languages
French, German, Spanish,
Latin, American Sign Language (ASL)
The World Languages offered in Northside ISD are French, German, Latin, Spanish, and ASL (offered at Marshall HS and Taft HS). Since the approach to the teaching of all modern languages is similar, the following descriptions are applicable to each level of each language. French, German and Spanish courses consistently use the four modes of communication; speaking, listening, reading and writing. Latin is a classical language where great emphasis is placed on the skill of reading. ASL is a performance-based language; students will develop their signing skills in authentic, real-world situations. Concept-based curriculum is enhanced with the integration of the five C's of: Communication, Cultures, Connections, Comparisons, and Communities. The Texas Essential Knowledge and Skills for Languages Other Than English (TEKS for LOTE) are the foundation of all Northside ISD World Languages curriculum.

Please Note:
Students will have the opportunity to enroll in several levels of language classes from I - VI and may take regular, Pre-AP, and/or Advanced Placement classes. With the opportunity to begin language study in middle school, students may continue the same language in the advanced levels or they are encouraged to begin the study of another international language whenever possible.

Languages Other Than English - Level 1 (9-11)
French #5911
German #5920
Spanish #5720
Spanish M #5721
This course focuses on developing speaking and listening comprehension skills. Students are exposed to basic reading and writing skills. Students are introduced to the people, their customs, and other aspects of their culture. Students have the opportunity to work in pairs and small groups as well as role-play real-life situations using the target language.
PR: None SEM: 2 CR: 1

Languages Other Than English - Level 2 Regular (9-12)
French #5912
German #5922
Spanish #5730
Spanish M #5731
This course continues to focus on opportunities for students to expand their speaking and listening comprehension skills in addition to developing their writing and reading comprehension skills. Students continue to study the culture, the people and their customs. Students will continue to role-play and perform dialogues/skits in a variety of everyday situations and topics using the target language.
PR: 70 in Level 1 or 80
or higher on the Credit by Exam SEM: 2 CR: 1

Languages Other Than English - Level 2 Pre-AP (9-12)
French #5913
German #5923
Spanish #5735
Spanish M #5736
This course exceeds the Level 2 requirements by including many independent activities requiring performance in the target language. The students will continue to refine the four modes of communication by being exposed to an enriched and accelerated curriculum.
PR: 90 or higher in Level 1 recommended
or 90 or higher on the Credit-by-Exam
SEM: 2 CR: 1

Spanish Level 2 Pre-AP for Spanish Speakers (9-12) #5737
This course is for students who understand and speak some Spanish at a basic level. It offers students opportunities to expand their knowledge of Spanish using special materials and activities designed for Spanish speakers. Students will continue to develop and refine their Spanish skills in speaking, listening, reading, and writing through an enriched curriculum concentrating on Hispanic Culture, Customs, Heritage, and History.
PR: Language Survey and
Placement Test SEM: 2 CR: 1

Languages Other Than English - Level 3 Pre-AP (9-12)
French #5914
German #5924
Spanish #5745
Spanish M #5746
Spanish Dual #5744
Spanish Dual M #5762
Students continue to work towards proficiency in speaking and listening comprehension. The study of some condensed literary works will incorporate the development of reading comprehension and writing skills. Culture topics are integrated throughout the curriculum. Students will do independent, pair, and group work to allow for increased creativity and the use of higher-order thinking skills.
PR: 80 or higher in Level 2 Pre-AP recommended or 90 or higher in Level 2 Regular recommended
or 90 or higher on the Credit by Exam SEM: 2 CR: 1

Languages Other Than English - Level 3 Regular (9-12)
French #5901
German #5929
Spanish #5740
Spanish M #5741
Spanish Dual #5743
Students continue to work towards proficiency in speaking and listening comprehension. Students continue to expand their reading comprehension and writing skills. Culture topics are integrated throughout the curriculum.
PR: 70 in Level 2 or 80
or higher on the Credit by Exam SEM: 2 CR: 1

Languages Other Than English - Level 4 AP Language & Culture (9-12)
French #5915
German #5926
Spanish #5757
Spanish M #5759
This course will integrate the College Board and Northside ISD curriculum in order to prepare students for the Advanced Placement Language and Culture exam. Group and independent activities will be utilized to facilitate intensive student use of the target language in all aspects of the course. Upon successful completion of the Advanced Placement exam; students may be eligible to receive several hours of college credit.
PR: 80 or higher in 3 Pre-AP recommended
or 90 or higher in 3 Regular recommended
or 90 or higher on the Credit by Exam SEM: 2 CR: 1

Languages Other Than English - Level 5 AP Literature & Culture (9-12)
Spanish #5767
Spanish M #5768
This course will integrate the College Board and Northside ISD curriculum in order to prepare students for the Advanced Placement Literature and Culture exam. Several authors and their works will be discussed and analyzed. Group and independent activities will be utilized to facilitate intensive student use of the target language in all aspects of the course. Upon successful completion of the Advanced Placement exam; students may be eligible to receive several hours of college credit.
PR: 80 or higher in 4 AP recommended
SEM: 2 CR: 1

Languages Other Than English - Level 6 Honors (10-12)
Spanish #5775
Spanish M #5774
Students in 6 Honors will make connections with other disciplines, research to expand cultural knowledge from a variety of Spanish-speaking cultures, and incorporate project-based learning activities all in the target language.
PR: 80 or higher in level
5AP recommended SEM: 2 CR: 1

Languages Other Than English - Latin Level 1 (9-11) #5940
This course offers the students the ability to read Latin phrases and sentences. Vocabulary and grammatical structures are introduced within the context of the readings. Students are exposed to Roman history and culture.
PR: None SEM: 2 CR: 1

Languages Other Than English - Latin Level 2 (9-12) #5942
This course offers the students the opportunity to continue developing their reading skills in Latin while at the same time increasing their knowledge of grammatical structures. Additional vocabulary is learned within the context of the readings. There is more in-depth study of Roman culture and history.
PR: 70 in Latin 1 or 80 or higher on Latin 1 Credit by
Exam SEM: 2 CR: 1

Languages Other Than English - Latin Level 2 Pre-AP (9-12) #5943
The Latin 2 Pre-AP course follows the same material as the Latin 2 regular. The curriculum is enhanced with many independent activities requiring performance in the target language and in-depth studies of the material covered.
PR: 80 in Latin 1 recommended
or 90 or higher on Latin 1 Credit by Exam
SEM: 2 CR: 1

Languages Other Than English - Latin Level 3 Pre-AP (10-12) #5944
This course emphasizes more difficult aspects of grammar with an expansion of vocabulary. The study of Latin prose and poetry will be integrated with related topics of culture and civilization. Reading and writing skills will be emphasized.
PR: 80 in Latin 2 recommended
or 90 or higher on the Credit by Exam
SEM: 2 CR: 1

Languages Other Than English - Latin Level 4 AP (11-12) #5947
This course will continue an emphasis on difficult aspects of grammar with expanded vocabulary. The study of Latin poetry and prose will be integrated with related topics of culture and civilization. Students will read, translate, and interpret primary sources of a variety of Latin poets.
PR: 80 or higher in Latin 3 recommended
or 90 or higher on the Credit by Exam
SEM: 2 CR: 1

Languages Other Than English - American Sign Language ASL Level 1 (9-12) #5961 - OFFERED AT MARSHALL HS AND TAFT HS ONLY
This course is an introductory course of the study of the receptive and expressive aspect of signs, non-manual communication, and grammatical features of ASL in everyday situations and other meaningful contexts. Students will learn basic introductions, greetings, describe people in general, and talk about family members. In addition, students will gain an understanding of using facial expressions, manual signs, and classifiers to convey meanings in ASL using perceptive and signing skills.
PR: None SEM: 2 CR: 1

Languages Other Than English - American Sign Language ASL Level 2 #5962 - OFFERED AT MARSHALL HS AND TAFT HS ONLY
This course builds on the language skills acquired in ASL 1. Students will develop their signing skills in real-world, authentic situations and further explore cultural perspectives of the deaf community. The Curriculum emphasizes subjects learned in ASL 1 and further enhances student's signing skills and fluidity. "Speed reading" on finger spelled words as well and signed statements are utilized within each of the units in this course. Signing and perceptive skills are mastered and taken to a new level.
PR: 70 or higher in ASL 1 SEM: 2 CR: 1

Languages Other Than English - American Sign Language ASL Level 2 Honors #5965 - OFFERED AT MARSHALL HS AND TAFT HS ONLY
This course builds on the language skills acquired in ASL 1. Students will develop their signing skills in real-world, authentic situations and further explore cultural perspectives of the deaf community. The Curriculum emphasizes subjects learned in ASL 1 and further enhances student's signing skills and fluidity. "Speed reading" on finger spelled words as well and signed statements are utilized within each of the units in this course. Signing and perceptive skills are mastered and taken to a new level. The curriculum is enhanced with additional projects and in-depth studies of the material covered.
PR: 80 or higher in ASL 1
recommended SEM: 2 CR: 1

Languages Other Than English - American Sign Language ASL Level 3 Honors #5966 - OFFERED AT MARSHALL HS AND TAFT HS ONLY
This course continues the emphasis on communication established in levels 1 and 2. Students will learn structures and vocabulary necessary to interact socially and communicate in daily living situations. This level of signing is highly rigorous and focuses more on the use of non-manual markers and classifiers, rather than the use of manual signs. Students will learn to imply and sign essential ASL skills through elaborate conversations involving and using their signing and perceptive skills.
PR: 80 or higher in ASL 2 recommended
SEM: 2 CR: 1

Languages Other Than English - American Sign Language ASL Level 4 Honors #5964 - OFFERED AT MARSHALL HS AND TAFT HS ONLY
This course extends beyond the ASL III program for students to communicate at an intermediate level. Students use knowledge of the language, including grammar and culture to socialize and communicate. The use of Classifiers and Non-Manual Markers are further elaborated and incorporated into ASL syntax and grammatical structures.
PR: 80 or higher in ASL
3H recommended SEM: 2 CR: 1

Physical Education

Foundations of Personal Fitness (9-12)
(Check with counselor for course offering)
Foundations of Personal Fitness
(PE 1A Foundation) .5-1 #5104
Foundations of Personal Fitness
(PE 1A Found OL) .5 -1 #5107
The basic purpose of this course is to motivate students to strive for personal lifetime fitness. The concept of wellness is the cornerstone of this course. A textbook is provided and students complete personal fitness worksheets for direct application of the concepts that are taught. This course is not required for students entering 9th grade in 2010 or after.
PR: None SEM: 1 CR: 1/2

Individual or Team Sports (9-12)
Individual or Team Sports (PE TEAM SPORTS B) #5106
Individual or Team Sports (PE INDV SPORTS 1 B) #5108
Individual or Team Sports (PE INDV SPORTS 2 B) # 5109
Individual or Team Sports (PE INDV SPORTS 3 B) # 5110
Individual or Team Sports (PE TEAM SPORTS G) # 5114
Individual or Team Sports (PE INDV SPORTS 1 G) #5115
Individual or Team Sports (PE INDV SPORTS 2 G) #5116
Individual or Team Sports (PE INDV SPORTS 3 G) #5117
individual or Team Sports (PE INDV SPORTS 1 2 Sem G) #5119
Individual or Team Sports (PE INDV SPORTS 1 2 Sem B) #5120
Individual or Team Sports (PE IND SPORTS 2 2 Sem B) # 5121
Students enrolled in these course learn sport skills in team and individual sports. Team Sports may include traditional sports such as basketball and volleyball, as well as less traditional sports such as lacrosse and team handball. Individual sports may include tennis, golf, and Frisbee golf.
PR: None SEM: 1 CR: 1/2-1

Aerobics Activities (9-12)
(Check with counselor for course offering)
Aerobic Activities (PE AEROBIC ACT) .5-1 #5103
Students enrolled in these courses are expected to design personal fitness programs that use aerobics activities as a foundation for a physically-active lifestyle. Students learn a level of competency in two or more aerobic activities that may include aerobic dance, jogging, power walking, recreational dance, and step aerobics.
PR: None SEM: 1 CR: 1/2-1

Adventure/Outdoor Education (9-12)
(Check with counselor for course offering)
Adventure/Outdoor Education
(PE-OUTDOOR ED) .5-1 #5099
Students enrolled in these courses are expected to develop competency in outdoor education activities that provide opportunities for enjoyment and challenge. Students learn a level of competency in two or more outdoor education activities such as backpacking, camping, hiking, and orienteering.
PR: None SEM: 1 CR: 1/2-1

Health Education

Health Education (9-12)
Health Education .5 #5010
This course is designed to ensure students acquire health information and skills necessary to live a healthy and productive life. Areas of study include physical, mental, emotional, and social health. Specific topics addressed include the dangers of alcohol, tobacco, e-cigarette and other drug use; sexuality education; healthy relationships; nutrition; and diseases and conditions. Students will receive skills training in American Heart Association CPR/AED with an option to purchase a certification card upon successful completion of the course
PR: None SEM: 1 CR: 1/2

Physical Education Substitutions

Athletics (9-12) - (PE Credit)
(Check with counselors for course offerings)
Numerous athletic programs under UIL affiliation are offered for students in the high schools. Students who participate in these UIL sports may earn a maximum of 4 units in P.E. credit in these courses. Since these athletic teams compete with other 6A schools, students must try out for the teams by demonstrating strong ability in the skills needed for field performance.
PR: Tryout

Principles of Dance I (9-12) - (PE Credit)
(Class meets during the regular school day)
Principles of Dance I #5595
Principles of Dance I is designed to introduce students to various mediums of dance, including ballet, modern dance, tap, jazz, musical theatre, and world dance forms. Emphasis is on the development of technical and mind/body coordination skills, physical strength, and creativity. Instruction focuses on training the student to combine and coordinate all the elements of dance performance when set to music. Each course will enhance student confidence, poise, collaborative skills through solo and ensemble performances. Dance students will have multiple opportunities to perform in campus dance recitals, city/state venues, and musicals. No prior dance training is required to enroll in Principles of Dance Level I.
PR: None SEM: 2 CR: 1 - PE

PE Substitution - 100 minutes of Moderate to Vigorous Physical Activity (PE Credit)
For students who meet PE substitution credit of 100 minutes per week of moderate to vigorous physical activity before school and/or after school may be awarded .5 credit of PE as defined for extra-curricular activities. The courses in which this rule may be applied are:

- **Dance Performance Ensemble I #5559**
- **Dance Performance Ensemble II (Pep) #5560**
- **Dance Performance Ensemble II (Dance) #5561**
- **Dance Performance Ensemble II (Drill) #5562**
- **Dance Performance Ensemble II (Cheer) #5563**
- **Ballet I (Brandeis HS only) #5597**
- **Ballet II (Brandeis HS only) #5598**
- **Jazz I (Stevens HS only) #5601**
- **Jazz II (Stevens HS only) #5602**
- **Modern Dance I (Brennan HS only) #5599**
- **Modern Dance II (Brennan HS only) #5600**
- **Hip Hop Dance I (Jay HS only) #5871**
- **Hip Hop Dance II (Jay HS only) #5872**
- **Band Flags I #5569**
- **Band Flags II #5571**
- **Concert Band I #5577**
- **Concert Band II #5578**
- **Symphonic Band I #5575**
- **Symphonic Band II #5576**

- **JROTC—PE Substitution (9-12)**
- **Air Force Science I #5621**
- **Naval Science I #5611**

Spirit Teams

Performance/Ensemble I, Pep Squad (9-12) #6839
Performance/Ensemble II, Pep Squad (10-12) #6840
Performance/Ensemble III, Pep Squad (11-12) #6841
Performance/Ensemble IV, Pep Squad (12) #6842
Performance/Ensemble II, Dance Team (10-12) #6844
Performance/Ensemble III, Dance Team (11-12) #6845
Performance/Ensemble IV, Dance Team (12) #6846
Performance/Ensemble II, Drill Team (10-12) #6848
Performance/Ensemble III, Drill Team (11-12) #6849
Performance/Ensemble IV, Drill Team (12) #6850
Performance/Ensemble II, Cheer (10-12) #6852
Performance/Ensemble III, Cheer (11-12) #6853
Performance/Ensemble IV, Cheer (12) #6854
All ten comprehensive high schools provide spirit organizations whose major functions are to serve as spirit, service, and performing groups for their schools. Students must meet eligibility requirements to participate. No prior experience is required to enroll in Pep Squad. Students must tryout for Cheer, Dance & Drill Teams. Participation includes attendance at all designated activities, summer camp, practices, competitions, clinics, and enrollment in the required class. The required class involves a physical education and fine arts equivalent curriculum that includes fitness, leadership skills, beginning to advanced cheer and dance skills, etc. Students taking this course will be awarded one full credit of fine arts along with the .5 PE substitution credit listed above.

PR: Pep Squad - None
PR: Cheer, Dance/Drill Tryout – Tryout

Fine Arts

Art

Art I (9-12) #6941
High School Art I is Concept-based. Curriculum units include drawing, painting, printmaking, three dimensional art, fiber, digital art and media, and compositions of mixed media. Students work toward mastery level in originality and creativity. No prior art experience is required to be eligible for this course.
PR: None SEM: 2 CR: 1

Art II (9-12) #6946
High School Art II is Concept-based and is designed to build on the experience of the Curriculum units of Art I. Assignments and student problem solving are more complex in drawing, painting, printmaking, three dimensional art, fiber, digital art and media, and compositions of mixed media. Artists, artist styles, and periods of art history become a focus, as does extensive creativity, imagery, individualization, and gallery display.
PR: Art I/MS Art 3/
Student Portfolio SEM: 2 CR: 1

Art III (10-11) #6947
High School Art III is Concept-based and provides for opportunities in creative expression on a more advanced level than those of Art I and Art II. Emphasis continues to be placed on understanding and recognition of artists, artist styles, and periods of art history. The significance and value of created art is accentuated along with extended creativity and portfolio development.
PR: Art II/Student Portfolio SEM: 2 CR: 1

Art IV (11-12) #6948
High School Art IV is Concept-based and is an advanced course designed to expand on the experiences and skills developed in Art I, Art II, and Art III. Rigorous assignments and student problem solving are individualized to accommodate students' desires to further explore media and ideas of their own choice. Student portfolios and gallery experiences are developed extensively.
PR: Art III/Student Portfolio SEM: 2 CR: 1

Art III, Drawing (10-12) #6953
High School Art III Drawing is Concept-based and is designed to build on the experiences of the Curriculum units of previous art courses. Assignments and student problem solving are more complex with concentration in drawing, drawing types, drawing techniques, and the various drawing media. Drawing as used by artists, as used in artist styles, and as observed in periods of art history become a focus. Extensive creativity, imagery, individualization, and gallery display in the drawing media are the expectations.
PR: Art II SEM: 2 CR: 1

Art III, Painting (10-12) #6973
High School Art III Painting is Concept-based and is designed to build on the experiences of the Curriculum units of previous art courses. Assignments and student problem solving are more complex with concentration in painting, painting styles, painting techniques and the various paint media. Painting artists, painting artist styles, and periods of art history involved with painting become a focus. Extensive creativity, imagery, individualization, and gallery display in the painting media are the expectations.
PR: Art II SEM: 2 CR: 1

Art III, Sculpture (10-12) #6963
High School Art III Sculpture is Concept-based and is designed to build on the experiences of the Curriculum units of previous art courses. Assignments and student problem solving are more complex with concentration in sculpture, sculpture types, sculpture techniques and the various sculpture media. Sculpture artists, sculpture artist styles, and periods of art history involved with sculpture become a focus. Extensive creativity, imagery, individualization, and gallery display in the sculpture media are the expectations.
PR: Art II SEM: 2 CR: 1

Art III, Ceramics (10-12) #6993
High School Art III Ceramics is Concept-based and is designed to build on the experiences of the Curriculum units of previous art courses. Assignments and student problem solving are more complex with concentration in ceramics, ceramics types, ceramic building methods-including wheel throwing, glazing techniques and the various clay and glaze media. Ceramic artists, ceramic artist styles and purposes, and periods of art history involved with ceramics become a focus. Extensive creativity, imagery, individualization, and gallery display in the ceramic media are the expectations.
PR: Art II SEM: 2 CR: 1

Art III, Digital Art and Media (10-12) #6983
High School Art III Digital Art and Media is Concept-based and is designed to build on the experiences of the Curriculum units of previous art courses. Assignments and student problem solving are more complex with concentration in digital art and media, digital art and media types, digital art and media creation methods, and digital art and media various software usage. Digital art and media artists, digital art and media artist styles, and periods of art history involved with digital art and media become a focus. Extensive creativity, imagery, individualization, and gallery display in digital art and media are the expectations.
PR: Art II SEM: 2 CR: 1

Art IV, Drawing (11-12) #6955
High School Art IV Drawing is Concept-based and is designed to build on the experiences of the Curriculum units of Art III Drawing. Assignments and student problem solving are extremely complex requiring considerable concentration to achieve the high level of competency expected. Expanding both depth and breadth in drawing, drawing types, drawing techniques, and various drawing media is a portfolio requirement Drawing as used by artists, as used in artist styles, and as observed in periods of art history become a springboard for personal inspiration for more extensive creativity, imagery, and individualization. Frequent gallery displays in the various drawing media are required.
PR: Art III, Drawing II SEM: 2 CR: 1

Art IV, Painting (11-12) #6974
High School Art IV Painting is Concept-based and is designed to build on the experiences of the Curriculum units of Art III Painting. Assignments and student problem solving are extremely complex requiring considerable concentration to achieve the high level of competency expected. Expanding both depth and breadth in painting, painting styles, painting techniques and the various paint media is a portfolio requirement. Painting artists, painting artist styles, and periods of art history involved with painting become a springboard for personal inspiration for more extensive creativity, imagery, and individualization. Frequent gallery displays in the various painting media are required...
PR: Art III, Painting II SEM: 2 CR: 1

Art IV, Sculpture (11-12) #6964
High School Art IV Sculpture is Concept-based and is designed to build on the experiences of the Curriculum units of Art III Sculpture. Assignments and student problem solving are extremely complex requiring considerable concentration to achieve the high level of competency expected. Expanding both depth and breadth in sculpture, sculpture types, sculpture techniques and the various sculpture media is a portfolio requirement. Sculpture artists, sculpture artist styles, and periods of art history involved with sculpture become a springboard for personal inspiration for more extensive creativity, imagery, and individualization. Frequent gallery displays showcasing various sculpture are required.
PR: Art III, Sculpture II SEM: 2 CR: 1

Art IV, Ceramics (11-12) #6994
High School Art IV Ceramics is Concept-based and is designed to build on the experiences of the Curriculum units of Art III Ceramics. Assignments and student problem solving are extremely complex requiring considerable concentration to achieve the high level of competency expected. Expanding both depth and breadth in ceramics, ceramics types, ceramic building methods-including wheel throwing, glazing techniques and the various clay and glaze media is a portfolio requirement. Ceramic artists, ceramic artist styles and purposes, and periods of art history involved with ceramics become a springboard for personal inspiration for more extensive creativity, imagery, and individualization. Frequent gallery displays showcasing various ceramics are required.
PR: Art III, Ceramics II SEM: 2 CR: 1

Art IV, Digital Art and Media (11-12) #6984
High School Art IV Digital Art and Media is Concept-based and is designed to build on the experiences of the Curriculum units of Art III Digital Art and Media. Assignments and student problem solving are extremely complex requiring considerable concentration to achieve the high level of competency expected. Expanding both depth and breadth in digital art and media, digital art and media types, digital art and media creation methods, and digital art and media various software usage is a portfolio requirement. Digital art and media artists, digital art and media artist styles, and periods of art history involved with digital art and media become a springboard for personal inspiration for more extensive creativity, imagery, and individualization. Frequent gallery displays showcasing various digital art and media are required.
PR: Art III, Digital Art and Media SEM: 2 CR: 1

Advanced Placement

Art History AP (10-12) #6985
AP Art History challenges students to an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. Students examine and critically analyze major forms of artistic expression. AP Art History provides students an independent track of study that is rigorous and academically challenging. Students complete course with the AP Art History exam. Course availability depends upon teacher certification in AP Art History
PR: Core/Art/Student Portfolio/Student Interest
SEM: 2 CR: 1

Art Drawing Portfolio AP (10-12) #6944
AP Portfolio, Studio Art Drawing enables students to develop in-depth personal styles and themes in original creation of drawing artworks. Portfolio students address three components within a basic three-section structure: Quality Section, Concentration Section, and Breadth Section. Students are required to show competence in high levels of commitment and rigor throughout the created body of artwork. Students complete course with submission of digital AP portfolio in Studio Art Drawing. Course availability depends upon teacher certification.
PR: Art/Student Portfolio/
Student Interest SEM: 2 CR: 1

Art 2-D Portfolio AP (10-12) #6988
AP Portfolio, 2-D Design enables students to develop in-depth personal styles and themes in original creation of 2-D Design artworks. Portfolio students address three components within a basic three-section structure: Quality Section, Concentration Section, and Breadth Section. Students are required to show competence in high levels of commitment and rigor throughout the created body of artwork. Students complete course with submission of digital AP portfolio in 2-D Design. Course availability depends upon teacher certification.
PR: Art/Student Portfolio/
Student Interest SEM: 2 CR: 1

Art 3-D Portfolio AP (10-12) #6989
AP Portfolio, 3-D Design enables students to develop in-depth personal styles and themes in original creation of 3-D Design artworks. Portfolio students address three components within a basic three-section structure: Quality Section, Concentration Section, and Breadth Section. Students are required to show competence in high levels of commitment and rigor throughout the created body of artwork. Students complete course with submission of digital AP portfolio in 3-D Design. Course availability depends upon teacher certification.
PR: Art/Student Portfolio/
Student Interest SEM: 2 CR: 1

Dual Credit

Art Appreciation D (9-12) – MARSHALL, STEVENS, AND WARREN HS ONLY #6995
Students take Dual Credit Art Appreciation on their high school campus. Dual Credit Art Appreciation students work in various art media to explore the purposes and processes in the visual arts including evaluation of multiple selected works. Content is college level and college paced. Students are required to show competence in high levels of commitment and rigor throughout the year of study.
PR: Student Interest SEM: 2 CR: 1

Band

Prep Band I-IV (9-12) #6131
This course is designed for students who are learning to play a band instrument for the first time OR for students that are in the early stages of learning to play an instrument. Little or no prior experience is required for this course. Campus band director will assess student skill ability for this class. Basic music fundamentals include tone, rhythm, and technique development. Students are eligible to participate in campus concert performances and UIL performance assessments and will perform music literature from various music genres. Enrollment in this course constitutes some agreement to fulfill all curricular, co-curricular, and extra-curricular requirements.
PR: Audition/Rubric SEM: 2 CR: 1

Concert Band I (9-12) #6121
Concert Band II (10-12) #6122
Concert Band III (11-12) #6123
Concert Band IV (12) #6124
This course is designed to build upon student skills for playing a band instrument acquired from previous courses of study. Increased performance skills will include increased music notation, technical ability, music expression, and increased precision regarding basic fundamentals for performance. All genres of music will be performed. This course includes development of skills applied to indoor concerts as well as the fall seasonal marching band performances. Minimum of 4 hours weekly outside the school day are required for rehearsals to adequately address performance requirements for the course. UIL performance assessments and student eligibility for Texas All-State Ensembles are included in this course work. Scholarship opportunities are available. Enrollment in this course constitutes agreement to fulfill all curricular, co-curricular, and extra-curricular requirements.
PR: Audition/Rubric SEM: 2 CR: 1

Symphonic Band I (9-12) #6101
Symphonic Band II (10-12) #6102
Symphonic Band III (11-12) #6103
Symphonic Band IV (12) #6104
This course is designed for students to develop a mastery level for playing a band instrument acquired from previous courses of study. Students will acquire advanced skills needed to perform very complex music literature. Students will develop strong leadership skills, evoke high levels of expression, and perform literature of all genres and ensemble instrumentation. This course includes development of skills applied to indoor concerts as well as the fall seasonal marching band performances. Minimum of 4 hours weekly outside the school day are required for rehearsals to adequately address performance requirements for the course. UIL performance assessments and student eligibility for Texas All-State Ensembles are included in this course work. Scholarship opportunities are numerable. Enrollment in this course constitutes agreement to fulfill all curricular, co-curricular, and extra-curricular requirements.
PR: Audition/Rubric SEM: 2 CR: 1

For Schedule of Events and Programs, see the Fine Arts Web Page at Www.nisd.net

Band Flags I (9-12) #6855
Band Flags II (10-12) #6866
Band Flags III (11-12) #6867
Band Flags IV (12) #6868
(These courses are not available at Health Careers H.S.)
This course is designed for students interested in developing skills used in colorguard units that perform with marching bands AND skills used for development of indoor winterguard presentations. Students will develop ability to perform all genres of dance and will have the opportunity to perform in both ensemble and solo settings during the fall and spring semesters. Students receive fine arts and PE credit for this course.
PR: Audition/Rubric
SEM: 2 CR (PE and/or Fine Arts Credit)

Jazz Band I (9-12) NOT AVAILABLE AT HCHS #6141
Jazz Band II (10-12) NOT AVAILABLE AT HCHS #6142
Jazz Band III (11-12) NOT AVAILABLE AT HCHS #6143
Jazz Band IV (12) NOT AVAILABLE AT HCHS #6144
This course is designed as an enrichment opportunity for students to apply instrumental music skills to the jazz medium. Students will study jazz history, learn to improvise, and perform jazz literature of all styles. With the exception of rhythm section instruments required for the jazz course (piano, bass, rhythm guitar, and trapset), all students must be a concurrent member of the Prep, Concert, or Symphonic Band. Sound music fundamentals are a pre-requisite for success in this course. Texas All-State Ensembles and large scholarship opportunities are included in this course work. Students will perform extensively in public venues. Enrollment in this course constitutes agreement to fulfill all curricular, co-curricular, and extra-curricular requirements.
PR: Audition/Rubric SEM: 2 CR: 1

Instrumental Ensemble I (9-12) #6310
Instrumental Ensemble II (10-12) #6312
Instrumental Ensemble III (11-12) #6313
Instrumental Ensemble IV (12) #6314
This series of courses are designed for students interested in developing extensive detailed performance applications on a specific music instrument. Students work independently at their own pace, in small ensemble settings of unique instrumentation (i.e. brass choirs, woodwind choirs, etc) and apply skills developed in concert, recital, and other various performance venues. Student audio portfolios are created, university audition recitals are developed, and audition preparations for Texas all-state are all part of the curriculum. In addition, students desiring to learn to play more than one instrument can be enrolled in this class for individualized instruction. Each course builds upon the student's skill level developed in previous courses of study.
PR: Audition/Rubric SEM: 2 CR: 1

Guitar I (9-12) #6381
Guitar II (10-12) #6382
Guitar III (11-12) #6384
Guitar IV (12) #6385
(Brennan and Stevens only)
This series of courses are designed for students interested in learning to play guitar. Each course builds upon skills learned in the previous course(s) of study. No prior experience is required for this course. Course is available only on those campuses where a certified instructor is assigned. Campus music instructor will assess student skill ability for each class. Basic music fundamentals include music notation, rhythm, counting, and guitar performance applications. Students will study and rehearse music of all styles. Opportunity for concert performances is included with each course. Enrollment in this course constitutes some agreement to fulfill all curricular, co-curricular, and extra-curricular requirements.
PR: Audition/Rubric SEM: 2 CR: 1

Choir

Choir I Treble (9-12) #6451
Choir II Treble (10-12) #6452
Choir III Treble (11-12) #6453
Choir IV Treble (12) #6454
This course develops skills in proper vocal production and music reading. Students learn to improve their singing voice, sight-reading and ensemble skills through performance participation. Choral literature will include all genres of vocal music written for the treble voice. Each level of this course, will build on the foundation of the previous course. Students will develop in confidence and collaborative skills through performance opportunities in solo, small and larger vocal ensembles. Enrollment in this course constitutes agreement to fulfill all curricular, co-curricular, and extracurricular requirements.
PR: Audition/Rubric SEM: 2 CR: 1

Choir I Advanced Treble (9-12) #6461
Choir II Advanced Treble (10-12) #6462
Choir III Advanced Treble (11-12) #6463
Choir IV Advanced Treble (12) #6464
This course develops the most advanced treble musicians and gives students the opportunity to improve their skills in vocal production, sight-reading, and ensemble participation. Choral literature will include secular and sacred music from all times and periods of music in the treble range. Enrollment in this course constitutes agreement to fulfill all curricular, co-curricular, and extracurricular requirements.
PR: Audition/Rubric SEM: 2 CR: 1

Choir I Tenor Bass (9-12) #6501
Choir II Tenor Bass (10-12) #6502
Choir III Tenor Bass (11-12) #6503
Choir IV Tenor Bass (12) #6504
This course develops skills in proper vocal production and music reading. Students learn to improve their singing voice, sight-reading, and ensemble skills through performance participation. Choral literature will include all genres of vocal music written for their tenor bass voice range. Each level of this course, will build on the foundation of the previous course. Students will develop confidence and collaborative skills through performance opportunities in solo, small and large vocal ensembles. Enrollment in this course constitutes agreement to fulfill all curricular, co-curricular, and extracurricular requirements.
PR: Audition/Rubric SEM: 2 CR: 1

Choir I Mixed (9-12) #6431
Choir II Mixed (10-12) #6432
Choir III Mixed (11-12) #6433
Choir IV Mixed (12) #6434
This course develops the most advanced choral musicians and gives students the opportunity to improve their skills in vocal production, sight-reading, and ensemble participation. Choral literature will include secular and sacred music from all times and periods of music for all vocal ranges. Enrollment in this course constitutes agreement to fulfill all curricular, co-curricular and extracurricular requirements.
PR: Auditions/Rubric SEM: 2 CR: 1

Vocal Ensembles I (9-12) #6511
Vocal Ensembles II (10-12) #6512
Vocal Ensembles III (11-12) #6513
Vocal Ensembles IV (12) #6514
This course develops additional skills of advanced students with strong music fundamentals. Students will explore non-traditional ensemble techniques and literature of all styles. Size and composition of each group is designed to meet the requirements of the music being studied. Ensembles will consist of madrigals, vocal jazz, show choirs and other contemporary music genres.
PR: Concurrent enrollment in choir/Audition/Rubric SEM: 2 CR: 1

Dance

Principles of Dance I (9-12) #6811
Principles of Dance II (10-12) #6812
Principles of Dance III (11-12) #6813
Principles of Dance IV (12) #6814
Principles of Dance I is designed to introduce students to various mediums of dance, including ballet, modern dance, tap, jazz, musical theatre, and world dance forms. Emphasis is on the development of technical and mind/body coordination skills, physical strength, and creativity. Instruction focuses on training the student to combine and coordinate all the elements of dance performance when set to music. Principles of Dance I is a general dance survey course and forms the foundation for Principles of Dance II, III, IV. Each level of dance instruction builds on the foundation of knowledge and skills established at prior levels. Each course will enhance student confidence, poise, collaborative skills through solo and ensemble performances. Dance students will have multiple opportunities to perform in campus dance recitals, city/state venues, and musicals. Level numbers represent achievement levels, not student grade level. No prior dance training is required to enroll in Principles of Dance Level I.
PR for Level I: None SEM: 2 CR: 1

Ballet I (9-12) #6821
Ballet II (10-12) #6822
Ballet III (11-12) #6823
Ballet IV (12) #6824
(These courses offered at Brandeis H.S. only)
This course will develop self-discipline and healthy bodies while applying ballet etiquette and dance safety. Students recognize major ballet works, styles, and ballet artists in history. Students will learn how to execute ballet technique, use ballet vocabulary, and perform barre exercises and center combinations. Students will present and evaluate classical and contemporary ballet performances and will explore technology and applications to ballet and movement. Enrollment in this course constitutes agreement to fulfill all curricular, co-curricular, and extracurricular requirements.
PR: Audition SEM: 2 CR: 1

Modern Dance I (9-12) #6831
Modern Dance II (10-12) #6832
Modern Dance III (11-12) #6833
Modern Dance IV (12) #6834
(These courses offered at Brennan H.S. only.)
This course will develop the students' ability to recognize major modern/contemporary dance works, styles, and dance artists in history. Students will execute modern/contemporary dance technique, use modern/contemporary vocabulary, and perform memorized movement exercises, combinations, and created movement sequences or studies. Students will apply modern/ contemporary dance etiquette and dance safety and will explore technology applications for modern/contemporary dance movement. Enrollment in this course constitutes agreement to fulfill all curricular, co-curricular, and extracurricular requirements. PR: Audition SEM: 2 CR: 1

Jazz Dance I (9-12) #6835
Jazz Dance II (10-12) #6836
Jazz Dance III (11-12) #6837
Jazz Dance IV (12) #6838
(These courses offered at Stevens H.S. only.)
This course will develop the students' ability to recognize major jazz dance works, styles, and dance artists in history. Students will execute jazz dance technique, use jazz dance vocabulary, and perform memorized movement exercises, combinations, and created movement sequences or studies. Students will apply jazz dance etiquette and dance safety and will explore technology applications for jazz dance movement. Enrollment in this course constitutes agreement to fulfill all curricular, co-curricular, and extracurricular requirements.
PR: Audition SEM: 2 CR: 1

Hip Hop Dance I (9-12) #6871
Hip Hop Dance II (10-12) #6872
Hip Hop Dance III (11-12) #6873
Hip Hop Dance IV (12) #6874
(These courses offered at John Jay H.S. only.)
This course will develop the students' ability to recognize major hip hop dance works, styles, and dance artists in history. Students will execute hip hop dance technique, use hip hop vocabulary, and perform memorized movement exercises, combinations, and created movement sequences or studies. Students will apply hip hop dance etiquette, dance safety and will explore technology applications for hip hop dance movement. Enrollment in this course constitutes agreement to fulfill all curricular, co-curricular, and extracurricular requirements.
PR: Audition SEM: 2 CR: 1

Mariachi

Mariachi I Prep (9-12) #6351
Mariachi II Prep (10-12) #6352
Mariachi III Prep (11-12) #6353
Mariachi IV Prep (12) #6354
(These courses offered at Holmes & Jay H.S. only.)
This course is designed for students who want to learn to play an instrument used in mariachi. Little or no prior experience is required for this course. Instruments taught in this class include guitar, vihuela, and guitarron. Trumpet, violin, and vocal students that are beginners are encouraged to enroll in a prep band or choir class to learn the basic music fundamentals. Campus orchestra director will assess student skill ability. Basic music fundamentals include music reading, rhythm, and technique development needed for each instrument. Stage presence, student confidence, and performance preparation are emphasized. Students are eligible to participate in some campus concert venues. Music of all mariachi genres is explored. Enrollment in this course constitutes some agreement to fulfill all curricular, co-curricular, and extra-curricular requirements.
PR: Audition/Rubric SEM: 2 CR: 1

Mariachi I Intermediate (9-12) #6355
Mariachi II Intermediate (10-12 #6356
Mariachi III Intermediate (11-12) #6357
Mariachi IV Intermediate (12) #6358
(These courses offered at Holmes & Jay H.S. only.)
This course is designed for students to build upon the mariachi fundamentals learned previously and to develop further performance techniques used in mariachi literature. Students will increase technical, musical, and expressive elements needed to perform more challenging literature in a variety of mariachi styles. Guitar, vihuela, guitarron, trumpet, violin, and vocal students rehearse collaboratively with increased public performances to be included. Some sectional rehearsal time is required outside the school day. The history of mariachi and connections to Folkloric Music are explored more extensively. Enrollment in this course constitutes agreement to fulfill all curricular, co-curricular, and extra-curricular requirements. PR: Audition/Rubric SEM: 2 CR: 1

Mariachi I Advanced (9-12) #6359
Mariachi II Advanced (10-12) #6360
Mariachi III Advanced (11-12) #6361
Mariachi IV Advanced (12) #6362
(These courses offered at Holmes & Jay H.S. only.)
This course is designed for students that want to develop a mastery level of performance ability in mariachi. Students will apply advanced technical, musical, and lyrical applications to challenging mariachi literature of all styles. Guitar, vihuela, guitarron, trumpet, violin, and vocal students rehearse collaboratively with heavy emphasis on public performances. Extensive collaboration with Folkloric Music and Dance are explored. A minimum of 2 hours per week of time is required outside the school day for sectionals, rehearsals, and public performances. Enrollment in this course constitutes agreement to fulfill all curricular, co-curricular, and extra-curricular requirements.
PR: Audition/Rubric SEM: 2 CR: 1

Orchestra

Orchestra I Prep (9-12) #6231
Orchestra II Prep (10-12) #6232
Orchestra III Prep (11-12) #6233
Orchestra IV Prep (12) #6234
This course is designed for students who are learning to play a string instrument (violin, viola, cello, bass) for the first time OR for students that are in the early stages of learning to play an instrument. Little or no prior experience is required for this course. Campus orchestra director will assess student skill ability for this class. Basic music fundamentals include tone, rhythm, and technique development. Students are eligible to participate in campus concert performances and UIL performance assessments and will perform music literature from various music genres. Enrollment in this course constitutes some agreement to fulfill all curricular, co-curricular, and extra-curricular requirements.
PR: Audition/Rubric SEM: 2 CR: 1

Orchestra I Concert (9-12) #6235
Orchestra II Concert (10-12) #6236
Orchestra III Concert (11-12) #6237
Orchestra IV Concert (12) #6238
This course is designed to build upon student skills for playing a string instrument acquired from previous courses of study. Increased performance skills will include increased music notation, technical ability, music expression, and increased precision regarding basic fundamentals for performance. All genres of music will be performed. Performance opportunities are numerous and varied. The course will require some rehearsal time outside of the school day to prepare for various concerts. UIL performance assessments and student eligibility for Texas All-State Ensembles are included in this course work. Students are eligible for selection to perform in campus full orchestra ensembles. Scholarship opportunities are available. Enrollment in this course constitutes agreement to fulfill all curricular, co-curricular, and extra-curricular requirements.
PR: Audition/Rubric SEM: 2 CR: 1

Orchestra I Symphonic (9-12) #6239
Orchestra II Symphonic (10-12) #6240
Orchestra III Symphonic (11-12) #6241
Orchestra IV Symphonic (12) #6242
This course is designed for students to develop a mastery level for playing a string instrument acquired from previous courses of study. Students will acquire advanced skills needed to perform very complex music literature. Students will develop strong leadership skills, evoke high levels of expression, and perform literature of all genres and ensemble instrumentation. The course will require some rehearsal time outside of the school day to prepare for various concerts. UIL performance assessments and student eligibility for Texas All-State Ensembles are included in this course work. Students are eligible for selection to perform in campus full orchestra ensemble concerts. Scholarship opportunities are numerous. Enrollment in this course constitutes agreement to fulfill all curricular, co-curricular, and extra -curricular requirements.
PR: Audition/Rubric SEM: 2 CR: 1

Music I, Orchestra I 6243 NC: 21st Century Strings
Music II, Orchestra II Gr 10,11,12
6244 NC: 21st Century Strings
Music III, Orchestra III Gr 11,12
6245 NC: 21st Century Strings
Music IV, Orchestra IV Gr 12

21st Century Strings (9-12) #6243
21st Century Strings (10-12) #6244
21st Century Strings (11-12) #6245
21st Century Strings (12) #6246
This course is designed for students to explore performance techniques required for 21st Century String music. This course expands the standard orchestra curriculum and literature to include jazz, blues, world, fiddle, rock, and pop and enables students to apply electric instrument applications. Improvisation and stage performance skills are emphasized. The course is highly performance based. Student pre-requisites include a strong working knowledge on their instrument and concurrent enrolled in Orchestra I, II, III, or IV. (offered at Jay HS only in 2020)
PR: Audition/Rubric SEM:2 CR: 1

Band, Choir, Orchestra

Music Appreciation I (9-12) #6540
Music Appreciation IA (9-12) #6548
Music Appreciation IB (9-12) #6549
This course is designed for students interested in studying the history of music, major time periods in which music developed as an art form, and the composers that impacted music literature of the world. Students will listen to, identify, and analyze major music compositions and trace the impact of such compositions through the development of world cultures. Students will also connect the creation and evolution of music instrument construction to various cultures around the world. No prior music knowledge is required to enroll in this course.
PR: NONE SEM: 2 CR: 1

Music Theory I (9-12) #6531
Music Theory II (10-12) #6532
Music Theory AP (9-12) #6537
This series of courses are designed for students interested in developing music notation writing skills and composition skills. Students will develop an understanding of basic music theory construction of melodic and harmonic lines of music as well as chord construction. Each course builds upon skills developed in previous courses. Students analyze and compose lines of music. Piano keyboard skills are used for theory applications. Applied Music Theory is offered on campuses where a certified AP Music Theory Instructor is available. Students completing Music Theory I are eligible for AP Music Theory OR music instructors can recommend students with strong music backgrounds for AP Music Theory without completion of prior Music Theory courses. Student compositions are performed by various ensembles. Scholarship awards are available for recognized compositions. Students are eligible to acquire college credit through the College Board AP Music Theory Exam process.
PR: Teacher Recommendation/Rubric
SEM: 2 CR: 1

Theatre

Theatre Arts I (9-12) #6631
Theatre Arts I is offered to students who are new to high school theatre. Theatre Arts I students will learn an appreciation for Theatre as an art form while examining both the acting and technical aspects of theatre. The interdependence of theatrical elements, the collaborative process, and creative problem solving skills will be employed as students begin to identify the impact of theatre on contemporary society, relate historical and cultural influences on theatre, appreciate theatre as a reflection of life, give and receive constructive criticism, and identify career opportunities in the Theatrical Arts.
PR: None SEM: 2 CR: 1

Theatre Arts II (10-12) #6632
Theatre Arts II is offered to students who have successfully completed Theatre Arts I and want to continue to build upon the skills learned in that course. Through the demonstration of the ability to analyze scripts for technical and character building elements, students will identify as a creative part of an ensemble and collaborative production team. In order to evaluate the use of artistic elements in a production, Theatre Arts II students are required to participate in a theatrical production. Enrollment in this course constitutes agreement to fulfill all curricular, co-curricular, and extracurricular requirements.
PR: Theatre Arts I SEM: 2 CR: 1

Theatre Arts III (11-12) #6633
Theatre Arts III is a continuation of study from Theatre Arts II. Students will explore advanced techniques in safely employing vocal, physical, and emotional expression and will evaluate the effects of creative expression on an audience. Through activities such as writing effective dialogue, casting and directing duet scenes, and integrating other areas of art or media into performances, students will demonstrate responsibility and artistic discipline. Students enrolled in Theatre Arts III are required to participate in a theatrical production. Enrollment in this course constitutes agreement to fulfill all curricular, co-curricular, and extracurricular requirements.
PR: Theatre Arts II SEM: 2 CR: 1

Theatre Arts IV (12) #6634
Theatre Arts IV is the culmination of the study of Theatre Arts in high school. Students will continue to build upon the skills acquired in Theatre Arts I-III. In Theatre Arts IV students will apply expertise in voice, movement, emotional expression, character development, and script analysis. Students will demonstrate responsibility and artistic discipline through the activity of casting and directing a short play. Students will evaluate a selected career in Theatre Arts and develop a resume and portfolio of theatrical experience. Theatre IV students are required to participate in a theatrical production. Enrollment in this course constitutes agreement to fulfill all curricular, co-curricular, and extracurricular requirements.
PR: Theatre Arts III SEM: 2 CR: 1

Technical Theatre I (9-12) #6641
Technical Theatre I is a course for students new to Technical Theatre. Students will be introduced to the safe use of scenery, lighting, costumes, sound, makeup, and props to effectively enhance theatrical productions. Through the design process, students will gain an appreciation for Theatrical Design as an art form and will recognize themselves as a creative part of a production team. Technical Theatre I students will learn to evaluate live theatre recognize the impact of live theatre on contemporary society. Technical Theatre I is a project based course that will require students to practice the safe use of shop tools and materials.
PR: None SEM: 2 CR: 1

Technical Theatre II (10-12) #6642
Technical Theatre II is offered to students who have successfully completed Technical Theatre I and want to continue to build upon the skills learned in that course. Students will learn the principles of design, principles of composition, and color theory as they begin to analyze dramatic scripts and apply the design process. Advanced techniques in the building of scenery, costumes, and props and the execution of lighting and sound will be examined. Students will gain an appreciation for world cultures and their contributions to Theatre Arts. Career opportunities in Technical Theatre will be explored while students begin to prepared resumes and portfolios of their theatrical design experiences. Technical Theatre II is a project based course that will require students to practice the safe use of shop tools and materials.
PR: Technical Theatre I SEM: 2 CR: 1

Technical Theatre III (11-12) #6643
Technical Theatre III is a continuation of study from Technical Theatre II. Students will explore advanced techniques in scenery construction, costume construction, makeup application, lighting design, sound design, and theatrical marketing. Students will demonstrate the design process by working as a member of a collaborative design team in designing technical elements for theatrical productions. Technical Theatre III is a project based course that will require students to practice the safe use of shop tools and materials.
PR: Technical Theatre II SEM: 2 CR: 1

Technical Theatre IV (12) #6644
Technical Theatre IV is the culmination of the study of Technical Theatre Arts in high school. Students will enhance the skills obtained in Technical Theatre I-III. Technical Theatre IV students will model the design process by designing the technical elements for a theatrical production. Students will demonstrate leadership skills by supervising the creation of their artistic designs in scenery, costumes, lighting, and sound giving students an appreciation for the full production process. Students will focus on a specific career in Technical Theatre and complete a resume and portfolio of their theatrical design experiences. Technical Theatre IV is a project based course that will require students to practice the safe use of shop tools and materials.
PR: Technical Theatre III SEM: 2 CR: 1

Theatre Production I (9-12) #6651
Theatre Production II (10-12) #6652
Theatre Production III (11-12) #6653
Theatre Production IV (12) #6654
Theatre Production provides students with practical hands-on experiences in acting and stagecraft through the preparation and public performances of plays. This curricular laboratory for the exploration, development, and synthesis of all the elements of theatre supplements other theatre and technical theatre courses by providing opportunities for the integration and implementation of ideas, skills, and techniques acquired in those classes. This course requires a commitment of time outside the academic school day. Enrollment in this course constitutes agreement to fulfill all curricular, co-curricular, and extracurricular requirements. This course is offered at some NISD high schools.
PR: Audition SEM: 2 CR: 1

Musical Theatre I (9-12) #6671
Musical Theatre II (10-12) #6672
Musical Theatre III (11-12) #6673
Musical Theatre IV (12) #6674
(These courses are offered at Taft H.S. only.)
Musical Theatre will expose students to a wide range of onstage performance disciplines, including acting performance, vocal performance, and dance performance. Students will receive comprehensive and rigorous instruction in varied styles of musical theatre, with special attention to the top principles of stage movement, vocal technique, choreography, acting, and characterization. Musical Theatre students are required to participate in theatrical productions. Enrollment in this course constitutes agreement to fulfill all curricular, co-curricular, and extracurricular requirements.
PR: None SEM: 2 CR: 1

OnRamps Arts and Entertainment Technologies #6986
This course presents a broad overview of digital media technologies, software, and applications along with the fundamental concepts of digital representations of images and signals. Students study an assortment of entertainment concepts or experiences, discover the underlying technology involved, and learn how this technology is delivered to the participant. In pursuit of answers to such questions, students also consider the cultural, philosophical, ethical, and practical aspects of entertainment technology.

Summer Fine Arts Camps in Band, Choir, Orchestra, Theatre, and Visual Arts may be available throughout the district.

Contact your campus Fine Arts instructors for detailed information.

What's In Your Go Center?

Internet Access for Research
Career Information
*Books, Magazines, Reference Guides
Career Interest Inventories
*Choices360 and Career Cruising
Military Information
*Recruiters on the campus during the year.
Videos:
*Careers, Job Search, Colleges, SAT Prep
Registration Packets:
*SAT/ACT, Prep Course (SAT), THEA
Catalogs:
*Colleges, Community Colleges, Universities
Applications:
*Admissions Applications available here.
*Texas Common Application
*Community College Application
*Applications can be downloaded from the internet.
Information on Apprenticeships

JROTC

Aerospace Science 1 (9-12) #5621
(AS-100) Milestones in Aviation History is an aviation history course focusing on the development of flight throughout the centuries. It starts with ancient civilizations and flight, then progresses through time to future developments in aerospace, with an introduction into cyber technologies. This course tells the story of the Air Force's heritage—laying the foundation for future Air Force JROTC aerospace science courses. **(LE-100) Traditions, Wellness and Foundations of Citizenship** introduces students to history, organization, mission, traditions, goals, and objectives of JROTC for all services. It introduces key military customs and courtesies, how to project a positive attitude, and examines the principles of ethical and moral behavior. It provides strategies for effective note taking and study skills for academic success.
PR: None

Aerospace Science 2 (10-12) #5622
Option 1 - (AS-200) The Science of Flight: A Gateway to New Horizons focuses on how airplanes fly, how weather conditions affect flight, flight and the human body, and flight navigation. The course is designed to complement materials taught in math, physics, and other science-related courses and is aligned with the National Science Education Standards, the Math Standards and Expectations, and ISTE National Educational Technology Standards for Students. **Option 2 - (AS-220) Cultural Studies: An Introduction to Global Awareness** introduces students to the world's cultures through the study of world affairs, regional studies, and cultural awareness. The course delves into history, geography, religions, languages, culture, political systems, economics, social issues, environmental concerns, and human rights. It looks at major events and significant figures that have shaped each region. **(LE-200) Communication, Awareness, and Leadership** stresses communications skills and cadet corps activities. Information is provided on communicating effectively, understanding groups and teams, preparing for leadership, solving conflicts and problems, and personal development.
PR: Aerospace Science 1

Aerospace Science 3 (10-12) #5623
(AS-300) Exploring Space: The High Frontier is a study of the space environment from the earliest days of interest in astronomy and early ideas of the heavens, through the Renaissance, and on into modern astronomy. It provides an in-depth study of the Earth, Sun, stars, Moon, and solar system, including the terrestrial and the outer planets. It investigates the importance of entering space and discusses manned and unmanned space flights, focusing on concepts surrounding spaceflight, space vehicles, launch systems, and space missions. **(LE-300) Life Skills and Career Opportunities** is designed to prepare students for life after high school in the high-tech, globally oriented, and diverse workplace of the 21st century. Students learn how to become a more confident financial planner and to save, invest, and spend money wisely, as well as how to avoid the credit trap. Students learn about real-life issues such as understanding contracts, leases, warranties, legal notices, personal bills, practical and money-saving for grocery shopping, apartment selection and life with roommates. Students learn how to apply for vocational or technical school, community college, or a college/university.
PR: Aerospace Science 1

Aerospace Science 4 (12) #5624
Option 1 - (AS- 400) Management of the Cadet Corps
A hands-on experience that affords students the opportunity to put theories of previous leadership courses into practice. Planning, organizing, coordinating, directing, controlling, and decision-making will be done by cadets. They will put into practice their communication, decision-making, personal-interaction, managerial, and organizational skills. **(LE-400) Fundamentals of Management** exposes students to the fundamentals of management and provides them with the necessary skills needed to put into practice what they have learned during their time in AFJROTC.
PR: Aerospace Science 1

Option 2 - (AS-410) Survival provides training in skills, knowledge, and attitudes necessary to successfully perform fundamental tasks needed for survival. Survival also presents "good to know" information that would be useful in any situation.
PR: Aerospace Science 1

Drill Curriculum (Cumulative) provides an in-depth introduction to drill and ceremonies. The course concentrates on the elements of military drill, and describes individual and group precision movements, procedures for saluting, drill, ceremonies, reviews, parades and development of the command voice.
PR: None

The Wellness Program is the Aerospace Science Physical Fitness Course (PE credit is given to AFJROTC students). The program focuses on individual base line improvement with the goal of achieving a national standard as calculated with age and gender. PR: None

Sequencing of Air Force Junior ROTC courses may not be the same at all campuses. Please consult the campus Air Force Junior ROTC syllabus for the proper sequence of courses.

Naval Science 1 (9-12) #5611
Introduction to NJROTC. This course will explain the background, purpose, goals, and objectives of the program. It will develop basic leadership skills via classroom instruction, military drill and uniform wear. The course also covers Citizenship and Government giving cadets knowledge of how to succeed as a member of the community and as a citizen of the United States. The course will introduce wellness, fitness and first aid and build on those practices through the four years of course work. It also explains the role of the armed forces in a democracy, tell you about how these forces are organized, and describe the role of the Defense Department.
PR: None SEM: 2 CR: 1

Naval Science 2 (10-12) #5612
Maritime History, Leadership, and Nautical Sciences. The instructors will introduce maritime history—the history of ships and navies—with emphasis on the role of the U.S. Navy and the influence of sea power in world events. Understanding the sciences that go into the operation of ships and aircraft is critical. The course will explain the importance of Maritime Geography, Oceanography, Meteorology, Astronomy, and Physical Sciences; including sciences that apply to navigation, keeping the ships afloat, and keeping the planes and helicopters in the sky. Through hands-on experience, the course builds on the leadership skills established in Naval Science 1.
PR: NS-1 or equivalent SEM: 2 CR: 1

Naval Science 3 (11-12) #5613
Naval Knowledge, Leadership, Naval Skills. The course introduces cadets to Sea Power and National Security strategies; how it is influenced by Military and International Law. Cadets will learn about the concept of sea power as presented by Alfred Thayer Mahan (1840–1914), an influential naval historian who believed that sea power was the key to success in international politics. Furthermore, cadets are instructed in Ship Construction, Organization, Seamanship, Marine Navigation, and Naval Weapons and Aircraft. Cadets at this level are being selected for leadership positions, managing the unit, and building upon leadership skills.
PR: NS-2 or equivalent SEM: 2 CR: 1

Naval Science 4 (12) #5614
Leadership Theory, Leadership Laboratory, Global Awareness. The cadets learn about Ethics and Morals, Case Studies in Leadership, Positions of Authority and Responsibility for Others. This is where senior cadets have the opportunity to serve in positions of authority. They are expected to plan, influence, and direct unit members' efforts in accomplishing a mission. Many cadets consider these experiences the most exciting part of their NJROTC careers. They will allow you to evaluate and practice the leadership skills developed in class. The seniors will learn about Global Awareness, understanding the regions of the world where the Navy operates and why those areas are important.
PR: NS-3 or equivalent SEM: 2 CR: 1

Naval Science: Drill Team/Rifle Team (9-12)
For Drill Team/Air Rifle Team Members Only.

SEM: 2 CR:0

JROTC PROGRAMS

Air Force:
Brandeis
Brennan
Clark
Harlan
Holmes
Jay
O'Connor
Taft / Communications Arts
Warren
Stevens

Naval Science:
Marshall only

Credit Recovery/Advancement Opportunities

There are several options for students to recover credits due to failure or to advance in credits.
Northside ISD offers the following:

- Summer School
- Correspondence courses
- Credit by Exam
- Credit Retrieval
- Online courses

For more information and to plan your credit recovery or advancement, speak to your high school counselor.

High School Four Year Plan with Endorsement

Refer to page 4 in the NISD Course Catalog for graduation credit requirements. Parents and students are encouraged to use this planning guide to track course completion and plan for upcoming years.

NAME _____ **ID** _____

ENDORSEMENT & STRAND: ***Select your endorsement and indicate your intended strand***

- ☐ Arts & Humanities _____
- ☐ Business & Industry _____
- ☐ Public Service _____
- ☐ STEM (Science, Technology, Engineering, Math)_____
- ☐ Multidisciplinary Studies

Student Signature _____

Parent Signature _____

9th Grade

Courses	Credits
English 1	1
Algebra 1	1
Biology	1
World Geography	1
PE / PE Equivalent	1
Language or Elective	1
Endorsement Elective or Elective	1

Middle School Credit/s:

10th Grade

Courses	Credits
English 2	1
Geometry	1
Chemistry	1
World History	1

11th Grade

Courses	Credits
English 3	1
Algebra 2	1
Physics	1
US History	1

12th Grade

Courses	Credits
English 4	1
Advanced Math	1
Advanced Science	1
Government/Economics	.5 /.5

Additional Graduation Requirements:

2 credits of language other than English
1 credit of Fine Art
.5 credit of Health
.5 credit of Speech

Name:_____ **Student ID#:** _____

Course Planner		
Subject Area	**Course #**	**Course Name**
Math		
Science		
Social Studies		
English		
Elective		
Elective		
Elective or Endorsement		
		Lunch

*See graduation requirements on page 4.

Alternate Selections:

Northside Independent School District
2020-2021 Calendar

5900 Evers Road • San Antonio, Texas 78238 • www.nisd.net • info@nisd.net

Important Dates

- First Day of School: Aug. 24
- Last Day of School: June 3
- End Six Weeks for Elementary Schools: Sept. 25, Oct. 30, Dec. 18, March 26, June 3
- *High / Middle School: Feb. 19, April 16, June 3

See additional information below for **Health Careers High School details*

- End Nine Weeks for: Oct. 23, Jan. 15, March 26, June 3
- Weather Make-Up Days: Feb. 15, June 4

Holidays

Independence Day Holiday	July 3
Labor Day	Sept. 7
Columbus Day	Oct. 12
Student Holiday	Nov. 23-24
Thanksgiving Break	Nov. 25-27
Winter Break	Dec. 21- Jan. 1
Martin Luther King, Jr. Day	Jan. 18
Student Holiday	Feb. 15
Spring Break	March 8-12
Good Friday	April 2
Battle of Flowers	April 23
Memorial Day	May 31

Teacher Staff Development Days

August 17-21
October 12
November 23-24
February 15
June 4 (work day)

Additional Information

- High School Semester Exams and Early Release at 12:50 p.m. are **Dec. 17** &**18,** and **June 2** & **3**.
- All middle and high schools are on a 6-week grading period, except for **Health Careers High School**, which is on a 9-week grading period. Therefore, the end of each grading period is as follows with an * indicating the semester end: **Oct. 23, Dec. 18*, March 26**, and **June 3***.
- 2021 Graduation ceremonies will be announced on the graduation website at nisd.net.

July

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23)	24
25	26	27	28	29	30	31

November

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15)	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26)	27
28	29	30	31			

April

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June

S	M	T	W	T	F	S
		1	2	3)	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Approved: 9/24/19
Revised _____

Produced by Northside ISD Communications Department