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Consolidated Independent School District

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CHANGING THE WORLD
THEIR FUTURE, OUR MISSION

High School CURRICULUM BULLETIN

2022-2023

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TABLE OF CONTENTS

GENERAL INFORMATION

The four years you spend in high school are the foundation of your life as an adult. Decisions you make concerning your course of study will have a serious impact on your future. With this in mind, Mission CISD has prepared the Curriculum Bulletin to assist you in planning your course of study. Many students may have a clear plan for the future; others may need to explore interests before making a decision. Students with definite plans for individual career pathways experience less frustration and avoid wasted time and money. Therefore, taking the time to study the following information with parents is of utmost importance. Guidelines, requirements, and procedures are outlined to help plan your four-year course of study to better prepare for the future. When planning, keep interests and needs in mind so a pleasant, productive, and rewarding high school experience is achieved.

For all students entering ninth grade beginning with the 2014-2015 school year, the Foundation High School (FHSP) Program became the default graduation program. Student may graduate FHSP, FHSP with Endorsement (STEM, Business and Industry, Public Service, Arts and Humanities, and/or Multi-Disciplinary Studies), FHSP with Endorsement at the Distinguished Level of Achievement, and students may earn Performance Acknowledgements. All incoming ninth graders must have a personal graduation plan (PGP), which includes the endorsement the student is pursuing. Students also have the opportunity to earn college credit toward a certification, associate degree, and/or baccalaureate degree while in high school.

The high school counselors provide guidance and support in making decisions regarding high school graduation, endorsements, personal graduation plans, and college-credit bearing courses.

Special Notes

A full-year, one period course consisting of two semesters is equivalent to one credit. One semester equals one-half credit. *There are a few exceptions for certain high school courses taken while in junior high or dual-credit courses where noted.*

Students who have successfully completed Algebra I and Geometry in junior high may receive mathematics units of high school credit. To insure a strong mathematical foundation, *students must pass each semester independently in junior high*; credit is not based upon a yearly average, and credit must be earned.

Enrollment in any Pre-Advanced Placement (Pre-AP) or Advanced Placement (AP) course is determined by the student's willingness to engage in a rigorous academic experience.

The listing of a course description in this publication does not guarantee that the course will be taught during the school year. Decisions as to whether a particular course will be taught are based upon the number of students requesting the course and the availability of personnel.

Grade Level Classification

Grade level classification is based on the number of academic credits earned as follows:

Grade Level	*Credits*
Freshmen (9th)	0 - 6.5
Sophomore (10th)	7 - 12.5
Junior (11th)	13 - 18.5
Senior (12th)	19+

Graduation Requirements

*(see tables beginning on page 12)

§74.11. High School Graduation Requirements [*effective August 2021]*

(a) To receive a high school diploma, a student entering Grade 9 in the 2014-2015 school year and thereafter must complete the following:

(1) in accordance with subsection (d) of this section, requirements of the Foundation High School Program specified in §74.12 of this title (relating to Foundation High School Program);

(2) testing requirements for graduation as specified in Chapter 101 of this title (relating to Assessment); and

(3) demonstrated proficiency, in Grade 8 or higher, as determined by the district in which the student is enrolled, in delivering clear verbal messages; choosing effective nonverbal behaviors; listening for desired results; applying valid critical-thinking and problem-solving processes; and identifying, analyzing, developing, and evaluating communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional

(b) Beginning with students enrolled in Grade 12 during the 2021-2022 school year, each student in Grade 12 must complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA) before graduating from high school. A student may graduate under the Foundation High School Program without completing a financial aid application if:

(1) the student's parent or other person standing in parental relation submits a signed form, approved by the Texas Education Agency (TEA), indicating that the parent or other person authorizes the student to decline to complete and submit the financial aid application;

(2) the student signs and submits the form described by paragraph (1) of this subsection on the student's own behalf if the student is 18 years of age or older or has been emancipated under Texas Family Code, Chapter 31; or

(3) a school counselor authorizes the student to decline to complete and submit the financial aid application for good cause, as determined by the school counselor. If a school counselor notifies a school district that a student has declined to complete and submit a financial aid application for good cause, the school counselor may not indicate details regarding what constitutes good cause.

(c) A school district shall clearly indicate the distinguished level of achievement under the Foundation High School Program, an endorsement, and a performance acknowledgment on the transcript or academic achievement record (AAR) of a student who satisfies the applicable requirements.

(d) A student entering Grade 9 in the 2014-2015 school year and thereafter shall enroll in the courses necessary to complete the curriculum requirements for the Foundation High School Program specified in §74.12 of this title and the curriculum requirements for at least one endorsement specified in §74.13 of this title (relating to Endorsements).

(e) A student may graduate under the Foundation High School Program without earning an endorsement if, after the student's sophomore year:

(1) the student and the student's parent or person standing in parental relation to the student are advised by a school counselor of the specific benefits of graduating from high school with one or more endorsements; and

(2) the student's parent or person standing in parental relation to the student files with a school counselor written permission, on a form adopted by the TEA, allowing the student to graduate under the Foundation High School Program without earning an endorsement.

(f) A student may earn a distinguished level of achievement by successfully completing the curriculum requirements for the Foundation High School Program and the curriculum requirements for at least one endorsement required by the Texas Education Code (TEC), §28.025(b-15), including four credits in science and four credits in mathematics to include Algebra II.

§74.12. Foundation High School Program.

(a) Credits. A student must earn at least 22 credits to complete the Foundation High School Program.

§74.13. Endorsements.

(a) A student shall specify in writing an endorsement the student intends to earn upon entering Grade 9.

(b) A district shall permit a student to enroll in courses under more than one endorsement before the student's junior year and to choose, at any time, to earn an endorsement other than the endorsement the student previously indicated. This section does not entitle a student to remain enrolled to earn more than 26 credits.

(c) A student must earn at least 26 credits to earn an endorsement. [Endorsements may be earned in STEM, Business and Industry, Public Service, Arts and Humanities, and/or Multidisciplinary Studies by completing the respective required courses.]

§74.14. Performance Acknowledgments.

(a) A student may earn a performance acknowledgment on the student's transcript for outstanding performance in a dual credit course by successfully completing:

(1) at least 12 hours of college academic courses, including those taken for dual credit as part of the Texas core curriculum, and advanced technical credit courses, including locally articulated courses, with a grade of the equivalent of 3.0 or higher on a scale of 4.0; or

(2) an associate degree while in high school.

(b) A student may earn a performance acknowledgment on the student's transcript for outstanding performance in bilingualism and biliteracy as follows.

(1) A student may earn a performance acknowledgment by demonstrating proficiency in accordance with local school district grading policy in two or more languages by:

(A) completing all English language arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100; and

(B) satisfying one of the following:

(i) completion of a minimum of three credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or

(ii) demonstrated proficiency in the Texas Essential Knowledge and Skills for Level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or

(iii) completion of at least three credits in foundation subject area courses in a language other than English with a minimum GPA of 80 on a scale of 100; or

(iv) demonstrated proficiency in one or more languages other than English through one of the following methods:

(I) a score of 3 or higher on a College Board Advanced Placement examination for a language other than English; or

(II) a score of 4 or higher on an International Baccalaureate examination for a higher-level languages other than English course; or

(III) performance on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent.

(2) In addition to meeting the requirements of paragraph (1) of this subsection, to earn a performance acknowledgment in bilingualism and biliteracy, an English language learner must also have:

(A) participated in and met the exit criteria for a bilingual or English as a second language (ESL) program; and

(B) scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS).

(c) A student may earn a performance acknowledgment on the student's transcript for outstanding performance on a College Board Advanced Placement test or International Baccalaureate examination by earning:

(1) a score of 3 or above on a College Board Advanced Placement examination; or

(2) a score of 4 or above on an International Baccalaureate examination.

(d) A student may earn a performance acknowledgment on the student's transcript for outstanding performance on an established, valid, reliable, and nationally norm-referenced preliminary college preparation assessment instrument used to measure a student's progress toward readiness for college and the workplace or on an established valid, reliable, and nationally norm-referenced assessment instrument used by colleges and universities as part of their undergraduate admissions process by:

(1) earning a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation;

(2) achieving the ACT® readiness benchmark score on at least three of the five subject tests on the ACT Aspire™ examination;;

(3) earning a total score of at least 1310 on the SAT®; or

(4) earning a composite score on the ACT® examination of 28 (excluding the writing subscore).

(e) A student may earn a performance acknowledgment on the student's transcript for earning a state-recognized or nationally or internationally recognized business or industry certification or license as follows.

(1) A student may earn a performance acknowledgment with:

(A) performance on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification; or

(B) performance on an examination sufficient to obtain a government-required credential to practice a profession.

(2) Nationally or internationally recognized business or industry certification shall be defined as an industry-validated credential that complies with knowledge and skills standards promulgated by a nationally or internationally recognized business, industry, professional, or government entity representing a particular profession or occupation that is issued by or endorsed by:

(A) a national or international business, industry, or professional organization;

(B) a state agency or other government entity; or

(C) a state-based industry association.

(3) Certifications or licensures for performance acknowledgements shall:

(A) be age appropriate for high school students;

(B) represent a student's substantial course of study and/or end-of-program knowledge and skills;

(C) include an industry-recognized examination or series of examinations, an industry-validated skill test, or demonstrated proficiency through documented, supervised field experience; and

(D) represent substantial knowledge and multiple skills needed for successful entry into a high-skill occupation.

Grading System

Numerical grades are used to represent the quality of student work.

70 – 100	**Passing**
Below 70	**Failing**

Partial Credit (EI Local)

When a student earns a passing grade in only one semester of a two-semester course and the combined grade for the two semesters is lower than 70, the District shall award the student credit for the semester with the passing grade. The student shall be required to retake only the semester in which he or she earned the failing grade.

Regaining Credit or Awarding a Final Grade (FEC Local)

When a student's attendance drops below 90 percent but remains at least at 75 percent of the days the class is offered, the student may earn credit for the class or a final grade by completing a plan approved by the principal. This plan must provide for the student to meet the instructional requirements of the class as determined by the principal.

If the student fails to successfully complete the plan, or when a student's attendance drops below 75 percent of the days the class is offered, the student, parent, or representative may request award of credit or a final grade by submitting a written petition to the appropriate attendance committee.

Petitions for credit or a final grade may be filed at any time the student receives notice but in any event, no later than 30 days after the last day of classes.

The attendance committee shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit or a final grade. The attendance committee may also, whether a petition is filed or not, review the records of all students whose attendance drops below 90 percent of the days the class is offered.

Students who have lost credit or have not received a final grade because of excessive absences may regain credit or be awarded a final grade by fulfilling the requirements established by the attendance committee.

RANKING SCALE
EXHIBIT

GRADE POINT WEIGHTS

Courses shall be classified into four groups: Advanced Placement (AP)/Dual, Pre-Advanced Placement (Pre-AP)/Honors, college preparatory (CP), and regular. Grade points shall be awarded in the following manner:

Quality of Work	Numerical Grade	AP*/Dual	Pre-AP*/Honors	CP	Regular
Excellent	100	4.9	4.3	3.4	3.1
	99	4.8	4.2	3.3	3.0
	98	4.7	4.1	3.2	2.9
	97	4.6	4.0	3.1	2.8
	96	4.5	3.9	3.0	2.7
	95	4.4	3.8	2.9	2.6
	94	4.3	3.7	2.8	2.5
	93	4.2	3.6	2.7	2.4
	92	4.1	3.5	2.6	2.3
	91	4.0	3.4	2.5	2.2
	90	3.9	3.3	2.4	2.1
Fair	89	3.8	3.2	2.3	2.0
	88	3.7	3.1	2.2	1.9
	87	3.6	3.0	2.1	1.8
	86	3.5	2.9	2.0	1.7
	85	3.4	2.8	1.9	1.6
	84	3.3	2.7	1.8	1.5
	83	3.2	2.6	1.7	1.4
	82	3.1	2.5	1.6	1.3
	81	3.0	2.4	1.5	1.2
	80	2.9	2.3	1.4	1.1
Passing	79	2.8	2.2	1.3	1.0
	78	2.7	2.1	1.2	0.9
	77	2.6	2.0	1.1	0.8
	76	2.5	1.9	1.0	0.7
	75	2.4	1.8	0.9	0.6
	74	2.3	1.7	0.8	0.5
	73	2.2	1.6	0.7	0.4
	72	2.1	1.5	0.6	0.3
	71	2.0	1.4	0.5	0.2
	70	1.9	1.3	0.4	0.1

Failing grades shall have zero grade point value.
*Gifted and Talented students shall be served through the Pre-AP, AP, and dual credit programs.

RANKED COURSES

Calculation

The District shall include in the calculation of class rank semester grades earned in high school credit courses taken in the following subject areas only: English, mathematics, science, and social studies. The calculation shall include failing grades.

ENGLISH

- ENGLISH I/ESOL I
- ENGLISH II/ESOL II
- ENGLISH III/AP/IB/DUAL
- ENGLISH IV/AP/IB/DUAL
- INDEPENDENT STUDY IN ENGLISH
- COLLEGE PREPARATORY ENGLISH COURSE

MATH

- ALGEBRA I
- GEOMETRY
- ALGEBRA II
- ALGEBRAIC REASONING
- PRECALCULUS
- MATH MODELS WITH APPLICATIONS
- INDEPENDENT STUDY IN MATHEMATICS
- ADVANCED QUANTITATIVE REASONING
- STATISTICS/AP
- AP CALCULUS AB
- AP CALCULUS BC
- AP COMPUTER SCIENCE
- COLLEGE PREPARATORY MATH COURSE

SCIENCE

- BIOLOGY/AP/DUAL
- INTEGRATED PHYSICS AND
- CHEMISTRY (IPC)
- CHEMISTRY/AP/IB/DUAL
- PHYSICS/AP/IB/DUAL
- AP PHYSICS 1: ALGEBRA-BASED
- AP PHYSICS 2: ALGEBRA-BASED
- AP PHYSICS C
- PRINCIPLES OF TECHNOLOGY
- ASTRONOMY
- AQUATIC SCIENCE
- EARTH AND SPACE SCIENCE
- ENVIRONMENTAL SYSTEMS
- AP ENVIRONMENTAL SCIENCE
- SCIENTIFIC RESEARCH AND DESIGN
- ANATOMY AND PHYSIOLOGY
- MEDICAL MICROBIOLOGY
- PATHOPHYSIOLOGY
- FOOD SCIENCE
- ADVANCED ANIMAL SCIENCE
- ADVANCED PLANT AND SOIL
- SCIENCE
- FORENSIC SCIENCE
- BIOTECHNOLOGY I
- BIOTECHNOLOGY II
- ENGINEERING DESIGN AND
- PROBLEM-SOLVING
- PRINCIPLES OF ENGINEERING

SOCIAL STUDIES

- US HISTORY/AP/DUAL
- US GOVERNMENT
- ECONOMICS
- WORLD HISTORY STUDIES
- WORLD GEOGRAPHY
- STUDIES
- SPECIAL TOPICS IN SOCIAL
- STUDIES
- AP EUROPEAN HISTORY
- AP HUMAN GEOGRAPHY
- AP SEMINAR
- AP RESEARCH

Exclusions

The calculation of class rank shall exclude grades earned in any elective course; any academic course taken as a substitute for a physical education course; an assigned remediation or tutoring course; any course for which a pass/fail grade is assigned; summer school; or through credit by examination, with or without prior instruction.

In addition, the calculation of class rank shall exclude grades earned in a distance learning course, unless the grade is earned in a coursetaken through the Texas Virtual School Network (TxVSN).

ACADEMIC ACHIEVEMENT

Class Ranking (EIC Local)

The District shall include in the calculation of class rank only grades earned for high school credit in the following subjects: English, mathematics, science, and social studies. The calculation shall include failing grades.

The calculation of class rank shall exclude grades earned in any elective course; any academic course taken as a substitute for a physical education course; an assigned remediation or tutoring course; any course for which a pass/fail grade is assigned; summer school; or through credit by examination, with or without prior instruction.

In addition, the calculation of class rank shall exclude grades earned in a distance learning course, unless the grade is earned in a course taken through the Texas Virtual School Network (TxVSN).

The District shall categorize and weight eligible courses as Advanced, Pre-Advanced Placement (AP), Honors, College Preparatory (CP), and Regular in accordance with provisions of this policy and as designated in appropriate District publications. The District shall convert semester grade points in accordance with the weighted grade point chart published in administrative documents and shall calculate a weighted GPA [see EIC(EXHIBIT), page 11].

Transferred Grades

When a student transfers semester grades for courses that would be eligible under the Regular category and the District has accepted the credit, the District shall include the grades in the calculation of class rank. When a student transfers semester grades for courses that would be eligible to receive additional weight under the District's weighted grade system, the District shall assign additional weight based on the categories and grade weight system used by the District if a similar or an equivalent course is offered to the same class of students in the District.

Students who transfer into the District with letter grades shall have letter grades converted to numerical grades for purposes of determining grade point averages and class rank using the following scale:

LETTER GRADE	NUMERICAL GRADE
A+	98
A	95
A-	92
B+	88
B	85
B-	82
C+	78
C	75
C-	72
D	70
F	65

Scholastic Honors

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank in accordance with this policy and administrative regulations by using grades available at the time of calculation at the end of the fifth six-week grading period of the senior year.

For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class rank for the purpose of automatic admission under state law. [See EIC(LEGAL)]

Mission Merit Graduate (EIC Local)

To be a Mission Merit Graduate, a student must:

1. Receive credit for eight or more state-approved Pre-AP, AP, and/or dual credit courses;
2. Rank in the top quartile of the class according to the weighted GPAs;
3. Have not earned a failing semester grade in any course; and
4. Complete the graduation requirements for the foundation program with the distinguished level of achievement.

A student who qualifies as a Mission Merit Graduate shall be eligible to wear an honor stole during graduation ceremonies.

Mission Academic Excellence Award (EIC Local)

The Mission Academic Excellence award shall be given to the number of students equal to the top five percent of the senior class. Calculation of the weighted GPA for this award shall be based on grades earned through the first semester of the senior year. To be eligible to receive this recognition, a student must:

1. Complete a combined total of eight or more Pre-AP, AP, and dual credit courses during the student's freshman, sophomore, and junior years;
2. Have not earned a failing semester grade in any course; and
3. Complete the graduation requirements for the foundation program with the distinguished level of achievement.

Valedictorian and Salutatorian (EIC Local)

The valedictorian and salutatorian shall be the eligible students with the highest and second-highest rank, respectively. To be eligible for this local graduation honor, a student must:

1. Have been continuously enrolled in the same District high school for the four regular semesters immediately preceding graduation; and
2. Have qualified for the Mission Academic Excellence Award.

The District shall also recognize the third-ranking student meeting the same eligibility criteria listed above.

Breaking a Tie (EIC Local)

In case of a tie in weighted GPAs, the District shall apply the following methods, in this order, to determine recognition as valedictorian or salutatorian:

1. Count the number of weighted AP and dual credit courses taken by each student involved in the tie.
2. Calculate a weighted GPA using only AP and dual credit courses.

If the tie is not broken after applying these methods, the District shall recognize all students involved in the tie as sharing the honor and title.

EARLY GRADUATES

To be eligible to graduate in three years, the students shall complete all course work and state mandated State of Texas Assessment of Academic Readiness End of Course (STAAR EOC) testing required of the ninth grade cohort in which they begin high school.

Students must apply to be three-year graduates at the end of their tenth grade year. Criteria includes, but is not limited to: a) completing all course work required of the ninth grade cohort in which they begin high school; b) passing all STAAR EOC tests; c) meeting the 90% attendance criteria; and d) successfully meeting all STAAR EOC testing requirements prior to graduating with special permission.

For ranking purposes, three-year graduates shall receive class rank for the first time during their fifth semester of school.

SCHEDULE CHANGES

Changes in a schedule or a course may only be made within campus guidelines. Requests for schedule changes will be honored for the following reasons:

- Error in scheduling
- Student failure in a prerequisite course
- Change in program (athletics, band, choir, orchestra, etc.)

DISTANCE LEARNING AND CORRESPONDENCE COURSES (EHDE Legal)

Credit toward state graduation requirements may be granted for distance learning and correspondence courses only as follows:

1. The institution offering the correspondence course is The University of Texas at Austin, Texas Tech University, or another public institution of higher education approved by the Commissioner.
2. Students may earn course credit through distance learning technologies, such as satellite, Internet, two-way videoconferencing, online courses, the Texas Virtual School Network (TxVSN), and instructional television.
3. The distance learning and correspondence courses must include the state-required essential knowledge and skills for such a course.

19 TAC 74.23

Texas Virtual School Network (EHDE Legal)

The TxVSN is a state-led initiative for online learning authorized by Education Code Chapter 30A. The TxVSN is a partnership network administered by TEA in coordination with regional education service centers (ESCs), Texas public school districts and charter schools, institutions of higher education, and other eligible entities.

The TxVSN is comprised of two components—the online school (OLS) program and the statewide course catalog. *19 TAC 70.1001(4)*

"Online School (OLS) program" is a full-time, virtual instructional program that is made available through an approved course provider and is designed to serve students in grades 3–12 who are not physically present at school. *19 TAC 70.1001(7)*

A TXVSN OLS may serve students in grades 3–12 but may not serve students in kindergarten–grade 2.

A school district that operates a TXVSN OLS that serves students in full-time virtual instruction shall, prior to the start of each academic year, notify TEA of grade levels to be served and the total number of students to be served during that academic year. A school district may not add grade levels after the start of the school year.

School districts approved to serve as TXVSN OLSs shall follow the TEA procedures related to obtaining a campus number for the virtual campus through which they serve their TXVSN OLS students.

School districts serving as TXVSN OLSs must follow all requirements in 19 Administrative Code 70.1011. *19 TAC 70.1011*

CREDIT BY EXAMINATION

With Prior Instruction (EHDB Legal)

In accordance with local policy, a student in any of grades 6–12 may be given credit for an academic subject in which he or she had some prior instruction, if the student scores 70 percent on a criterion-referenced test for the applicable course. *Education Code 28.023; 19 TAC 74.24(c)(3)*

Without Prior Instruction (EHDC Legal)

Using guidelines established by the State Board of Education (SBOE), a district shall develop or purchase examinations for acceleration to thoroughly test comprehension of the information presented in the applicable grade level or subject. The board shall approve for each subject, to the extent available, at least four examinations that satisfy the SBOE guidelines. *Education Code 28.023*

A district must have the approval of the board to develop its own tests or to purchase examinations. *19 TAC 74.24(a)(4)*

A district shall give a student in grades 6–12 credit for an academic subject in which the student has received no prior instruction if the student scores:

1. A three or higher on a College Board advanced placement examination that has been approved by the board for the applicable course;
2. A scaled score of 50 or higher on an examination administered through the College-Level Examination Program (CLEP) and approved by the board for the applicable course; or
3. Eighty percent or above on any other criterion-referenced test approved by the board for the applicable course.

19 TAC 74.24(c)(8)

The board shall approve for each high school course, to the extent available, at least four examinations that shall include College Board advanced placement examinations and examinations administered through CLEP. The examinations may include examinations developed by Texas Tech University, The University of Texas at Austin, the school district, or another entity.

In order for a district to administer an examination for credit, prior to the first administration, the district or provider of the assessment must certify that the examination:

1. Is aligned to all assessable TEKS for the course;
2. Has not been published and is not publicly available;
3. Will only be administered in a secure environment under standardized conditions by a school district or institution of higher education; and
4. Has been evaluated to ensure:
   a. Test scores can be interpreted as indicators of what the test is intended to measure; and
   b. Consistency of test results across testing conditions.

19 TAC 74.24(c)(2)

Examinations for courses that do not have an end-of-course (EOC) assessment shall meet all validation requirements at items 1–4 above no later than the 2019–20 school year. *19 TAC 74.24(c)(7)*

In order for a district to administer an examination for credit for a course that has a state EOC assessment instrument, the district or provider of the assessment must certify, prior to the first administration, that the examination:

1. Meets the above requirements for exam validation;
2. Has been externally validated and determined to:
   a. Align to and appropriately address all assessable TEKS for the course:
   b. Assess the appropriate level of rigor for each student expectation; and
   c. Yield comparable distribution of results across tested subgroups.

If the number of students who take an examination in a given year is not sufficient to determine comparable results among subgroups, the provider may obtain approval from the SBOE to demonstrate comparable results over a specified number of years.

For an examination that is validated in accordance with 19 Administrative Code 74.24(4), a district or the provider of the assessment must make public the following:

1. The annual report described below;
2. All relevant test development specifications;
3. A statement certifying that the examination meets the external validation criteria described above; and
4. Results for all tested subgroups disaggregated by students who receive prior instruction and students with no prior instruction and including descriptive data for small subgroups.

19 TAC 74.24(c)(4)–(6)

A district or provider of the assessment must make public an annual report, including:

1. The test development process;
2. A statement certifying the examination meets the certification criteria in 19 Administrative Code 74.24(c)(2)(d);
3. The number of students who took each examination;
4. The number of students who scored 70 percent or above on each examination;
5. The number of students who scored 80 percent or above on each examination; and
6. The average score for all students who took the examination for each examination.

19 TAC 74.24(c)(3)

An EOC assessment administered under Education Code 39.023(c) cannot be used for purposes of credit by examination. *19 TAC 101.3021(c)*

If a student is given credit by exam for a course with a corresponding EOC assessment on the basis of an examination on which the student scored 80 percent or higher, the district must enter the examination score on the student's transcript, and the student is not required to take an applicable EOC assessment instrument for the course. *19 TAC 74.24(c)(11)*

A district shall administer each exam approved by the board not fewer than four times each year. A district must provide windows to test between January 1 and March 31, April 1 and June 30, July 1 and September 30, and October 1 and December 31, unless the exam's administration date is established by an entity other than the district. A student may take a specific examination only once during each window.

The testing window must be designed to meet the needs of all students. The dates must be publicized in the community. *Education Code 28.023; 19 TAC 74.24(a)(1)*

The dates set by Mission Consolidated Independent School District for Credit-by-Examination are as follows:

Registration Period	***Testing Dates***
June 6–July 22	**Between July 1 and Sept. 30 (9:00 a.m. to noon, or 5:00 p.m. – 8:00 p.m.)**

	Tues., Sept. 6
	Wed., Sept. 7
	Thurs., Sept. 8
July 25–September 2	**Between Oct. 1 and Dec. 31 (9:00 a.m. to noon, or 5:00 p.m. – 8:00 p.m.)**
	Tues., Nov.8
	Wed., Nov. 9
	Thurs., Nov. 10
November 7–December 9	**Between Jan. 1 and March 31 (9:00 a.m. to noon, or 5:00 p.m. – 8:00 p.m.)**
	Tues., Feb. 7
	Wed., Feb. 8
	Thurs., Feb. 9
March 20-April 21	**Between April 1 and June 30 (Time: 8:00 a.m. – 11:00 a.m.)**
	Tues., June 6
	Wed., June 7
	Thurs., June 8

A district may allow a student to accelerate at a time other than those described above by developing a cost-free option approved by the board that allows students to demonstrate academic achievement or proficiency in a subject or grade level. *19 TAC 74.24(a)(5)*

A district shall provide opportunities for a student who is homeless or in substitute care who transfers to the district after the start of the school year to be administered credit by examination at any point during the school year. *19 TAC 74.24(a)(2)*

A student may not attempt to earn credit by examination for a specific high school course more than two times.

If a student fails to earn credit by examination for a specific high school course before the beginning of the school year in which the student would ordinarily be required to enroll in that course in accordance with the district's prescribed course sequence, the student must satisfactorily complete the course to receive credit for the course.

Education Code 28.023; 19 TAC 74.24(c)(9)–(10)

A district shall not charge for examinations for acceleration. If a parent requests an alternative examination, the district may administer and recognize results of a test purchased by the parent or student from Texas Tech University or the University of Texas at Austin. *19 TAC 74.24(a)(3)*

The District may allow a student to accelerate at a time other than those described above by developing a cost-free option approved by the Board that allows students to demonstrate academic achievement or proficiency in a subject or grade level.

Education Code 28.023; 19 TAC 74.24, 101.3021(c)

Edgenuity™

CREDIT RECOVERY

Credit Recovery targets students seeking an alternative method of instructional delivery in grades 9-12. Online software is the primary vehicle for instruction available in the lab setting. Students work at their own pace to recover course credit.

The student is required to take the STAAR EOC assessments for Algebra 1, English 1, English 2, Biology, and US History to fulfill their testing requirements.

RGV LEAD SCHOLARS PROGRAM

RGV Lead is in the business of education, partnering to engage students in college-and-career-focused learning opportunities to achieve a higher level of competence in the workforce. To graduate as an RGV LEAD Scholar, a student must meet all of the following requirements:

1. Complete all courses required for the Foundation High School Program (FHSP) with at least one Endorsement.
2. Complete the high school portion of a six- or eight-year program of study that includes (in high school) a coherent sequence of two or more career and technical education courses for three or more credits.
3. Compete at least two college-level courses as part of the high school graduation plan. Each college-level course must meet all of the following requirements:
    a. Must be a career and technical education course taken for high school credit.
    b. Must be either an articulated course for which the student has earned a grade of 80 or better or a dual-credit course for which the student has earned a passing grade.
    c. Must be a course that is included in a college-and-career focused program of study graduation plan.
4. Complete a declaration of intent to be an RGV LEAD Scholar.

Your high school counselor can provide you with the detailed information regarding the courses you will need to take.

RGV LEAD SCHOLARS – CLASS OF 2022 AND BEYOND

New requirements for graduating as an RGV LEAD SCHOLAR Class of 2022 and Beyond

1. Complete all courses required for the Foundation High School Program (FHSP) with at least one Endorsement
2. Complete at least one endorsement from a CTE option
3. Earn an industry-based certification or license through the selected CTE option or earn a passing grade for at least two college-level courses through the selected CTE option.

Note: CTE options are these:

- Science, Technology, Engineering, & Mathematics
- Business & Industry
- Public Services
- Multi-disciplinary

4. Complete a declaration of intent to be an RGV LEAD Scholar

Mission CISD Graduation Requirements

Discipline	Foundation HSP	
English Language Arts	**Four credits:** • English I • English II • English III • English IV or An advanced English course	
Mathematics	**Three credits:** • Algebra I • Geometry • An advanced math course	
Science	**Three credits:** • Biology • Integrated Physics and Chemistry/Chemistry/Physics • An advanced science course	
Social Studies	**Three credits** • World History or World Geography • U.S. History • U.S. Government (one-half credit) • Economics (one-half credit)	
Physical Education	**One credit**	
Health*	**One-half credit**	
Languages Other Than English	**Two credits in the same language** Two credits from Languages, Computer programming, including Computer coding	
Fine Arts	**One credit**	
Speech*	**One-half credit**	
Technology Applications*	**One credit**	
College Readiness*	**One credit**	
Electives	**Two credits**	
Total Credits	22	
Endorsements	**A student may earn an endorsement by successfully completing** • **curriculum requirements for the endorsement** • **a total of four credits in mathematics** • **a total of four credits in science** • **two additional elective credits**	
STEM	A coherent sequence or series of courses selected from one of the following: • CTE courses with a final course from the STEM career cluster • Computer science • Cybersecurity • Mathematics • Science • A combination of no more than two of the categories listed above	Includes courses directly related to: • science (biology, chemistry, physics, and two additional science courses) • technology • computer science/cybersecurity • engineering • advanced math (must include Algebra II and two additional math courses)

Business and Industry	A coherent sequence or series of courses selected from one of the following:
	• CTE courses with a final course from the Agriculture, Food, & Natural Resources; Architecture & Construction; Arts, Audio/Video, Technology & Communications; Business Management & Administration; Finance; Hospitality & Tourism; Information Technology; Manufacturing, Marketing; Transportation, or Distribution & Logistics CTE career cluster
	• The following English electives: public speaking, debate, advanced broadcast journalism including newspaper and yearbook
		Includes courses directly related to:
		• database management
		• information technology
		• accounting
		• culinary arts
		• finance
		• business administration
		• graphic design
		• architecture
		• construction
		• welding
		• automotive technology
		• agricultural science
		• collision repair
		• manufacturing
		  • commercial B license
		  • construction technology
		  • electrical technology

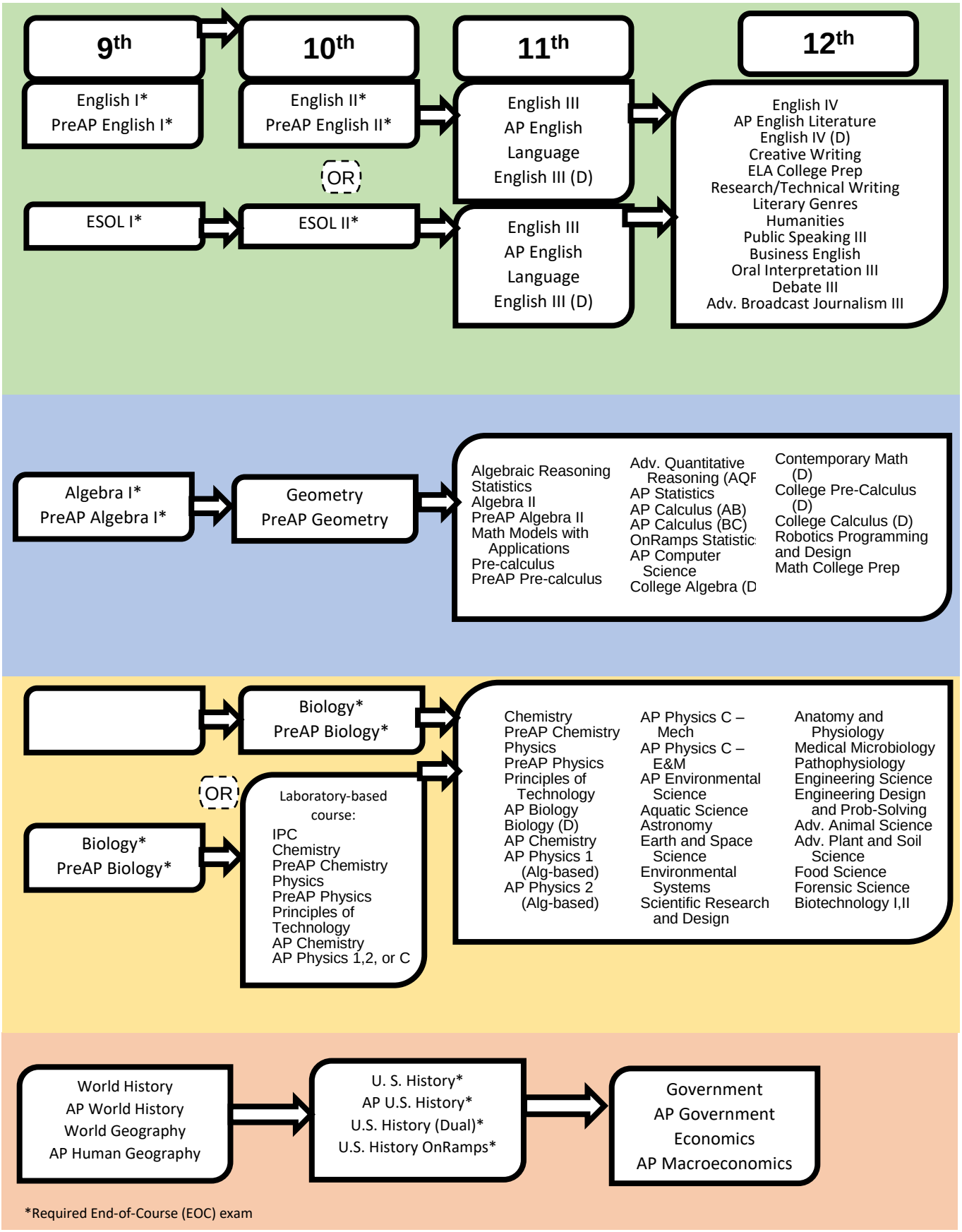
Public services	A coherent sequence or series of courses selected from one of the following: • CTE courses with a final course from the Education & Training; Government & Public Administration; Health Science, Human Services; or Law, Public Safety, Corrections, and Security career cluster • JROTC	Includes courses directly related to: • health sciences and occupations • education and training • law enforcement • cosmetology • barbering • JROTC
Arts and Humanities	A coherent sequence or series of courses selected from one of the following: • Social studies • The same language in Languages Other Than English • Two levels in each of two languages in Languages Other Than English • American Sign Language (ASL) • Courses from one or two categories (art, dance, music, and theater) in fine arts • English electives that are not part of Business and Industry	Includes courses directly related to: • political science • world languages • cultural studies • English literature • history • fine arts
Multidisciplinary Studies	A coherent sequence or series of courses selected from one of the following: • Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence • Four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics • Four credits in AP, IB, or dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts	Allows a student to select courses from the curriculum of each endorsement area and earn credits in a variety of advanced courses from multiple content areas sufficient to complete the distinguished level of achievement
	Total Credits w/endorsement	**26**
Distinguished level of achievement	• A total of four credits in math, including credit in Algebra II • A total of four credits in science • Completion of curriculum requirements for at least one endorsement	

Performance acknowledgment	• For outstanding performance
	  • at least 12 hours of college academic courses with a grade of 3.0 or higher on a 4.0 scale
	  • in bilingualism and biliteracy
	  • on an AP test or IB exam
	  • on the PSAT, the ACT-Aspire, the SAT, or the ACT
	  • earning a nationally or internationally recognized business or industry certification or license	

§74.13. Endorsements. *(b) A district shall permit a student to enroll in courses under more than one endorsement before the student's junior year and to choose, at any time, to earn an endorsement other than the endorsement the student previously indicated. This section does not entitle a student to remain enrolled to earn more than 26 credits.*

Core Program of Study

19 TAC Chapter 74



*Required End-of-Course (EOC) exam

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MISSION CISD GRADUATION PLAN SUMMARY AT-A-GLANCE					
FOUNDATION PROGRAM		**ENDORSEMENTS**		**DISTINGUISHED ACHIEVEMENT**	**PERFORMANCE ACKNOWLEDGMENTS**
	CREDITS				
ENGLISH (4 credits) • English 1/ESOL 1 • English 2/ESOL 2 • English 3 • Advanced English	 1.0 1.0 1.0 1.0				For outstanding performance: • In a dual credit courses • In bilingualism and biliteracy • On an AP test or IB exam • On the PSAT, the ACT-Aspire, the SAT, or the ACT • For earning a nationally or internationally recognized business or industry certification or license
MATH (3 credits) • Algebra 1 • Geometry • Advanced Math	 1.0 1.0 1.0	• Adv. Math	1.0	Total of four credits in math, including Algebra 2	
SCIENCE (3 credits) • Biology • IPC or Adv. Science • Advanced Science	 1.0 1.0 1.0	• Adv. Science	1.0	Total of four credits in science	
SOCIAL STUDIES (3 credits) • World Geography or World History • U.S. History • Govt./Economics	 1.0 1.0 1.0				
OTHER REQUIREMENTS (7 credits) • Foreign Lang. (LOTE, Comp. Prog.) • Fine Arts • P.E. • Speech • Health • Tech Apps • College Readiness	 2.0 1.0 1.0 0.5 0.5 1.0 1.0	Specific to Endorsements: • STEM • Business & Industry • Public Services • Art & Humanities • Multidisciplinary		Completion of curriculum requirements for at least one endorsement	
ELECTIVES (2 credits)	2.0	Specific to Endorsement	2.0		
TOTAL CREDITS (26.0)	22.0	TOTAL	4.0		

MISSION CISD – ENDORSEMENTS

STEM	BUSINESS & INDUSTRY	PUBLIC SERVICES	ARTS & HUMANITIES	MULTIDISCIPLINARY
Includes courses directly related to: • Computer Science • Engineering • Math • Science • Technology	Includes courses directly related to: • Accounting • Agricultural Science • Animation • Architecture • Audio/Video Production • Auto Technology • Business Administration • Networking Systems • Construction Technology • Culinary Arts • Finance • Graphic Design • HVAC • Information Technology • Logistics • Manufacturing • Marketing • Welding	Includes courses directly related to: • Cosmetology • Education • Health Sciences and Occupations • JROTC • Law enforcement • Medical Administrative Assistant • Nursing • Pharmacy • Phlebotomy • EMT • Fire Fighter Science	Includes courses directly related to: • Art • Band • Choir • Mariachi • Music • Theatre Arts • English Literature • History • Political science • World languages/ Cultural Studies	Allows students to select courses from the curriculum of each endorsement area and earn credits in a variety of advanced courses from multiple content areas sufficient to complete the distinguished level of achievement.

§74.13. Endorsements. *(b) A district shall permit a student to enroll in courses under more than one endorsement before the student's junior year and to choose, at any time, to earn an endorsement other than the endorsement the student previously indicated. This section does not entitle a student to remain enrolled to earn more than 26 credits.*

MISSION CISD – GRADUATION PLAN WORKSHEET

Foundation Plan – 22 Credits

English Language Arts – 4 Credits
- ☐ English I
- ☐ English II
- ☐ English III
- ☐ Advanced English: _____

Mathematics – 3 Credits
- ☐ Algebra I
- ☐ Geometry
- ☐ Advanced Math: _____

Social Studies – 3 Credits
- ☐ World Geography or World History
- ☐ US History
- ☐ Government
- ☐ Economics

Science – 3 Credits
- ☐ Biology
- ☐ IPC **or**
- ☐ Advanced Science: _____
- ☐ Additional Advanced Science: _____

Foreign Language or Substitute: _____
- ☐ Year 1
- ☐ Year 2

Fine Arts – 1 Credit
- ☐ Fine Art

Physical Education – 1 Credit
- ☐ Physical Education

Health – ½ Credit
- ☐ ½ Credit

Speech – ½ Credit
- ☐ ½ Credit

Tech. Apps. – 1 Credit
- ☐ Tech. Apps.

College Readiness – 1 Credit
- ☐ College Readiness

Electives – 2 Credits
- ☐ Elective 1 _____
- ☐ Elective 2 _____

Endorsements – TOTAL: 26 Credits

- ☐ STEM
- ☐ Business and Industry
- ☐ Arts and Humanities
- ☐ Public Services
- ☐ Multidisciplinary Studies

- ☐ Math **or** 1 CTE Math
- ☐ 1 Science **or** 1 CTE Science
- ☐ Elective 1
- ☐ Elective 2

Distinguished – Eligible for top 10% Automatic Admission

- ☐ Four credits in math, including Algebra II
- ☐ Four credits in science
- ☐ Completion of curriculum requirements for at least one endorsement: _____

Performance Acknowledgment:

For outstanding performance:
- ☐ In a dual credit courses: _____
- ☐ In bilingualism and biliteracy: _____
- ☐ On an AP or IB exam: _____
- ☐ On the PSAT, ACT-ASPIRE, SAT or ACT: _____
- ☐ For earning a nationally or internationally recognized business or industry certification or license

MISSION CISD – PERFORMANCE ACKNOWLEDGMENTS

OUTSTANDING PERFORMANCE DUAL CREDIT

Successfully completing:

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

BILINGUALISM AND BILITERACY

A student must meet #1 and #2 of the following:

- ☐ **1) Demonstrating proficiency in accordance with local school district grading policy in two or more languages by**
  - ☐ Completing all ELA requirements and maintaining a minimum grade point average of 80 on a scale of 100 ***and satisfying one of the following:***
    - ☐ Completion of three credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100
    - ☐ Demonstrated proficiency in TEKS for Level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100
    - ☐ Completion of at least three credits in foundation subject area courses in a language other than English with a minimum GPA of 80 on a scale of 100
    - ☐ Demonstrated proficiency in one or more languages other than English through one of the following:
      - A score of 3 or higher on an AP exam for a language other than English
      - A score of 4 or higher on an IB examination for a higher-level language other than English
      - Performance on a national assessment of language proficiency in a language other than English of at least Intermediate High
- ☐ **2) In addition to meeting the requirements under #1, an ELL must also have:**
  - ☐ Participated in and met the exit criteria for a bilingual or ESL program
  - ☐ Scored at the Advanced High Level on the TELPAS

OUTSTANDING PERFORMANCE ON ADVANCED PLACEMENT OR IB EXAM

- ☐ Scoring a 3 or above on an AP exam, or
- ☐ Scoring a 4 or above on an IB exam for a higher-level course

OUTSTANDING PERFORMANCE ON THE PSAT, ACT-ASPIRE, SAT, OR ACT

- ☐ Earning a score on the PSAT/NMSQT that qualifies the student for a recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program, or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation
- ☐ Achieving the college readiness benchmark score on at least three of the five subject tests on the ACT-Aspire
- ☐ earning a total score of at least 1310 on the SAT®; or
- ☐ earning a composite score on the ACT® examination of 28 (excluding the writing subscore).

STATE-RECOGNIZED OR NATIONALLY OR INTERNATIONALLY RECOGNIZED BUSINESS OR INDUSTRY CERTIFICATION OR LICENSE

- ☐ Performance on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification
- ☐ Performance on an examination sufficient to obtain a government-required credential to practice a profession

PROGRAMS DESIGNED FOR THE ACADEMICALLY GIFTED AND TALENTED STUDENTS

MCISD secondary-level schools provide curriculum offerings for students with special talents and abilities. Teachers and counselors aid these students in assessing their strengths and weaknesses and in determining their goals as they select their courses each year.

Gifted and Talented Program

The Gifted and Talented (GT) program is provided to address the special interests, needs, and abilities of gifted learners through the differentiation of content, process, product and learning environment. Qualitative and quantitative instruments are used to assess and identify students for the Gifted and Talented program. To be identified and placed in the program, students must meet criteria in four of the following six evaluation instruments:

1. Scales for Rating the Behavioral Characteristics for Superior Children
2. Parent Inventory
3. Naglieri Nonverbal Ability Test
4. Norm-referenced achievement test in Math or mastery level on most recent STAAR test in math
5. Norm-referenced achievement test in Reading/Language Arts or mastery level on most recent STAAR test in reading
6. Torrance Test of Creative Thinking

The *Permission to Participate* form must be signed by the parent/guardian for students to be GT-identified and participate in the program. Appeals procedures for identification and exit are available should the need arise.

At the high school level, the gifted/talented students are served primarily through the Pre-Advanced Placement (Pre-AP)/Honors and Advanced Placement (AP) Program. Pre-Advanced Placement//Honors and Advanced Placement Program teachers apply the principles of differentiation through depth, complexity, and pacing within the course parameters to accommodate the characteristics of gifted learners. Dual enrollment college courses are also available to students meeting the dual enrollment criteria.

Texas Performance Standards Project

The Texas Performance Standards Project (TPSP) was developed in alignment with the *State Goal for Services for Gifted/Talented Students* and provides one option for schools to meet the requirements of the *Texas State Plan for the Education of Gifted/Talented Students*. TPSP is available for any Texas public school district or charter school to improve the rigor and relevance of its advanced academic instruction in Kindergarten to grade 12.

Since the Texas Performance Standards Project (TPSP) is a statewide standards and assessment system used to capture the high levels of achievement for advanced students, all identified gifted and talented students as well as all students in the Pre-AP/AP program may be required to complete a year-long research-based project. The goal of the TPSP is for students to create work that reflects professional quality. The projects are TEKS-based and focus on the core content areas of English language arts, mathematics, science, and social studies with interdisciplinary connections.

Pre-Advanced (Pre-AP)/Honors and Advanced Placement (AP) Program Information

Because the district strongly encourages all students to set high academic expectations, which are aligned to College Board's open enrollment policy, admission requirements for Pre-AP/Honors and AP courses have been broadened in recent years. Students who have an interest in studying at greater depth than is usually required in regular classes may participate. However, to protect the integrity of the program, students and their parents are provided information about the high expectations of the program and are required to sign a class agreement acknowledging the expectations and committing to work to meet the standards of the courses. Enrollment in these courses should be based on interest as well as ability since the curriculum requires more advanced and intensive work. Students will often be expected to begin course work during the summer with summer readings and assignments.

The Pre-Advanced Placement (Pre-AP)/Honors Program

The decision to enroll in Pre-AP ultimately rests with parents and students. The school can provide powerful input through teacher recommendation, communication with parents regarding the challenges of the Pre-AP/Honors curriculum, and information about the indicators of student success. Pre-AP/Honors classes are offered in language arts, mathematics, social studies, and science.

These courses typically move at a faster pace, are more academically challenging, require more independent learning and homework than other academic courses. The purpose of the Pre-AP/Honors Initiative is to equip all middle and high school teachers with the strategies and tools they need to engage their students in active, high-level learning, thereby ensuring that every middle and high school student develops the skills, habits of mind, and concepts they need to succeed in college.

The Advanced Placement Program (AP)

The AP Program offers college-level instruction to the academically successful student while in high school. AP students are expected to work at an accelerated pace and to engage in outside reading and independent learning. The curriculum of AP courses is determined by the College Board and focuses on preparing the student to take the Advanced Placement examination for that course. While AP courses are open to any student who wishes to take on these additional challenges of this advanced curriculum, students who choose to enroll should be prepared for the added academic rigor of the course. AP courses concentrate on providing students with rigorous college level instruction while preparing students for AP exams. Students are responsible for ensuring that the college they are planning to attend will award credit for AP examination scores. **(NOTE: AP scores do not appear on the student transcripts, so students are responsible for forwarding AP scores to the college(s) they plan to attend.)**

Advanced Placement Exams

All students enrolled in an AP course are expected to take the Advanced Placement exams that are based upon college-level courses taught in high school. Currently students pay an AP examination fee per test in the fall to test in the spring. Scores on AP exams may enable the student to receive college credit, advanced placement or both. Scores are reported on a five-point scale with five being the highest score. A score of three or better is acceptable for advanced placement and college credit by most colleges. By exempting several college freshman level courses in this way, a student may realize substantial savings in college costs. AP teachers and counselors will advise students about the Advanced Placement courses and AP examinations.

Exit Policy

At the end of the first six-weeks, the student may drop/change his/her class selection. Once the deadline passes, the student is committed to this course. After the first six-weeks, no other change in class selection will be made until the end of the semester pending approval by the campus principal.

Concurrent Enrollment

Concurrent enrollment allows academically talented high school juniors and seniors to enroll in university courses and receive college credit; students must petition to receive high school credit since the courses may or may not cover required Texas Essential Knowledge and Skills. Students must meet specific eligibility requirements to enroll in the concurrent enrollment program; these courses may fulfill the minimum number of credits on any graduation plan only if the petition for high school credit is approved.

Subject area coordinators will determine approval for concurrent credit courses based on syllabi and/or course descriptions provided by the student. Syllabi and/or course descriptions must provide advanced academic instruction beyond, or in greater depth than the Texas Essential Knowledge and Skills. Prior to enrolling in a university course, check with your high school counselor for additional information on the process for petitioning for high school credit for college and university courses not taught on MCISD campuses.

NOTE: ***UTRGV does not charge tuition and fees for admitted high school students***; *students/parents or guardians are responsible for transportation and textbooks.*

Dual Enrollment

Dual enrollment is an agreement between a college or university and a high school that allows high school students to complete college or university courses prior to graduation. Successful completion of the course will provide high school credit at the completion of a predetermined number of college hours; credit for the course(s) taken through dual enrollment is added to the transcript at the college or university. The district also awards high school credit for college courses if it determines that the course meets the requirements of the Texas Education Agency (TEA).

Mission CISD students have the opportunity to participate in the Dual Enrollment Academy, which are two-year dual enrollment programs for high school juniors interested in earning an associate degree by the end of their senior year in high school. Students take high school courses in the morning at their home campus and dual credit courses in the afternoon at South Texas College.

Selection for the dual enrollment academies occurs in the spring of the sophomore year. Students wishing to participate in this program must be **current Mission CISD** students (enrolled during the fall and spring of their sophomore year) to apply. Mission CISD sophomores must complete an application, meet the STC requirements, and be recommended by Mission High School, Veterans Memorial High School, or Mission Collegiate High School to participate. Since TEKS must be met to receive high school credit, students must commit to remaining in the program for a full year to receive high school credit toward graduation. [Most high school courses require two full semesters of college coursework to meet the TEKS requirements].

Pending availability of funding, Mission CISD will pay for current tuition, books, and transportation for students selected to participate in these STC dual enrollment academies.

South Texas College-Dual Credit Academic Courses

The district has established dual enrollment with South Texas College in which students may enroll in college courses taught on the high school campus by qualified instructors. Any student who is interested in participating in the dual enrollment program with MCISD/STC should schedule an appointment with his/her counselor.

*SPECIAL NOTE: **§13.101 Authority -** Texas Education Code, §54.068, provides that institutions may charge a higher rate of tuition to students with repeated or excess hours…Excess Hours--effective with students initially enrolling in the fall 1999 semester and subsequent terms, hours, including dual credit hours, attempted by a resident undergraduate student that exceed more than 45 hours of the number of hours required for completion of the degree plan in which the student is enrolled. Effective with students initially enrolling in the fall 2006 semester and subsequent terms, hours, including dual credit hours, attempted by a resident undergraduate student that exceed more than 30 hours of the number of hours required for completion of the degree program in which the student is enrolled. For purposes of excess hours, resident undergraduate student includes a nonresident student who is permitted to pay resident tuition.*

PROGRAMS DESIGNED FOR EMERGENT BILINGUALS

MCISD secondary schools provide intensive English language development classes and sheltered instruction content curriculum offerings for English Learners (ELs). The campus Language Proficiency Assessment Committee (LPAC) and counselors support ELs in assessing their English proficiency and in determining their goals as they select courses each year.

Sheltered Instruction

Sheltered instruction is an approach to teaching ELs that integrates language and content instruction. The goals for sheltered instruction are to provide access to mainstream, grade-level content, and to promote the development of English language proficiency. Teachers provide meaningful instruction in the content areas by scaffolding instruction to aid student comprehension of content topics and objectives by adjusting their speech, instructional tasks, and by providing appropriate background information and experiences.

To meet eligibility requirements for sheltered instruction courses, a student must be identified as Limited English Proficient (LEP).

Monitoring of Instruction

The English language proficiency and academic growth of students are assessed through course grades, six weeks assessments, district benchmarks, norm-referenced tests. Students not making adequate progress will receive additional linguistic interventions as deemed necessary by the campus LPAC.

Opportunities for Earning Course Credit

For high school students coming from out of the country, report cards from home country will be submitted to the Bilingual/ESL Department for credit analysis. The Bilingual/ESL department will submit all pertinent documents to the district's contracted evaluation services. This evaluation service will determine which credits are aligned to the Texas Essential Knowledge and Skills (TEKS) and create a transcript analysis. The Bilingual Office will receive the transcript analysis, obtain approval from the executive director, and forward to the appropriate campus. Within two weeks from receiving transcript analysis, the campus committee will review and record credits accordingly on student transcript, determine the student's grade level, and make schedule adjustments/changes as necessary.

LEGEND

ESOL English for speakers of other languages

LEP Limited English Proficient

EBs Emergent Bilinguals

CP College Preparation level courses are taught with the intent of preparing students for college/university after high school.

Pre-AP The Pre-Advanced Placement (Pre-AP) is taught at an accelerated pace, giving students the opportunity to begin preparation for college/advanced level work. The course includes college-level subject matter with special emphasis on independent research skill, extensive outside reading assignments and critical thinking. Students identified as gifted and talented are encouraged to enroll in Gifted and Talented (GT) and Advanced Placement classes in their areas of strength or interest. Teachers offering the GT classes apply the principles of differentiation through depth, complexity and pacing within the course parameters to accommodate the characteristics of gifted learners. To differentiate, a teacher must address the five dimensions of differentiation: content, process, product, environment, and assessment.

AP The Advanced Placement Program (AP) of The College Board enables students to complete college-level studies at the secondary level. The "academic bridge" helps smooth the transition from high school to college. The primary goals of the AP Program are to enrich the secondary school experience of students ready to apply themselves to college-level courses and to provide the means by which colleges may grant credit or placement, or both, to students with satisfactory AP test scores. The rigor demanded of students who take AP courses lends itself to the academic needs of gifted learners; however, rigor is not all that gifted students require. Differentiation within an AP course can provide an opportunity for gifted students to demonstrate their talents and strengths. Through AP course work, gifted learners may take advantage of the opportunity to demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment.

D Dual Enrollment is an agreement between a college or university and a high school that allows high school students to complete college or university courses prior to graduation. Successful completion of the course will provide high school credit and at the completion of a predetermined number of college hours, credit for the course(s) taken through dual enrollment is added to the transcript at the college or university. Subject area coordinators will determine approval for dual credit courses based on syllabi and/or course descriptions every semester provided by the student. Syllabi and/or course descriptions must provide advanced academic instruction beyond, or in greater depth than the Texas Essential Knowledge and Skills.

* Course may be taught as AP/Dual. Please verify with counselor.

COURSE DESCRIPTIONS
2022-2023

A. ENGLISH LANGUAGE ARTS

ENGLISH I

Students enrolled in English I will read and understand a wide variety of literary and informational texts. Writing includes students composing a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail. For research, students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information. Listening and speaking components consist of students listening and responding to the ideas of others while contributing their own ideas in conversations and in groups. Oral and written conventions require students to learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. 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 should read and write on a daily basis.

ESOL I

1 credit

Prerequisites: Must be identified as an Emergent Bilingual student at the Beginner or Intermediate level of English Proficiency; LPAC recommendation

English for Speakers of Other Languages I is a skills acquisition course designed to enable students to progress toward a functional use of English by developing understanding, speaking, reading, and writing skills. Strategies and methodologies of second language acquisition are utilized throughout this course. This course provides a series of sequentially arranged activities such as pronunciation, vocabulary, and English grammar to support English 1 TEKS instruction. Students in this class will take the STAAR EOC English I state assessment. Placement in this course is recommended by the LPAC. This course satisfies English I credit requirements.

CP

1 credit

Prerequisite: None

Pre-AP

1 credit

In addition to following the English I curriculum, the English I Pre-AP student will increase and refine critical reading and writing skills. The student will communicate effectively through exposition, analysis, and argumentation to achieve sufficient richness and complexity for effective communication.

ENGLISH II

Students enrolled in English II will read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English II, 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 should read and write on a daily basis.

ESOL II

1 credit

Prerequisites: Must be identified as an Emergent Bilingual student at the Beginner or Intermediate level of English Proficiency; LPAC recommendation; ESOLI

English for Speakers of Other Languages II is a continuation of ESOLI and it builds on skills learned in ESOL.I Students focus on the development of English composition skills, and the continuing development of understanding, speaking, reading, and writing skills. Strategies and methodologies of second language acquisition are utilized throughout this program to support English II TEKS instruction. Students in this class will take the STAAR EOC English II state assessment. Placement in these courses is by LPAC recommendation. This course satisfies English II credit requirements.

CP

1 credit

Prerequisite: ESOL I / English I

Pre-AP

1 credit

In addition to the English II curriculum, the English II Pre-AP student will continue to increase and refine reading, writing, and evaluative skills in a fast-paced, challenging academic environment. Additionally, the student will consider a work's literary merits as well as the social and historical context reflected in the text.

ENGLISH III

Students enrolled in English III will read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English III, 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 should read and write on a daily basis.

CP

1 credit

*AP ENGLISH LANGUAGE

1 credit

Prerequisite: None. Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis of nonfiction texts.

*ENGLISH III (D)

1 credit

Prerequisite: English I and II; must meet STC requirements

English III Dual is a course offered in conjunction with South Texas College. Students who successfully complete course requirements will earn one high school credit per year and three hours of college credit per semester. This course focuses on the development of effective communication through written discourse. Emphasis is placed on the process of writing, including pre-writing, writing, stages of revising, and editing, but students will also analyze literary elements and examine cultural contexts and social implications in a variety of genres.

ENGLISH IV

Students enrolled in English IV will read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English IV, 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 should read and write on a daily basis.

CP

1 credit

Prerequisite: English I, II, and III

*AP ENGLISH LITERATURE AND COMPOSITION

1 credit

Prerequisite: None. Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods.

*ENGLISH IV (D)

1 credit

Prerequisite: English I, II, and III; must meet STC requirements

English IV Dual is a course offered in conjunction with STC. Students who successfully complete course requirements will earn one high school credit per year and three hours of college credit per semester. This course focuses on the development of effective communication through written discourse. Emphasis is placed on the process of writing, including pre-writing, writing, stages of revising, and editing, but students will also analyze literary elements and examine cultural contexts and social implications in a variety of genres.

*ENGLISH 1301-1302 OnRamps (D)

1 credit

Prerequisite: English I and II; must meet OnRamps requirements

English 1301-1302 OnRamps (D) is a course offered in conjunction with The University of Texas. Students who successfully complete course requirements will earn one high school credit per year and three hours of college credit per semester. This course features a fall semester course in argumentation, essential to leadership communications skills, and a spring semester course focused on analyzing and crafting sound and effective arguments among peers. Over the two courses, students are aligned to college expectations for critical writing, reading, research, and analysis.

PRACTICAL WRITING SKILLS

½ to 1 credit

Prerequisite: For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

This course emphasizes skill in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar, the reading comprehension of informational text, and the effective use of vocabulary. Students are expected to understand the recursive nature of reading and writing. Evaluation of students' own writing as well as the writing of others ensures that students completing this course are able to analyze and evaluate their writing.

CP

½ to 1 credit

Prerequisite: Student has not met standard on the ELA Exit Level TAKS

CREATIVE WRITING

½ to 1 credit

Prerequisite: For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

The study of creative writing allows high school students to earn one-half to one credit while developing versatility as a writer. Creative Writing, a rigorous composition course, asks high school students to demonstrate their skill in such forms of writing as fictional writing, short stories, poetry, and drama. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The students' evaluation of their own writing as well as the writing of others ensures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop peer and self-assessments for effective writing, and set their own goals as writers.

ENGLISH LANGUAGE DEVELOPMENT AND ACQUISITION (ELDA) I

1 elective credit

Prerequisite: LPAC Committee Recommendation; Beginner Level Score on Designated State Approved English Oral Language Proficiency Test. This course must be taken concurrently with English I for Speakers of Other Languages (ESOL I).

The English Language Development and Acquisition (ELDA) A course is designed to provide instructional opportunities for secondary recent immigrant students with little or no English proficiency. These students have scored at the negligible/very limited academic language level of the state-approved English oral language proficiency tests. This course enables students to become increasingly more proficient in English in all four language domains. It addresses cognitive, linguistic, and affective needs in compliance with federal requirements

ENGLISH LANGUAGE DEVELOPMENT AND ACQUISITION (ELDA) II

1 elective credit

Prerequisite: LPAC Committee Recommendation; Beginner Level Score on Designated State Approved English Oral Language Proficiency Test. This course must be taken concurrently with English II for Speakers of Other Languages (ESOL II).

This course is a continuation of English Language Development and Acquisition (ELDA) I. It is designed to continue providing instructional opportunities for students who have oral language skills in English but have minimal English reading and composition skills.

PROFESSIONAL COMMUNICATION

1/2 credit

Prerequisite: None

For successful participation in professional and social life, students must develop effective communication skills. Rapidly expanding technologies and changing social and corporate systems demand that students send clear verbal messages, choose effective nonverbal behaviors, listen for desired results, and apply valid critical-thinking and problem-solving processes. Students enrolled in Professional Communications will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.

READING APPLICATION AND STUDY SKILLS

1/2 credit

Prerequisite: None

In this course, students will learn how to study word meanings, produce effective summaries, identify and relate key ideas, draw and support inferences, and will review study strategies that will help prepare them for the demands of college. It will also include instruction on test-taking skills to prepare students for PSAT, SAT, ACT, THEA. Students pursuing an advanced academic curriculum, Pre-AP and or AP are strongly encouraged to enroll in this course.

READING 1, 2, & 3

1/2 to 3 Credits

Prerequisite: For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

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

Improvement

1 credit per year

Prerequisite: Students needing intervention in Reading

Fast ForWord

½ to 1 credit per year

Prerequisite: Students needing intervention in Reading

Reading Success

1 local credit

Grade: 12
Prerequisite: Student has not met standard on the ELA EXIT Level TAKS

This course covers the reading skills students need to master in order to pass the EXIT Level of ELA TAKS. Instruction will be designed to meet the learning needs of each individual student.

ENGLISH LANGUAGE ARTS COLLEGE PREP

1 credit

Grade 12
Prerequisite: Student has not met the college readiness standard in English Language Arts and is not ready to perform entry-level college coursework

This yearlong English Language Arts College Preparation course has been developed in partnership with institutes of higher education to prepare students to perform at entry-level college coursework without having to take an English language arts developmental education course in college. Students successfully completing the requirements of this course will be able to enroll in college level courses at one of the partnering institutes of higher education in the Rio Grande Valley.

B. MATHEMATICS

The desire to achieve educational excellence is the driving force behind the Texas essential knowledge and skills for mathematics, guided by the college and career readiness standards. By embedding statistics, probability, and finance, while focusing on fluency and solid understanding, Texas will lead the way in mathematics education and prepare all Texas students for the challenges they will face in the 21st century.

The process standards describe ways in which students are expected to engage in the content. The placement of the process standards at the beginning of the knowledge and skills listed for each grade and course is intentional. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use mathematics efficiently and effectively in daily life. The process standards are integrated at every grade level and course. When possible, students will apply mathematics to problems arising in everyday life, society, and the workplace. Students will use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. Students will select appropriate tools such as real objects, manipulatives, paper and pencil, and technology and techniques such as mental math, estimation, and number sense to solve problems. Students will effectively communicate mathematical ideas, reasoning, and their implications using multiple representations such as symbols, diagrams, graphs, and language. Students will use mathematical relationships to generate solutions and make connections and predictions. Students will analyze mathematical relationships to connect and communicate mathematical ideas. Students will display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

ALGEBRA I

In Algebra I, students will build on the knowledge and skills for mathematics in Grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations.

CP

1 credit

Prerequisites: Mathematics-Grade 8 or its equivalent

Pre-AP

1 credit

Prerequisite: Mathematics-Grade 8 or its equivalent

GEOMETRY

Students continue to build on the foundational concepts as presented in Grades K-8, expanding their understanding through other mathematical experiences. In Geometry, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I to strengthen their mathematical reasoning skills in geometric contexts. Within the course, students will begin to focus on terminology that is more precise, symbolic representations, and the development of proofs. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. Students will connect previous knowledge from Algebra I to Geometry through the coordinate and transformational geometry strand. In the logical arguments and constructions strand, students are expected to create formal constructions using a straight edge and compass. Though this course is primarily Euclidean geometry, students should complete the course with an understanding that non-Euclidean geometries exist. In proof and congruence, students will use deductive reasoning to justify, prove and apply theorems about geometric figures. Throughout the standards, the term "prove" means a formal proof to be shown in a paragraph, a flow chart, or two-column formats. Proportionality is the unifying component of the similarity, proof, and trigonometry strand. Students will use their proportional reasoning skills to prove and apply theorems and solve problems in this strand. The two- and three-dimensional figure strand focuses on the application of formulas in multi-step situations since students have developed background knowledge in two- and three-dimensional figures. Using patterns to identify geometric properties, students will apply theorems about circles to determine relationships between special segments and angles in circles. Due to the emphasis of probability and statistics in the college and career readiness standards, standards dealing with probability have been added to

the geometry curriculum to ensure students have proper exposure to these topics before pursuing their post-secondary education.

CP

1 credit

Prerequisites: Algebra 1

Pre-AP

1 credit

Prerequisite: Algebra 1

In addition to the topics covered in Geometry CP, a strong emphasis will be placed on a student using deductive reasoning. The level of instruction/curriculum will focus on preparing the student for the Advanced Placement courses.

ALGEBRAIC REASONING

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

CP

Prerequisite: Algebra 1 **1 credit**

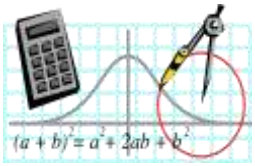
STATISTICS

In Statistics, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. Students will broaden their knowledge of variability and statistical processes. Students will study sampling and experimentation, categorical and quantitative data, probability and random variables, inference, and bivariate data. Students will connect data and statistical processes to real-world situations. In addition, students will extend their knowledge of data analysis.

CP

1 credit

Prerequisite: Algebra 1



ALGEBRA II

Concepts of first year algebra will be reviewed and extended. This course requires a degree of mathematical maturity and provides advanced skills in algebraic operations. In Algebra II, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods.

CP

1 credit

Prerequisites: Algebra 1 and Geometry

Pre-AP

1 credit

Prerequisite: Algebra I and Geometry

Algebra II Pre-AP provides an in-depth treatment of algebraic concepts through the study of functions using a transformational approach. The levels of instruction/curriculum will focus on preparing the student for Advanced Placement courses.

MATHEMATICAL MODELS WITH APPLICATIONS

Mathematical Models with Applications is designed to build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. This mathematics 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. Students will select from tools such as physical objects; manipulatives; technology, including graphing calculators, data collection devices, and computers; and paper and pencil and from methods such as algebraic techniques, geometric reasoning, patterns, and mental math to solve problems.

CP

1 credit

Prerequisites: Algebra 1

PRE-CALCULUS

This course extends the concepts of algebra and geometry. Precalculus is the preparation for calculus. The course approaches topics from a function point of view, where appropriate, and is designed to strengthen and enhance conceptual understanding and mathematical reasoning used when modeling and solving mathematical and real-world problems. Students systematically work with functions and their multiple representations. The study of Precalculus deepens students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels. Students investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use technology to build understanding, make connections between representations, and provide support in solving problems.

CP

1 credit

Prerequisites: Algebra II

Pre-AP

1 credit

Prerequisites: Algebra II

ADVANCED QUANTITATIVE REASONING (AQR)

In Advanced Quantitative Reasoning, students will develop and apply skills necessary for college, careers, and life. Course content consists primarily of applications of high school mathematics concepts to prepare students to become well-educated and highly informed 21st century citizens. Students will develop and apply reasoning, planning, and communication to make decisions and solve problems in applied situations involving numerical reasoning, probability, statistical analysis, finance, mathematical selection, and modeling with algebra, geometry, trigonometry, and discrete mathematics.

1 credit

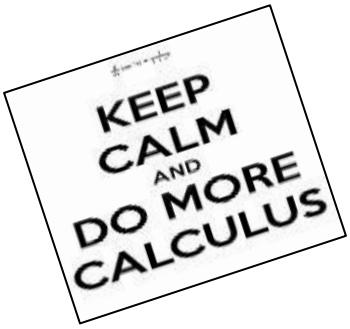
Grade: 12
Prerequisite: Geometry and Algebra II

***AP STATISTICS**

The course will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The topics for AP Statistics are divided into four major themes: exploratory analysis, planning a study, probability and statistical inference. Students will be prepared for college-level studies. Students are required to take the AP exam as per the signed contract.

1 credit

Prerequisites: Algebra II Pre-AP, Pre-Calculus preferred



***AP CALCULUS (AB)**

This course is intended for students who have a thorough knowledge of Algebra I, Geometry, Algebra II and Pre-Calculus. An understanding of rectangular and polar coordinates, equations and graphs, lines and conics is critical for this course. AP Calculus (AB) is a course in introductory calculus with elementary functions. Topics include: Functions and Graphs, Limits and Continuity, Differential and Integral Calculus. Students will be prepared for college-level studies. Students are required to take the AP exam as per the signed contract.

1 credit

Prerequisites: Pre-Calculus Pre-AP

***AP CALCULUS (BC)**

Calculus BC covers more topics than Calculus AB. The additional topics include parametric, polar and vector functions and polynomial approximations and series. Instruction will include preparation for the College Board Advanced Placement Examination for Calculus BC. Students are required to take the AP exam as per the signed contract.

1 credit

Prerequisites: Calculus AB or Pre-calculus with Physics AP Exam scores of 4 or 5, and teacher recommendation

STATISTICS

This course is designed to help students learn the basics of data analysis, including the descriptive and inferential statistical procedures that are commonly used in basic statistical research. Students will learn techniques for graphing and describing data; explore common function patterns including linear, logarithmic, exponential and logistic functions; introduced to correlation and linear regression; learn the basic principles of hypothesis testing and the inferences that can be drawn from them; and develop skills necessary for evaluating the conditional probability of events.

1 credit

Prerequisites: Successful completion of high school-level Algebra I

COLLEGE ALGEBRA (D)

This college-level math course is the study of quadratic, polynomial, rational, logarithmic and exponential functions and includes the study of systems of equations and matrices. The focus of the course is the discovery and application of algebraic techniques, including graphing, to solve related equations. Additional topics may include sequences and series.

½ credit

Grades: 10, 11 or 12
Prerequisite: Successful completion of Algebra II; must meet STC dual enrollment requirements including TSI-complete.

CONTEMPORARY MATHEMATICS (D)

This college-level math course is intended for Non-STEM (Science, Technology, Engineering and Mathematics) majors. Topics include introductory treatments of sets and logic, financial mathematics, probability and statistics and appropriate applications. Number sense, proportional reasoning, estimation, technology, and communication should be embedded throughout the course. Additional topics may be covered.

½ credit

Grades: 10, 11 or 12
Prerequisite: Successful completion of Algebra II; must meet STC dual enrollment requirements including TSI-complete.

MATHEMATICS FOR BUSINESS AND SOCIAL SCIENCES (D)

This college-level math course covers the application of common algebraic functions, including polynomial, exponential, logarithmic, and rational, to problems in business, economics, and the social sciences are addressed. The applications include mathematics of finance, including simple and compound interest and annuities; systems of linear equations; matrices; linear programming; and probability, including expected value.

½ credit

Grades: 10, 11 or 12
Prerequisite: Successful completion of Algebra II; must meet STC dual enrollment requirements including TSI-complete.

COLLEGE PRE-CALCULUS (D)

This college-level math course is an in-depth combined study of algebra, trigonometry, and other topics for calculus readiness.

½ credit

Grades: 10, 11 or 12
Prerequisite: Must meet STC dual enrollment requirements including MATH 1414 (College Algebra) with a grade of "C" or better.

COLLEGE CALCULUS I (D)

This college-level math course covers functions, limits, continuity, differentiation, anti-derivatives, and the definite integral and its applications.

½ credit

Grades: 11 or 12
Prerequisite: Must meet STC dual enrollment requirements including MATH 2412 (College Pre-Calculus) with a grade of "C" or better.

COLLEGE CALCULUS II (D)

This college-level math course covers derivatives and integrals of transcendental functions, integration methods and applications, infinite sequences and series.

½ credit

Grades: 11 or 12
Prerequisite: Must meet STC dual enrollment requirements including MATH 2413 (Calculus I) with a grade of "C" or better.

COLLEGE CALCULUS III (D)

This college-level math course covers the study of vectors, calculus of several variables, partial derivatives, multiple integrals and vector calculus, Divergence Theorem and Stoke's Theorem.

½ credit

Grades: 11 or 12
Prerequisite: Must meet STC dual enrollment requirements including MATH 2414 (Calculus II) with a grade of "C" or better.

Differential Equations (D)

This college-level math course is an introduction to ordinary differential equations, emphasizing solution techniques to first order and special higher order differential equations, initial value problems, boundary value problems, Laplace transforms, series solutions, and applications.

½ credit

Grades: 11 or 12
Prerequisite: Must meet STC dual enrollment requirements including MATH 2414 (Calculus II) with a grade of "C" or better.

SUCCESS IN MATH

This course covers the algebra, geometry, probability, statistics, proportional reasoning concepts and problem solving skills students need to master in order to pass the state assessment(s) in math. Instruction will be designed to meet the learning needs of each individual student.

1 local credit

Grades: 11 or 12
Prerequisite: Student has not met standard on state assessment(s) in math

STRATEGIC LEARNING FOR HIGH SCHOOL MATH

This course is intended to create strategic mathematical learners from underprepared mathematics students. The basic understandings will stimulate students to think about their approach to mathematical learning. These basic understandings will include identifying errors in the teaching and learning process, input errors, physiological concerns, and key cognitive skills. The essential knowledge and skills will foster a deeper understanding of the task of learning mathematical concepts. Use of personal data and statistical analysis will establish relevance and aid in creation of individualized learning plans (I.L.P.'s).

1 credit

Prerequisite: Grade level 9

ROBOTICS PROGRAMMING AND DESIGN

Robotics Programming and Design will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful robotic programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve problems in designing and programming robots. Through data analysis, students will identify task requirements, plan search strategies, and use robotic concepts to access, analyze, and evaluate information needed to solve problems. By using robotic 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 robotics through the study of physics, robotics, automation, and engineering design concepts.

1 credit

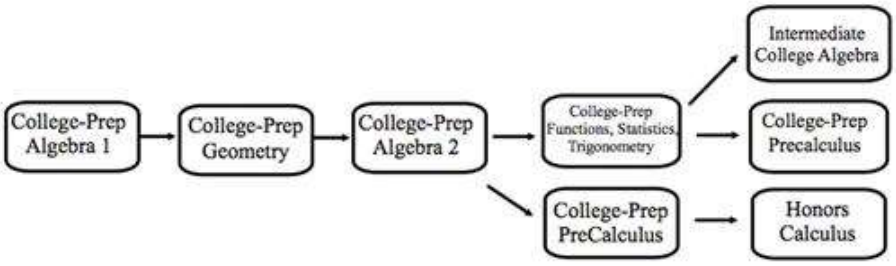
Grades: 9-12
Prerequisite: proficiency in the knowledge and skills relating to Technology Applications and Career and Technical Education, Grades 6-8

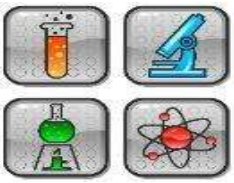
MATH COLLEGE PREP

This year-long Math College Preparation course has been developed in partnership with institutes of higher education to prepare students to perform at entry-level college coursework without having to take a mathematics developmental education course in college. Students successfully completing the requirements of this course will be able to enroll in college level courses at one of the partnering institutes of higher education in the Rio Grande Valley.

1 credit

Grade 12
Prerequisite: Student has not met the college readiness standard in math and is not ready to perform entry-level college coursework





C. SCIENCE

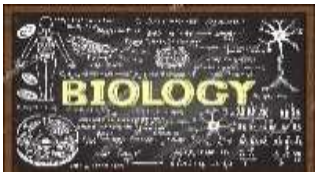
INTEGRATED PHYSICS AND CHEMISTRY

In Integrated Physics and Chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. This course integrates the principles of physics and chemistry in the following topics: force, motion, energy, and matter.

CP

1 credit

Grades: 9 or 10
Prerequisites: None



BIOLOGY

In Biology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Biology study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; 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.

CP

1 credit

Grades: 9, 10, or 11
Prerequisites: None

Pre-AP

1 credit

Grades: 9, 10, or 11
Prerequisites: Teacher Recommendation

The level of instruction will focus on preparing the student for AP Biology.

CHEMISTRY

In Chemistry, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives.

CP

1 credit

Grades: 10, 11, or 12
Prerequisites: Biology 1; Algebra 1 and completion of or concurrent enrollment in a second year of math

Pre-AP

1 credit

Grades: 10, 11, or 12
Prerequisites: Biology 1; Algebra 2 or enrolled

The level of instruction will focus on preparing the student for AP chemistry.

PHYSICS

In Physics, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. Students who successfully complete Physics will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical thinking skills.

CP

1 credit

Grades: 9, 10, 11, or 12

Prerequisites: Biology 1 and Algebra 1. A calculator is required.

Pre-AP

1 credit

Grades: 10, 11, or 12
Prerequisites: Biology 1 and Pre-Calculus or enrolled

The level of instruction will focus on preparing the student for AP Physics. A calculator is required.

PRINCIPLES OF TECHNOLOGY

1 credit

Grades: 10, 11, or 12
Prerequisites: Biology; Algebra 1

In Principles of Technology, students will conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Various systems will be described in terms of space, time, energy, and matter. Students will study a variety of topics that include laws of motion, conservation of energy, momentum, electricity, magnetism, thermodynamics, and characteristics and behavior of waves. Students will apply physics concepts. Students will apply physics concepts and perform laboratory experimentations for at least 40% of instructional time using safe practices. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in TAC SS74.3 (b)(2)(C).

Credit may not be earned for both Physics and Principles of Technology to satisfy science credit requirements.

*AP BIOLOGY

1 credit

Prerequisites: Biology 1 and Chemistry

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes – energy and communication, genetics, information transfer, ecology, and interactions. This course will contain extensive laboratory investigations and the student is expected to do a great deal of outside independent study. Students are required to take the AP exam as per the signed contract.

*BIOLOGY (D)

1 credit

Prerequisites: Biology 1 and Chemistry or Physics; must meet STC requirements

Biology Dual is a college course. A student will receive 8 hours of college credit upon satisfactory completion of the 2 semesters. This course studies the fundamental principles of living organisms including physical and chemical properties of life, the transfer of energy through metabolic systems, cellular organization and function, cell division, genetics, ecology, population dynamics, evolution, and classification systems. This course requires 12 hours per semester of outside field work.

*AP CHEMISTRY

1 credit

Prerequisites: Biology I, Chemistry, and Algebra II

The AP Chemistry course provides students with a foundation to support future advanced course work in chemistry. Through inquiry-based learning, students develop critical thinking and reasoning skills. Students cultivate their understanding of chemistry and science practices by exploring topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. This course incorporates extensive laboratory work and the student is expected to do a great deal of outside independent study. Students are required to take the AP exam as per the signed contract.

AP PHYSICS 1

1 credit

Prerequisites: Biology I and Geometry; concurrently enrolled in Algebra II or equivalent course

AP Physics I is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. Students are expected to study independently outside of class. Heavy emphasis is placed on higher level mathematics to support concepts studied. Students are required to take the AP exam as per the signed contract.

AP PHYSICS 2

1 credit

Prerequisites: Biology I, AP Physics I or a comparable introductory course, and Precalculus or enrolled

AP Physics II is an algebra – based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. Students are expected to do a great deal of outside independent study. Heavy emphasis is placed on higher level mathematics to support concepts studied. Students are required to take the AP exam as per the signed contract.

AP PHYSICS C: MECHANICS

1 credit

Prerequisites: Biology I and Calculus or enrolled.

AP Physics C: Mechanics is equivalent to a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. This course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course. Students are expected to do a great deal of outside independent study. Heavy emphasis is placed on higher level mathematics to support concepts studied. Students are required to take the AP exam as per the signed contract.

AP PHYSICS C – ELECTRICITY AND MAGNETISM

1 credit

Prerequisites: Biology I and Calculus or enrolled.

AP Physics is a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course. Students are expected to do a great deal of outside independent study. Heavy emphasis is placed on higher level mathematics to support concepts studied. Students are required to take the AP exam as per the signed contract.

AP ENVIRONMENTAL SCIENCE

1 credit

Prerequisites: Biology I; Chemistry, Algebra I

The AP Environmental Science course is designed to be the equivalent of a one-semester introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. This course incorporates laboratory work, and the student is expected to complete a large amount of outside independent study. Students are required to take the AP exam as per the signed contract.

College Chemistry 1

1 credit

Prerequisites: Chemistry, Algebra 1

The Principles of Chemistry I course addresses the nature of matter, energy, chemical reactions, and chemical thermodynamics. The course reviews descriptive chemistry of matter in the natural world as well as compositional and reaction stoichiometry of chemical compounds. Throughout the course, students learn to think like scientists by exploring the underlying theoretical foundations of chemistry, making intuitive arguments for how the world works, and supporting those arguments with quantitative measures. Built with an intention to engage students from a variety of backgrounds, students in the course will learn how to successfully study science by organizing their learning around mastery and ownership of materials.

Introduction to Chemical Practices I—the course's lab component—provides an introduction to the techniques of modern experimental chemistry and is designed to instill basic laboratory and analytical skills.

Physics I

1 credit

Prerequisites: Physics, Algebra 1

Mechanics, Heat, and Sound introduces big ideas in physics, such as Newtonian mechanics (including motion, force, energy, and rotation), as well as solid and fluid mechanics, oscillations, waves, sound, and heat.

AQUATIC SCIENCE

1 credit

Grades: 10, 11, or 12
Prerequisites: Biology I and Chemistry

In Aquatic Science, students study the interactions of biotic and abiotic components in aquatic environments, including impacts on aquatic systems. Investigations and field work in this course may emphasize fresh water or marine aspects of aquatic science depending primarily upon the natural resources available for study near the school. Students who successfully complete Aquatic Science will acquire knowledge about a variety of aquatic systems, conduct investigations and observations of aquatic environments, work collaboratively with peers, and develop critical-thinking and problem-solving skills.

ASTRONOMY

1 credit

Grades: 11 or 12
Prerequisites: Biology and IPC or an advanced science course.

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

EARTH AND SPACE SCIENCE

1 credit

Grades: 11 or 12
Prerequisites: Three units of science, one of which may be taken concurrently and three units of mathematics, one of which may be taken concurrently. Science units must include Biology I and IPC or an advanced science course

Earth and Space Science is a course designed to build on students' prior scientific and academic knowledge and skills to develop understanding of Earth's system in space and time. The Earth and Space Science themes of Earth in space and time, Solid Earth, and fluid Earth will be taught using three strands: systems, energy, and relevance.

ENVIRONMENTAL SYSTEMS

1 credit

Grades: 11 or 12
Prerequisites: Biology 1 and IPC or an advanced science course.

In Environmental Systems, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: 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.

SCIENTIFIC RESEARCH AND DESIGN

1-3 credits

Grades: 11 or 12
Prerequisites: Biology I and IPC, Chemistry, or Physics

Scientific Research and Design is a broad-based course designed to allow districts and schools considerable flexibility to develop local curriculum to supplement any program of study or coherent sequence. The course has the components of any rigorous scientific or engineering program of study from the problem identification, investigation design, data collection, data analysis, formulation, and presentation of the conclusions. All of these components are integrated with the career and technical education emphasis of helping students gain entry-level employment in high-skill, high-wage jobs and/or continue their education. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in TAC SS74.3 (b)(2)(C).

ANATOMY AND PHYSIOLOGY

1 credit

Grades: 10, 11, or 12
Prerequisites: Biology I and a second science credit. Recommended prerequisite: A course from the Health Science Career Cluster.

The Anatomy and Physiology course is designed for students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in TAC SS74.3 (b)(2)(C).

MEDICAL MICROBIOLOGY

1 credit

Grades: 10, 11, or 12
Prerequisites: Biology I and Chemistry. Recommended prerequisite: A course from the Health Science Career Cluster.

The Medical Microbiology course is designed to explore the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in TAC SS74.3 (b)(2)(C).

PATHOPHYSIOLOGY

1 credit

Grades: 11 or 12
Prerequisites: Biology I and Chemistry. Recommended prerequisite: a course from the Health Science Career Cluster.

The Pathophysiology is designed for students to conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. Students in Pathophysiology study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of disease. Students will differentiate between normal and abnormal physiology. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in TAC SS74.3 (b)(2)(C).

ENGINEERING SCIENCE

1 credit

Grades: 10, 11, or 12
Prerequisites: Biology I and IPC, Chemistry, or Physics and Algebra I. Recommended prerequisite: Geometry.

Engineering Science is an engineering survey course designed to expose students to some of the major concepts and technologies that they will encounter in a post-secondary program of study in any engineering domain. Students will have an opportunity to investigate engineering and high-tech careers. In Engineering Science, students will employ science, technology, engineering, and mathematical concepts in the solution of real-world challenge situations. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in TAC SS74.3 (b)(2)(C).

ENGINEERING DESIGN AND PROBLEM SOLVING

1 credit

Grades: 11 or 12
Prerequisites: Biology, I and IPC, Chemistry, or Physics; Algebra I and Geometry. Recommended prerequisites: Two Science, Technology, Engineering, and Mathematics (STEM) Career Cluster credits are recommended.

The Engineering Design and Problem Solving course is the creative process of solving problems by identifying needs and then devising solutions. The solution may be a product, technique, structure, or process depending on the problem. Science aims to understand the natural world, while engineering seeks to shape this world to meet human needs and wants. Engineering design takes into consideration limiting factors or "design under constraint." Various engineering disciplines address a broad spectrum of design problems using specific concepts from the sciences and mathematics to derive a solution. The design process and problem solving are inherent to all engineering disciplines. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in TAC SS74.3 (b)(2)(C).

SMALL ANIMAL MANAGEMENT

½ credit

Grade 10 or 11
Recommended Prerequisite: Principles of Ag, Food and Natural Resources

In Small Animal Management, students will acquire knowledge and skills related to small animals and the small animal management industry. Small Animal Management may address topics related to small mammals such as dogs and cats, amphibians, reptiles, and birds. To prepare for careers in the field of animal science, students must enhance academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills in a variety of settings.

VETERINARY MEDICAL APPLICATIONS

1 credit

Grade 11 or 12
Prerequisites: Equine Science, Small Animal Management, or Livestock Production

Veterinary Medical Applications covers topics relating to veterinary practices, including practices for large and small animal species. To prepare for careers in the field of animal science, students must attain academic skills and knowledge, acquire technical knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills and technologies in a variety of settings.

ADVANCED ANIMAL SCIENCE

1 credit

Grade: 11 or 12
Prerequisites: Biology I and Chemistry or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production. Recommended prerequisite: Veterinary Medical Applications.

Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. To prepare for careers in the field of animal science, students must attain academic skills and knowledge, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in TAC SS74.3 (b)(2)(C).

ADVANCED PLANT AND SOIL SCIENCE

1 credit

Grade: 11 or 12
Prerequisites: Biology I and Integrated Physics and Chemistry (IPC), Chemistry, or Physics and a minimum of one credit from the courses in the Agriculture, Food, and Natural Resources Career Cluster.

Advanced Plant and Soil Science provides a way of learning about the natural world. Students should know how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science. To prepare for careers in plant and soil science, students must attain academic skills and knowledge, acquire technical knowledge and skills related to plant and soil science and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in TAC SS74.3 (b)(2)(C).

FOOD SCIENCE

1 credit

Grades: 11 or 12
Prerequisites: three credits of science including Biology and Chemistry. Recommended prerequisite: Principles of Hospitality and Tourism.

In Food Science students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Food Science is the study of the nature of foods, the causes of deterioration, the principles underlying food processing, and the improvement of foods for the consuming public. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in TAC SS74.3 (b)(2)(C).

FORENSIC SCIENCE

1 credit

Grades: 11 or 12
Prerequisites: Biology I and Chemistry. Recommended prerequisite or corequisite: any Law, Public Safety, Corrections, and Security Career Cluster course.

Forensic Science is a course that introduces students to the application of science to connect a violation of law to a specific criminal, criminal act, or behavior and victim. Students will learn terminology and procedures related to the search and examination of physical evidence in criminal cases as they are performed in a typical crime laboratory. Using scientific methods, students will collect and analyze evidence such as fingerprints, bodily fluids, hairs, fibers, paint, glass, and cartridge cases. Students will also learn the history and the legal aspects as they relate to each discipline of forensic science. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in TAC SS74.3 (b)(2)(C).

BIOTECHNOLOGY I

1 credit

Grades: 11 or 12
Prerequisites: Biology and Chemistry. Recommended prerequisite: Principles of Biosciences.

In Biotechnology 1, students will apply advanced academic knowledge and skills to the emerging fields of biotechnology such as agricultural, medical, regulatory, and forensics. Students will have the opportunity to use sophisticated laboratory equipment, perform statistical analysis, and practice quality-control techniques. Students will conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Biotechnology 1 study a variety of topics that include structures and functions of cells, nucleic acids, proteins, and genetics. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in TAC SS74.3 (b)(2)(C).

BIOTECHNOLOGY II

1 credit

Grades: 11 or 12
Prerequisites: Biotechnology I and Chemistry.

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. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in TAC SS74.3 (b)(2)(C).

D. SOCIAL STUDIES

WORLD GEOGRAPHY

CP

1 credit

Prerequisites: None

In World Geography Studies, students will examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students will describe the influence of geography on events of the past and present. A significant portion of the course will center around the physical processes that shape patterns in the physical environment; the characteristics of major land forms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of world population; relationships among people, places, and environments; and the concept of region. Students will analyze how location affects economic activities in different economic systems throughout the

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

Pre-AP

1 credit

Prerequisites: None

This course offers the same topics as the World Geography Studies course. The level of the instruction/curriculum will focus on preparing the student for advance placement courses and will include such activities as in depth research, and a rigorous writing curriculum which will focus on historical writing including working with Document Based Questions.

AP HUMAN GEOGRAPHY

1 credit

Prerequisites: None

This course is an introductory human geography course at the college level. Students will be introduced to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Students are required to take the AP exam, at the end of the course, as per the signed contract.

WORLD HISTORY STUDIES

CP

1 credit

Prerequisites: None

World History Studies is the only course offering students an overview of the entire history of humankind. The major emphasis will be on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history will be identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students will evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students will examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students will analyze the process by which democratic-republican governments evolved as well as the ideas from historic documents that influenced that process. Students will trace the historical development of important legal and political concepts. Students will examine the history and impact of major religious and philosophical traditions. Students will analyze the connections between major developments in science and technology and the growth of industrial economies. They will use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

AP WORLD HISTORY STUDIES

1 credit

Prerequisites: None

This course is considered an advanced college course and will make demands upon the student equivalent to those made by the corresponding course offered at a university. It is designed to develop greater understanding of the evolution of global processes and contacts, in different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course will highlight the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. The course will emphasize relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. The study of historical periods, explicitly discussed, will help form an organizing principle to address change and continuity throughout the course. Specific themes will provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study. Students are required to take the AP exam, at the end of the course, as per the signed contract.

AP EUROPEAN HISTORY

1 credit

Prerequisites: Recommended scale score of 3750 on the most recent Social Studies STAAR exam or Level II, Phase 2 on the most recent ELA STAAR exam

This course is considered an advanced college course and will make demands upon the student equivalent to those made by the corresponding course offered at a university. It is designed to correspond to the most recent developments in history curricula at the undergraduate level. Its focus begins with the study of European history since 1450 and introduces students to cultural, economic, political, and social developments that have played a fundamental role in shaping the world in which they live. In addition to providing a basic narrative of events and movements, 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 are required to take the AP exam, at the end of the course, as per the signed contract.

UNITED STATES HISTORY STUDIES SINCE RECONSTRUCTION

CP

1 credit

Prerequisites: None

In this course, which is the second part of a two-year study of U.S. history that begins in Grade 8, students will study the history of the United States since Reconstruction to the present. Historical content will focus on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post- Cold War eras, and reform movements including civil rights. Students will examine the impact of geographic factors on major events and analyze causes and effects of the Great Depression. Students will examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students will describe the relationship between the arts and the times during which they were created. Students will analyze the impact of technological innovations on the American labor movement. Students will use critical thinking skills to explain and apply different methods that historians use to interpret the past, including points of view and historical context.

AP UNITED STATES HISTORY STUDIES
SINCE THE AGE OF EXPLORATION

1 credit

Prerequisites: None

This course is considered an advanced college course and will make demands upon the student equivalent to those made by a full-year introductory course to the subject at a university. The course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. Students will learn to assess historical materials-their relevance to a given interpretive problem, their reliability, and their importance- and to weigh the evidence and interpretations presented in historical scholarship. This course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format. Topics to the timeline will include from Pre-Columbian Societies to the present time, and students will be required to take the AP exam, at the end of the course, as per the signed contract.

UNIVERSITY OF TEXAS ON-RAMPS
THE UNITED STATES SINCE 1865
HIST 1301 and HIST 1302

1 credit

Prerequisites: High School English II (concurrent or pre-requisite)
Earn 6 College Credits (3 per course)

In these two sequential courses, students explore the scope and depth of the American experience. Students engage with course material both independently and collaboratively to develop critical thinking skills, analyze evidence-based historical narratives, and conduct archival research. Each unit consists of primary and secondary sources that challenge students to uncover the complexities within historical study.

UNITED STATES HISTORY STUDIES
SINCE THE AGE OF EXPLORATION (D)
HIST 1301 and HIST 1302

1 credit

Prerequisites: Must be in Grade 11 or 12 and must meet STC dual enrollment requirements
Earn 6 College Credits (3 per course)

This course is an introductory level college course and will make demands upon the student equivalent to those made by a full-year introductory course to the subject at a university. The course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. Students will learn to assess historical materials-their relevance to a given interpretive problem, their reliability, and their importance- and to weigh the evidence and interpretations presented in historical scholarship. This course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format. Topics to the timeline will include from Pre-Columbian Societies to the present time. Upon successful completion of the course students will receive 3 hours of college credit per semester and students will be encouraged to take the AP exam.

ECONOMICS WITH EMPHASIS ON THE FREE ENTERPRISE SYSTEM AND ITS BENEFITS

CP

½ credit

Prerequisites: None

Economics with Emphasis on the Free Enterprise System and Its Benefits is the culmination of the economic content and concepts studied from Kindergarten through required secondary courses. The focus is on the basic principles concerning production, consumption, and 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. Students will analyze the interaction of supply, demand, and price and study the role of financial institutions in a free enterprise system. Types of business ownership and market structures will be discussed, as will be basic concepts of consumer economics. The impact of a variety of factors including geography, the federal government, economic ideas from important philosophers and historic documents, societal values, and scientific discoveries and technological innovations on the national economy and economic policy will be an integral part of the course. Students will apply critical-thinking skills to create economic models and to evaluate economic-activity patterns. Students will also examine the knowledge and skills necessary as self-supporting adults to make critical decisions relating to personal financial matters.

AP ECONOMICS WITH EMPHASIS ON THE FREE ENTERPRISE SYSTEM AND ITS BENEFITS (MACRO)

½ credit

Prerequisites: None

This course is designed to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Emphasis will be placed on the study of the national income and price-level determination, and on developing students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students will also examine the knowledge and skills necessary as self-supporting adults to make critical decisions relating to personal financial matters. Topics to be covered will include: Basic Economic Concepts; Measurement of Economic Performance; National Income and Price Determination; Financial Sector; Inflation, Unemployment, and Stabilization Policies; Economic Growth and Productivity; Open Economy: International Trade and Finance. Students are required to take the AP exam, at the end of the course, as per the signed contract.

PERSONAL FINANCIAL LITERACY (PFL)

½ credit

Grades: 10-12

Personal Financial Literacy will develop citizens who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. The knowledge gained in this course has far-reaching effects for students personally as well as the economy as a whole. When citizens make wise financial decisions, they gain opportunities to invest in themselves, build businesses, consume goods and services in a responsible way, and secure a future without depending on outside assistance. The economy benefits from the optimal use of resources, increased consumption, and strong local businesses. State and local governments benefit with steady revenue streams and reduced future obligations as our society ages.

UNITED STATES GOVERNMENT

CP

½ credit

Prerequisites: None

In Government, the focus will be 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. This course is the culmination of the civic

and governmental content and concepts studied from Kindergarten through required secondary courses. Students will learn major political ideas and forms of government in history. A significant focus of the course will be on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students will analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and will compare the U.S. system of government with other political systems. Students will identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students will analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a democratic society, and analyze the rights guaranteed by the U.S. Constitution. Students will examine the relationship between governmental policies and the culture of the United States. Students will identify examples of government policies that encourage scientific research and will use critical-thinking skills to create a product on a contemporary government issue.

AP UNITED STATES GOVERNMENT

½ credit

Prerequisites: Recommended scale score of 3750 on the most recent Social Studies STAAR exam or Level II, Phase 2 on the most recent ELA STAAR exam

This course will provide students with an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Topics to be covered will include: Constitutional Underpinnings of United States Government; Political Beliefs and Behaviors; Political Parties, Interest Groups, and Mass Media; Institutions of National Government; Public Policy; and Civil Rights and Civil Liberties. Students are required to take the AP, exam at the end of the course, as per the signed contract.

UNITED STATES GOVERNMENT (D)
GOVT 2305 and GOVT 2306

½ credit

Prerequisite: Eligible for ENGL 1301
Prerequisite: Must meet STC dual enrollment requirements; must take GOVT 2305 and GOVT 2306 to meet TEKS for receiving high school credit for Government
6 College Credits (3 per course)

This course covers the origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties, and civil rights.

Texas Government **½ credit**

This course covers the origin and development of the Texas Constitution, structure and powers of state and local government, federalism and inter-governmental relations, political participation, the election process, public policy, and the political culture of Texas.

ETHNIC STUDIES: MEXICAN-AMERICAN STUDIES

1 credit

Grades: 10-12
Prerequisites: None

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. To support

the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies, autobiographies, landmark cases of the U.S. Supreme Court, novels, speeches, letters, diaries, poetry, songs, and artwork is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.

MEXICAN-AMERICAN STUDIES/HISTORY (D)

1 credit

Grades: 11-12
Prerequisites: Must meet STC dual enrollment requirements

Students learn the historical, economic, social, and cultural development of Mexican-Americans/Chicanos/as. Students are expected to interact with relevant film, literature, art, and other medium as they engage in a multi-disciplinary approach that promotes critical thinking and writing, while developing an awareness of how the past has shaped the present.

E. COLLEGE READINESS

COLLEGE READINESS

1 credit

Prerequisite: 11-12 Grades

Beginning with the graduating class of 2011, all juniors are required to take the first part of a College Readiness course during the spring to begin preparations for college; in the fall of their senior year, students will take the second part of the College Readiness course. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce and/or post-secondary education. 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 as they prepare for post-secondary education. Students enhance reading, writing, computing, communications, and reasoning skills and apply them to the business environment. The course is designed to prepare our students to be ready for college when they graduate from high school. Some of the major concepts covered include college/university research, college applications, scholarship applications, financial aid, interviewing skills, resume writing, and personal finance.

AVID

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success. Students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational strategies, and academic success skills. Students participate in activities incorporating strategies focused on writing, inquiry, collaboration, organization, and reading (WICOR) to support academic growth. Students generally participate in AVID I-IV.

AVID I

1 credit

Grade Level: 9

AVID in 9th grade focuses on WICOR as well as analytical writing, personal goals, and thesis writing through work in collaborative settings and participation in collegial discussions. Students prepare for and participate in college entrance and placement exams, while refining study skills, test-taking, note-taking, and research techniques. Students will conduct college research, financial topics, and build knowledge on colleges and careers of interest.

AVID II

1 credit

Grade Level: 10

The 10th grade year of AVID enables students to refine the AVID strategies to meet their independent needs and learning styles. Students increase rigorous course load and school/community involvement, while refining time management and study skills. They expand their writing portfolio, analyze documents and participate in collaborative discussions while developing leadership skills, expanding vocabulary, continuing preparations for college exams, and narrowing college and careers of interest, based upon personal interests and goals.

AVID III

1 credit

Grade Level: 11

The 11th grade AVID Elective course is the first part in a junior/senior seminar course that focuses on the writing and critical thinking expected of first- and second-year college students. In addition to the academic focus of the AVID seminar, students participate in college-bound activities, methodologies and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm postsecondary plans.

AVID IV

1 credit

Grade Level: 12

AVID in 12th grade is the second part of the junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. Students complete a final research essay project from research conducted in the junior year in AVID. Students continue to focus on academics while participating in college-bound activities, methodologies and tasks that should be achieved during the senior year that support students as they apply to four-year universities and confirm postsecondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program, as well as complete the requirements for the seminar course.

F. HEALTH/PHYSICAL EDUCATION (P.E. EQUIVALENT)

FITNESSGRAM PHYSICAL FITNESS ASSESSMENT

As required by Senate Bill 530, the Fitnessgram 10 physical fitness assessment will be administered to all students in grades 3-6 and students in grades 7-12 that are receiving credit in Physical Education: Athletics, Band, Cheer, Color Guard, Dance, and ROTC. The yearly fitness assessment mandate requires that each child undergo a series of fitness tests that involve aerobic capacity, muscular strength/endurance, flexibility and body composition. As stated in the foundation of personal fitness course, the basic purpose of the Fitnessgram is to improve and maintain the student's fitness and to also motivate them to strive for lifetime personal fitness.

HEALTH

Introduction: In Health Education, the goal is to provide instruction that allows youth to develop and sustain health-promoting behaviors throughout their lives. The understanding and application of these standards will allow students the ability to gather, interpret, and understand health information; achieve health literacy; and adapt to the ever-evolving science of health. The health education knowledge and skills should be presented to students in a positive manner to support the development of a healthy self-concept and responsible decision making. The standards will help students reinforce, foster, and apply positive character traits.

HEALTH I

½ credit

Grade Levels: 9-12
Prerequisites: None

General Requirements: Students shall be awarded one-half credit for successful completion of this course. This course is recommended for students in Grades 9-12.
PEIMS ID: 03810100

In Health 1, Students will gain an understanding of health information and skills through six strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; alcohol, tobacco, and other drugs; and reproductive and sexual health. There are essential skills that repeat throughout six strands and embody the interconnection of health literacy. These skills include decision making, problem solving, goal setting, maintaining healthy relationships with self and others, seeking help and support, and recognizing various influences on health such as social, environmental, media, and genetic. These skills, developed early on and reinforced throughout a student's education, will foster mastery of health concepts.

HEALTH II

½ credit

Grade Levels: 9-12
Prerequisites: Health I

Requirements: Students shall be awarded one-half credit for successful completion of this course. Recommended prerequisite: Health 1. This course is recommended for students in Grades 9-12.
PEIMS ID: 03810300

In Health 11, Students will gain an understanding of health information and skills through six strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; alcohol, tobacco, and other drugs; and reproductive and sexual health. There are essential skills that repeat throughout six strands and embody the interconnection of health literacy. These skills include decision making, problem solving, goal setting, maintaining healthy relationships with self and others, seeking help and support, and recognizing various influences on health such as social, environmental, media, and genetic. These skills, developed early on and reinforced throughout a student's education, will foster mastery of health concepts.

YOUR HEALTH IN THE REAL WORLD

½ credit

Grade Levels: 9-12
Prerequisites: None
Requirements: Students shall be awarded one-half credit for successful completion of this course. This course is recommended for students in Grades 9-12.
PEIMS ID: 03820400

Living your best life is understanding how to navigate the healthcare system. The objective of this course is to empower students and their families to sustain or improve their quality of life as it relates to their own health and the health of their community. To achieve this objective, students will understand health care terminology as it relates to insurance and public health. Further, students will acquire the knowledge and skills needed to utilize community, state, and federal health care services and related resources.

PHYSICAL EDUCATION

Introduction: In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan. Physical education is the foundation of a well-balanced curriculum. "It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime" (CDC Healthy Schools, May 2019).

SKILL-BASED LIFETIME ACTIVITIES

1 credit

Grade Levels: 9-12
Prerequisites: None

General requirements: This course may fulfill one credit for physical education. There are no prerequisite recommendations for this course.
PEIMS ID: PES00056

This course offers basic skills, enhances knowledge about sports, exercise, and other forms of physical activity to develop physical literacy across the lifespan. Students in Physical Education: Skill-Based Lifetime Activities will participate in a minimum of one lifelong activity from each of the following categories during the course: (activities target, striking/fielding, fitness, rhythmic, and global).

LIFETIME RECREATION AND OUTDOOR PURSUITS

1 credit

Grade Levels: 9-12
Prerequisites: None

General requirements: This course may fulfill one credit for the physical education. There are no prerequisite recommendations for this course.
PEIMS ID: PES00053

This course offers opportunities to develop competency in five or more life-long recreational and outdoor pursuits for enjoyment and challenge. (backpacking, camping, hiking, navigation, paddling sports, boater education, angler education, hunt education, archery, outdoor survival/safety, climbing, adventure activities, challenge course/team building, lawn games, skating, skiing, cycling, disc sports). Students in Physical Education Lifetime Recreation and Outdoor Pursuits will participate in activities that promote physical literacy, promote respect for and connections to nature and the environment and can be enjoyed for a lifetime. Students will be provided opportunities that enhance self-worth and support community engagement. (outdoor adventures)

LIFETIME FITNESS & WELLNESS PURSUITS

1 credit

Grade Levels: 9-12
Prerequisites: None

General requirements: This course may fulfill one credit for the physical education or elective requirements for graduation upon successful completion. There are no prerequisite recommendations for this course.
PEIMS ID: PES00051

This course offers relevant approaches for the foundation of healthy living, personal fitness, physical literacy and lifetime wellness strategies. Students in Physical Education: Lifetime Fitness and Wellness Pursuits will acquire the knowledge and skills to show an assessed level of learning for application of these concepts to continue beyond High School. Students will exhibit an understanding of differentiated programs, including components for personal fitness development, lifetime health strategies and overall wellness competences. (cardio fitness/weight training)

****ATHLETICS**

Prerequisites: Coaches' approval

Students who register for a competitive sport must get approval from the coach in charge of the sport. Competitive sports require long hours of practice, before or after school, and participation in evening and week-end activities that require some travel. Students participating in sports must pass all subjects each six weeks in order to remain eligible. **Students may participate in the following sports:** Girls' Volleyball; Boys' Football; Golf; Girls' Basketball; Boys' Basketball; Tennis; Girls' Cross Country; Boys' Cross Country; Track; Girls' Soccer; Boys' Soccer; Power-lifting, Girls' Softball; Boys' Baseball; Wrestling; Swimming

**** Note:** P.E Dance, the first semester of band, color guard, drill dance, or cheerleading, and athletics may be substituted for the physical education requirement. Students may earn no more than two units of credit in P.E. towards state graduation requirements.

MILITARY SCIENCE – JROTC

1 credit

Prerequisites: (1) JROTC (LET I) Students must be in a grade above the 8th grade, must be a U.S. citizen or national, must maintain an acceptable standard of academic achievement and an acceptable standard of conduct and be of good moral character; (2) Completion of Leadership Education and Training 1 (LET I) before enrollment of LET 2; (3) Completing of Leadership Education and Training 2 (LET 2) before enrollment of LET 3 of LET 4.

The JROTC Program prepares high school cadets for responsible leadership roles while making them aware of their rights, responsibilities and privileges as American citizens. The program is a stimulus for promoting graduation from high school and it provides instruction and rewarding opportunities that will benefit the cadet, community and nation.

Students who register for JROTC will have an opportunity to develop leadership potential with the abilities to live and work cooperatively with others, have the ability to think logically and to communicate effectively both orally and in writing, as well as developmental management abilities including goal setting, visualization and positive self take.

****CHEERLEADING /DANCE**

½ to 1 credit

Prerequisites: Tryouts

**Only those students who have gone through a tryout process and been selected as a member of the high school varsity or junior varsity cheer-leading squad or as the mascot(s) may be enrolled in this class. This class will allow selected students to learn, choreograph, and practice (cheering, dancing, stunts, etc.) for all public performances. An opportunity to build the physical endurance and/or stamina necessary to carry out the duties of a cheerleader is also made available through this class.

G. FINE ARTS

DANCE I – PE / AEROBIC ACTIVITY

1 credit

Grade Levels: 9-12

PEIMS# PES00054
Prerequisite: None

Dance I is designed for students with a desire to learn about dance as an art. This course is an introduction to all basic dance principles (tap, ballet, jazz, hip hop, modern, lyrical, contemporary, fitness education and social dance) including terminology and history of all dance forms. Students will learn stretching techniques and choreographic skills, as well as participate in small and large group routines. They will also develop artistic judgment and self-discipline. This class requires specific attire and may require one out of school performance. This course will count for PE credit.

DANCE I

1 credit

Grade Levels: 9-12
PEIMS# 3830100
Prerequisite: Counselor Approval

Dance I offers an introduction to dance. This course is a full year and each six weeks builds on to the next six weeks. The course will cover anatomy, ballet, jazz, musical theater, modern, hip hop, world dance forms, improvisation, and student choreography. There are two parts within the course the first part students will develop basic dance vocabulary, basic dance skills, choreography skills, and kinesthetic awareness through the introduction to different styles of dance. The second part is a theory component to the course where the students will learn the history of each dance style including origins, major dance works, important choreographers, and movement pioneers.
This is a **movement based** participation course therefore, students are expected to work hard physically, academically, and creatively **each day**. Therefore, if a student does not want to dance or dress out daily in specific dance attire, this course should not be taken.
Please note: *Due to the pace of the course and each six weeks building upon the previous six weeks, transfer students from another campus or another district* ***MUST*** *have been enrolled in Dance I to transfer into this course.* ***Students may not be placed in this course mid semester, if they have never taken or been enrolled in Dance I.***
This course is for limited campus use for students who are taking Dance I who need PE credit. This course number cannot be repeated for more than one credit.

DANCE II-IV

Dance II - IV continues to elaborate on the skills and concepts introduced in prior dance courses. The student will be provided opportunities to create expressive dance phrases, practice choreographic forms and analyze dance performances. The students will begin to individually research dance history and culture. This class requires specific attire and has the potential for one required outside of school performance per semester. These courses will count for fine art or elective credit.
Dance II-IV are **movement based** participation courses, therefore, students are expected to work hard physically, academically, and creatively **each day**. Therefore, if a student does not want to dance or dress out daily in specific dance attire, these courses should not be taken.
Please note: *Due to the pace of the course and each six weeks building upon the previous six weeks, transfer students from another campus or another district* ***MUST*** *have been enrolled in the respective Dance I-IV class to transfer into the course.* ***Students may not be placed in any of these courses mid semester, if they have never taken or been enrolled in Dance I.***

DANCE II

1 credit

Grade Levels: 10-12
PEIMS# 3830200
Prerequisite: Prior experience in Dance and earned credit for Dance I.

Dance II offers a continuation of Dance I. This course is a full year and each six weeks builds on to the next six weeks. The course will go deeper in covering anatomy, ballet, jazz, musical theater, modern, hip hop, world dance forms, improvisation, and student choreography. There are two parts within the course the first part students will build upon the skills from Dance 1 including dance vocabulary, intermediate dance skills, choreography skills, and kinesthetic awareness. The second part is a theory component to the course where the students will learn the history of each dance style, costuming, theater production, and researching dance careers/choreographers.
This is a **movement based** participation course therefore, students are expected to work hard physically, academically, and creatively **each day**. Therefore, if a student does not want to dance or dress out daily in specific dance attire, this course should not be taken.
The student may receive credit either as FINE ARTS or P.E.

Please note: *Due to the pace of the course and each six weeks building upon the previous six weeks, transfer students from another campus or another district* ***MUST*** *have been enrolled in Dance I to transfer into this course.* ***Students may not be placed in this course mid semester, if they have never taken or been enrolled in Dance I.***

DANCE III

1 credit

Grade Levels: 11-12
Prerequisite: Dance II
PEIMS# 3830300

Dance III is a continuation of Dance II, integrating skills and theory. Students are offered unique experiences through active learning, critical thinking, and innovative problem solving. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. This is a **movement based** participation course therefore, students are expected to work hard physically, academically, and creatively **each day**. Therefore, if a student does not want to dance or dress out daily in specific dance attire, this course should not be taken.

DANCE IV

1 credit

Grade Level: 12
PEIMS# 3830400
Prerequisite: Dance III or instructor approval

Dance IV is a continuation of Dance III, integrating skills and theory. Students are offered unique experiences through active learning, critical thinking, and innovative problem solving. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. This is a **movement based** participation course therefore, students are expected to work hard physically, academically, and creatively **each day**. Therefore, if a student does not want to dance or dress out daily in specific dance attire, this course should not be taken.

DRILL TEAM

The Drill Team I-IV is a performing/service organization composed of students who are selected for membership by auditioning for a panel of judges. This group rehearses outside of regular school hours and meets daily. The team performs at athletic events, pep rallies, contests, community events and shows throughout the year.

DRILL TEAM I

1 credit

Grade Levels: 9-12
PEIMS# 3830100
Prerequisite: Instructor approval

This course is to be taken with Dance Performance Ensemble I (6516). This course may count for fine art or elective credit for first year members.

DANCE- PERFORMANCE ENS I

1 credit

Grade Levels: 9
PEIMS# N1170034
Prerequisite: Instructor approval

This course is to be taken in conjunction with Drill Team I (6591).

DRILL TEAM – PE SUBSTITUTION

1 credit

Grade Levels: 9-12
PEIMS# PES00014
Prerequisite: Counselor Approval/Instructor approval

This course is for limited campus use for students participating in Drill Team who need PE credit instead of fine art or elective credit. This course number cannot be repeated for more than one credit. This course is to be taken with Dance Performance Ensemble I (6516).

DRILL TEAM II

1 credit

Grade Levels: 10-12
PEIMS# 3830200
Prerequisite: Instructor approval

This course is to be taken with Dance Performance Ensemble II (6517). This course may count for fine art or elective credit for second year members.

DANCE - PERFORMANCE ENS II

1 credit

Grade Levels: 10
PEIMS# N1170035
Prerequisite: Instructor approval

This course is to be taken in conjunction with Drill Team II (6592).

DRILL TEAM III

1 credit

Grade Levels: 11-12
PEIMS# 3830300
Prerequisite: Instructor approval

This course is to be taken with Dance Performance Ensemble III (6518). This course may count for fine art or elective credit for third year members.

DANCE - PERFORMANCE ENS III

1 credit

Grade Levels: 11
PEIMS# N1170036
Prerequisite: Instructor approval

This course is to be taken in conjunction with Drill Team III (6593).

DRILL TEAM IV

1 credit

Grade Levels: 12
PEIMS# 3830400
Prerequisite: Instructor approval

This course is to be taken with Dance Performance Ensemble IV (6519). This course may count for fine art or elective credit for fourth year members.

DANCE - PERFORMANCE ENS IV

1 credit

Grade Levels: 12
PEIMS# N1170037
Prerequisite: Instructor approval

This course is to be taken in conjunction with Drill Team IV (6594).

THEATRE ARTS

THEATRE ARTS I, II, III, IV

1 credit

Grade Levels: 9-12
Prerequisites: None
PEIMS: TH1-03250100, TH2- 03250200, TH3-03250300, TH4-03250400

This course is designed to introduce and expand students' skills and knowledge of the theatrical elements such as **Acting, Stage, Script, Voice and Movement** Students are introduced to theatre history culture and its genres. They learn basic acting skills, character development and portrayal through oral reading, radio plays, monologues duets, and group performances. This includes the interpretation, writing and performance of script. Students will practice body awareness and movement through music, dance, mime, pantomime and tableau. Students will be introduced to the theater stage and its technical environment and function. Students will learn the developmental steps to staging a theatrical production through design of stage scenery, make up, costume and marketing Students will be introduced to film, television and media and practice film production techniques.

THEATRE PRODUCTION I, II, III, IV

1 credit

Grade Levels: 9-12
Prerequisites: Theatre Arts Director's Approval (Limited numbers)
PEIMS: TH1PROD-03250700, TH2PROD-03250800, TH3PROD-032507900, TH4PROD-03251000

Theatre Production is designed to provide practical hands-on experiences in acting and stagecraft through the production of performances and plays. Students will be responsible for producing and acting in major theatrical productions. Students will participate in classroom plays, community functions, school performances, U.I.L. events, and other types of performances. Some evening and/or weekend practices and performances will be required. Students must meet U.I.L. eligibility requirements to participate. Participation in the production and performances is mandatory and will constitute a major part of the grade.

TECHNICAL THEATRE I, II, III, IV

1 credit

Grade Levels: 9 -12
Prerequisites: Theatre Arts Director's Approval (Limited numbers)
PEIMS: TH1TECH-03250500, TH2TECH-03250600, TH13ECH-03251100, TH1TECH-03251200

Technical Theatre is designed to provide practical hands-on experiences in stage technology, maintenance and the construction of stage props and scenery. Students learn power distribution, its equipment and the application to stage. lighting setup maintenance and repair, in addition to the generation of sound, voice and music amplification and recording, construction, setup, repair, storage of stage props and scenery, power tool application and safety, and materials handling and storage. Other topics covered include design, layout, and construction of scenery using hand tools, power tools, paint and hardware. Students should be willing to work with equipment and be physically involved in construction.

FILM AND MEDIA COMMUNICATIONS I, II

1 credit

Grade Levels: 9 -12
Prerequisite: Theatre I, Director Approval (Limited numbers)
PEIMS: Theatre and Media Communications I-55280, Theatre and Media Communications II-55290

Students will have an opportunity to work with others in the planning and creation of film. Students will learn sound setup, amplification, and recording, lighting setup and its application in the studio, and on location filming. Students will be trained work hands on with camera and lenses and related equipment. Students will be immersed in all aspects of: **pre-production** (story ideas, script writing, story boarding casting and scheduling), **production** (on location filming), and **post production** (editing film, sound/music). Students will have an opportunity to showcase their work at the U.I.L. Young Film Makers contest.

THEATRICAL DESIGN I, II, III, IV

1 credit

Grade Levels: 9 -12
Prerequisite: Theatre I, Director's Approval (Limited numbers)
PEIMS: Theatrical Design II-55530,Theatrical Design III-55540, Theatrical Design IV-55521 Theatrical Design IV-55520,Theatrical Design IV55522,Theatrical Design II-55531, Theatrical Design II-55532

In this course students will have an opportunity to participate in the **4** professions of Theatrical Design and have the option to specialize in one or more fields of their choice. Students will have an opportunity to showcase their work at the U.I.L. Theatrical Design Competition.

1-Stage and Scenic Design
The creation of architecture stage plans for scenes, décor, props, furniture and on stage mechanisms. Students will have an opportunity to develop a plan of the scenery to be used and the order and placement of those scenic elements.

2-Costume and Fashion Design
The creation of designs for fashion and costume, based on themes established through productions. Students will learn historical periods of costume, methods of assembly and detail, measurement and fitment.

3-Hair and Makeup Design
The creation of designs for hair and makeup based on themes established through productions. Students will learn historical periods of hair and makeup and the use and application of cosmetology techniques and hair fashion for on stage actors.

4-Marketing and Graphic Design
The creation of designs for the sale, advertisement and promotion of theatrical productions. The media used for this promotion include: posters banners, programs, ticketing, and the use of online web publishing and social media event creations. Students will work with graphic design and computer editing and printing.

MUSICAL THEATRE I, II, III, IV

1 credit

Grade Levels: 9 -12
Prerequisite: Theatre I, Previous Choir or Theatre Experience Required. Director's Approval (Limited numbers)
PEIMS: MUSTH1-03251900, MUSTH2-03252000, MUSTH1-03252100, MUSTH1-03252200

This course will provide students who have dramatic and vocal aspirations an opportunity to participate in varied aspects of Musical Theatre. Students will be introduced to the integration of acting, singing and choreography for stage performance. Students will explore the foundations of musical theatre through the use of exercises, assignments, prepared musical selections, play/concert attendance, and live performances. Students will have an opportunity to participate in public performances. Some evening and/or weekend practices and performances may be required.

BAND

BAND I, II, III, IV

½ credit per semester

Grade Levels: 9-12
Prerequisites: Director's Approval
PEIMS: MUS1BAND - 03150100, MUS2BAND - 03150200, MUS3BAND - 03150300, MUS4BAND - 03150400

These bands are open to ninth through twelfth grade students whose musical development and performance ability were started in junior high, and are of the highest degree of proficiency. Band is a uniformed organization that performs at athletic events, parades, and will compete at UIL contests. Participation in morning, evening and/or weekend practices and performances is required. Students must meet U.I.L. eligibility requirements to participate. Students are expected to participate in competitions and performances including, but not limited to, football games, parades, Fall and Spring Concerts, UIL Marching Contest, TMEA All-State Auditions, Solo & Ensemble and Concert and Sight-Reading Contest. If selected for the Varsity Ensemble, they will participate in the TMEA All-State audition process. P.E. CREDIT IS AWARDED FOR FIRST SEMESTER OF BAND I, II, III OR IV.

JAZZ BAND I, II, III, IV

½ credit per semester

Grade Levels: 9-12
Prerequisites: Director's Approval
PEIMS: MUS1JZBN - 03151300, MUS2JZBN - 03151400, MUS3JZBN - 03151500, MUS4JZBN - 03151600

Instruments needed for the class are trumpets, trombones, saxophones, piano, guitar (electric), bass guitar and drums. The class will meet during the regular class period. The Jazz Band is a uniformed organization that performs at community functions, school concerts, and will compete at U.I.L. contests. Morning, evening and/or weekend practices and performances are required. Students must meet U.I.L. eligibility requirements to participate. **THIS IS A FINE ARTS CLASS AND DOES NOT WAIVE THE P.E. REQUIREMENTS.**

MARIACHI I, II, III, IV

½ credit per semester

Grade Levels: 9-12
Prerequisites: Director's Approval
PEIMS: MUS1MAR - 03153800, MUS2MAR - 03153900, MUS3MAR - 03154000, MUS4MAR - 03154100,

Mariachi ensembles are open to ninth through twelfth grade students whose musical development and performance ability were started in junior high, and are of the highest degree of proficiency. Students who register for mariachi must get approval from the director. Mariachi meets during the regular school day and requires extra rehearsal time before and/or after school; attendance is required. Students will participate in community functions, school concerts, U.I.L. events and other types of performance activities that require some travel. Students participating in mariachi must pass all subjects each six weeks in order to remain eligible. Instrumentation for mariachi class includes trumpet, violin, vihuela, guitar, harp, and guitarron; all students expected to sing. Students must provide their own director approved instrument. **This is a fine arts class and does not waive the P.E. requirement.**

COLORGUARD I, II, III, IV

½ credit per semester

Grade Levels: 9-12
Prerequisites: Try-outs
PEIMS: MUS1BAND - 03150100, MUS2BAND - 03150200, MUS3BAND - 03150300, MUS4BAND - 03150400

This group will be selected by tryouts as scheduled by the band director. The class will meet during the regular class period. The group will participate in events including, but not limited to, community functions, school concerts, parades, U.I.L. Marching Contests, and T.E.C.A. competitions. Morning, evening and/or weekend practices and performances are required. Students must meet U.I.L. eligibility requirements to participate in performances. **P.E. CREDIT WILL BE AWARDED FOR SUCCESSFUL COMPLETION OF COLORGUARD I, II, III, OR IV.**

Banda

½ credit per semester

Grade Levels: 9-12
Prerequisites: Director's approval
PEIMS: BandaHS I- 57460, BandaHS II- 57470, BandaHS III- 57480, , BandaHS IV- 57490

This Class is open to ninth through twelfth grade students whose musical development and performance ability were started in junior high, and are of the highest degree of proficiency. Banda is a uniformed organization that performs at campus events, parades, and will compete at contests. Participation in morning, evening and/or weekend practices and performances is required. Students must meet U.I.L. eligibility requirements to participate. Students are expected to participate in competitions and performances including, but not limited to Fall and Spring Concerts plus various festivals.

Conjunto

½ credit per semester

Grade Levels:9-12
Prerequisites: Director's Approval
PEIMS: Conjunto HS I-57360, Conjunto HSII-57370,Conjunto HS III-57380, Conjunto HS IV-57390,

These classes are open to any student 9th-12th grade interested in learning a new style of music. This unique style of music requires basic fundamentals of playing the accordion, electric bass, bajo quinto and drum set. Students in this class must be able to attend rehearsals and performances as required by the teacher.

CHOIR

VARSITY TREBLE CHOIR I, II, III, IV

1 credit

Prerequisites: Director's Approval with Audition
PEIMS: MUS1CHOR - 03150900, MUS2CHOR - 03151000, MUS3CHOR - 03151100, MUS4CHOR - 03151200

This choir is open to tenth through twelfth grade female students whose musical development and performance ability are of the highest degree of proficiency. The students enrolled in this class will compete at U.I.L. and T.M.E.A. contests. Morning, evening, and/or weekend rehearsals and performances are required. Members are also required to audition for District and Region Choir and to participate in Solo & Ensemble at the director's discretion. Students must meet U.I.L. eligibility requirements to participate. *****Ninth grade students are not allowed to enroll in the Varsity Treble Choir unless prior approval by audition is granted by the high school director.**

CHOIR G I, II, III, IV

1 credit

Prerequisites: Prerequisites: Director's Approval with Audition and recommendation of junior high director
PEIMS: MUS1CHOR - 03150900, MUS2CHOR - 03151000, MUS3CHOR - 03151100, MUS4CHOR - 03151200

Choir G (JV Treble Choir) is a women's choir designed for students in grades nine through twelve with a more limited background who wish to develop choral techniques and desirable vocal skills through the rehearsal and performance of a variety of styles of music. The fundamentals of music theory will be emphasized through sight-reading and aural skill development. This choir will perform several concerts and will participate in U.I.L. competition. Members are encouraged to audition for District and Region choir and to participate in Solo & Ensemble at the director's discretion. Students must meet U.I.L. eligibility requirements to participate. **Morning, evening, and/or weekend rehearsals and performances may be required.**

CHOIR B I, II, III, IV

1 credit

Prerequisites: Director's Approval with Audition and recommendation of junior high director
PEIMS: MUS1CHOR - 03150900, MUS2CHOR - 03151000, MUS3CHOR - 03151100, MUS4CHOR - 03151200

Choir B is a men's choir for ninth through twelfth grade students who have proven through audition the ability to perform in an above average manner in the areas of vocal technique, sight-reading, and aural perception. Members will develop choral techniques and vocal skills through the rehearsal and performance of a variety of styles of music. The fundamentals of music theory will be emphasized through sight-reading and rhythmic exercises. This choir will perform several concerts and will participate in U.I.L. and T.M.E.A. competitions. Selected members will combine with the Varsity Treble Choir to form the Varsity Mixed Choir, which will compete at U.I.L competition in the spring. Members are encouraged to audition for District and Region choir and to participate in Solo & Ensemble at the director's discretion. Students must meet U.I.L. eligibility requirements to participate. **Morning, evening, and/or weekend rehearsals and performances will be required.**

APPLIED MUSIC

Prerequisites: None
PEIMS: MMUS1APL - 03152500

This course allows students to advance their development of proficiency in instrumental or vocal performance. This course is based upon the Fine Arts Texas Essential Knowledge and Skills in Music.

MUSIC THEORY

1 credit

Prerequisites: None
PEIMS: MUSSMT1 - 03155400

This course is designed for juniors and seniors. Students wishing to take this course must be involved in band, choir, or mariachi. Music theory is the study of the fundamentals of music at an advanced level. Examples of fundamentals to be mastered are ear training, musical dictation, key signatures and choral analysis.

ART

ART I

1 credit

Prerequisites: None
PEIMS: ART1 - 03500100

This course is an introduction to visual awareness including tonal and perspective studies, human and animal anatomy, color theory, pottery construction, and printmaking. Class critiques are conducted. Proper lab procedures are developed in the use of basic media including pencil, pen, charcoal, pastel, collage, tempera, clay, and wood. A survey of the idea of man as reflected in art history is studied as being vital to the enrichment of life.

ART II

1 credit

Prerequisites: Art I Instructor's approval
PEIMS: ART2 - 03500200

A more creative and advanced study is made of design principles, creative approach, and media usage. An in-depth study is made of art history with emphasis on compositional change. Class critiques are conducted.

ART III

1 credit

Prerequisites: Art II; Instructor's Approval
PEIMS: ART3 - 03500300l

This course is a synthesis of compositional, creative and technical skills with advanced work on painting, printmaking, and three-dimensional problems. The student is introduced to independent study and experimentation. In addition, the student will study art history. Self-critique is stressed.

ART IV

1 credit

Prerequisites: Art III; Instructor's Approval
PEIMS: ART4 - 03500400

This course is geared for the student who anticipates a career in art. Self-discipline, research, and experimentation are stressed. It attempts to parallel the experiences of working fine artist, involving simultaneous projects, maintenance of portfolio, individual visits to exhibits, and the entering of art competitions. Study of art history is continued with emphasis on "style."

Prerequisites: Art I and II; Instructor's Approval

AP Drawing Porfolio

1 credit

Prerequisites: Art I and III; Instructor's Approval

AP Studio Art: Drawing Portfolio course is designed for the student interested in pursuing college oriented art instruction. Emphasis in this course will be placed on the use of a variety of painting and drawing techniques designed to give students an opportunity to explore the fine arts to its fullest. "Drawing" implies a focus on composition and techniques as it relates to the elements and principles of art. Students will create a portfolio that consists of a sustained investigation study and selected quality works. Students must interview with the teacher for approval.

AP 3-D Art and Design

1 credit

Prerequisites: Art I and III; Instructor's Approval

AP 3-D Art and Design is an introductory college-level three-dimensional design course. Students refine and apply skills and ideas they develop throughout the course to produce three-dimensional art and design. Students must interview with the art teacher for approval.

H. LANGUAGES OTHER THAN ENGLISH

Acquiring another language incorporates communication skills such as listening, speaking, reading, writing, viewing and showing. Students develop these communication skills by using knowledge of the language including: grammar and culture, communication and learning strategies, technology and content from other subject areas to socialize, acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. Students of languages other than English develop an understanding of the nature of language, including grammar and culture. They use this knowledge to compare languages and cultures, and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using languages other than English to participate in communities in Texas, in other states, and around the world.

SPANISH I MONOLINGUAL
(first year for non-native speakers)

1 credit

Prerequisites: None; Non-Spanish speaker

`Spanish I is an introductory course for non-speakers of Spanish. The four basic skills: listening, speaking, reading and writing will be taught with major emphasis on the skills of listening and speaking. Upon completion of this course, the student will be able to utilize basic vocabulary at a novice level. The learner will be exposed to a variety of cultural situations.

SPANISH II MONOLINGUAL
(second year for non-native speakers)

1 credit

Prerequisites: Spanish I

Spanish II is a continuation and expansion of the basic vocabulary and oral language skills that were introduced in Spanish 1. Upon completion of this course, the student will be able to communicate at a novice-intermediate level with some level of proficiency.

SPANISH III MONOLINGUAL
(third year for non-native speakers

1 credit

Prerequisites: Spanish I and II

Spanish III is an intermediate level course for students with a limited Spanish background. The four basic skills of listening, speaking, reading and writing will be taught with major emphasis on oral communication and grammatical structures. The student will also be introduced to edited textual reading, authentic printed material within a familiar context, and writing from personal experiences. Culture is also an integral part of this course.

SPANISH I BILINGUAL
(First year for native speakers)

1 credit

Prerequisites: Native Spanish Speaker

Spanish I is designed for the student who has the working knowledge of the Spanish language. The four basic skills of listening, speaking, reading and writing will be taught through the use of oral language to obtain a higher level of speaking proficiency. The student will also be introduced to reading selections and writings from personal experiences. Culture is taught as an integral part of this course.

SPANISH II BILINGUAL
(Second year for native speakers)

1 credit

Prerequisites: Spanish I

This course is designed to provide a more in-depth study of Spanish oral language proficiency, grammar, selected literary works, composition writing and Hispanic culture.

SPANISH III BILINGUAL
(Third year for native speakers)

1 credit

Prerequisites: Spanish I and II

This course provides for continued language development in the basic skills of speaking, listening, reading and writing. The use of advanced grammar as well as the study of specific literary works will form the major part of this course.

AP SPANISH LANGUAGE

1 credit

Prerequisites: Spanish I, II, and III or teacher recommendation

This is an advanced placement course to prepare students to place out of college classes through testing. The intention of this course is to challenge the aural/oral abilities of the students, and to provide advanced Spanish language development in speaking, listening, reading comprehension, grammar and composition. **Students are required to take the AP exam as per the signed contract.**

AP SPANISH LITERATURE

1 credit

Prerequisites: Spanish I, II, and III AP Language or teacher recommendation

This is a literature survey course covering authors from the medieval period to the twentieth century. It closely approximates an introductory literature course typically taught at the university level. The required reading list introduces students to the diverse selections of Spanish Literature. All works will be read in their authentic Spanish form. **Students are required to take the AP exam as per the signed contract.**

FRENCH I

1 credit

Prerequisites: None

French I is designed to be an introduction of the four basic skills: listening, speaking, reading, and writing will be taught with major emphasis on the skills of listening and speaking. Upon completion of this course, the student will be able to utilize basic vocabulary at a novice level. The learner will be exposed to a variety of cultural situations.

FRENCH II

1 credit

Prerequisites: French I

French II is a continuation and expansion of the basic vocabulary and oral language skills introduced in French I. Upon completion of this course, the student will be able to communicate a novice-intermediate level with some degree of proficiency.

FRENCH III

1 credit

Prerequisites: French II

French III is an intermediate level course for students with a limited French background. The 4 basic skills of listening, speaking, reading and writing will be taught with major emphasis on oral communication and grammatical structure. The student will also be introduced to edited textural readings, authentic printed material within a familiar context, and writing from personal experience.

FRENCH CULTURAL TOPICS

1 credit

Prerequisites: French II or III

This class is designed for those students who wish to pursue their knowledge of French and its culture around the world beyond the French 2 or 3 levels. The class will explore various cultural topics using Internet and authentic materials. This class does not take the place of French 3 in the Distinguished Achievement Plan for graduation.

I. TECHNOLOGY APPLICATIONS UNDER CAREER & TECHNICAL EDUCATION

Note: All Technology application courses under Career & Technical Education listed under Technology Applications in Grades 7-12 satisfy Mission CISD's Technology Application Graduation Requirement.

FUNDAMENTALS OF COMPUTER SCIENCE

½ to 1 credit

Grade Levels: 7-12
Prerequisites: Knowledge and Skills relating to Technology Applications

Students learn about the computing tools that are used every day. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will learn the

problem-solving and reasoning skills that are the foundation of computer science. 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 and concepts.

COMPUTER SCIENCE I

½ to 1 credit

Grade Levels: 9-12
Prerequisites: Algebra I

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.

COMPUTER SCIENCE II

1 credit

Grade Levels: 11-12
Prerequisites: Algebra I and either Fundamentals of Computer Science or Computer Science I

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.

COMPUTER SCIENCE III

1 to 2 credits

Grade Levels: 9-12
Prerequisites: Computer Science II or AP Computer Science A

Computer Science III 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 advanced computer science data structures through the study of technology operations, systems, and concepts.

AP COMPUTER SCIENCE A

1 credit

Grades: 10-12
Prerequisite: The assumed prerequisites for entering the AP Computer Science A course include knowledge of basic English and algebra. A student in the AP Computer Science A course should be comfortable with functions and the concepts found in the uses of function notation, such as f(x) = x + 2 and f(x) = g(h(x)).

The AP Computer Science A course, taught in Java, 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 both object-oriented and imperative problem solving and design. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems.

AP COMPUTER SCIENCE PRINCIPLES

1 credit

Grades: 10-12
Prerequisite: Successful completion of Algebra 1 with a strong foundation on basic linear functions and composition of functions and problem-solving strategies that require multiple approaches and collaborative efforts.

The AP Computer Science Principles course does not have a designated programming language course introduces students to computer science with fundamental allows the teacher to select the programming language(s) most appropriate for students. The students will develop computational thinking vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world.

FOUNDATIONS IN CYBERSECURITY

1 credit

Grades: 9-12
Prerequisite: Fundamentals of Computer Science recommended

In the Foundations of Cybersecurity course, 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

CYBERSECURITY CAPSTONE

1 credit

Grades: 11-12
Prerequisite: Foundations in Cybersecurity

In the Cybersecurity Capstone course, 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. Cybersecurity Capstone may serve as a culminating course in this field of study

INDEPENDENT STUDY IN TECHNOLOGY APPLICATIONS

1 credit

Grade Levels: 10-12
Prerequisites: Completion of Graphics/Animations, Web Mastering, or Multimedia

In this course, students will continue acquiring the skills they started in any of the above prerequisite courses. The students will work with the teacher to set a project, continue and refine the skills necessary to create the project, and produce and maintain the project to completion. This course could be used as an Independent Study Project for a DAP measure.

J. OTHER ELECTIVES

AP CAPSTONE

AP Capstone™ is a College Board program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions. AP Capstone is comprised of two AP courses — **AP Seminar** and **AP Research** — and is designed to complement and enhance the discipline-specific study in other AP courses. Participating schools can use the AP Capstone program to provide unique research opportunities for current AP students, or to expand access to AP by encouraging students to master the argument-based writing skills that the AP Capstone program develops.

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams will receive the AP Seminar and Research Certificate. AP Seminar may also be taken as a stand-alone option.

AP SEMINAR

1 credit

Grade Level: 10 or 11

Students research and investigate real-world issues from multiple perspectives. They develop credible and valid evidence-based argument through gathering and analyzing information from various sources. Students engage in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

AP RESEARCH

1 credit

Grade Level: 11 or 12
Prerequisite: Successful completion of AP Seminar

In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

BIBLE LITERACY

1/2 credit

Grade Levels: 9-12
Prerequisites: None

In Bible Literacy, an elective course, students will be taught knowledge of biblical content, characters, poetry, and narratives that are prerequisites to understanding contemporary society and culture, including literature, art, music, mores, oratory, and public policy. The course will familiarize students with, as applicable, the contents of the Hebrew Scriptures or New Testament; the history of the Hebrew Scriptures or New Testament; the literary style and structure of the Hebrew Scriptures or New Testament; and the influence of the Hebrew Scriptures or New Testament on law, history, government, literature, art, music, customs, morals, values, and culture. This course shall follow applicable law and all federal and state guidelines in maintaining religious neutrality and accommodating the diverse religious views, traditions, and perspectives of students in their school district. This course shall not endorse, favor, or promote, or disfavor or show hostility toward, any particular religion or nonreligious faith or religious perspective.

BROADCAST NEWS

1 credit

Prerequisites: Application, instructor's approval

This course focuses on the fundamental of on-air delivery for Student Produced Television (SPTV). This course includes instruction on gathering, speaking and producing a daily news broadcast which includes the morning announcement. Each student on the staff should be responsible, reliable and have strong organizational skills.

COMMERCIAL PHOTOGRAPHY – YEARBOOK

1 to 2 credits

Grade Levels: 10-12
Recommended Prerequisites: Graphic Design and Illustration or Art I

Students will develop 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 commercial photography industry with a focus on creating quality photographs.

DEBATE

1 credit

Grade Levels: 10-12
Prerequisites: By approval only

Students will learn the art of debate. Students will be prepared to participate in tournaments throughout the year. Research skills and argumentative devices will be developed.

DESKTOP PUBLISHING (NEWSPAPER I)

1 credit

Prerequisites: Application, instructor's approval

This is an advanced journalism course which will count for one credit of Technology Applications. Students use all the features of desktop publishing at a greater to produce the final product which is the school newsmagazine. The student staff is responsible for every detail of the paper and many skill areas are vital to the final product: writing, digital photography, advertising, art and graphic design. Computer software used: Adobe In-Design, Adobe Photoshop, Microsoft Word and Microsoft Excel and Microsoft PowerPoint. Additional time outside of the class is needed to meet deadlines.

JOURNALISM

1 credit

Prerequisites: Application, 85 average in an English CP, Pre-AP or AP course for the previous year; and instructor's approval.

This is a basic journalism course for responsible and reliable students interested in writing for the student news magazine. Students will learn to write headlines and different types of stories like news, features, opinion and sports. The class includes the history of journalism, ethics, the rights and responsibilities of student journalists, advertising, interviewing and digital photography. This course includes an introduction to desktop publishing in which students learn to produce pages for the school newspaper.

NEWSPAPER II, III

1 credit

Prerequisites: Newspaper I, Instructor's approval

In this course students are in charge of producing the school newsmagazine. The student staff is responsible for every detail of the paper and many skills areas are important to the final product: advanced desktop publishing, writing, photography, advertising, art and graphic design. Computer Software used: Adobe in-Design, Adobe Photoshop, Microsoft Word and Microsoft PowerPoint. Additional time outside class may be needed to meet deadlines. **[Technology Applications credit for Desktop Publishing (Newspaper 1)].**

ORAL INTERPRETATION

1 credit

Grade Levels: 9-12
Prerequisites: None

This course is designed to explore literature through performance. Students will explore poetry, prose, orations, acting, and improvisation. Students will learn vocal techniques to enhance their speaking and practice performing in variety of situations.

PSYCHOLOGY

1/2 credit

Grade Levels: 10-12
Prerequisites: None

In Psychology, an elective course, students will consider the development of the individual and the personality. The study of psychology is based on a historical framework and relies on effective collection and analysis of data. Students will study topics such as theories of human development, personality, motivation, and learning.

PSYCHOLOGY (D)

1/2 credit

Grade Levels: 11-12
*Prerequisites: Meet dual enrollment criteri*a

In Psychology (D), an after school elective course, students will employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition. They will examine social institutions and processes across a range of historical periods, social structures, and culture. Students will use and critique alternative explanatory systems or theories and develop and communicate alternative explanations or solutions for contemporary social issues. Students will analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study. They will identify and understand differences and commonalities within diverse cultures.

AP PSYCHOLOGY

Prerequisites: None **1 credit**

In Psychology, students study the advanced science of behavior and mental processes. Students also examine the full scope of the science of psychology such as the historical framework, methodologies, human development, motivation, emotion,

sensation, perception, personality development, cognition, learning, intelligence, biological foundations, mental health, and social psychology.

SOCIOLOGY

1/2 credit

Grade Levels: 10-12
Prerequisites: None

In Sociology (D), an after school elective course, students will study dynamics and models of individual and group relationships. Students will study topics such as the history and systems of sociology, cultural and social norms, social institutions, and mass communication.

SOCIOLOGY (D)

1/2 credit

Grade Levels: 11-12
Prerequisites: Meet dual enrollment criteria

This course is an introduction to the scientific study of human behavior as related to group membership. Major areas of study in sociology will include basic structure of human society and of smaller groups, transmission of culture and regulating behavior, acquisition of the social self, violation of norms, stratification by class, race-ethnicity, sex, age, major social institutions, population dynamics, and sociocultural change.

AP SOCIOLOGY

Prerequisites: None **1 credit**

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

OTHER LOCAL ELECTIVES

Grade Levels: 10-12
Prerequisites: Senior classification; approval by the designated person

Students may choose to volunteer their time and services in a variety of ways. Some courses allow students to earn local credits and at the same time serve the school and community in a variety of ways. Students interested in these courses should meet with their counselor.

APPENDICES

APPENDIX A

APPENDIX A: COLLEGE AUTOMATIC ADMISSION

Sec. 51.803. AUTOMATIC ADMISSION: ALL INSTITUTIONS. (a) Subject to Subsection (a-1), each general academic teaching institution shall admit an applicant for admission to the institution as an undergraduate student if the applicant graduated with a grade point average in the top 10 percent of the student's high school graduating class in one of the two school years preceding the academic year for which the applicant is applying for admission and:

(1) the applicant graduated from a public or private high school in this state accredited by a generally recognized accrediting organization or from a high school operated by the United States Department of Defense;

(2) the applicant:

(A) successfully completed:

(i) at a public high school, the curriculum requirements established under Section 28.025 for the distinguished level of achievement under the foundation high school program; or

(ii) at a high school to which Section 28.025 does not apply, a curriculum that is equivalent in content and rigor to the distinguished level of achievement under the foundation high school program; or

(B) satisfied ACT's College Readiness Benchmarks on the ACT assessment applicable to the applicant or earned on the SAT assessment a score of at least 1,500 out of 2,400 or the equivalent; and

(3) if the applicant graduated from a high school operated by the United States Department of Defense, the applicant is a Texas resident under Section 54.052 or is entitled to pay tuition fees at the rate provided for Texas residents under Section 54.241(d) for the term or semester to which admitted.

(a-1) Beginning with admissions for the 2011-2012 academic year, The University of Texas at Austin is not required to offer admission to applicants who qualify for automatic admission under Subsection (a) in excess of the number required to fill 75 percent of the university's enrollment capacity designated for first-time resident undergraduate students in an academic year. If the number of applicants who qualify for automatic admission to The University

of Texas at Austin under Subsection (a) for an academic year exceeds 75 percent of the university's enrollment capacity designated for first-time resident undergraduate students for that academic year, the university may elect to offer admission to those applicants as provided by this subsection and not as otherwise required by Subsection (a). If the university elects to offer admission under this subsection, the university shall offer admission to those applicants by percentile rank according to high school graduating class standing based on grade point average, beginning with the top percentile rank, until the applicants qualified under Subsection (a) have been offered admission in the number estimated in good faith by the university as sufficient to fill 75 percent of the university's enrollment capacity designated for first-time resident undergraduate students, except that the university must offer admission to all applicants with the same percentile rank. After the applicants qualified for automatic admission under Subsection (a) have been offered admission under this subsection in the number estimated in good faith as sufficient to fill 75 percent of the designated enrollment capacity described by this subsection, the university shall consider any remaining applicants qualified for automatic admission under Subsection (a) in the same manner as other applicants for admission as first-time undergraduate students in accordance with Section 51.805.

(a-2) If the number of applicants who apply to a general academic teaching institution during the current academic year for admission in the next academic year and who qualify for automatic admission to a general academic teaching institution under Subsection (a) exceeds 75 percent of the institution's enrollment capacity designated for first-time resident undergraduate students for that next academic year and the institution plans to offer admission under Subsection (a-1) during the next school year, the institution shall, in the manner prescribed by the Texas Education Agency and not later than September 15, provide to each school district, for dissemination of the information to high school junior-level students and their parents, notice of which percentile ranks of high school senior-level students who qualify for automatic admission under Subsection (a) are anticipated by the institution to be offered admission under Subsection (a-1) during the next school year.

(a-3) Repealed by Acts 2015, 84th Leg., R.S., Ch. 776 , Sec. 1, eff. June 17, 2015.

(a-4) If The University of Texas at Austin elects to offer admission to first-time resident undergraduate students under Subsection (a-1) for an academic year, the university must continue its practice of not considering an applicant's legacy status as a factor in the university's decisions relating to admissions for that academic year.

(a-5) A general academic teaching institution that offers admission to first-time resident undergraduate students under Subsection (a-1) shall require that a student admitted under that subsection complete a designated portion of not less than six semester credit hours of the student's coursework during evening hours or other low-demand hours as necessary to ensure the efficient use of the institution's available classrooms.

(a-6) Not later than December 31 of each academic year in which The University of Texas at Austin offers admission under Subsection (a-1), the university shall deliver a written report to the governor, the lieutenant governor, and speaker of the house of representatives regarding the university's progress in each of the following matters:

(1) increasing geographic diversity of the entering freshman class;

(2) counseling and outreach efforts aimed at students qualified for automatic admission under this section;

(3) recruiting Texas residents who graduate from other institutions of higher education to the university's graduate and professional degree programs;

(4) recruiting students who are members of underrepresented demographic segments of the state's population; and

(5) assessing and improving the university's regional recruitment centers.

(b) An applicant who does not satisfy the curriculum requirements prescribed by Subsection (a)(2)(A)(i) or (ii) is considered to have satisfied those requirements if the student completed the portion of the distinguished level of achievement under the foundation high school program curriculum or of the curriculum equivalent in content and rigor, as applicable, that was available to the student but was unable to complete the remainder of the

curriculum solely because courses necessary to complete the remainder were unavailable to the student at the appropriate times in the student's high school career as a result of course scheduling, lack of enrollment capacity, or another cause not within the student's control.

(c) To qualify for admission under this section, an applicant must:

(1) submit an application before the expiration of any application filing deadline established by the institution; and

(2) provide a high school transcript or diploma that satisfies the requirements of Subsection (d).

(d) For purposes of Subsection (c)(2), a student's official transcript or diploma must, not later than the end of the student's junior year, indicate:

(1) whether the student has satisfied or is on schedule to satisfy the requirements of Subsection (a)(2)(A)(i) or (ii), as applicable; or

(2) if Subsection (b) applies to the student, whether the student has completed the portion of the distinguished level of achievement under the foundation high school program curriculum or of the curriculum equivalent in content and rigor, as applicable, that was available to the student.

(d-1) In addition to admissions required under Subsection (a), each general academic teaching institution shall admit an applicant for admission to the institution as an undergraduate student if the applicant graduated as the valedictorian of the student's high school graduating class in one of the two school years preceding the academic year for which the student is applying for admission and satisfies the requirements of Subsections (a)(1) through (3). Subsection (b) applies to an applicant for admission under this subsection. An applicant admitted under this subsection is considered automatically admitted for purposes of Subsection (a), (a-1), or (a-2), as applicable.

(e) Each institution of higher education shall admit an applicant for admission to the institution as an undergraduate student if the applicant:

(1) is the child of a public servant listed in Section 615.003, Government Code, who was killed or sustained a fatal injury in the line of duty; and

(2) meets the minimum requirements, if any, established for purposes of this subsection by the governing board of the institution for high school or prior college-level grade point average and performance on standardized tests.

(f) After admitting an applicant under this section, the institution shall review the applicant's record and any other factor the institution considers appropriate to determine whether the applicant may require additional preparation for college-level work or would benefit from inclusion in a retention program. The institution may require a student so identified to enroll during the summer immediately after the student is admitted under this section to participate in appropriate enrichment courses and orientation programs. This section does not prohibit a student who is not determined to need additional preparation for college-level work from enrolling, if the student chooses, during the summer immediately after the student is admitted under this section.

(g) The Texas Higher Education Coordinating Board by rule shall develop and implement a program to increase and enhance the efforts of general academic teaching institutions in conducting outreach to academically high-performing high school seniors in this state who are likely to be eligible for automatic admission under Subsection (a) to provide to those students information and counseling regarding the operation of this section and other opportunities, including financial assistance, available to those students for success at public institutions of higher education in this state. Under the program, the coordinating board, after gathering information and recommendations from available sources and examining current outreach practices by institutions in this state and in other states, shall prescribe best practices guidelines and standards to be used by general academic teaching institutions in conducting the student outreach described by this subsection.

(h) An institution that admits under this section an applicant qualified for automatic admission under Subsection (a) or (d-1) may admit the applicant for either the fall semester of the academic year

for which the applicant applies or for the summer session preceding that fall semester, as determined by the institution.

(i) If a general academic teaching institution denies admission to an applicant for an academic year, in any letter or other communication the institution provides to the applicant notifying the applicant of that denial, the institution may not reference the provisions of this section, including using a description of a provision of this section such as the top 10 percent automatic admissions law, as a reason the institution is unable to offer admission to the applicant unless the number of applicants for admission to the institution for that academic year who qualify for automatic admission under Subsection (a) is sufficient to fill 100 percent of the institution's enrollment capacity designated for first-time resident undergraduate students.

(j) A general academic teaching institution that elects to offer admission under Subsection (a-1) for an academic year may not offer admission to first-time undergraduate students who are not residents of this state for that academic year in excess of the number required to fill 10 percent of the institution's enrollment capacity designated for first-time undergraduate students for that academic year.

(k) A general academic teaching institution may not offer admission under Subsection (a-1) for an academic year after the 2017-2018 academic year if, on the date of the institution's general deadline for applications for admission of first-time undergraduate students for that academic year:

(1) a final court order applicable to the institution prohibits the institution from considering an applicant's race or ethnicity as a factor in the institution's decisions relating to first-time undergraduate admissions; or

(2) the institution's governing board by rule, policy, or other manner has provided that an applicant's race or ethnicity may not be considered as a factor in the institution's decisions relating to first-time undergraduate admissions for that academic year.

(l) The Texas Higher Education Coordinating Board shall publish an annual report on the impact of Subsection (a-1) on the state's goal of closing college access and achievement gaps under "Closing the Gaps," the state's master plan for higher education, with respect

to students of an institution that offers admission under that subsection, disaggregated by race, ethnicity, socioeconomic status, and geographic region and by whether the high school from which the student graduated was a small school, as defined by the commissioner of education, or a public high school that is ranked among the lowest 20 percent of public high schools according to the percentage of each high school's graduates who enroll in a four-year institution, including a general academic teaching institution, in one of the two academic years following the year of the applicant's high school graduation. On request, a general academic teaching institution that offers admission under Subsection (a-1) shall provide the board with any information the board considers necessary for the completion of the report required by this subsection.

Added by Acts 1997, 75th Leg., ch. 155, Sec. 1, eff. Sept. 1, 1997. Amended by Acts 1999, 76th Leg., ch. 845, Sec. 1, eff. Aug. 30, 1999. Amended by:

Acts 2007, 80th Leg., R.S., Ch. 941 (H.B. 3826), Sec. 1, eff. June 15, 2007.

Acts 2009, 81st Leg., R.S., Ch. 1342 (S.B. 175), Sec. 1, eff. June 19, 2009.

Acts 2013, 83rd Leg., R.S., Ch. 161 (S.B. 1093), Sec. 4.008, eff. September 1, 2013.

Acts 2013, 83rd Leg., R.S., Ch. 211 (H.B. 5), Sec. 64(a), eff. June 10, 2013.

Acts 2013, 83rd Leg., R.S., Ch. 959 (H.B. 1843), Sec. 1, eff. June 14, 2013.

Acts 2015, 84th Leg., R.S., Ch. 776 (H.B. 2472), Sec. 1, eff. June 17, 2015.

Acts 2019, 86th Leg., R.S., Ch. 730 (H.B. 539), Sec. 1, eff. June 10, 2019.

Sec. 51.8035. AUTOMATIC ADMISSION OF APPLICANTS COMPLETING CORE CURRICULUM AT ANOTHER INSTITUTION. (a) In this section:

(1) "Core curriculum" means the core curriculum adopted by an institution of higher education under Section 61.822.

(2) "General academic teaching institution" has the meaning assigned by Section 61.003.

(b) A general academic teaching institution shall admit an applicant for admission to the institution as a transfer undergraduate student who:

(1) graduated from high school not earlier than the fourth school year before the academic year for which the applicant seeks admission to the institution as a transfer student and:

(A) qualified for automatic admission to a general academic teaching institution under Section 51.803 at the time of graduation; or

(B) was previously offered admission under this subchapter to the institution to which the applicant seeks admission as a transfer student;

(2) first enrolled in a public junior college or other public or private lower-division institution of higher education not earlier than the third academic year before the academic year for which the applicant seeks admission;

(3) completed the core curriculum at a public junior college or other public or private lower-division institution of higher education with a cumulative grade point average of at least 2.5 on a four-point scale or the equivalent; and

(4) submits a completed application for admission as a transfer student before the expiration of any application filing deadline established by the institution.

(c) For purposes of this section, transfer semester credit hours from a different institution of higher education and semester credit hours earned by examination shall be included in determining whether the person completed the core curriculum at an institution of higher education.

(d) It is the responsibility of the applicant for admission under this section to:

(1) expressly and clearly claim in the application entitlement to admission under this section; and

(2) timely provide to the general academic teaching institution the documentation required by the institution to determine the student's entitlement to admission under this section.

Added by Acts 2009, 81st Leg., R.S., Ch. 1342 (S.B. 175), Sec. 2, eff. June 19, 2009.

Sec. 51.804. ADDITIONAL AUTOMATIC ADMISSIONS: SELECTED INSTITUTIONS. For each academic year, the governing board of each general academic teaching institution shall determine whether to adopt an admissions policy under which an applicant to the institution as a first-time freshman student, other than an applicant eligible for admission under Section 51.803, shall be admitted to the institution if the applicant:

(1) graduated from a public or private high school in this state accredited by a generally recognized accrediting organization with a grade point average in the top 25 percent of the applicant's high school graduating class; and

(2) satisfies the requirements of:

(A) Section 51.803(a)(2)(A) or 51.803(b), as applicable to the student, or Section 51.803 (a)(2)(B); and

(B) Sections 51.803(c)(2) and 51.803(d).

Added by Acts 1997, 75th Leg., ch. 155, Sec. 1, eff. Sept. 1, 1997.

Amended by:

Acts 2007, 80th Leg., R.S., Ch. 941 (H.B. 3826), Sec. 2, eff. June 15, 2007.

Sec. 51.8045. GRADUATES OF CERTAIN SPECIAL HIGH SCHOOL PROGRAMS. (a) For purposes of Sections 51.803 and 51.804 only, the governing body of a school district may treat a high school magnet program, academy, or other special program conducted by the school district at a high school attended by high school students who are not students of the special program as an independent high school with its own graduating class separate from the graduating class of other students attending the high school if:

(1) the special program was in operation in the 2000-2001 school year;

(2) the students of the special program are recruited, selected, or admitted from among the students residing in the attendance zones of not fewer than 10 regular high schools in the district, including the high school at which the special program is conducted;

(3) the students of the special program are selected or admitted independently of and identified as a student body separate from the other students of the high school;

(4) the students of the special program constitute not less than 35 percent of the total number of students in the

graduating class at the high school at which the special program is conducted;

(5) the students of the special program have a curriculum different from that of the other students of the high school, even if students of the special program and other students of the high school attend some of the same classes; and

(6) a student graduating from the special program receives a high school diploma that includes a reference to the special program in describing the high school from which the student graduated.

(b) This section does not apply to the manner in which the members of a graduating class of the high school as a whole, including graduates of the special program, are ranked by grade point average for purposes other than admissions under Sections 51.803 and 51.804.

Added by Acts 2001, 77th Leg., ch. 1024, Sec. 1, eff. June 15, 2001.

Sec. 51.805. OTHER ADMISSIONS. (a) A graduating student who does not qualify for admission under Section 51.803 or 51.804 may apply to any general academic teaching institution if the student:

(1) successfully completed:

(A) at a public high school, the curriculum requirements established under Section 28.025 for the foundation high school program; or

(B) at a high school to which Section 28.025 does not apply, a curriculum that is equivalent in content and rigor to the foundation high school program; or

(2) satisfied ACT's College Readiness Benchmarks on the ACT assessment applicable to the applicant or earned on the SAT assessment a score of at least 1,500 out of 2,400 or the equivalent.

(b) The general academic teaching institution, after admitting students under Sections 51.803 and 51.804, shall admit other applicants for admission as undergraduate students. It is the intent of the legislature that all institutions of higher education pursue academic excellence by considering students' academic achievements in decisions related to admissions. Because of changing demographic trends, diversity, and population increases in the state, each general academic teaching institution shall also consider all of, any of, or a combination of the following socioeconomic indicators or factors in making first-time freshman admissions decisions:

(1) the applicant's academic record;

(2) the socioeconomic background of the applicant, including the percentage by which the applicant's family is above or below any recognized measure of poverty, the applicant's household income, and the applicant's parents' level of education;

(3) whether the applicant would be the first generation of the applicant's family to attend or graduate from an institution of higher education;

(4) whether the applicant has bilingual proficiency;

(5) the financial status of the applicant's school district;

(6) the performance level of the applicant's school as determined by the school accountability criteria used by the Texas Education Agency;

(7) the applicant's responsibilities while attending school, including whether the applicant has been employed, whether the applicant has helped to raise children, or other similar factors;

(8) the applicant's region of residence;

(9) whether the applicant is a resident of a rural or urban area or a resident of a central city or suburban area in the state;

(10) the applicant's performance on standardized tests;

(11) the applicant's performance on standardized tests in comparison with that of other students from similar socioeconomic backgrounds;

(12) whether the applicant attended any school while the school was under a court-ordered desegregation plan;

(13) the applicant's involvement in community activities;

(14) the applicant's extracurricular activities;

(15) the applicant's commitment to a particular field of study;

(16) the applicant's personal interview;

(17) the applicant's admission to a comparable accredited out-of-state institution; and

(18) any other consideration the institution considers necessary to accomplish the institution's stated mission.

(c) A general academic teaching institution may review other factors in making an admissions decision.

(d) Not later than one year before the date that applications for admission are first considered under this section, each general academic teaching institution shall publish in the institution's catalog a description of the factors considered by the institution in making admission decisions and shall make the information available to the public.

(e) This section does not apply to an institution that has an open enrollment policy, except that a student may apply to a general academic teaching institution that has an open enrollment policy only if the student satisfies the requirements described by Subsection (a).

(f) This section does not apply to Lamar State College--Orange or Lamar State College--Port Arthur as long as those institutions operate as two-year lower-division institutions of higher education.

(g) The Texas Higher Education Coordinating Board and the commissioner of education shall jointly adopt rules to establish eligibility requirements for admission under this section as to curriculum requirements for high school graduation under Subsection (a)(1) for students participating in the minimum, recommended, or advanced high school program so that the admission requirements for those students under this section are not more stringent than the admission requirements under this section for students participating in the foundation high school program. This subsection expires September 1, 2020.

Added by Acts 1997, 75th Leg., ch. 155, Sec. 1, eff. Sept. 1, 1997.

Amended by:

Acts 2007, 80th Leg., R.S., Ch. 941 (H.B. 3826), Sec. 3, eff. June 15, 2007.

Acts 2009, 81st Leg., R.S., Ch. 449 (H.B. 2424), Sec. 1, eff. June 19, 2009.

Acts 2013, 83rd Leg., R.S., Ch. 211 (H.B. 5), Sec. 65(a), eff. June 10, 2013.

APPENDIX B

APPENDIX B: NOTICE OF REQUIREMENTS FOR AUTOMATIC COLLEGE ADMISSION AND FINANCIAL AID

Sec. 28.026. NOTICE OF REQUIREMENTS FOR AUTOMATIC COLLEGE ADMISSION AND FINANCIAL AID. (a) The board of trustees of a school district and the governing body of each open-enrollment charter school that provides a high school shall require each high school in the district or provided by the charter school, as applicable, to post appropriate signs in each school counselor's office, in each principal's office, and in each administrative building indicating the substance of Section 51.803 regarding automatic college admission and stating the curriculum requirements for financial aid authorized under Title 3. To assist in the dissemination of that information, the district or charter school shall:

(1) require that each school counselor and class advisor at a high school be provided a detailed explanation of the substance of Section 51.803 and the curriculum requirements for financial aid authorized under Title 3;

(2) provide each district or school student, at the time the student first registers for one or more classes required for high school graduation, with a written notification, including a detailed explanation in plain language, of the substance of Section 51.803, the curriculum requirements for financial aid authorized under Title 3, and the benefits of completing the requirements for that automatic admission and financial aid;

(3) require that each school counselor and senior class advisor at a high school explain to eligible students the substance of Section 51.803; and

(4) not later than the 14th day after the last day of classes for the fall semester or an equivalent date in the case of a school operated on a year-round system under Section 25.084, provide each senior student eligible under Section 51.803 and each student enrolled in the junior year of high school who has a grade point average in the top 10 percent of the student's high school class, and the student's parent or guardian, with a written notification of the student's eligibility with a detailed explanation in plain language of the substance of Section 51.803.

(b) The commissioner shall adopt forms, including specific language, to use in providing notice under Subsections (a)(2) and (4). In providing notice under Subsection (a)(2) or (4), a school district or open-enrollment charter school shall use the appropriate form adopted by the commissioner. The notice to a student and the student's parent or guardian under Subsections (a)(2) and (4) must be on a single form that contains signature lines to indicate receipt of notice by the student and the student's parent or guardian. The notice under Subsection (a)(2) must be signed by the student's

counselor in addition to being signed by the student and the student's parent or guardian.

Added by Acts 1999, 76th Leg., ch. 1511, Sec. 1, eff. June 19, 1999.
Amended by:
Acts 2009, 81st Leg., R.S., Ch. 1342 (S.B. 175), Sec. 3, eff. June 19, 2009.
Acts 2013, 83rd Leg., R.S., Ch. 211 (H.B. 5), Sec. 18(a), eff. June 10, 2013.
Acts 2013, 83rd Leg., R.S., Ch. 443 (S.B. 715), Sec. 20, eff. June 14, 2013.

APPENDIX C

APPENDIX C EXPLANATION OF AUTOMATIC COLLEGE ADMISSION AND CURRICULUM REQUIREMENTS FOR FINANCIAL AID FOR HIGH SCHOOL STUDENTS

EXPLANATION OF AUTOMATIC COLLEGE ADMISSION AND CURRICULUM REQUIREMENTS FOR FINANCIAL AID FOR HIGH SCHOOL STUDENTS

Automatic Admission Requirements

In accordance with Texas Education Code (TEC), §51.803, a student is eligible for automatic admission to a Texas public college or university as an undergraduate student if the student earned a grade point average in the **top 10 percent** of the student's high school graduating class or in the percentage of qualified applicants that are anticipated to be offered admission to the University of Texas at Austin*, and the applicant

(1) successfully completed the requirements for the Recommended High School Program (RHSP) or the DistinguishedAchievementProgram(DAP);

(2) earned the distinguished level of achievement under the Foundation High School Program; or

(3) satisfied ACT's College Readiness Benchmarks on the ACT assessment or earned on the SAT assessment a score of at least 1,500 out of 2,400 or the equivalent.

High school rank for students seeking automatic admission to a general academic teaching institution is determined and reported as follows.

(1) Class rank must be based on the student's rank at the end of the 11th grade, middle of the 12th grade, or at high school graduation, whichever is most recent at the application deadline.

(2) The top 10 percent of a high school class cannot contain more than 10 percent of the total class size.

(3) The student's rank must be reported by the student's high school or school district as a specific number out of a specific number total class size.

(4) Class rank shall be determined by the school or school district from which the student graduated or is expected to graduate.

A student is considered to have satisfied the course requirements of the RHSP, DAP, or the distinguished level of achievement under the Foundation High School Program if the student completed the portion of those programs that was available to the student but which the student was unable to complete because the courses were unavailable as a result of circumstances not within the student's control.

To qualify for automatic admission an applicant must

(1) submit an application before the deadline established by the Texas college or university to which the student seeks admission; and

(2) provide a high school transcript or diploma that indicates whether the student has satisfied or is on schedule to satisfy the requirements of the RHSP, DAP, or the distinguished level of achievement under the Foundation High School Program or the portion of the requirements of those programs that was available to the student.

Texas colleges and universities are required to admit an applicant for admission as an undergraduate student if the applicant is the child of a public servant who was killed or sustained a fatal injury in the line of duty and meets the minimum requirements, if any, established by the governing board of the college or university for high school or prior college- level grade point average and performance on standardized tests.

* The University of Texas at Austin (UT) is not required to automatically admit applicants in excess of 75% of its enrollment capacity for first-time resident undergraduate students. Should the number of applicants who qualify for automatic admission exceed 75% of enrollment capacity, UT must provide notice of the percentage of qualified applicants that are anticipated to be offered admission.

State Financial Aid Programs with Curriculum Requirements

Under TEC, Title 3, there are several state financial aid programs available for Texas public high school students. The following state financial aid programs include certain curriculum requirements to be considered when planning a student's high school career to ensure eligibility for financial aid under one of these programs. **Please note that this is not a complete list of requirements and additional eligibility requirements apply.** A full list of requirements is available through the Texas Higher Education Coordinating Board's financial aid webpage at http://www.collegeforalltexans.com/apps/financialaid/tofa2.cfm?ID=458.

Individuals interested in the following financial aid opportunities are strongly encouraged to check the status of each grant program for the anticipated year(s) of enrollment in an institution of higher education at http://www.collegeforalltexans.com/apps/financialaid/tofa2.cfm?ID=458**.**

Texas B-On-Time (BOT):
Applicants must meet one of the following academic requirements:

a. Graduated in the 2002–2003 academic year or later under the RHSP or DAP, or its equivalent
b. Earned an associate's degree from an eligible institution no earlier than May 1, 2005

Top Ten Percent Scholarship
To receive an initial award through the Top 10 Percent Scholarship Program, a student must have graduated while ranked in the top 10 percent of his or her graduating class and completed the RHSP or DAP curriculum or earned the distinguished level of achievement on the Foundation High School Program (or the equivalent) at an accredited public high school in Texas, or the equivalent at an accredited private high school in Texas.

TEXAS Grant
Basic Initial Year (IY) Student Eligibility Curriculum Requirements
A student must complete the Foundation High School Program, RHSP, or DAP (or the equivalent).

PriorityModel Initial Year (IY) Student Curriculum Eligibility Requirements
In addition to the basic initial year (IY) student eligibility requirements, to receive priority consideration for an IY award through the TEXAS Grant Program, a student must meet at least one requirement in at least two of the four following areas:

AREA	REQUIREMENT(S)
Advanced Academic Program	Earn 12 hours of college credit (dual credit or AP courses), complete the Distinguished Achievement Program (DAP), or complete the International Baccalaureate (IB) Program
TSI Readiness	Meet the Texas Success Initiatives (TSI) assessment thresholds or qualify for an exemption
Class Standing	Graduate in the top one/third of the HS graduating class or have a B average
Advanced Math	Complete at least one math course beyond Algebra II as determined by the Texas Education Agency (TEA) or complete at least one advanced career and technical course, as determined by TEA

A full list of TEXAS Grant eligibility requirements is provided at http://www.collegeforalltexans.com/apps/financialaid/tofa2.cfm?ID=458.

My signature below constitutes my acknowledgement that I have been provided with a copy of the explanation of automatic college admission and curriculum requirements for financial aid form.

_____ Date: _____
Signature of Student

_____ Date: _____
Signature of Parent or Guardian

_____ Date: _____
Signature of School Counselor

APPENDIX D

APPENDIX D: NOTIFICATION OF ELIGIBILITY FOR AUTOMATIC COLLEGE ADMISSION FOR STUDENTS ELIGIBLE TO ENTER COLLEGE IN 2023

posted November 2021

NOTIFICATION OF ELIGIBILITY FOR AUTOMATIC COLLEGE ADMISSION FOR STUDENTS ELIGIBLE TO ENTER COLLEGE IN 2023

This notice confirms that, pending the satisfaction of all applicable requirements (see below), _____ will be eligible for automatic college admission.

A student is eligible for automatic admission to a college or university as an undergraduate student if the applicant earned a grade point average in the **top 10 percent** of the student's high school graduating class (Texas Education Code, §51.803). If an eligible student is applying as an undergraduate to the University of Texas at Austin in the summer/fall 2023 or spring 2024, the applicant must earn a grade point average in the **top 6 percent** of the student's high school graduating class. The applicant in either case must also:

(1) earn the distinguished level of achievement under the Foundation High School Program; or

(2) satisfy ACT's College Readiness Benchmarks on the ACT assessment or earn on the SAT assessment a score of at least 1,500 out of 2,400 or the equivalent.

In accordance with Title 19 Texas Administrative Code (TAC), §5.5(e), high school rank for students seeking automatic admission to a general academic teaching institution on the basis of class rank is determined and reported as follows.

(1) Class rank shall be based on the end of the 11th grade, middle of the 12th grade, or at high school graduation, whichever is most recent at the application deadline.

(2) The top 10 percent of a high school class shall not contain more than 10 percent of the total class size.

(3) The student's rank shall be reported by the applicant's high school or school district as a specific number out of a specific number total class size.

(4) Class rank shall be determined by the school or school district from which the student graduated or is expected to graduate.

An applicant who does not satisfy the course requirements is considered to have satisfied those requirements if the student completed the distinguished level of achievement under the Foundation High School Program that was available to the student but was unable to complete the remainder of the coursework solely because courses were unavailable to the student at the appropriate times in the student's high school career as a result of circumstances not within the student's control.

To qualify for automatic admission an applicant must:

(1) submit an application before the deadline established by the college or university to which the student seeks admission;

(2) meet all curriculum requirements for admission established by the college or university to which the student seeks admission; and

(3) provide a high school transcript or diploma that indicates whether the student has satisfied or is on schedule to satisfy the requirements of the distinguished level of achievement under the Foundation High School Program or the portion of the distinguished level of achievement under the Foundation High School Program that was available to the student.

Colleges and universities are required to admit an applicant for admission as an undergraduate student if the applicant is the child of a public servant who was killed or sustained a fatal injury in the line of duty and meets the minimum requirements, if any, established by the governing board of the college or university for high school or prior college-level grade point average and performance on standardized tests.

My signature below constitutes my acknowledgement that I have been provided with a copy of the notification of automatic college admission and explanation of eligibility for automatic college admission.

_____ Date_____

Signature of Student

_____ Date_____

Signature of Parent or Guardian

APPENDIX E

APPENDIX E: NATIONAL TESTING ACCOMMODATIONS

NATIONAL TESTING ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES – 2022-2023

Mission CISD students begin taking standardized assessments for college/college readiness beginning as early as 7th grade as part of Mission CISD's College-Readiness Program. National College Readiness Testing in Mission CISD is as follows:

College Board Assessments

College Board administers the PSAT 8/9, PSAT 10, PSAT/NMSQT, SAT, and AP exams.

PSAT 8/9: Preliminary SAT
8th – 9th Grade: students take the PSAT 8/9 as a benchmark to determine "college readiness"

PSAT 10: Preliminary SAT
10th grade: all 10th graders take the PSAT 10 to measure readiness for college, access scholarships, and practice for the SAT.

PSAT/NMSQT: Preliminary SAT/ National Merit Scholarship Qualifying Test for 11th graders
11th grade: all 11th graders take the PSAT/NMSQT to try to qualify as National Merit Scholars

SAT: Scholastic Aptitude Test, a standardized test administered by College Board for college admissions throughout the United States
7th Grade: Duke TIP Scholars take College Board's SAT
11th and 12th Grade: all students prepare for the SAT in 11th grade and test in the Spring; some students test again in 12th graders to improve their scores

AP Exams: Advanced placement exams administered by the College Board for students taking AP courses, college-level (scores of 3, 4, or 5 on an AP exam are awarded college credit at colleges and universities)
8th graders fluent in Spanish may take the AP Spanish Language Test
9th – 12th graders: take AP exams in May, if they are taking an AP course or want to take the exam without taking the course

ACT Assessments

ACT administers ACT exams, as well as their college-readiness program consisting of ACT Tessera, ACT Engage, ACT Aspire, and ACT.

ACT: Standardized test administered by ACT for college admissions throughout the United States
11th Grade and 12th Grade: all students prepare for the SAT in 11th grade and test in the Spring; some students test again in 12th graders to improve their scores.

Testing Accommodation Request Timelines

College Board and ACT allow accommodations for some students with documented disabilities. All accommodations must be approved by College Board/ACT. The process may take up to seven weeks for College Board requests and 10-14 business days for ACT requests.

College Board
https://www.collegeboard.org/students-with-disabilities

College Board has afforded campus SSD (Services for Students with Disabilities) Coordinators guidance through the process of requesting accommodations for students on assessments.

SSD Online for Coordinators link: https://accommodations.collegeboard.org/ssd-online

ACT
http://www.act.org/content/act/en/products-and-services/the-act/registration/accommodations.html

ACT has afforded school officials guidance through the process of requesting accommodations for students.

APPENDIX F

Appendix F: Programs of Study

ARTS AND HUMANITIES ENDORSEMENT PATHWAYS

A coherent sequence of four credits from one or two categories in Fine Arts (examples)

Art	Art I	Art II	Art III	Art IV
Band	Band I	Band II	Band III	Band IV
Band/Color Guard	Band and Color Guard I	Band and Color Guard II	Band and Color Guard III	Band and Color Guard IV
Jazz Band	Jazz Band I	Jazz Band II	Jazz Band III	Jazz Band IV
Choir-B	Choir B - I	Choir B - II	Choir B - III	Choir B – IV
Choir-G	Choir G - I	Choir G - II	Choir G – III or Varsity Treble III	Choir G – IV or Varsity Treble IV
Mariachi	Mariachi I	Mariachi II	Mariachi III	Mariachi IV
Theatre Art	Theatre Arts I	Theatre Arts II	Theatre Arts III	Theatre Arts IV
Technical Theatre	Technical Theatre I	Technical Theatre II	Technical Theatre III	Theatre Arts IV
Theatre Production	Theatre Production I	Theatre Production II	Theatre Production III	Theatre Arts IV

A sequence of credits in Humanities (examples)

Five social studies courses

Social Studies	World Geography	World History	U. S. History	Government	Special Topics in SS

Four English elective credits

English	English I English II English III Adv. English	Creative Writing	Literary Genres	Research & Tech. Writing	Humanities

Four levels of the same language in a language other than English

World Lang.	Foreign Language I	Foreign Language II	Foreign Language III	Foreign Language IV

BUSINESS AND INDUSTRY ENDORSEMENT SEQUENCE

A coherent sequence of four credits in CTE with at least two courses in the same career cluster, including at least one advanced CTE course, including any course that is the third or higher course in a sequence (examples)

	9th	10th	11th	12th	
Animation	Princ. Of Audio, Video Tech. & Comm.	Animation I	Animation II	Pract. Animation	
Audio/Video Production	Princ. Of Audio, Video Tech. & Comm.	Audio Video Production I	Adv. Audio Video Prod. II	Practicuum Audio Video	
Commercial Photography	Princ. Of Audio, Video Tech. & Comm.	Commercial Photography I	Commercial Photography	Practicum Commercial Photography	
Graphic Design	Princ. Of Audio, Video Tech. & Comm.	Graphic Design & Illustration I	AGraphic Design & Illustration II	Pract. Graphic Design & Illustration	
Architectural Design	Princ. Of Architecture	Architectural Design I	Arch. Design II	Pract. Arch. Design	
Business Technology	Elective/ Princ. of Info. Tech.	Bus. Inf. Mgmt. I	Bus. Inf. Mgmt. II	Business Management	
Marketing	BIM I	Fashion Market; Sports and Entertainment	Advertising and Social Media	Adv. Market; Pract. Market	
Agriculture Animal Sci.	Princ. Ag Foods & Nat. Res.	Small Animal Mng & Equine Science	Livestock Prod.	Veterinary Med App or Adv. Animal Science	
Ag. Sci. – Welding	Princ. Ag Foods & Nat. Res.	Ag. Mechanics & Metal Tech.	Ag. Structures Design	Ag Equipment Design & Fabric	
Manufacturing	Princ. of Manufacturing or Applied Man	Metal Fab & Machining I	Metal Fab & Machining II	Pract. In Manufacturing	
Collision Repair	Basic Collision Repair	Collision Repair	Paint & Refinishing	Pract. In Transportation	
Automotive Technology	Princ. Trans. Systems	Automotive Basics	Auto. Tech I	Auto Tech II	
Computer Maintenance	Princ. of Info. Technology	Computer Maintenance	Networking	Pract. In IT	
Ag.-Plant Science	Princ. Ag Foods & Nat. Res.	Greenhouse Oper & Prod	Horticultural Science	Adv. Plant & Soil Science	
Culinary Arts	Prin. of Hospitality	Culinary Arts	Advanced Culinary Arts	Practicum Culinary Arts	

PUBLIC SERVICE ENDORSEMENT SEQUENCE

A coherent sequence of four credits in CTE with at least two courses in the same career cluster, including at least one advanced CTE course, including any course that is the third or higher course in a sequence (examples)

Human Services

	9th	10th	11th	12th
Cosmetology	BIM I	Intro. to Cosmetology	Cosmo I or Manicure I	Cosmo II or Mancure II

JROTC

	9th	10th	11th	12th
JROTC	JROTC I	JROTC II	JROTC III	JROTC IV

Law Enforcement

	9th	10th	11th	12th
Law Enforce.	Princ. of Law, Pub. Saf., Corr., & Security	Law Enforcement I	Law Enforcement II	Court Sys. & Practices

Education

	9th	10th	11th	12th
Teaching	Princ. of Ed. & Training	Child Development	Instructional Practices	Pract. in Educ.& Training

Health Science

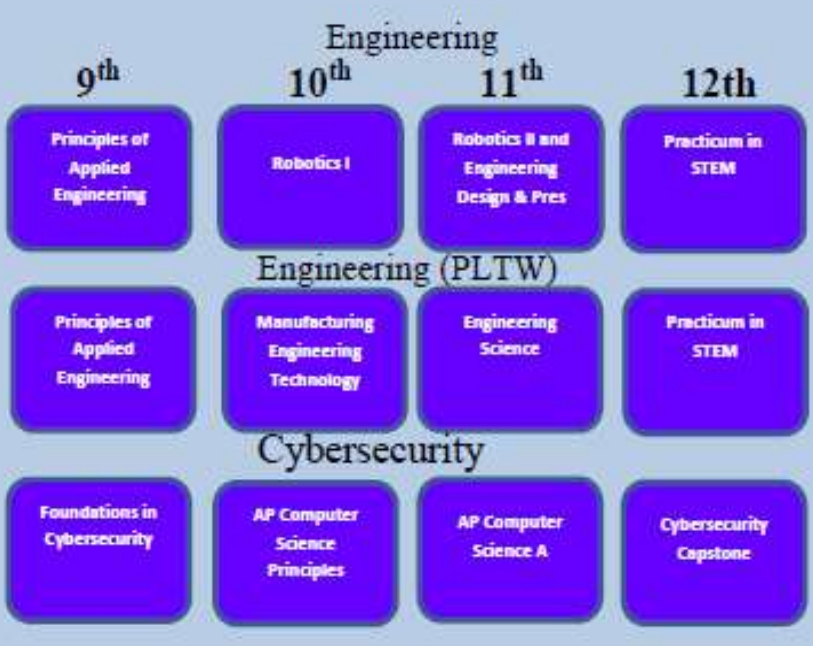
	9th	10th	11th	12th
Phlebotomy	Princ. of Health Science	Medical Terminology	Anatomy & Physiology	Prac. in Health Science – Phlebotomy
Nursing	Princ. of Health Science	Medical Terminology	Anatomy & Physiology	Prac. in Health Patient Care
Pharmacy	Princ. of Health Science	Medical Terminology	Pharmacology	Prac. in Health Sci. – Pharm. Tech
EMT	Princ. of Health Science	Medical Terminology	Anatomy & Physiology	Prac. in Health Science – EMT I Basic

STEM ENDORSEMENT SEQUENCE

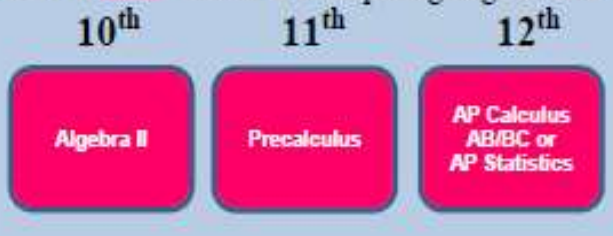
MUST SUCCESSFULLY COMPLETE:

Algebra II | Chemistry | Physics

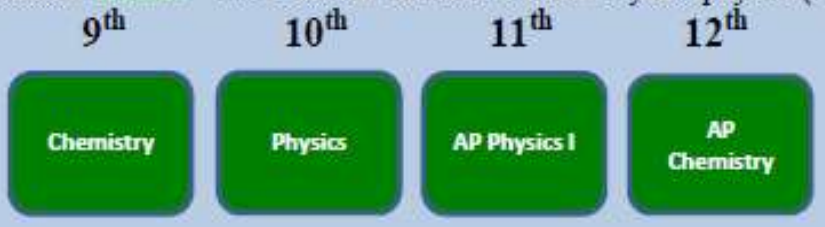
A coherent sequence of courses for four or more credits in CTE with at least two courses in the same career cluster, including at least one advanced CTE course, including any course that is the third or higher course in a sequence (example)



Three credits in math – two credits requiring Algebra II as a pre-requisite (example)



Four credits in science – two credits in addition to chemistry and physics (example)



MULTI-DISCIPLINARY ENDORSMENT PATHWAYS

Four advanced courses within one endorsement area or among endorsement area not in a coherent sequence (example)

Advanced courses

- Business Info. Mgmt. II
- Accounting II
- Art III
- Debate III

Four credits in each of the foundation subject areas to include English IV, Chemistry and/or Physics (example)

- English IV
- Chemistry or Physics
- Pre-Calculus or Advanced Math
- AP Human Geography or World History

Four credits in Advanced Placement or Dual courses in English, Math, Science, Social Studies, Economics, Languages other than English, or Fine Arts (example)

AP/Dual Language and Composition	AP/Dual Literature and Composition	AP Calculus or College Alg.or College Precal.	AP Statistics	AP Computer Science
AP/Dual Biology	AP/Dual Chemistry	AP Physics I	AP Physics II	AP Environ. Science
AP Human Geography	AP World History	AP/Dual US History	AP/Dual Govern./AP Economics	AP Spanish

Students First • Innovation • Collaborative Ownership • Diversity • Continuous Learning

ARTS AND HUMANITIES ENDORSEMENT

A coherent sequence of four to five credits from one or two categories in Fine Arts or Humanities

FINE ARTS

- Art
- Band
- Band and Color Guard
- Jazz Band
- Choir
- Mariachi
- Theatre Arts
- Technical Theatre
- Theatre Productions

HUMANITIES

- Social Studies
- English
- World Languages

PUBLIC SERVICE ENDORSEMENT

A coherent sequence of four credits in CTE with at least two courses in the same career cluster, including at least one advanced CTE course, including any course that is the third or higher course in a sequence

- Cosmetology
- JROTC
- Law Enforcement
- Fire & Safety
- Teaching
- Phlebotomy Tech
- Nursing-Patient Care Tech
- Pharmacy Tech
- EMT I Basic

STEM ENDORSEMENT

A coherent sequence of courses for four or more credits in CTE with at least two courses in the same career cluster, including at least one advanced CTE course, including any course that is the third or higher course in a sequence [Must successfully complete Algebra II, Chemistry, and Physics]

- Engineering
- Computer Science
- Math
- Science

BUSINESS AND INDUSTRY ENDORSEMENT

A coherent sequence of four credits in CTE; at least two courses in the same career cluster, including at least one advanced CTE course, including any course that is the third or higher course in a sequence

- Animation
- Audio/Video Production
- Commercial Photography (Yearbook)
- Graphic Design
- Architectural Design
- Construction Technology
- Business Management
- Marketing
- Animal Production
- Plant Science
- Welding
- Manufacturing
- Collision Repair
- Auto Technology
- Computer Maintenance
- Information Technology
- Culinary Arts
- Journalism – Yearbook
- Journalism - Newspaper

MULTI-DISCIPLINARY ENDORSEMENT

Four advanced courses within one endorsement area or among endorsement areas not in a coherent sequence

- Four advanced courses
- Four credits in each of the four foundation subject areas including English IV and chemistry or physics
- Four credits in AP/dual courses in English, math, science, social studies, economics, languages other than English, or fine arts