

High School Course Catalog

2022-2023



Spring Branch Independent School District

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Academic Program Categories

Academic Program Categories include:

- Grade Level
- Advanced Academic Courses (AAC)
- Advanced Placement (AP)
- International Baccalaureate (IB)
- Dual Credit/Dual Enrollment
- English for Speakers of Other Languages (ESOL)
- Gifted & Talented
- Sheltered Instruction
- Special Education
- Virtual Learning

Grade Level

These courses meet the requirements as set forth by the Texas Education Agency as academic Grade Level courses. Each course has a set of Texas Essential Knowledge and Skills (TEKS) that students must learn in the course. Enrollment in programs other than Grade Level requires special consideration.

Advanced Academic Courses (AAC)

The purpose of the AAC Initiative is to engage ninth and tenth grade students in active, high-level learning, thereby ensuring that the students develop the skills, habits of mind, and concepts needed to succeed in college-level courses. Rigorous curriculum and instruction challenge the students to expand their knowledge and skills in preparation for the college-level environment of AP courses. Advanced Academic courses require more homework and a faster-paced learning environment, but provide greater opportunity to explore a subject in greater depth, with greater rigor. SBISD is committed to expanded access in challenging courses as it seeks to prepare every student for post-secondary success. Weighted grades are awarded for AAC courses in the four core subject areas. (Language Arts, Math, Science and Social Studies). Participation in these courses is outlined in the AAC/AP Parent/Student Contract.

AP—Advanced Placement

AP courses are college-level courses based on College Board curriculum. They are fast-paced and require more academic dedication and homework than Grade Level courses. They are rigorous and challenging, and build high-level critical thinking skills in specific content areas, culminating in a College Board AP exam. Weighted grades are awarded for AP courses in the four core subject areas (Language Arts, Math, Science, and Social Studies). Participation in these courses is outlined in the AAC/AP Parent/Student Contract.

IB—International Baccalaureate

The International Baccalaureate® (IB) is a non-profit educational foundation offering four highly-respected programmes of international education that develop the intellectual, personal, emotional, and social skills needed to live, learn, and work in a rapidly-globalizing world. Schools must be authorized by the IB organization to offer any of the programmes. IB courses are offered exclusively in SBISD at the Westchester Academy for International Studies. Weighted grades are awarded for IB courses in the four core subject areas (Language Arts, Mathematics, Science, and Social Studies).

DC/DE—Dual Credit/Dual Enrollment

A student may enroll in academic and/or technical courses for college credit while simultaneously earning high school credit in 11th and 12th grade. These are rigorous college-level courses which require more homework than Grade Level classes. The student must meet qualifications (see page 9 for additional details). Grades for these courses appear on both the student's high school transcript and college transcript. Weighted grades are awarded for DC/DE courses in the four core subject areas (Language Arts, Mathematics, Science, and Social Studies).

English for Speakers of Other Languages (ESOL)

This program is designed to meet the needs of English Learners (ELs). ELs receive intensive instruction in English from certified English as Second Language (ESL) teachers trained in recognizing and addressing language differences. This program is an integral part of the total school program and is based on the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) as required by the state. Placement in these classes is determined by the Language Proficiency Assessment Committee (LPAC).

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Sheltered Instruction

Sheltered instruction occurs in general education content-specific classes offered to English Learners (ELs) for state credit in high school. A sheltered content class incorporates second language acquisition strategies and support systems to communicate meaning in the content area. These sheltered classes are taught by teachers certified in a content area and trained in sheltered instruction. The sheltered classes cover all mandated TEKS; incorporate English Language Proficiency Standards (ELPS); and focus on modifying the instructional pacing and methods and accommodating materials for instruction.

Gifted and Talented (GT)

Students identified as “gifted and talented” through the district selection process generally take AAC & AP courses with teachers who have been trained to differentiate instruction to meet the needs of this population. Differentiation includes providing for GT students’ preferences for abstract learning, in-depth research and complex content. Students may be referred for the GT program by contacting the counselor’s office. The secondary GT identification process takes place in the spring for services to begin the following school year. Students may be identified to receive GT services in Language Arts/Social Studies, Mathematics/Science, or in all four core subject areas.

Special Education

For eligible students, course placement is determined by the Admission, Review and Dismissal (ARD) Committee, given consideration of present levels of performance and individual program goals.

Virtual Learning

Virtual learning options exist for both original credit and credit recovery classes. These classes can be taken during or after the regular school day, and during summer school.

Additional information about SBISD instructional programs can be found at:

Secondary Grading Expectations [Grading Expectations - Spring Branch Independent School District](#)

Secondary Student Handbook [Handbooks - Spring Branch Independent School District](#)

Credit Requirements and GPA

Credit requirements for graduation must all be **state-approved**. The calculation of a high school student's grade point average for rank in class is based on grade points assigned as follows:

LEVEL	A	B	C	D	F
Numeric Grade	90-100	80-89	75-79	70-74	69 & below
Advanced (H, P, Q, I, D)*	7	6	5	4	0
Grade Level	6	5	4	3	0
Basic/Functional	4	3	2	1	0

* H = Advanced Academic Courses

P = Advanced Placement

Q = Pre-Advanced Placement

I = International Baccalaureate

D = Dual Credit (effective for students entering high school beginning in 2014-2015)

Weighted grade points (H/P/Q/I/D) may be awarded for only one course in each of the four core curricular areas (English, Mathematics, Science, and Social Studies) per year in grades 9-12. If a student exhausts all advanced courses in a subject prior to 12th grade, accommodations will be made to ensure 4 weighted courses are available.

Grade Point Average (GPA)

- Is determined by dividing the total grade points by the number of semester courses.
- Both grades, the failing grade and the retake grade, for courses repeated to regain credit are included in calculating the GPA.
- Only courses taken in high school during the regular school day will be counted for GPA purposes. This means such courses as original credit summer school courses, correspondence courses, and on-line courses not taken during the school day will count for credit but not for GPA. The only exception is for courses that have to be repeated due to failure, which are included in GPA regardless of setting.
- Grades from high school courses brought forward from middle school do not count in high school GPA.

Class Rank and Grade Point Average (GPA) are calculated using the semester averages from ninth, tenth, eleventh, and first semester of the twelfth grade.

Grade Level Classification in High School

The number of credits required for classification purposes follows University Interscholastic League (UIL) guidelines. All students entering high school from middle school will be classified as 9th graders for the first year regardless of the number of high school credits earned in middle school or through credit by examination.

The following chart indicates the number of credits required for each grade level in high school.

9th Grade	0 state credits
10th Grade	5 state credits
11th Grade	11 state credits
12th Grade	17 state credits

In addition to the above, all students classified as seniors must be able to fulfill graduation requirements by the end of the school year (defined as August 1–July 31) in which they are classified as seniors, including summer graduation.

Graduation Ceremony

In order to participate in the graduation ceremony, each student must have met **all** graduation requirements, including passing all required courses and mastery of appropriate state assessments or approved alternate assignments.

Programs That Can Help Students Earn College Credit in High School

AP/Dual Credit/Dual Enrollment/IB

Knowing the difference between Advanced Placement, International Baccalaureate, Dual Credit, and Dual Enrollment courses will assist you in planning for both high school and college courses.

	Advanced Placement (AP)	Dual Credit (DC)	UT OnRamps Dual Enrollment (DE)	International Baccalaureate (IB)
Description	The AP program allows students to take college-level courses and to earn college credit or placement while still in high school.	Dual credit allows students to earn high school and college credit simultaneously by successfully completing Houston Community College Courses.	Dual Enrollment allows students to earn high school while potentially earning college credit while still in high school.	IB courses allow students to learn and practice globally minded thinking skills while participating in college level courses.
College Credit	College credit is awarded by individual universities based on the score of the AP Exam taken at the end of the course. Number of credit hours varies based on the course and the exam score.	High school and college credit is awarded when the student passes the course. Students can earn 3-college credit hours/course upon successful completion of course.	Students receive high school credit when they successfully complete the course. Students may elect to accept the 3 college credit hours if they qualify for and pass the college portion of the course.	College credit varies based on the scores received on each exam. Number of credit hours varies based on the course and the exam score. In addition, students who earn the full IB Diploma are awarded 24 college credits at Texas schools.
Teachers/Instructors	High school teachers trained by the College Board in their content areas.	Taught by college instructors and/or high school teachers who serve as adjunct HCC professors	A high school instructor teaches the high school course, and a college instructor of record leads the distance college course.	High school teachers trained by the IB teach IB courses in their content areas.
College/University Credit Acceptance	Accepted throughout the nation but check with individual college/ university for their AP exam score acceptance policy. Public Texas universities are required to award credit.	Guaranteed acceptance at Texas public institutions. Check with the individual college/university for academic requirements.	Guaranteed acceptance at any Texas public institution, and many private universities. Check with your individual college/university for academic requirements.	Accepted throughout the nation but check with individual college/ university for their IB exam score acceptance policy. Public Texas universities are required to award credit.
Location	AP courses are taught in the high school.	Dual credit courses are taught at the high school, or at the HCC campus.	UT OnRamps Dual Enrollment course are taught on the high school campus.	IB courses are taught in the high school.
Eligibility	Any student with appropriate pre-requisites may take AP courses.	Students must meet College Readiness Standards via the PSAT, SAT, ACT, or via a STAAR EOC waiver.	Open to students who show high achievement, self-discipline, and who wish to experience college-level coursework	Any student in grades 11 & 12 with appropriate pre-requisites may take IB courses.
Cost	The course itself is free, but students pay for the AP exam. There are exam fee reductions for students with financial need.	Dual credit tuition fees are currently paid by SBISD.	OnRamps tuition fees are currently paid by SBISD.	The course itself is free, but students pay for the IB exam fees. There are exam fee reductions for students with financial need.
Textbooks	Textbooks are provided by SBISD.	Students are responsible for purchasing textbooks. <i>Some students may qualify for scholarship</i>	All OnRamps materials are accessed through Canvas, an online learning platform.	Textbooks and resources are provided by the school.
Impact on High School GPA	Core AP courses are weighted.	Core dual credit classes are weighted.	Core dual enrollment classes are weighted.	Core IB courses are weighted.
Testing	Students take the AP exam at the end of their course to try to earn college credit.	College credit is earned upon successful completion of the course.	Students may accept college credit upon successful completion of the course.	Students complete IB assessments throughout their two-year program. They sit for additional exams in May of their senior year. Passing scores on the suite of assessments allow students to earn college credit.

Advanced Placement

The College Board offers a series of exams called Advanced Placement Exams which may allow a student to earn college credit. Each college has its own criteria for awarding credit, so students should check their preferred colleges' catalogs and web sites.

Spring Branch ISD high schools offer both Advanced Academic Courses (AAC) and AP courses to prepare students for the AP exams. The work level is more difficult and demanding than in Grade Level courses because they are designed to provide students with a college-level experience in high school. AAC and AP courses are awarded extra grade points, one per core subject area, with a maximum of four per year.

The following guidelines provide a profile of a student who typically experiences success in AAC/AP courses:

- Successful completion of prerequisite coursework.
- Current or previous successful performance in related area/course.
- 85th percentile or higher on the most recent standardized achievement test or other district-identified testing measure.
- Teacher recommendation.
- Careful consideration of demands of extracurricular activities, employment, community service, religious activities, and homework.

Careful consideration should be made before enrolling in an AAC or AP course.

- Curriculum alignment and required reading vary between Grade Level and AAC/AP courses.
- If there is not an opening in a Grade Level class the same period, students may have schedule changes that affect other classes and experience teacher changes.
- The opportunities for a student to choose to exit an AAC/AP class are limited to the 1st formal grading period (six weeks or nine weeks) of the course. AAC and most AP courses are designed as full year courses. Students who enroll in these courses are required to complete both semesters of the course unless they exit due to a grade of "D" or "F" (below 75) at the end of the first formal grading period or the end of the semester. Dropping a course with a grade of 75 or greater requires principal approval and will only be considered in extenuating circumstances. In cases where students are dropped for low grades or extenuating circumstances, replacement course options are limited to those where space is available and exclude off-campus and office aide.
- Each campus will establish guidelines for when and how students can request to drop AAC/AP classes within the first formal grading period.
- Students should consider choosing to exit an AAC/AP course if they are not maintaining at least a "C" average. This decision requires parent/guardian approval.
- If the student's grade in an AAC/AP course falls below a 70 (failing) at the end of any formal grading period (six weeks or nine weeks), the student will be removed from the AAC/AP course unless otherwise recommended by the building principal. Reassignment from an AAC/AP course to a Grade Level course will be recommended by campus personnel.
- For courses for which there are no grade level equivalents, students must have at least a "C" average to remain in the course at end of the 1st six weeks. The parent/guardian of a student with a "D" average who wishes the student to remain in the course must sign a statement documenting that they understand the student will not have the opportunity to exit the course until the end of the semester.

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- At any time when a student moves from grade level to AAC/AP, grades will follow to the new class without conversion. These courses include:

Art: Studio Art AP, AP Art History

Foreign Language: Course levels IV-VI

Mathematics: Statistics AP, Calculus AB, BC, Computer Science AP

Science: Environmental Science AP, Physics C, Biology AP, Chemistry AP

Social Studies: Euro History AP, Psychology AP (2nd semester only), U.S. History AP, Human Geography AP

GENERAL INFORMATION

Spring Branch Independent School District
AAC/AP PARENT/STUDENT CONTRACT

This completed, signed contract must be submitted with your course selection form if you are choosing to enroll in Advanced Academic (AAC) or Advanced Placement (AP) classes.

Student Name:

School:

Parent Name:

Grade Level:

School Year:

Please mark each AAC/AP class in which you would like to be enrolled:

- English
- Math
- Science
- Social Studies
- Elective(s)

The purpose of the AAC/AP entrance and exit guidelines is to provide information to parents and students and to facilitate students' success in academically challenging courses. While AAC/AP courses are open to any student wishing to enroll, parents and students should consider the profile of students who typically experience success in AAC/AP courses. **The decision to enroll in AAC/AP courses ultimately rests with the parents and the students.** AAC/AP classes in Spring Branch Independent School District stimulate and challenge students to perform at an advanced academic level. Therefore, AAC/AP coursework requires students to engage in more independent analytical reading and writing assignments, both inside and outside the classroom.

Entrance Guidelines regarding AAC/AP Courses

We encourage students who are interested in the AAC/AP courses to enroll. The following guidelines provide a profile of a student who typically experiences success in AAC and AP courses.

- Successful completion of prerequisite coursework
- Current or previous successful performance in related area/course
- 85th percentile or above on the most recent standardized achievement test or other district identified testing measure
- Teacher recommendation
- Careful consideration of demands of extracurricular activities, employment, community service, religious activities, and homework

Exit Information regarding AAC/AP Courses

- The opportunities for a student to choose to exit an AAC/AP class are limited to the 1st formal grading period (six weeks or nine weeks) of the course. AAC and most AP courses are designed as full year courses. Students who enroll in these courses are required to complete both semesters of the course unless they exit due to a grade of "D" or "F" (below 75) at the end of the first formal grading period or the end of the semester. Dropping a course with a grade of 75 or greater requires principal approval and will only be considered in extenuating circumstances. In cases where students are dropped for low grades or extenuating circumstances, replacement course options are limited to those where space is available and exclude off-campus and office aide.
- Each campus will establish guidelines for when and how students can request to drop AAC/AP classes within the first formal grading period.
- Students should consider choosing to exit an AAC/AP course if they are not maintaining at least a "C" average. This decision requires parent/guardian approval.
- If the student's grade in an AAC/AP course falls below a 70 (failing) at the end of any formal grading period (six weeks or nine weeks), the student will be removed from the AAC/AP course unless otherwise recommended by the building principal. Reassignment from an AAC/AP course to a Grade Level course will be recommended by campus personnel.
- For courses for which there are no Grade Level equivalents, students must have at least a "C" average to remain in the course at end of the 1st six weeks. The parent/guardian of a student with a "D" average who wishes the student to remain in the course must sign a statement documenting that they understand the student will not have the opportunity to exit the course until the end of the semester.

Spring Branch ISD takes pride in offering a strong curriculum in all courses. If a schedule change to a Grade Level class occurs, the student will continue to experience quality learning opportunities designed to effectively prepare him or her for high school and college curriculum.

I understand the entrance and exit guidelines pertaining to participation in AAC/AP courses in SBISD.

Student's Signature	Parent's Signature	Date
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GENERAL INFORMATION

Distrito Escolar Independiente de Spring Branch **CONTRATO AAC/AP DE PADRES/ESTUDIANTES**

Este contrato llenado y firmado deberá ser sometido con la forma del curso que hayas seleccionado si optas por inscribirte en las clases de Nivel Pre-Avanzado (AAC) ó Nivel Avanzado (AP).

Firma del Estudiante:

Escuela:

Firma del Padre:

Grado:

Año Escolar:

Favor de seleccionar cada clase de AAC/AP en la cual deseas registrarte:

- Inglés Matemáticas Ciencias Estudios Sociales Electiva(s)

El objeto de las reglas de entrada y salida del AAC/AP es para proveer información a los padres y a los estudiantes y para facilitar el éxito del estudiante en cursos académicos avanzados. Los cursos AAC/AP se ofrecen a cualquier estudiante que desee tomarlos, pero se recomienda que los padres y los estudiantes se fijen en el perfil de los estudiantes quienes típicamente tienen éxito en los cursos de AAC/AP. **La decisión de matricularse en los cursos AAC/AP al final es la responsabilidad de los padres y de los estudiantes.** Las clases AAC/AP en el Distrito Escolar Independiente de Spring Branch estimulan y retan a los estudiantes a un nivel académico avanzado. Por lo tanto, AAC/AP requiere que los estudiantes se comprometan a asignaturas de lectura y escritura analíticas más independientes dentro y fuera del salón de clases.

Reglas de Admisión a los Cursos AAC/AP

Animamos a los estudiantes que estén interesados en los cursos AAC/AP que se matriculen. Las siguientes guías proveen un perfil del estudiante que típicamente obtiene éxito en los cursos AAC/AP.

- Éxito en terminar los trabajos de clase pre-requeridos
- Presente o previo éxito en el desarrollo de cursos relacionados
- Obtener resultados iguales o más altos que el 85 por ciento más alto en el más reciente examen estándar de rendimiento escolar u otro examen identificado como medida en el distrito
- Recomendación del maestro(a)
- Se deben de considerar con cautela otras obligaciones como actividades extraescolares, empleo, servicio a la comunidad, actividades religiosas y tareas escolares

Información de Salida respecto a los Cursos AAC/AP

- Las oportunidades para que un estudiante pueda salir de una clase de AAC se limitan al final del primer período formal de calificaciones (seis o nueve semanas) del curso. Los cursos de AAC y la mayoría de cursos AP están diseñados como cursos de año completo. Será requerido que los estudiantes inscrito en estos cursos cumplan los dos semestres del curso, a menos que se habrán salido del programa por haber recibido un "D" o "F" en sus calificaciones (bajo de 75) al final del primer período formal de calificaciones o al final del semestre. Para dejar un curso con un grado de 75 o mayor requiere la aprobación del principal de la escuela y sólo se considerará después de repaso de atenuantes. En los casos en que los estudiantes son sacados del curso por bajas calificaciones o circunstancias atenuantes, las opciones de cursos de reemplazo se limitan a aquellas en las que hay espacio disponible y excluyen el curso fuera del campus y el asistente de oficina.
- Cada escuela establecerá pautas para cuándo y cómo los estudiantes pueden solicitar abandonar las clases AAC/AP, dentro del primer periodo de calificación formal.
- Los estudiantes deben de considerar salir de un curso AAC/AP si no mantienen cuando menos una "C" de promedio. Esta decisión requiere la aprobación del padre.
- Si al final de cualquier período formal de calificaciones (seis o nueve semanas) la calificación del estudiante en un curso AAC/AP baja a menos de 70 (reprobando), se le dará de baja al estudiante del curso AAC/AP a menos que el director de la escuela tome otra decisión. El personal del plantel recomendará que el estudiante se re-asigne de un curso AAC/AP a un curso a Nivel de Grado.
- Para cursos que no tienen equivalente de grado, el alumno debe tener un promedio de por lo menos una "C" para permanecer en el curso al final de las primeras 6 semanas. El padre de un alumno que tiene un promedio de "D" y gustaría permanecer en el curso debe firmar un documento donde dice que entienden que el alumno no tendrá la oportunidad de salir del curso hasta el fin del semestre.

Spring Branch ISD se enorgullece en ofrecer un curso de estudios sólido en todas las materias. Si un cambio de horario a clases de Nivel de Grado ocurre, el estudiante continuará con las oportunidades de enseñanza de calidad diseñadas para prepararlo efectivamente para el curso de estudios de la preparatoria y la universidad.

Me doy por enterado de las reglas de admisión y de salida referente a la participación en los cursos AAC/AP en SBISD.

Firma del Estudiante

Firma del Padre

Fecha

Programs That Can Help Students Earn College Credit in High School

International Baccalaureate

The IB Diploma Programme (DP), IB Career-related Programme (CP), and Middle Years Programme (MYP) are offered at Westchester Academy of International Studies. They are demanding, rigorous programs of study that hold students to international standards. Major colleges and universities around the world readily accept the IB Diploma Programme. In some cases, students have earned enough college credits through the two-year schedule of courses to begin post-secondary studies as sophomores. All public universities in Texas award a minimum of 24 college hours for the IB Diploma. Each university has specific policies concerning awarding credit for IB courses, so please consult your prospective university for more details.

IB Courses are offered at two levels: Higher Level (HL) and Standard Level (SL). Both levels explore coursework in great depth and detail while providing a rigorous, broad and balanced curriculum. These courses are taught over a two-year period. In the fall of their senior year, students will declare the level for each class and take the subject-specific exams in May of their senior year. This distinction allows students to select classes which allow them to pursue areas of strength and interest while challenging them to “stretch” in areas that are more challenging. The end result is a well-rounded student with greater preparation for college coursework.

To earn the IB Diploma (DP): (Students in grades 11-12)

- A student must successfully complete one course from each of six curriculum areas.
- Students must take a combination of either 3 Higher Level and 3 Standard Level courses or 4 Higher Level and 2 Standard Level courses.
- Students complete an Internal Assessment criteria for each of their courses during the course and sit for an External Assessment exam at the end of their 12th grade year.
- Students must accumulate 24 points for the IB diploma, with 12 points required at Higher Level.
- A final requirement is the completion of the following IB-specific coursework: Theory of Knowledge, Extended Essay, and Creativity, Activity, and Service (CAS).

To earn the IB Career-related Programme Diploma (CP): (Students in grades 11-12)

- A student must successfully complete a minimum of 2 IB courses (either Higher Level or Standard Level or a combo), sit for the exam, and earn a score of 3 or higher.
- Students must complete Internal Assessment criteria during the course and sit for an External Assessment exam at the end of their 12th grade year.
- A final requirement is the completion of the following IB CP-specific coursework: Personal and Professional Skills course, the Reflective Project, the Language Development Portfolio, and the Service Learning Portfolio.

If a student does not want to pursue either the IB Diploma or the IB Career-related Diploma, he/she may pursue completion of IB Certificates in selected classes. For example, a student may elect to take only IB English HL, IB History of the Americas HL, and IB Visual Arts HL. These three IB courses would be subject to the same testing and assessment which would result in IB Certificates, possibly earning college credit.

International Baccalaureate Middle Years Programme (IB MYP) (Students in grades 6-10) – WAIS is an authorized school for the IB Middle Years Programme. IB Middle Years Programme schools share a common philosophy – a commitment to high quality, challenging, international education that WAIS believes is important for their students.

Programs That Can Help Students Earn College Credit in High School

Special Education/504 Accommodations in AAC/Advanced Placement (AP), and International Baccalaureate (IB) Courses

The following guidelines are intended to apply to students served by special education and Section 504, who enroll in AAC, AP, or IB courses. While AAC/AP/IB courses are open to any student wishing to enroll, including students served by special education and Section 504, counselors, parents, ARD or Section 504 Committees should be aware that these are high level academic classes and accommodations will not be implemented if they alter the content or standards of the course. The following guidelines shall be applicable to all students served by special education and Section 504 who enroll in AAC/AP/IB courses:

1. Students served by special education or Section 504 must have equal opportunity to participate in AAC, AP, or IB courses in accordance with these guidelines.
2. While ARD Committees may wish to consider AAC, AP, or IB courses in connection with transition plans for students who will be attending college, ARD Committees and 504 Committees are not required to place students in AAC, AP, or IB classes unless they can be reasonably expected to be successful with the allowable accommodations described in these guidelines. If a parent chooses to enroll their student in an AAC, AP, or IB course, the ARD/504 Committee shall recommend accommodations in accordance with these guidelines.
3. Accommodations for students served by special education or Section 504 may not alter the content or academic standards of the AAC, AP, or IB course. Thus, certain allowable accommodations may include, but are not necessarily limited to the following:

- Extended time for testing
- Opportunity to repeat and explain instructions
- Assignment notebook
- Minimal auditory distractions
- Encouragement for classroom participation
- Large print, Braille/peer to read aloud
- Behavior intervention plan
- Assistive technology as defined by the committee
- Altered format of exams, such as highlighted instructions or alternative spacing of questions
- Altered assignments as needed for persons with motoric or visual impairment

4. The following are examples of accommodations which would alter the content or the standards of the course, and are not allowable:

- Reduced assignments
- Special projects in lieu of assignments
- Exams of reduced length
- Open book exams
- Peer tutoring/paired work arrangement
- Any reduction of content or standards of the course
- Reduced mastery

If the ARD Committee or Section 504 Committee does not believe that a student will be successful in an AAC, AP, or IB course, even with the allowable accommodations indicated above, it should notify the parents or the student, as appropriate, of its concerns and document them in the record of the ARD Committee or 504 meeting during which the matter is discussed. While the decision to enroll in an AAC/AP/IB class is ultimately to be made by the parent or student, the ARD or 504 Committee may meet and recommend removal of the student from the classroom if the student is not meeting the standards applicable to students in that program and, as a result, is failing or at risk of failure.

Dual Credit

A student may enroll in academic and/or technical courses for college credit before graduating from high school. Students receive both high school and college credit on successful completion of these courses. Grades earned will be used in calculating grade point averages and class rank. **There is no limit on the number of credits a student may earn in this manner.** Students may take up to two courses per semester unless limit is waived by the principal. The benefits of this program include:

- Earning 24-30 college hours while in high school
- Reducing time in college
- Preparation for a smooth transition to a college environment
- Less structured learning environment
- Substantial saving on college tuition

Dual Credit – Requirements

To qualify, a student must meet eligibility requirements:

- Submit scores from the Texas Success Initiative (TSI) or show exemption by way of SAT, ACT, PSAT, or STAAR End-of-Course (EOC) scores. Exemption scores are:
 - SAT:** Administered after March 5, 2016:
Evidence-Based Reading & Writing – 480+;
Mathematics – 530+
 - ACT:** English – 19, Mathematics – 19, Composite – 23
 - PSAT:** Reading & Writing – 460; Mathematics – 510
 - STAAR:** English II EOC – 4000+
- Students who do not meet exemptions for TSI must take the TSI assessment for placement in college-level courses.

Some advanced coursework will require additional testing by IHE as a prerequisite.

Dual Credit – On Campus & Early College Program

Students may take Dual Credit courses if offered on their home campus or on the college campus as part of the SBISD Early College Program.

- Enroll online at Houston Community College through Apply Texas:
<https://goapplytexas.org>
- Complete required paperwork – see your counselor
- If taking courses at the HCC Campus, students must submit an up-to-date meningitis vaccination record
- Purchase required textbooks – scholarships may be available

Dual Credit – Off Campus

Under special arrangements, students may apply for high school credit for college coursework if the course is comparable to an approved course. The student obtains a list of essential elements of the course and takes it to the college department chair or professor, who checks those elements included in the college course.

GENERAL INFORMATION

TO APPLY TO SBISD for permission, a student will submit to the principal:

1. Written letter of application signed by student and parents/guardians requesting permission to satisfy high school course requirement with a college course;
2. List of essential elements as marked by college course professor;
3. A list of textbook(s) used in college course;
4. Course syllabus or any other available descriptive information;
5. Dates on which the course begins and ends.

TO RECEIVE CREDIT for the course from SBISD, a student must provide a college transcript showing the numerical grade assigned. No credit will be granted for a failing grade. The grade assigned on the transcript will become the grade recorded on the student's high school transcript but will not be used to determine class rank.

Dual Credit GPA Points

Weighted Grade Points will be given for grades earned in dual credit English, mathematics, science, and social studies.

Dual Credit Fees

SBISD dual credit students take their coursework free of charge. Students are still required to purchase textbooks and materials for their dual credit courses. Scholarships may be available on an individual basis.

Changing from Early College Program (ECP) Course

If the student withdraws from an ECP course before the end of the first high school grading period that semester, he/she should be placed in a similar class if at all possible. When a student transfers into a similar class, the student will be given an opportunity to complete assignments deemed appropriate by the receiving teacher to allow the student to earn a 70 for that reporting period. If the student withdraws and does not take another class, no grade will be posted to the transcript since the student did not complete the coursework for that semester. The student's college record will reflect the withdrawal.

If the student withdraws from an ECP course after the end of the first high school grading period, he/she will be required to restart the course. Online options may be available; otherwise, the student will restart the course during the next semester it is available. In this situation, no grade will be posted on the student's transcript. The student's college record will reflect the withdrawal. Students in this situation will be scheduled into study hall. Neither off-campus nor office aide will be options.

HCC Dual Credit Courses

2022-2023

SBISD Course	SBISD Course Number	College Course	Early College Program	Weight	Campus-Based	College Credits
English III	EL13D A/B	ENG 1301/1302	AOC, MHS, NHS, SWHS, SHS, WAIS	Yes	SHS	3/3
English IV	EL14D A/B	ENG 1301/1302		Yes	MHS, SHS	3/3
	EL24D A/B	ENG 2322/2323				
US History	SS12D A/B	HIS 1301/1302		Yes	SHS	3/3
Government	SS217D	GOVT 2305		Yes	SHS	3
SS Topics	SS218D	GOVT 2306			SHS	3
Economics	SS227D	ECO 2301		Yes		3
Psychology	SST31D	PSYCH 2301				3
Sociology	SST32D	SOC 1301				3
Communication Applications DC	ELA51D	Speech 1311				3
Public Speaking	ELA51D	Speech 1315				3
Advanced Biotechnology	CST11 A/B	BIO 1308/1309		Yes	MHS	3/3
College Transition	AD501D	EDUC 1300				3

***Advanced Mathematics options available on a case-by-case basis.**

Dual Enrollment

University of Texas OnRamps

Another option through which high school students can earn college credit is the OnRamps dual enrollment program through the University of Texas at Austin. OnRamps is an innovative dual-enrollment program dedicated to preparing students for postsecondary success.

- Each course is taught using a hybrid delivery.
- Students meet university-level college readiness standards and can earn UT-Austin credit from a UT faculty member and high school credit from their local teacher.
 - * The high school grade includes all homework, projects, and tests assigned during the course.
 - * The college grade includes only those tests and projects included in the University's college course.
- All coursework credits earned can be applied to the Texas Common Core which are guaranteed to transfer to any Texas Public Institution.

The OnRamps student:

- Shows signs of maturity and responsibility
- Is self-disciplined
- Completes work on time or before work is due
- Has access and ability to utilize a computer
- Is able and willing to work independently
- Is able and willing to work collaboratively

OnRamps Courses 2022-2023

OnRamps Course	High School Short Description	High School Course Number	Weight	Campuses Offering 2022-2023	College Credit Awarded
English	ENG III DE	EL13E A/B PEIMS 03220300	Yes	MHS, SHS, SWHS, SBAI	3 hours credit Fall and 3 hours credit Spring
English (same college class as Juniors; only for seniors who did not do Dual Credit/Enrollment English as juniors)	ENG IV DE	EL14E A/B PEIMS 03220400	Yes	MHS	3 hours credit Fall and 3 hours credit Spring
U.S. History	US Hist DE	SS11E A/B PEIMS 03340100	Yes	MHS, NHS, SHS, SWHS, SBAI	3 hours credit Fall and 3 hours credit Spring
Introductory Biology I & Lab	Biology DE	SC14E A/B PEIMS 13037200	Yes	SWHS	Full year course. 4 hours credit award in Spring
Chemistry	Chemistry DE	SC216 A/B PEIMS 03040000	Yes	SHS	Full year course. 4 hours credit award in Spring
Physics I: Mechanics, Heat and Sound	Physics DE	SC31E A/B PEIMS 0350000	Yes	SWHS	Full year course. 4 hours credit award in Spring
Statistics	Statistics DE	MT51E A/B	Yes	SWHS	Full year course. 3 hours credit award in Spring
PreCalculus	PreCal DE	MT40E A/B PEIMS 0301100	Yes	NHS, SWHS, SHS, SBAI	Full year course. 3 hours credit award in Spring
Geo Science	Earth & Space DE	SC81E A/B PEIMS 03060200	Yes	SHS	Full year course. 3 hours credit award in Spring
College Algebra	Algebra II DE	MT23EA/B PEIMS 02100600	Yes	NHS, SWHS, SHS, SBAI	Full year course. 3 hours credit award in Spring

DE = Dual Enrollment; all these courses are "D" course type

Other Learning Opportunities: Original Credit and Credit Recovery

We understand that students occasionally need opportunities to earn credit outside of the traditional classroom. Original and credit recovery options available to SBISD students are described below:

Virtual High School Courses

SBISD offers online courses for original credit and credit recovery. These courses are available

- during the school day in a facilitated lab on campus,
- as an extra course beyond the regular class schedule (tuition based), and
- during summer school (tuition based).

SBISD offers a wide-range of courses through our partnership with APEX Learning. Most virtual courses are taught by SBISD teachers using APEX content and assessments developed specifically to meet Texas standards. Original credit courses offered during the school day must meet a minimum student enrollment number for the course to be provided.

Students interested in taking virtual courses in 2022-2023 will complete a virtual registration form during course selection. Additional opportunities to register for virtual classes will be available through the beginning of the fall semester.

Language Arts	Mathematics	Science
English I A/B English II A/B English III A/B English IV A/B AP English Language* AP English Literature* Creative Writing Media Literacy	Algebra I Geometry Algebra II PreCalculus Statistics AP Calculus AB* AP Statistics* Financial Mathematics	Biology IPC Chemistry Physics Environmental Systems AP Biology* AP Chemistry* AP Environmental Science* Earth and Space Science
Social Studies	Languages	Electives
World History World Geography U.S. History AP U.S. History* Economics U.S. Government AP Government* AP Macroeconomics* AP Microeconomics* AP Psychology* Multicultural Studies Psychology Personal Financial Literacy	Spanish I Spanish II Spanish III AP Spanish Language* French I French II Mandarin Chinese I Mandarin Chinese II German I German II Latin I Latin II	Introduction to Business and Marketing Business Applications Principles of Business, Marketing, and Finance Principles of Health Science Principles of Information Technology Business Law Accounting Art Appreciation Health

**Original Credit Only*

Other courses may be available on request through our 3rd party providers, TxVSN and Fuel Education (a division of K12). These courses are tuition-based courses. Please consult your counselor if you are looking for a course not on this list.

GENERAL INFORMATION

Texas Virtual School Network (TXVSN) (Secondary Grade Levels)

The Texas Virtual School Network (TXVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TXVSN to earn course credit for graduation.

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. In addition, for a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

If you have questions or wish to make a request that your child be enrolled in a TXVSN course, please contact the school counselor. Unless an exception is made by the principal, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

To explore further, please contact your counselor; or email elarning@springbranchisd.com. [[Board Policies](#) [EHDE \(LEGAL\), \(LOCAL\)](#); [EHDD \(LEGAL\), \(LOCAL\)](#)]

Correspondence Courses

[Board Policy EHDE \(LOCAL\)](#): A student may earn a maximum of 1.5 high school graduation credits, or local credits, per semester through correspondence or virtual courses during any one school year. Students shall seek approval from the campus principal or designee to take additional correspondence or virtual coursework for credit during the summer months. Final culminating assessments for correspondence and virtual courses must be taken on District premises in the presence of a District administrator or designee. The Superintendent or designee may waive limitations on an individual basis for extenuating circumstances.

Credit toward state graduation requirements may be granted for correspondence courses only under the following conditions:

1. The institution offering the course is The University of Texas at Austin, Texas Tech University, or another public institution of higher education approved by the Commissioner of Education.
2. Correspondence courses, taken outside the normal course load as established by the home campus, are not included in the calculation of class rank or grade point average. Those courses taken within the normal course load are counted in the Grade Point Average and included in the calculation of class rank.
3. There is no limit to the number of correspondence courses allowed for repeat courses.
4. Any other exceptions based on STAAR End-of-Course-tested courses and/or graduation requirements must be approved by the principal.

Retake

Upon request, high school students may be allowed to repeat courses during summer school or the regular school year for which graduation credits have been earned previously.

The following guidelines shall apply:

1. These students shall be required to meet the same standards and course requirements established for the class.
2. Entries on a student’s permanent record and transcript shall be made to indicate the following information about the repeated course:
 - a. Course title (with notation that the course had been passed previously); and
 - b. The numerical grade earned.

Grade points shall only be awarded for repetition of courses completed previously if a grade of 85 or less was first earned. Grade points earned previously for a repeated course shall remain a part of the record and shall also be used in computation of class rank.

Graduation credit may be awarded only once for passing the same course.

GENERAL INFORMATION

Credit by Examination (CBE)

CBE is offered for two different groups: students with prior instruction in the class and those without. Four opportunities will be given to earn state-approved credit per year. Students who receive original credit through examination for courses in which there is an associated STAAR End-of-Course exam are exempt from the associated STAAR End-of-Course exam. The credit awarded through examination serves as the credit for the exam to meet graduation requirements.

- **No prior instruction**—The student must score 80% or above on an approved criterion-referenced examination. SBISD administers these exams four times each year. Dates of these exams are set and advertised on the District website and at the campus. Applications will be available at the student's home school.
- **Prior instruction**—Includes:
 - * Courses studied in an independent homeschool program with documented curriculum and grades
 - * Courses taken at an accredited private school for which grades are not available
 - * Courses taken outside Texas for which the TEKS are not fully aligned

The student must score 75% or higher on a scale of 100. All exams are developed by a district-approved vendor. There is no fee for this process.

A student who has excessive absences or who has failed a course may not be permitted to earn or regain course credit through credit by examination unless so determined by the building principal, prior to testing.

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 student is not required to take an applicable EOC assessment instrument for the course.

Credit Recovery

Students who have failed classes needed for graduation have several options to recover the lost credits.

Retake Classes during the Regular School Day

Students have the option of retaking failed courses during the regular school day if sufficient room exists in their schedule. Students should work with the counselor to determine if this option is feasible.

Virtual Learning

Students can recover credit through self-paced virtual courses. These courses, provided by APEX learning, allow students to test out of curriculum and only focus on areas they still need to master. In many cases, computer lab time for these courses can be scheduled into the student's regular school day.

SBISD offers online courses for original credit and credit recovery. These courses are available:

- during the school day in a facilitated lab on campus,
- as an extra course beyond the regular class schedule (tuition based), and
- during summer school (tuition based).

SBISD offers a wide-range of courses through its partnership with APEX Learning. Most virtual courses are taught by SBISD teachers using APEX content and assessments developed specifically to meet Texas standards. Original credit courses offered during the school day must meet a minimum student enrollment number for the course to make.

Summer School

Students may earn original credit or regain credits lost through summer school programs. For coursework or credit to be accepted, a student **must** receive permission from the home school principal or designee to attend any summer school program. A maximum of two credit units may be earned during summer school. (Fee requirement)

Extended Day

Some campuses may offer extended day opportunities. Students should check with their counselor for information regarding courses offered.

Houston Community College (HCC) Adult High School

Students may earn recovery credit by attendance at night or during the weekends at one of the HCC campuses.

GENERAL INFORMATION

For coursework or credit to be accepted, a student **must** receive permission from the home school counselor or designee to attend. A maximum of two credit units may be earned at HCC. (Fee requirement)

GENERAL INFORMATION

Academy of Choice (AOC)

Academy of Choice provides programming for students who need opportunities to accelerate their learning in order to get back on track for a timely graduation. 9th and 10th grade students from any SBISD high school who have fallen behind on credits can attend classes in a smaller learning environment at Academy of Choice (AOC).

At AOC, students benefit from smaller class sizes, individualized academic support, and a dedicated mentor. AOC classes are offered on a nine-week accelerated semester delivered in four block classes per day, so students can earn credit in nine weeks opposed to the traditional eighteen-week semester. Students at AOC also have an opportunity to attend a special summer session at no cost in June to earn even more credits.

Students who attend classes at AOC have commented that they feel less overwhelmed due to smaller classes and increased support and more connected to their teachers and peers due to the small class size. 9th and 10th grade students who are interested in attending classes at Academy of Choice should speak with their counselor for more information.

Testing Information

STAAR End-of-Course (EOC) Assessments

EOC assessments are required for graduation in the following courses: English I, English II, Algebra I, Biology, and U.S. History. These assessments are taken in the spring semester of the year the course is first taken. If unsuccessful, students have additional opportunities to pass.

Armed Services Vocational Aptitude Battery Test

Students in grades 10-12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test at their campus and consult with a military recruiter. Please contact your campus counselor for schedule and information about this opportunity.

College Pathway/Entrance/Placement Exams

School Day Administrations

The Spring Branch ISD T-2-4 Initiative has as its goal to increase the number of students completing a technical certificate, military training, two-year degree, or four-year degree. This commitment to post-secondary readiness includes numerous opportunities for students to participate in college pathway assessments on campus during the school year, beginning in 8th grade.

Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)

The PSAT/NMSQT (known as the PSAT) is scheduled in October. It is administered at no charge to freshmen, sophomores, and juniors during the school day. In SBISD, the 11th grade administration of the test is also the qualifying exam for the National Merit Scholarship Program, the National Hispanic Recognition Program, and the National Scholarship Service for African-American Students. It covers critical reading, writing, and math skills, and is a valuable predictor for success in higher-level courses, for future SAT scores, and for success in college. Many scholarship and college applications ask for junior year PSAT scores. SBISD students in grades 9-11 take the PSAT as a predictor of future performance and as a guide to prepare for future administrations.

Home schooled 11th grade students in Spring Branch ISD may participate in the Saturday administration of the PSAT/NMSQT offered by the district.

SAT Reasoning Test (College Entrance Exam)

The SAT Reasoning Test is one of two college entrance exams required by most colleges and universities. The SAT tests verbal and mathematics reasoning skills, and writing ability. Scores range from 200 to 800 on each section. A score of 500 on each section is generally in the top 50%. The SAT is given on Saturdays about 7 times a year. Registration with the College Board is required about six weeks in advance.

<http://www.collegeboard.com/student/testing/sat/reg.html>

Advanced Placement (AP) Exams

The College Board AP exams are given once a year, in May, during the school day. Each three-hour exam covers college level content in a specific course. The tests consist of both multiple choice and essay questions. Foreign Language exams include a speaking and listening section. Scores range from 1-5, with most colleges awarding credit for scores of 3 or better. Registration takes place in March in the counselors' office and online. In the fall (late September through early November) through the College Board AP Classroom student platform. Questions about registration can be directed to the campus Advanced Placement Coordinator.

Texas Success Initiative Assessment (TSI) Placement Testing

The State of Texas requires all students to demonstrate college level readiness in reading, math, and writing before taking any courses that count towards a college degree. Students may be exempt from TSI with specified scores on the SAT, ACT, or PSAT. Students are encouraged to check with the state college/university for specific placement testing requirements. Meeting TSI standards is also required for any dual credit classes.

GENERAL INFORMATION

International Baccalaureate (IB) Exams

IB Exams are given once a year in May of the student's senior year, during the school day. Each IB Exam is course-specific and college level. The exams consist of short answer, essay, document based questions, and stimulus response (multiple choice occurs on Paper 1 of the Science exams). Music, Theater, and Visual Arts exams require students to choose work that demonstrates growth proficiency in their field of art. Scores range from 1-7 with many public colleges awarding credit for scores of 4 or higher. Registration with the IB Coordinator takes place in October/early November of the senior year.

Saturday Administrations

Registration deadlines for the college entrance/placement tests are approximately six weeks prior to the test date. Although registration information is available in the counselor's office, registration is the **responsibility of the student**. To be admitted to the test site for Saturday administrations, students must present identification: drivers license, student ID (with picture), or a description of the student signed by a counselor. Fee waiver information for qualifying students may be obtained from the counselor.

ACT (College Entrance Exam)

The ACT is one of two college entrance exams required by most colleges and universities. The ACT tests skills in English, math, science, and reading. There is also a 30-minute essay test available for an extra charge. Scores range from 1 to 36 on each section. Those scores are combined into a composite score which also ranges from 1 to 36. A score above 20 is generally in the top 50%. The ACT is administered on Saturdays about 6 times a year. Registration with ACT is required about six weeks in advance. <http://www.actstudent.org>

SAT Subject Tests (College Entrance Exams)

The SAT Subject Tests are one-hour multiple-choice tests. They provide the opportunity for students to demonstrate mastery of specific subjects in the areas of English, history, mathematics, science, and languages. Some colleges and universities require specific exams for admission or placement, and some award credit for high scores. Scores range from 200 to 800, with credit consideration typically given for scores above 560. Students should register for these tests after completing the highest level courses in the subject areas. The SAT Subject Tests are given on Saturdays about 7 times a year. Up to three exams may be taken on the same day, but the SAT Reasoning Test may not be taken on the same day. Registration with the College Board is required about six weeks in advance. <http://www.collegeboard.com/student/testing/sat/reg.html>

Grade Level Information

Please refer to grade-level guides on the SBISD website under “looking ahead - Colleges + Career” for more detailed information. <https://www.springbranchisd.com/studentsfamilies/grade-level-guides>

NINTH GRADE—Class of 2026

Testing: STAAR End-of-Course exams; PSAT in October

Ninth Grade Timeline

- Take the most challenging classes you can handle. Ask for help, attend tutorials, and join study groups. Grades earned now directly impact your Grade Point Average (GPA). View GPA calculation procedures.
- Read for pleasure. Good readers make good thinkers.
- Get to know your advisors, teachers, principals, and counselors.
- Complete the Strengths Explorer assessment in Naviance, which helps identify talents and skills.
- In Naviance, start researching colleges and universities through “SuperMatch College Search”.
- Learn the difference between Dual Credit/Dual Enrollment, AP, IB, and courses you can receive college credit in junior year.
- Meet with your counselor to review the 4-year plan. Consider Endorsement options, future career goals, and post-secondary education plans.
- Do your best on the PSAT and review your results. This gives access to valuable information about college readiness.
- Become involved in extracurricular activities and clubs, as well as volunteer and community service opportunities outside the school. Participation helps develop communication, leadership, teamwork, and other great skills.
- Consider attending SBISD’s College Night and local college fairs to begin exploring colleges and universities.
- Begin building your resume in Naviance to keep track of volunteer activities, awards, etc. Colleges may ask for a resume or at least a list of activities since 9th grade.
- Research and apply to summer programs and internships that focus on career interest or particular subject areas.
- Schedule at least one official campus tour or information session at a college, university, or technical program during school breaks.
- Plan a productive summer: working, volunteering, attending camp, taking classes, etc.
- Take a serious look at your ability to pay for college and start researching financial aid options for college/university.

TENTH GRADE—Class of 2025

Testing: STAAR End-of-Course exams; PSAT in October

Tenth Grade Timeline

- Keep up with your classes. Ask for help, attend tutorials, and join study groups. Grades are one of the top things universities consider. View GPA calculation procedures.
- Get to know your new teachers. These teachers may be a good source for writing letters of recommendation.
- Set appropriate goals and a plan to accomplish those goals.
- Read for pleasure. Good readers make good thinkers.
- Do your best on the PSAT and review your results. This gives access to valuable information about college readiness.
- Take the “Career Interest Profiler” located in Naviance and review your results to consider possible career pathways.
- Meet with your counselor to discuss your college, career, and/or military readiness options.
- Check out Endorsement elective courses and plan for courses for which you can receive college credit your junior year.
- Update your four-year academic plan based on the courses you have completed and what courses you need/want to take.

GENERAL INFORMATION

- Narrow down extracurricular, volunteering, and community service activities to what interests you the most and stick with it. Decide what leadership roles you would like to consider.
- Consider attending SBISD's College Night and local college fairs to begin exploring colleges and universities.
- Start a savings account.
- Begin exploring college and university admissions requirements.
- Continue building your resume in Naviance.
- If you are considering Dual Credit courses, do your best on the Texas Success Initiative Test (TSI); check with a counselor.
- If you are considering the military, contact your counselor about military academies or ROTC scholarships.
- Research and apply to summer programs and internships that focus on career interest or particular subject areas.
- Plan when you should take the SAT or ACT.
- Schedule at least one official campus tour or information session at a college, university, or technical program during school breaks.
- Plan a productive summer: working, volunteering, attending camp, taking classes, etc.
- Take a serious look at your ability to pay for college and start researching financial aid and scholarship opportunities for college/university.

ELEVENTH GRADE—CLASS OF 2024

Testing: Required: STAAR End-of-Course exams; PSAT/NMSQT in October

Strongly Recommended: ACT in spring (necessary for college application process for fall of senior year); SAT retest in summer

Eleventh Grade Timeline

August

- Keep up with your classes. Ask for help, attend tutorials, and join study groups. Cumulative GPA by the end of junior year is the most important because it will be what colleges and universities look at during the admission review. View GPA calculation procedures.
- Get to know your new teachers. These teachers may be a good source for writing letters of recommendation.
- Meet with your counselor to determine what classes you should take to put yourself in a good position for college, career, and/or military readiness options. Check with your counselor to determine when to schedule your junior conference.
- Take on leadership opportunities in your extracurricular activities and stay involved.
- Check with your counselor to determine when the ASVAB test will be offered at your school.

September

- Start attending local college fairs and college rep visits at your school to begin exploring colleges and universities.
- Utilize Supermatch and College Search in Naviance to research colleges/universities and begin creating a prospective college list under the Colleges I'm Thinking About tab.
- Check to see when AP Exam registration will take place.

October

- Take the PSAT/NMSQT. NMSQT stands for National Merit Scholarship Qualifying Test. This test qualifies students for the National Merit Scholarship.
- Attend SBISD's College Night to continue exploring colleges and universities and start asking specific questions about deadlines, admissions, and scholarships.
- Register for your AP exams.

November

- Update your working resume.
- Create a list of your accomplishments.
- Review your high school T24 plan and make sure you are meeting your high school graduation requirements.
- Request materials from schools that interest you and visit their websites.
- Arrange official campus visits during breaks and long weekends.

GENERAL INFORMATION

December

- Compute your GPA if you have not done so already. View GPA calculation procedures.
- Read at least one book not related to classwork during the winter break.
- Make a list of teachers, counselors, and coaches you will ask to write a letter of recommendation. Some colleges/universities and scholarship applications require letters of recommendation.
- Start thinking about financial aid. Have a conversation with your parents or guardians about how much they can afford.
- Organize your spring SAT and/or ACT testing schedule. SBISD will offer the school day SAT in April, but consider taking the ACT as well and both more than once.

January

- Continue adding to your resume. Colleges will ask for a resume or at least a list of activities since 9th grade.
- Take a practice SAT and/or ACT to experience what it's like to take a test from beginning to end and to access areas in which you need to improve.
- Encourage your parents to file prior year Federal Income Tax return. The FAFSA is based on parent income taxes from the junior year.

February

- Ask for verification of community service and keep in your portfolio/folder.
- Research to see if universities of interest require SAT Subject tests.
- Start looking for scholarship opportunities, ask your counselor for resources.
- Meet with your counselor to decide on courses for your senior year. Consider Dual Credit, Dual Enrollment, or AP coursework.

March

- Do your best on the school day SAT. Take advantage of this opportunity to take the SAT at no charge.
- Research and apply to summer college programs or internships.
- Reach out to recommendation writers to confirm they will write you a letter. Provide them with your resume, brag sheet, essays, or any other information that they can use to better write your letter. Inform them they will receive a formal request via Naviance in May.
- Begin writing your personal essay for college applications and scholarships.

April

- Meet with your counselor to review the course selection and to check the progress of your 4-year plan.
- Remind parents the deadline to file prior year Federal Income Tax returns is April 15. Most parents are required to file in order to provide that information on the FASFA/TASFA.
- Inform your parents they will need to complete a brag sheet for you. Teachers and counselors require one for a letter of recommendation.

May

- Register to take both the ACT and/or SAT during the summer. Remember to select the colleges to receive your scores during registration.
- Study and take as many AP Exams as possible.
- Request Letters of Recommendation from the people you spoke to in March through Naviance.
- Check out websites for information about applications for financial aid, admissions requirements, and deadlines.
- Check for satellite offices for major universities and become acquainted with the local representatives.
- If you haven't done so already, visit at least one college, university, or technical program.

Summer

- Take the ACT and/or the SAT.
- Visit colleges and universities you are interested in. Take advantage of the virtual tours and admission presentations options.
- Explore career opportunities using Naviance and begin to narrow down majors.
- Get a calendar and keep track of post-secondary planning activities (application deadlines, local meet & greets, etc.).
- Update your resume and log of volunteer activities in Naviance.

GENERAL INFORMATION

- Check your portfolio and make sure you have your records in order with SAT and/or ACT scores, essays, resume, the record of your volunteer work, and record of your employment (if applicable).
- Prepare your college application carefully either at AppyTexas.org, or CommonApp.org. Follow the instructions, and PAY CLOSE ATTENTION TO DEADLINES!
- Have a productive summer: working, reading for pleasure volunteering, attending camp, taking classes, etc.

TWELFTH GRADE—CLASS OF 2023

It is **critical** that you and your parent/guardian carefully review the requirements for graduation and your transcript to ensure the proper classes are selected to meet graduation requirements. The counselor will work diligently with you to select the proper classes, but remember, your graduation is ultimately your responsibility. Opportunities to retake classes failed during the senior year are usually offered outside the school day.



Testing: Remember—all graduation requirements, including passing all parts of STAAR*, must be met before you can take part in the graduation ceremony.

Required: STAAR End-of-Course exams **Recommended:** SAT, ACT, Texas Success Initiative (TSI) assessment, AP, IB, SAT Subject Tests, if appropriate

By senior year, you need to have post-graduation plans and you need to make sure your selections adequately prepare you for your future plans.

- **College**—APPLY EARLY. Choose 3 to 5 schools: one dream school that may seem like a stretch, one sure thing, and several choices in between. Make sure you meet the admission requirements and are registered for the proper entrance exams. Do not wait until just before the deadline or you may be too late.
- **Technical school**—check with several to make sure they have the kind of training you are seeking. Compare their job placement rates and financial aid opportunities to determine which is your best choice.
- **Military**—talk to recruiters for several branches of the service. See which one offers you the best opportunities. Make an appointment to take the ASVAB and keep in touch with the recruiter of the branch you select.
- **Work**—make sure you have adequate job skills for a career with a future, not just a temporary job. See if the benefits plan offers incentives for further education.

Twelfth Grade Timeline

August

- Decide on a clear T24 plan. Whether the plan is to work full time, get training such as a vocational-technical school, Career College, or two or four-year college, or enlist in the military.
- Meet with your counselor early to discuss your plans, transcript requests, fee waivers, and letters of recommendation (2-week notice).
- Make sure that you have the required classes for your graduation plan and the college or university that you are planning to attend.
- Finalize your Colleges I'm Applying To list in Naviance - Consider choosing at least one "back up plan school" (a school that is guaranteed admissions, close to home, inexpensive). Choose several "target schools" (a school whose requirements match a student's academics). Choose at least one school that is a "reach school" (a school that is above student's academics, is highly selective, far from home, or expensive).
- Request Letters of Recommendation in Naviance.
- Update and add to your resume. Be sure to include all of your volunteer work and extracurricular activities.

GENERAL INFORMATION

- Request a fee waiver to take the SAT or ACT if you are on free or reduced lunch.
- Continue to work on your college applications. Link your Common App in your Naviance account. Request transcripts for each application in Naviance.
- Be sure to ask your registrar, counselor, and teachers at least two weeks before your application deadlines to submit the necessary documents to colleges (transcript, letters of recommendation, etc.) utilizing Naviance.
- If you are having difficulty paying for college application fees see your counselor about getting a fee waiver
- Visit local colleges, universities, or technical schools. Try to go while classes are in session for a real feel for the culture.

September

- Keep up with your classes. Ask for help, attend tutorials, and join study groups. Although colleges and universities make a decision based on junior year GPA, senior year grades still matter. Some schools ask for a mid (senior) year transcript.
- Keep a calendar with important deadlines posted for easy visibility.
- Research school-specific deadlines for scholarships, financial aid, honors, or other school-specific programs. Be sure you are applying for academic scholarships for the schools on your college list.
- Register for and take SAT and ACT, and SAT Subject Tests, or any other exams required for admission to the colleges to which you are applying if you have not done so.
- If you will be applying for financial aid with the FAFSA, set up an FSA ID (one of your parents will need one too). Start gathering information to complete the FAFSA. It opens on October 1st.
- Check to see if you will need to fill out a CSS/Financial Aid Profile for the Common App.
- Find out when college reps will be coming to your school. Attend visits with schools on your list throughout the semester.

October

- Complete your FAFSA or TASFA. Beginning with the class of 2022, all students will be required to complete either FAFSA or TASFA.
- Attend SBISD's College Night and meet the college representatives who may be reviewing your application for admission.
- Check that you are scheduled to graduate at the end of the year.
- Finalize portfolios, audition tapes, or other evidence of talent if required by admissions.
- Follow up with teachers or counselors who will be writing letters of recommendation for you.
- Register for your AP exams.

November

- Work on getting all applications or materials submitted before the deadline.
- Males need to complete their Selective Service registration, which is required by males age 18-25 to receive financial aid. See your counselor for details.
- Verify that the college admissions office has all your paperwork.

December

- Finalize admissions applications.
- Watch for messages from colleges or universities.
- Research deadlines for housing, orientation, or other school-specific programs for schools on your college lists.

GENERAL INFORMATION

- Check for other scholarship opportunities in the counselor's office, websites, etc.: complete and submit application forms before the deadline.

January

- Stay active in activities and continue doing well in classes. Depending on your T24 plan, schools may ask for a mid-year transcript or mid-year report.
- Keep an eye out for scholarships. Check the Scholarship section in Naviance consistently. Many scholarships have deadlines around this month and the next couple of months.

February

- Visit the school or technical programs you are interested in or visit with the military recruiter for the branch you are considering.
- Check on deadlines for programs you are applying to.
- Double-check with financial aid offices to make sure all paperwork has been received.
- Check AP Examination dates.

March

- Continue attending college sessions hosted at your school.
- Continue to apply for scholarships.
- You should receive acceptance letters and financial aid offers by mid-March to April. Compare award letters and the cost of attendance to help in decision-making. Report all awarded scholarships to your counselor even if you do not plan on accepting them.
- Complete your housing application for the school you will be attending if applicable.

April

- You should receive acceptance letters and financial aid offers by mid-March to April. Compare award letters and the cost of attendance to help in decision-making.
- Review your FAFSA Student Aid Report (SAR).
- Review the financial aid packages offered by different universities. Remember that you have a choice regarding what you will accept and what you will decline. Work with your parents through this process. Be ready to commit by May.
- Report your scholarship awards to your counselor for recognition during the awards night.

May

- Whether you are attending a 4-year, 2-year, technical school, or the military, confirm your decision. Many schools require a formal acceptance of your spot, a deposit, or registration for orientation. If it's the military, you may need to ensure you are on track for enlistment.
- Communicate with other schools or programs that you are not planning to attend.
- Complete the senior Exit Survey in Naviance.
- You must submit the name address where your final school transcript should be sent, this includes 2-year and 4-year colleges, universities, and military enlistment.
- Students who take AP exams should select their college/university to receive their scores.
- Review your financial aid package; determine if you will need additional monies for college.

Summer

Post-Secondary Students

- Ensure your final transcript was sent to the school you plan on attending.
- Check your financial aid status, provide any missing documents, sign any required forms, accept or decline financial aid awards.
- Submit your shot records to their school.
- If you are attending school in-state ensure your TSI (Accuplacer) scores are sent to your school.

GENERAL INFORMATION

- Attend summer orientation.
- Meet with a college academic advisor to know what classes to sign up for.
- Register for Fall classes.
- Ensure you understand payment deadlines and consequences. Classes are automatically dropped when tuition bills are unpaid at the deadline.
- If you plan on living on campus, ensure housing is reserved and any missing documents have been submitted.

Military Students

- Meet with the family to create a plan for handling bills, collecting mail, and dealing with bank accounts in your absence.
- Maintain your physical fitness to prepare for boot camp/basic training.
- Maintain contact with your recruiter to ensure knowledge of departure date, packing list, and prohibited items.

Planning for Your Future: Helpful Web Sites

Check out these websites...

TEST REGISTRATION AND PREPARATION

http://www.collegeboard.org/	Register for the SAT I and SAT II. Do college and financial aid searches.
www.act.org	Online registration for ACT.
www.Shmoop.com	Log in to Schmoop with your SBISD Google credentials
www.khanacademy.org/sat	Free SAT preparation through a college readiness partnership with College Board and Khan Academy

INTEREST INVENTORIES AND CAREER INFORMATION

texascareercheck.com	Students can search for careers, salaries, and expenses.
texasrealitycheck.com	Texas Reality Check will show you how much money you will need to afford the lifestyle you want
texasoncourse.org	Resources by grade level for students and families

COLLEGE SEARCHES AND APPLICATIONS

www.commonapp.org	Common application for over 200 private colleges and universities with complete instructions for applying online.
www.applytexas.org	The Application for Freshman Admission to Texas Public Colleges. Most colleges prefer this application and for it to be completed and submitted online.
www.coalitionforcollegeaccess.org	The Coalition is a diverse group of more than 140 distinguished colleges and universities committed to making college a reality for all high school students through free online planning tools that help students prepare for and apply to college.
www.zeemee.com	Allows you to create a list of schools that meet your preferences for size, geography, areas of study, and student body. Link to the home pages of many universities and email the colleges' admissions offices for more information.
www.bigfuture.collegeboard.org	Search for colleges using your defined criteria.
www.nces.ed.gov/ipeds	Search for a school by name, location, program, degree offerings, or a combination of criteria.
www.collegeforalltexans.com	Here is everything a Texan needs to know about preparing for, applying for, and paying for college or technical school.
https://collegescorecard.ed.gov	Find the college that's the best friend for you!
https://www.naviance.com	Helps students be better prepared for attending college and preparing for a career. Naviance Family Connection includes scholarship directory.

GENERAL INFORMATION

FINANCIAL AID AND SCHOLARSHIPS

www.fafsa.ed.gov

The Free Application for Federal Student Aid. Title IV codes. This is the one application for need- and non-need-based aid, such as grants and loans.

raise.me

As early as freshman year students can begin earning “micro-scholarships” to pay for their higher education for high school accomplishments like taking certain classes, earning certain grades, and participating in certain activities.

myredkite.com

Red Kite Matching Engine searches through \$20 billion in scholarships to find opportunities that best fit a student’s profile and allows students to compare costs between college and universities and track the scholarship and loan applications.

cssprofile.collegeboard.org/

The College Board utilizes CSS/Financial Aid Profile to award aid using similar information as is required on FAFSA.

fsaid.ed.gov

At this site you can create your FAFSA ID number.

www.studentaid.ed.gov

Federal student financial aid information from the U.S. Department of Education. Includes texts of Funding Your Education, and Student Guide, which is a comprehensive description of the federal student aid programs.

collegeforalltexas.com

Texas Application for State Aid (TASFA) awards eligible non-citizens and DACA students state financial aid.

SELECTIVE SERVICE

sss.gov

All males 18-25 must register for the selective service. Register online at this site.

HELPFUL WEBSITES

TEA Understanding Credentials in Texas: Certificates & Certifications:

<https://reportcenter.highered.texas.gov/reports/data/understanding-credentials-in-texas-certificates-certifications/>

This handout aims to clarify the important differences between the terms certificate and certification. Mistakenly, these two terms often are used interchangeably across higher education, K-12 and workforce sectors.

Texas Workforce Commission: <https://www.twc.texas.gov/>

Texas Workforce Commission (TWC) is the state agency charged with overseeing and providing workforce development services to employers and job seekers of Texas. TWC strengthens the Texas economy by providing the workforce development component of the Governor’s economic development strategy. Texas boasts an incredibly skilled workforce ready to attract enterprise to the Lone Star State. By focusing on the needs of employers, TWC gives Texas the competitive edge necessary to draw business here.

Skyward Family Access, a password-protected site, provides both parents and students access to course grades, homework, attendance, and other data. Visit www.springbranchisd.com, click on “Students and Families,” and locate Naviance.

SBISD CTE Certifications

Endorsement	Cluster	Pathway	Certification
Business and Industry	Agriculture, Food and Natural Resources	Animal Science/Veterinary Medicine	Certified Veterinary Assistant Level 1 IBC (Must complete a 400-hour internship before graduation)
		Animal Science	Texas State Florists' Association High School Floral Design Certification IBC, Texas Hunter Education Certification [CV1]
	Architecture and Construction	Architectural Design	Autodesk Certified User in AutoCad IBC, Autodesk Certified User in Revit Architecture IBC
		Construction Technology	OSHA General 10 Hour, NCCER Core IBC, NCCER Carpentry I IBC
		Electrical Technician	OSHA General 30 Hour IBC, Electrical Technology Commercial Level 1 Certificate, NCCER Core IBC, AHA Heart Saver CPR
	Arts, Audio/Video, Technology & Communications	3D Animation	Autodesk Certified User in Maya
		Commercial Photography	Adobe Certified Associate - Photoshop IBC
		Filmmaking	Adobe Certified Associate – Premier Pro IBC
		Graphic Design	Adobe Certified Associate - Illustrator IBC, Adobe Certified Associate - InDesign
		Design & Multimedia Arts	Adobe Certified Associate Certificates
	Business, Marketing and Finance	Business <u>Management</u>	Microsoft Office Specialist Word IBC, Microsoft Office Specialist Excel IBC
		Entrepreneurship	Microsoft Office Specialist Word IBC, Microsoft Office Specialist Excel IBC Entrepreneurship and Small Business
		Accounting and Financial Services	Microsoft Office Specialist IBC, Microsoft Office Specialist Excel IBC, QuickBooks Certified User
	Hospitality and Tourism	Culinary Arts	ServSafe Food Handler, ServSafe-Manager IBC
	Information Technology	Information Technology Support and Services	CompTIA A+ IBC
	Manufacturing	Welding	AWS D1.1 Structural Steel IBC and AWS D9.1 Sheet Metal IBC, NCCER Core

GRADUATION REQUIREMENTS

Endorsement	Cluster	Pathway	Certification
Public Services	Naval JROTC	NJROTC	Potential Advanced Pay Grade Upon Enlistment After Completing 2+ Years
	Education and Training	Education and Training	Texas Educational Aide I Certificate IBC
	Health Science	Healthcare Practitioner	AHA Heartsaver CPR, AHA Basic Life Support (BLS) OSHA 10 Hour
		Patient Care Technician	AHA Heartsaver CPR, AHA Basic Life Support (BLS), OSHA 10 hour Certified Patient Care Technician IBC, Certified EKG Technician IBC, Phlebotomy IBC Technician IBC
		Pharmacy Technician	AHA Heartsaver CPR, AHA Basic Life Support (BLS) OSHA 10 hour certification, Certified Pharmacy Technician (CPhT) IBC, National Sterile Products (IV)
	Human Services	Cosmetology	TDLR Cosmetology Operators License IBC
Law, Public Safety, Corrections & Security	Law and Criminal Justice	Non-Commissioned Security Officer Level II	
STEM	Science, Technology, Engineering and Math	Cybersecurity	CompTIA A+ IBC, CompTIA A+ Networking+ IBC, CompTIA Security+ IBC
		Engineering	OSHA 30 IBC
		Programming and Software Development	MTA: Introduction to Programming using Python, MTA Introduction to Programming Java or Java Script

Graduation Program – Overview

Foundation High School Program

A new, more flexible graduation program that allows students to pursue their interests is in place for all students who entered high school beginning in the 2014-2015 school year.

The program contains:

- A 22-credit Foundation Plan which is the core of the new Texas high school diploma
- Five endorsement options that allow students to focus on a related series of courses

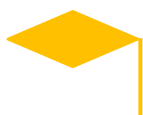
Foundation Plan (22 credits)

English (4 credits)	English I	English II	English III	An advanced English course
Mathematics (3 credits)	Algebra I	Geometry	An advanced math course	
Science (3 credits)	Biology	Integrated Physics & Chemistry or an advanced science	An advanced science course	
Social Studies (3 credits)	W. History or W. Geography	U.S. History	U.S. Government (.5 credit)	Economics (.5 credit)
Languages other than English (2 credits)	2 credits in the same language	or 2 credits from Computer Science I, II, or III		
Physical Education (1 credit)	Fine Arts (1 credit)	Electives (5 credits)		

Foundation Plan with Endorsements (26 credits)

Spring Branch ISD encourages every student to graduate with at least one endorsement.*

Select an endorsement below to view specific graduation requirements:



[STEM](#)



[Business/Industry](#)



[Public Services](#)



[Arts/Humanities](#)



[Multidisciplinary](#)

Enhancements

Additionally, a student may earn the Distinguished Level of Achievement and/or a Performance Acknowledgment for outstanding performance. The Distinguished Level of Achievement must be earned to be admitted to a Texas public university under the Top 10 percent automatic admission law.

Distinguished Level of Achievement	Performance Acknowledgments
• Foundation Program requirements	• dual credit course
• 4 credits in mathematics including Algebra II	• bilingualism and biliteracy
• 4 credits in science	• PSAT, ACT's PLAN, SAT, or ACT
• at least 1 endorsement	• Advanced Placement or International Baccalaureate exam
	• earning a nationally or internationally recognized business or industry certification or license

* A student entering 9th grade must indicate an endorsement he or she plans to follow. A student may change or add an endorsement at anytime.
 * A student may graduate without earning an endorsement if, after his or her sophomore year, the student's parent signs a form permitting the student to omit the endorsement requirement.

GRADUATION REQUIREMENTS

**Science, Technology, Engineering, and Mathematics (STEM) Endorsement
26 Credits**

In order to earn a Science, Technology, Engineering, and Mathematics (STEM) Endorsement, students must meet the following General Course Requirements, Pathway Requirements, and Additional Credit requirements to earn a minimum of 26 total credits.

General Course Requirements

18 credits

- 4 credits English – ELA I, II, III, & one advanced English-
- 3 credits Mathematics – Algebra I, Geometry, and Algebra II
- 4 credits Science – Biology, Chemistry, Physics, and one advanced science
- 3 credits Social Studies – World Geography or World History, U.S. History, Government & Economics
- 2 credits in same Language Other than English
- 1 credit in Physical Education
- 1 credit in Fine Arts

Pathway Requirements

1-6 credits (depending upon pathway selected)

Select one of the options below.

Computer Science	4 credits
Mathematics	2 additional advanced mathematics credits beyond Algebra II
Science	1 additional advanced science
Career & Technical Education	Engineering

Additional Credit Requirements

Remaining Credits to 26 – Choice Electives

Distinguished Level of Achievement

Students must earn at least one Endorsement and successfully complete a 4th science + Algebra II
(Distinguished Level of Achievement required for top 10% consideration)

GRADUATION REQUIREMENTS

**Business & Industry Endorsement
26 Credits**

In order to earn a Business & Industry Endorsement, students must meet the following General Course Requirements, Pathway Requirements, and Additional Credit Requirements to earn a minimum of 26 total credits.

General Course Requirements

19 credits

- 4 credits English – ELA I, II, III, & one advanced English
- 4 credits Mathematics – Algebra I, Geometry, and two advanced math
- 4 credits Science – Biology, IPC or Chemistry or Physics, and two advanced science
- 3 credits Social Studies – World Geography or World History, U.S. History, Government & Economics
- 2 credits in same Language Other than English
- 1 credit in Physical Education
- 1 credit in Fine Arts

Pathway Requirements

4-6 credits (depending upon pathway selected)

Select one of the options below.

Language Arts Electives	4 ELA elective credits with 3 levels in the same area
Career & Technical Education	Agriculture, Food & Natural Resources
	Architecture & Construction
	Arts, A/V Technology & Communications
	Business, Finance, & Marketing
	Hospitality & Tourism
	Information Technology
	Manufacturing

Additional Credit Requirements

Remaining Credits to 26 – Choice Electives

Distinguished Level of Achievement

Students must earn at least one Endorsement and successfully complete a 4th science + Algebra II
(Distinguished Level of Achievement required for top 10% consideration)

GRADUATION REQUIREMENTS

**Public Services Endorsement
26 Credits**

In order to earn a Public Services Endorsement, students must meet the following General Course Requirements, Pathway Requirements, and Additional Credit Requirements to earn a minimum of 26 total credits.

General Course Requirements

19 credits

- 4 credits English – ELA I, II, III, & one advanced English
- 4 credits Mathematics – Algebra I, Geometry, and two advanced math
- 4 credits Science – Biology, IPC or Chemistry or Physics, and two advanced science
- 3 credits Social Studies – World Geography or World History, U.S. History, Government & Economics
- 2 credits in same Language Other than English
- 1 credit in Physical Education
- 1 credit in Fine Arts

Pathway Requirements

4-6 credits (depending upon pathway selected)

Select one of the options below.

Navy Junior Reserve Officers Training Corps (NJROTC)	4 credits
Career & Technical Education	Education & Training
	Health Science
	Human Services
	Law, Public Safety, Corrections & Security

Additional Credit Requirements

Remaining Credits to 26 – Choice Electives

Distinguished Level of Achievement

Students must earn at least one Endorsement and successfully complete a 4th science + Algebra II
(Distinguished Level of Achievement required for top 10% consideration)

GRADUATION REQUIREMENTS

**Arts & Humanities Endorsement
26 Credits**

In order to earn an Arts & Humanities Endorsement, students must meet the following General Course Requirements, Pathway Requirements, and Additional Credit Requirements to earn a minimum of 26 total credits.

General Course Requirements

19 credits

- 4 credits English – ELA I, II, III, & one advanced English
- 4 credits Mathematics – Algebra I, Geometry, and two advanced math
- 4 credits Science – Biology, IPC or Chemistry or Physics, and two advanced science
- 3 credits Social Studies – World Geography or World History, U.S. History, Government & Economics
- 2 credits in same Language Other than English
- 1 credit in Physical Education
- 1 credit in Fine Arts

Pathway Requirements

2-3 credits (depending upon pathway selected)

Select one of the options below.

English Electives	3 credits beyond English IV
Fine Arts	3 additional credits beyond the one required credit
Languages Other Than English (LOTE)	2 additional credits beyond the two required credits
Social Studies	2 additional credits beyond the three required credits

Additional Credit Requirements

Remaining Credits to 26 – Choice Electives

Distinguished Level of Achievement

Students must earn at least one Endorsement and successfully complete a 4th science + Algebra II
(Distinguished Level of Achievement required for top 10% consideration)

Multidisciplinary Endorsement

26 Credits

In order to earn a Multidisciplinary Endorsement, students must meet the following General Course Requirements, Pathway Requirements, and Additional Credit Requirements to earn a minimum of 26 total credits.

General Course Requirements

19 credits

- 4 credits English – ELA I, II, III, & English IV
- 4 credits Mathematics – Algebra I, Geometry, and two math, at least one of which is an advanced math course
- 4 credits Science – Biology and either Chemistry or Physics, and two additional science, at least one of which is an advanced science course
- 3 credits Social Studies – World Geography or World History, U.S. History, Government & Economics
- 2 credits in same Language Other than English
- 1 credit in Physical Education
- 1 credit in Fine Arts

Pathway Requirements

1-4 credits (depending upon pathway selected)

Select one of the options below.

Four by Four	1 additional credit beyond the three required credits of Social Studies
Four total credits in: Advanced Placement (AP) or International Baccalaureate (IB) or Dual Credit	May be a combination of: English Mathematics Science Social Studies Economics Languages Other than English Fine Arts

Additional Credit Requirements

Remaining Credits to 26 – Choice Electives

Distinguished Level of Achievement

Students must earn at least one Endorsement and successfully complete a 4th science + Algebra II
(Distinguished Level of Achievement required for top 10% consideration)

Course Descriptions

English Language Arts

- Note:**
- **Certain dual credit courses offered through the Early College Program are available at certain Institutions of Higher Education (IHE). See counselor for courses available and course summaries from participating IHE catalog(s).**
 - **Memorial High School, Stratford High School, Westchester Academy for International Studies, and Academy of Choice subscribe to turnitin.com, an anti-plagiarism website. The English department uses this website to identify plagiarism in students' written products.**

<p>English I MHS, NHS, SWHS, SHS</p> <p>English I students develop and refine their literacy skills. Following writing processes, students will plan, craft, revise, and edit multiple genres of texts, using appropriate conventions. Additionally, students read, analyze, and respond to a variety of increasingly complex traditional, contemporary, classical, and diverse American, British, and world literature. These teacher-assigned and self-selected texts include multimodal and digital formats. Students also engage in short-term and sustained inquiry and research processes.</p>	<p>EL112 A/B Credit: 1.0</p>
<p>English I AAC MHS, NHS, SWHS, SHS, WAIS</p> <p>English I AAC is a fast-paced, rigorous Language Arts program designed to study and practice the skills needed for success in AP or IB English. Students who take this course are expected to grasp concepts quickly and be independent learners with strong reading and composition skills. On-going and extensive readings and writing assignments are aimed at developing higher-level analytical, creative, and problem solving skills, along with a sharpened awareness of oneself and his/her place in the world. Students read multiple genres, learn literary forms, and analyze literature through close reading, both in and outside the classroom. They will refine composition skills including open-ended responses. Students will also listen to, present, and interpret oral and visual representations.</p>	<p>EL111 A/B AAC Course Prerequisite: AAC Guidelines Credit: 1.0</p>
<p>English II MHS, NHS, SWHS, SHS</p> <p>English II students increase and extend their literacy skills. Following writing processes, students will craft, revise, and edit multiple genres of texts, using appropriate conventions. Additionally, students read, analyze, and respond to a variety of increasingly complex traditional, contemporary, classical, and diverse world literature. Additional teacher-assigned and self-selected texts include multimodal and digital formats. Students also engage in short-term and sustained inquiry and research processes.</p>	<p>EL122 A/B Credit: 1.0</p>
<p>English II AAC MHS, NHS, SWHS, SHS, WAIS</p> <p>This course is designed for strong readers with proficient composition skills. In addition to acquiring all of the English II knowledge and skills, students will be routinely challenged by close reading and literary analysis of complex texts. The reading pace is rigorous, and much of it is completed outside of class. Writing assignments include timed writings and writings using the writing process including documented essays. A major goal of this course is to develop the student's analytic skills in reading and writing.</p>	<p>EL121 A/B AAC Course Prerequisite: AAC Guidelines Credit: 1.0</p>

English Language Arts

<p>English III MHS, NHS, SWHS, SHS</p> <p>English III students increase and extend their literacy skills. Following writing processes, students will plan, craft, revise, and edit multiple genres of texts, using appropriate conventions. Additionally, students read, analyze, and respond to a variety of increasingly complex traditional, contemporary, classical, and diverse American literature. Additional teacher-assigned and self-selected texts include multimodal and digital formats. Students also engage in short-term and sustained inquiry and research processes.</p>	<p>EL132 A/B Credit: 1.0</p>
<p>AP English III MHS, NHS, SWHS, SHS</p> <p>This course prepares students for the Advanced Placement Language and Composition Examination through rigorous analysis of texts and practice of writing in various modes. Students respond to essays, speeches, novels, short stories, and poems from a variety of periods and rhetorical contexts. This class is commensurate with college freshman English. Students are expected to sit for the national AP English Language and Composition Exam in May. http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2123.html</p>	<p>EL139 A/B AP Course Prerequisite: AP Guidelines Credit: 1.0</p>
<p>English III Dual Credit/Dual Enrollment Campus-based and Early College ENGL 1301/1302 MHS, NHS, SWHS, SHS, WAIS</p> <p>A course devoted to improving the student's writing and critical reading. Writing essays for a variety of purposes from personal to academic, including the introduction to argumentation, critical analysis, and the use of sources. The second semester (1302) is a more extensive study of the skills introduced in ENGL 1301 with an emphasis on critical thinking, research and documentation techniques, and literary and rhetorical analysis.</p>	<p>EL13D A/B EL13E A/B Prerequisite: Dual Credit/Dual Enrollment Criteria Credit: 1.0 (0.5 per semester) Check with your counselor to determine which option is available on your campus.</p>
<p>IB English III/IV SL and HL WAIS</p> <p>English III/IV IB at WAIS consists of a two-year program designed to prepare students to be successful in college. Students prepare for the IB battery of oral and written assessments as part of the language requirement for gaining an IB diploma. They view literature from the dual perspectives of readers and writers, and are exposed to a variety of texts representing different cultures and time periods. Students write in a variety of modes for different purposes. In accordance with the charter of WAIS, student exposure to world literature and thought prepares students to interact within and positively impact our global society.</p>	<p>III: EL171 A/B (SL) EL191 A/B (HL) IV: EL181 A/B (SL) EL201 A/B (HL) Credit: 2.0</p>
<p>English IV MHS, NHS, SWHS, SHS</p> <p>English IV students increase and extend their literacy skills. Following writing processes, students plan, craft, revise, and edit multiple genres of texts, using appropriate conventions. Additionally, students read, analyze, and respond to a variety of increasingly complex traditional, contemporary, classical, and diverse British literature. Additional teacher-assigned and self-selected texts include multimodal and digital formats. Students also engage in short-term and sustained inquiry and research processes.</p>	<p>EL142 A/B Credit: 1.0</p>
<p>AP English IV MHS, NHS, SWHS, SHS</p> <p>This college level course prepares students for the complexity of thought required by the AP English Literature and Composition exam. The course prepares students for college-level reading, writing, and independent thinking. Students read and analyze culturally and critically important texts inside and outside of class. Students analyze style, structure, and meaning in a variety of genres and time periods with emphasis on British and world literature. http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2124.html</p>	<p>EL149 A/B AP Course Prerequisite: AP Guidelines Credit: 1.0</p>

English Language Arts

<p>English IV Dual Credit/Dual Enrollment ENGL 1301/1302 MHS, NHS, SWHS, SHS, WAIS</p> <p>Students are given the opportunity to earn six semester hours of college credit in English 1301 and English 1302 (Composition I and II) while also addressing the English IV standards. Students compose a variety of essays incorporating analytical thinking, appropriate strategies for purpose and audience, and correct manuscript form through rigorous revision. Each semester, two essays must be written in class under an instructor's supervision. Students will write at least 5000 words each semester. In the second semester, students will focus specifically on strategies for successful argumentation.</p>	<p>EL14D A/B EL14E A/B Prerequisite: Dual Credit Criteria Credit: 1.0</p>
<p>English IV Dual Credit/Early College ENGL 2322/2323* MHS, NHS, SWHS, SHS, WAIS</p> <p>A critical study of major British writers from the Anglo-Saxon period through the eighteenth century. The second semester includes a critical study of major British writers of the nineteenth and twentieth centuries. This course requires substantial reading and research. <i>*For students who have completed English 1301/1302.</i></p>	<p>EL24D A/B Dual Credit Prerequisite: ENGL 1301/1302* Credit: 1.0 (0.5 per semester)</p>
<p>College Preparatory Reading and Writing NHS, SWHS</p> <p>This course is offered for students in the 12th grade as an alternative to the Texas Success Initiative (TSI) Assessment or other college readiness measures. Students who enroll in this course will follow the Student Learning Outcomes for Houston Community College (HCC) Developmental Integrated Reading and Writing. Students will also successfully write three essays: expository, persuasive, and critical analysis. College Preparatory Reading and Writing course credit at HCC will be awarded when the student scores a 3 or greater on each of the assigned essays and earns a 75 each semester. Successful completion of both semesters and all HCC course guidelines waives the TSI reading and writing assessment requirement. (HCC INRW 0420)</p>	<p>EL250 A/B Prerequisite: must be senior in high school Credit: 1.0</p>
<p>ESOL I: English for Speakers of Other Languages MHS, NHS, MHS, SWHS, SHS</p> <p>This class is for the non-English speaking student who will be provided with critical processes and features of second language acquisition in listening, speaking, reading, and writing. Students will learn how to carry on a conversation as well as write essays and read short stories. Meets state English requirement for eligible students.</p>	<p>EL116 A/B Prerequisite: LPAC Recommendation Credit: 1.0</p>
<p>ESOL II: English for Speakers of Other Languages MHS, NHS, MHS, SWHS, SHS</p> <p>This class is for the non-English speaking student who will be provided with critical processes and features of second language acquisition in listening, speaking, reading, and writing. Students will learn how to carry on a conversation as well as write essays and read short stories. Meets state English requirement for eligible students.</p> <p><i>*English ESOL I and ESOL II are offered for students whose primary language is a language other than English. Placement is based on an English language fluency assessment and LPAC decision. A maximum of two years of English credit through ESOL may be counted towards graduation requirements.</i></p>	<p>EL126 A/B Prerequisite: LPAC Recommendation Credit: 1.0</p>
<p>Reading I: Reading for Speakers of Other Languages MHS, NHS, SWHS, SHS</p> <p>Non-English-speaking students are offered instruction in word recognition, comprehension strategies, and vocabulary. They are given opportunities to locate information in varied sources, to read critically, to evaluate sources, and to draw supportable conclusions. Students learn how various texts are organized and how authors choose language for effect. All these strategies are applied in texts that cross the subject fields.</p>	<p>EL416 A/B Prerequisite: LPAC Recommendation Credit: 1.0</p>

English Language Arts

<p>Reading I and II Sheltered: Reading for Speakers of Other Languages NHS, SHS</p> <p>ESL (ELL) students are offered instruction in word recognition, comprehension strategies, and vocabulary. They are given opportunities to locate information in varied sources, to read critically, to evaluate sources, and to draw supportable conclusions. Students learn how various texts are organized and how authors choose language for effect. All strategies are applied in texts that address various content areas.</p>	<p>I: EL415 A/B II: EL425 A/B Prerequisite: LPAC Recommendation Credit: 1.0</p>
<p>English I Sheltered NHS, SHS</p> <p>Students enrolled in this course will study the same skills as English I with additional support provided as needed. The emphasis is on increasing and improving students' reading, writing, listening, and speaking skills, so students may be successful in English II.</p>	<p>EL115 A/B Prerequisite: LPAC Recommendation Credit: 1.0</p>
<p>English II Sheltered NHS, SHS</p> <p>Students enrolled in this course will study the same skills as English II with additional support provided as needed. The emphasis is on increasing and improving students' reading, writing, listening, and speaking skills, so students may be successful in English III.</p>	<p>EL125 A/B Prerequisite: LPAC Recommendation Credit: 1.0</p>
<p>English Language Development and Acquisition I, II MHS, NHS, SWHS, SHS</p> <p>This 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 and addresses their cognitive, linguistic, and affective needs. Co-requisite courses: ESOL I or ESOL II</p>	<p>EL106 A/B EL107 A/B Prerequisite: LPAC Recommendation Credit: 1.0</p>

Language Arts Electives

<p>Creative Writing MHS, NHS, SWHS, SHS, WAIS</p> <p>Creative writing is a course designed to allow students to write creatively in chosen genres. The first half of the course is a survey of various literary genres: fiction, cartoons, screenplays, poetry, plays. The second half is devoted to writing within a writing workshop setting, where students share their work with the class and revise. Students are able to write in whatever genre they prefer and will be encouraged to publish their work in outside publications as well as in a school publication created by members of the class.</p>	<p>EL232 A/B Credit: 1.0 FP4</p>
<p>Practical Writing Skills NHS, WAIS</p> <p>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.</p>	<p>EL212 A/B Credit: 1.0</p>
<p>Reading I, II, III NHS, SWHS, SHS</p> <p>Reading I, II, III offer students reading instruction to navigate academic demands successfully 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. These strategies are applied in instructional-level and independent-level texts that cross the content areas.</p>	<p>I: EL412 A/B II: EL422 A/B III: EL432 A/B Credit: 0.5–3.0 Type: Elective—may be required based on test scores</p>
<p>Literary Genres WAIS</p> <p>Students will spend time analyzing the fictional and poetic elements of literary texts and read to appreciate the writer's craft. They will discover how well-written literary text can serve as models for their own writing. Students will respond to oral, written, and electronic text to connect their knowledge of the world.</p>	<p>EL242 A/B Credit: 0.5 -1.0 each</p>
<p>Photojournalism MHS, SWHS, SHS</p> <p>Students enrolled in Photojournalism are expected to plan, interpret, and critique visual representations, and carefully examine their own products for publication. Students study legal and ethical considerations that impact photography. Students also refine and enhance their journalistic skills, especially caption writing and interviewing. Camera basics are also addressed. A lab fee may apply to this course. <i>Requirements: A digital camera.</i></p>	<p>ELA302 ELA302 A/B Credit: 0.5-1.0 Requirements: digital camera</p>
<p>Journalism MHS, NHS, SWHS, SHS</p> <p>Provides the student with the background and fundamentals of journalism including writing each of the four journalistic styles, history and legalities of journalism, graphic design and layout, desktop publishing and computer technology and use of Adobe InDesign and Photoshop. This course is a prerequisite for anyone desiring to apply for a reporter/writer/designer/editor position on the school yearbook or newspaper staff.</p>	<p>EL322 A/B Credit: 1.0</p>
<p>Advanced Journalism— Newspaper Production I, II, III MHS, NHS, SHS, SWHS</p> <p>Available for sophomores through seniors interested in planning, financing, and implementing the writing, editing, and producing of a newspaper using current computer technology. Courses must be taken sequentially.</p>	<p>I: EL332 A/B II: EL342 A/B III: EL352 A/B Credit: 1.0</p>

Language Arts Electives

<p>Advanced Journalism— Yearbook Production I, II, and III MHS, NHS, SWHS, SHS, WAIS</p> <p>Available for sophomores through seniors interested in planning, financing, and implementing the writing, editing, and producing of the yearbook using current computer technology. Courses must be taken sequentially.</p>	<p>I: EL362 A/B II: EL372 A/B III: EL382 A/B Credit: 1.0</p>
<p>Independent Study Journalism MHS, SHS</p> <p>Course designed for the highly motivated, self-directed student who wishes to study in-depth photography, computer pagination, or layout.</p>	<p>EL392 A/B Credit: 0.5</p>
<p>Broadcast Journalism I MHS, NHS, SWHS, SHS</p> <p>The purpose of this course is to provide opportunities for students to develop introductory skills in television production, including media skills, verbal skills, and teamwork. The content will include an overview of television; the history of mass communications with a special emphasis on media literacy; television careers; writing for television compared to other media; and learning equipment such as camera, video recorder, mixer, lighting, and character generator. Students will also produce videos to be used during announcements.</p>	<p>EL312 A/B Credit: 0.5–1.0</p>
<p>Broadcast Journalism II Broadcast Journalism III MHS, SHS</p> <p>The purpose of this course is to provide the student with quality academic instruction in television production by building on what was learned in the Broadcast Journalism I. They will receive further training in equipment operation, reporting, and scriptwriting, as well as planning, directing, and producing video projects that include the school news program.</p>	<p>II: EL313 A/B III: EL314 A/B Prerequisite: Broadcast Journalism I Credit: 1.0</p>
<p>Humanities SWHS</p> <p>Humanities is an interdisciplinary course in which students recognize writing as an art form. Students consume a variety of texts to understand how various authors craft compositions for various aesthetic purposes. Humanities is an engaging course of study in which high school students respond to aesthetic elements in texts and other art forms through outlets such as discussions, journals, oral interpretations, and dramatizations. All students are expected to participate in classroom discussions and presentations that lead to an understanding, appreciation, and enjoyment of social discourse. The course also helps students develop research skills and culminates in a research project of student choice.</p>	<p>EL262 A/B Prerequisite: English I, II, and III Credit: 1.0</p>
<p>Theory of Knowledge WAIS</p> <p>Theory of Knowledge is a primary tenet of the IB Diploma Programme. Students reflect on themselves as knowers in the act of knowing. They are challenged to reflect critically and become increasingly aware of the complexity of their knowledge. Students delve into the foundations of knowledge, comparing, contrasting, and connecting various ways of knowing. Eight different areas of knowledge are the subject of critical inquiry as students explore and examine the interconnected nature of knowledge. For students seeking the IB Diploma.</p>	<p>I: ELA271 II: ELA281 Credit: 0.5 each</p>
<p>(IBCP) Personal and Professional Skills WAIS</p> <p>Personal and Professional Skills is designed for students to develop attitudes, skills, and strategies to be applied to personal and professional situations and contexts now and in the future. In this course the emphasis is on skills development for the workplace, as these are transferable and can be applied in a range of situations. There are five themes in Personal and Professional Skills: 1. Personal development; 2. Intercultural understanding; 3. Effective communication; 4. Thinking processes; 5. Applied ethics (according to the IBCP Personal & Professional Skills Guide) For students seeking the IB Career Programme.</p>	<p>SS337 A/B Credit: 0.5 each SS337A – grade 12 SS337B – grade 11</p>

Language Arts Electives

<p>Research and Technical Writing NHS, WAIS</p> <p>The study of technical writing allows students to develop skills necessary for writing persuasive and informative texts. Students also work on assignments that help them improve academic and research skills. This rigorous composition course asks high school students to skillfully research a topic or a variety of topics and present that information through a variety of media. 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 and apply criteria for effective writing, and set their own goals as writers.</p>	<p>ELA222 Credit: 0.5 -1.0</p>
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Speech and Debate

<p>Communication Applications SWHS, SHS</p> <p>Students will understand and employ concepts and processes in sending and receiving oral messages, evaluating, recognizing using nonverbal communication, listening, and speaking for a variety of purposes. They will develop communication competence in interpersonal, group, and public interaction to establish and maintain productive relationships and function effectively in social, academic, professional, and citizenship roles. Students must research, outline, write, prepare, and deliver a minimum of five oral presentations to the class, including informative speaking, persuasive speaking, debate, extemporaneous, and impromptu presentations. Students will prepare a resume and participate in the formal interview process.</p>	<p>ELA512 Credit: 0.5</p>
<p>Debate I-IV MHS, SWHS, SHS</p> <p>Students will study specific formats and forums of debate. They will learn processes of logic and critical thinking as they prepare briefs and cases. They will participate in the debate process of witness, questioner, and auditor, and they will make evaluations of arguments. They will make debate presentations in classroom and tournament situations. Students in Debate are expected to attend tournaments.</p>	<p>I: EL552 A/B; II: EL562 A/B; III: EL572 A/B; IV: EL582 A/B Credit: 1.0 each OPTIONS: With teacher approval, a student may choose a full year that combines Communication Applications and 0.5 credit in Debate for a full year course.</p>
<p>Communications Applications DC MHS, NHS, SWHS, SHS, WAIS</p> <p>Fundamentals of Speech Communication is a survey course in the basic principles of oral communication. Includes the study of the use of the body and voice, the speaker-listener relationship, interpersonal communication, oral interpretation, perceptions, self-concept, problem solving and decision making, interviewing, conversation enhancement, and preparation and delivery of platform and non-platform speeches.</p>	<p>HCC Course: Speech 1311 ELA51D Credit: 0.5</p>
<p>Public Speaking DC MHS, NHS, SWHS, SHS, WAIS</p> <p>Public Speaking is designed to develop proficiency in public speaking situations; emphasis upon content, organization, and delivery of speeches for various occasions. SPCH 1315 enables students to examine the principles of speech making and to examine the importance of public speaking as communication so that they will be able to research, organize, and deliver material effectively.</p>	<p>HCC Course: Speech 1315 ELA52D Credit: 0.5</p>

Language Arts Electives

<p>AP Seminar</p> <p>AP Seminar is a foundational course that engages students 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 written essays, and design and deliver oral and visual presentations, both individually and as part of a team.</p>	<p>MHS, SHS</p>	<p>EL830 A/B Credit: 1</p>
<p>AP Research</p> <p>AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills, they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. The course culminates in an academic paper of 4,000-5,000 words and a presentation with an oral defense.</p>	<p>SHS</p>	<p>EL840 A/B Credit: 1</p>

Mathematics

Note: Certain dual credit courses offered through the Early College Program are available at certain Institutions of Higher Education (IHE). See counselor for courses available and course summaries from participating IHE catalog(s).

<p>Algebra I</p> <p>Algebra I is the study of algebraic expressions, equations, inequalities, systems of equations and linear, quadratic, and other non-linear functions along with their graphs and applications. Intense preparation to meet STAAR standards is included. A strong background in Algebra I is essential for success in higher level math classes. A grade of 75 or better for the second semester is highly recommended for success in Algebra II.</p>	<p>MHS, NHS, SWHS, SHS, WAIS</p>	<p>OPTIONS: Grade Level: MT212 A/B AAC: MT211 A/B Credit: 1.0 Required—1st year math credit</p>
<p>Geometry</p> <p>Geometry includes the Euclidean study of geometric figures and their relationships, and the study of measurement, area, volume, and similarity.</p>	<p>MHS, NHS, SWHS, SHS, WAIS</p>	<p>OPTIONS: Grade Level: MT312 A/B AAC: MT311 A/B Prerequisite: Algebra I Credit: 1.0 Required—2nd year math credit</p>
<p>Mathematical Models with Applications</p> <p>MMA is designed to develop mathematical models and connect the models to a variety of real-world situations to make predictions based on collected data. Students will also learn about financial management including income management, tax preparation, and investment strategies. This course serves as a bridge to Algebra II.</p>	<p>MHS, NHS, SWHS, SHS</p>	<p>MT702 A/B Prerequisite: Algebra I Credit: 1.0</p>
<p>Algebra II</p> <p>Algebra II is the study of the number system, quadratic functions, and relations along with their graphs and applications, polynomials, rational functions, systems of equations (linear and quadratic), exponential and logarithmic functions, and data handling and analyses. NOTE: A graphing calculator for home use is recommended for this course. Algebra II is required for the Distinguished Achievement Award and eligibility for Top 10%.</p>	<p>MHS, NHS, SWHS, SHS, WAIS</p>	<p>OPTIONS: Grade Level: MT232 A/B AAC: MT231 A/B Credit: 1.0</p>
<p>PreCalculus</p> <p>PreCalculus is the study of trigonometry, analytic geometry, and elementary analysis. It is the prerequisite to Calculus.</p>	<p>MHS, NHS, SWHS, SHS, WAIS</p>	<p>OPTIONS: Grade Level: MT402 A/B AAC: MT401 A/B (not offered at WAIS) Prerequisite: Algebra I, Geometry, Algebra II Credit: 1.0</p>
<p>PreCalculus Dual Enrollment</p> <p>Students will deepen and extend their knowledge of functions, graphs, and equations from their high school algebra and geometry courses so they can successfully work with the concepts in a rigorous university-level calculus course. This course is designed to push students well beyond “drill and kill” type exercises, with an emphasis on unpacking mathematical definitions and making logical arguments to their peers.</p>	<p>MHS, NHS, SWHS, SHS, WAIS</p>	<p>MT40E A/B Prerequisite: Algebra I, Geometry, Algebra II Credit: 1.0</p>

Mathematics Options

ELECTIVES

<p>Algebraic Reasoning MHS, NHS, SWHS</p> <p>This TEKS-based course will build on the skills developed in Algebra I through both an analysis lens and an application lens. Students will study algebraic patterns and structures, use number and algebraic methods relating to functions, and model data using tables, graphs, and symbols where appropriate.</p>	<p>MT602 A/B Prerequisite: Algebra I Credit: 1.0</p>
<p>Advanced Quantitative Reasoning WAIS</p> <p>The course emphasizes statistics and financial applications and prepares students to use algebra, geometry, trigonometry, and discrete mathematics to model a range of situations and solve problems.</p>	<p>MT530 A/B Prerequisite: Algebra I, Geometry, Algebra II Credit: 1.0</p>
<p>College Preparatory Mathematics (HCC Math 0332P/MT0314P) MHS, NHS, SWHS, SHS</p> <p>This course is offered for students in their 4th year of high school who may not be successful on the Texas Success Initiative (TSI) Assessment or other college readiness measure. Students who enroll in this course will follow the student learning outcomes for Houston Community College (HCC) developmental mathematics courses MT0409 and MT0312. Developmental mathematics credit at HCC will be awarded each semester when the student successfully completes the course. Meeting the standard for earning HCC developmental mathematics credit will waive the TSI mathematics requirement.</p>	<p>MT540 A/B Prerequisite: Algebra II Credit: 1.0</p>
<p>Statistics MHS, SWHS, SHS</p> <p>This TEKS-based course builds on the Probability and Statistics TEKS from Grades 6-8 and the Data TEKS from Geometry. Students will develop an understanding of variability to become good consumers of data and be prepared to be successful in a college-level Elementary Statistics class.</p>	<p>MT511 A/B Prerequisite: Algebra I Credit: 1.0</p>
<p>Statistics Dual Enrollment SWHS</p> <p>In this introductory statistics course, high school students have the opportunity to develop the quantitative reasoning skills and habits of mind necessary to succeed in higher education.</p> <p>This course will hone relevant mathematical and critical thinking skills through scaffolded learning experiences and statistical methodologies. Students will learn the foundations of data science by engaging in hands-on analysis of real data, methods to extract key insights and coding skills aligned to the expectations of higher education and today's workplace.</p> <p>Students will experience interactive applications built into the high-quality curriculum designed by the faculty at The University of Texas at Austin, allowing them to discover a more intuitive understanding of concepts. Collaborative problem-solving will be used to strengthen mathematical connections while individual depth of understanding will be reflected in regular assessments.</p>	<p>MT51E A/B Prerequisite: Algebra I Credit: 1.0</p>
<p>AP Statistics MHS, NHS, SWHS, SHS, WAIS</p> <p>The study of statistics includes exploring data (observing patterns and departures from patterns), planning a study (decide what and how to measure), anticipating patterns (produce models using probability and simulation), and statistical inference (confirming models). This course prepares students for the AP Statistics exam which could award college credit.</p> <p>http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2151.html</p>	<p>OPTIONS: AP: MT519 A/B Prerequisite: Algebra II recommended Credit: 1.0 State math credit</p>

Mathematics Options

<p>IB Mathematics: Applications and Interpretations HL and SL WAIS</p> <p>This is a two-year course of study, building on knowledge gained in previous math courses. This course focuses on applications and interpretation with an emphasis on statistics, calculus, modelling and use of technology, useful for describing our world and solving practical problems—appropriate for those with an interest in the applications of mathematics and how technology can support this. Technology and calculator use is encouraged throughout the course. Higher Level contains all of the topics of the Standard Level with additional topics added for HL, including mathematics statistics and discrete math. This course is aimed at students who will go on to study subjects at university such as social sciences, natural sciences, statistics, business, some economics courses, psychology and design.</p>	<p>OPTIONS:</p> <p>SL: MT52I A/B (year 1) MT52I C/D (year 2)</p> <p>HL: MT53I A/B (year 1) MT53I C/D (year 2)</p> <p>Credit: 0.5/sem</p>
<p>Geometry in Construction SWHS</p> <p>Geometry in Construction is a two-credit course, aligned to both Geometry and Principles of Construction, in which students receive both a math credit and a CTE credit. The CTE and Geometry course curricula have been aligned to complement each other to successfully blend math theory with construction applications. Learn math through action!</p>	<p>Concurrent with: MT312 A/B Credit: 0.5/sem</p> <p>CAC10 A/B Credit: 0.5/sem</p>
<p>Calculus (Grade Level) MHS, SWHS, SHS</p> <p>During the first 12 weeks, topics of Analytic Geometry will be taught. These include fundamental concepts of coordinate geometry, the straight line, conics, simplification of equations, algebraic curves, transcendental functions, and parametric equations. The rest of the year (24 weeks) will include topics of Calculus: limits; differentiation; applications of differentiation; integration; logarithmic, exponential, and other transcendental functions; and applications of integration. <i>Calculator: TI-83+ or TI-84+</i></p>	<p>MT412 A/B Prerequisite: PreCalculus Credit: 1.0</p> <p>Transcribes as Independent Study in Mathematics</p>
<p>AP Calculus AB MHS, NHS, SWHS, SHS</p> <p>Calculus AB is the study of functions, graphs, and limits; derivatives; and integrals. This course prepares students for the College Board Advanced Placement AB Calculus exam which could earn college credit for the first college Calculus course. http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2178.html</p>	<p>OPTIONS: AP: MT419 A/B Prerequisite: PreCalculus recommended Credit: 1.0</p>
<p>AP Calculus BC MHS, NHS, SWHS, SHS</p> <p>Calculus BC is the study of functions, graphs, and limits; derivatives; integrals; and polynomial approximations and series. BC Calculus extends the study of Calculus AB to include preparation for the BC level AP exam which could earn credit for college calculus courses. http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2118.html</p>	<p>OPTIONS: AP: MT429 A/B Prerequisite: PreCalculus recommended Credit: 1.0</p>
<p>Accounting 2 NHS, SHS, SWHS</p> <p>Level 2 provides for review and further development of fundamental accounting principles with extensive use of computerized accounting programs. Study the Stock Market, Investing, and Corporate Accounting. This course meets the optional 1 credit needed to complete the Academy of Finance.</p>	<p>CFI24 A/B Prerequisite: Successful completion of Accounting 1 Credit: 1.0</p>

Mathematics Options

<p>Financial Mathematics MHS, NHS, SWHS, SHS, WAIS</p> <p>Students will apply critical thinking skills to analyze personal financial decisions based upon the current and projected economic factors. Math and calculations related to the real-world experiences include some of the following: net pay, income taxes, calculate mortgage payment, property taxes, mortgage insurance, closing cost, and interest cost. Students will integrate career and postsecondary education planning into financial decision-making throughout the course. Financial Mathematics is a required course for Academy of Finance.</p>	<p>CFI60 A/B Prerequisite: Successful completion of Algebra I Credit: 1.0</p>
<p>Linear Algebra SBAI</p> <p>This course introduces the students to other areas of mathematics, such as multivariable calculus, differential equations, and probability theory, as well as the physical and social sciences and engineering.</p>	<p>MTH902 Prerequisite: Credit: .5</p>
<p>Multivariable Calculus SBAI</p> <p>Multivariable Calculus takes the concepts learned in the single variable calculus course and extends them to multiple dimensions. Topics discussed include: vector algebra; applications of the dot and cross product; equations of lines, planes, and surfaces in space; converting between rectangular, cylindrical, and spherical coordinates; continuity, differentiation, and integration of vector-valued functions; application of vector-valued functions such as curvature, arc length, speed, velocity, and acceleration; continuity, limits, and derivatives of multivariable functions, tangent planes and normal lines of surfaces; applying double and triple integrals to multivariable functions to find area, volume, surface area, mass, center of mass, and moments of inertia; vector fields; finding curl and divergence of vector fields; line integrals; conservative vector fields, conservation of energy; Green's Theorem; parametric surfaces, including normal vectors, tangent planes, and areas; orientation of a surface; Divergence Theorem; and Stokes's Theorem.</p>	<p>MT810 A/B Prerequisite: Credit: 1.0</p>
<p>Number Theory SBAI</p> <p>The topics of study contribute to the student's enhanced understanding of historical developments, proofs and discoveries of mathematical numerical relationships.</p>	<p>MTH904 Prerequisite: Credit: .5</p>

Science

Note: Certain dual credit courses offered through the Early College Program are available at certain Institutions of Higher Education (IHE). See counselor for courses available and course summaries from participating IHE catalog(s).

<p>Biology MHS, NHS, SWHS, SHS, WAIS</p> <p>Students investigate the structure and function of living organisms, growth and development of organisms, and the environment in which they live, using a variety of instructional strategies, including a special emphasis on laboratory experiences and real-world applications.</p> <p>Please note: Dual Language students at WAIS will take this course in Spanish</p>	<p>Grade Level: SC122 A/B AAC: SC121 A/B Credit: 1.0</p>
<p>Chemistry MHS, NHS, SWHS, SHS, WAIS</p> <p>Students develop critical thinking and problem-solving skills while conducting laboratory investigations using scientific methods. Topics include characteristics of matter, measurement, energy transformation, atomic structure, periodic table, gases, bonding, nuclear chemistry, oxidation-reduction, chemical equations and reactions, solutions and acids and bases. Students investigate how chemistry is an integral part of everyday life.</p>	<p>Grade Level: SC212 A/B AAC: SC211 A/B Prerequisite: 1 unit of high school science and Algebra I Credit: 1.0</p>
<p>Chemistry Dual Enrollment SHS</p> <p>Students are given the opportunity to earn four semester hours of college credit in CHEM 1311/1111 while addressing the Chemistry standards. Addresses the nature of matter, energy, chemical reactions, and chemical thermodynamics.</p>	<p>SC216 A/B Credit: 1.0 Type: Fulfills requirement for 2nd science credit</p>
<p>Integrated Physics and Chemistry (IPC) MHS, NHS, SWHS, SHS</p> <p>This course introduces the basic concepts of physics and chemistry. Students conduct experiments and improve their problem solving and critical thinking skills as they study energy and matter. Topics include force and motion, energy, energy transfer, energy conservation, structure and properties of matter, and that changes in matter affect everyday life.</p> <p>This course is a good option for students who struggle in math and/or science.</p>	<p>SC112 A/B Credit: 1.0</p>
<p>Physics MHS, NHS, SWHS, SHS, WAIS</p> <p>Students learn the fundamental laws that govern the physical universe. The topics included are motion, forces, conservation laws, waves, sound, light, optics, electricity and magnetism. Students collect and analyze data as they conduct lab experiments and projects and use the information learned to draw reasonable conclusions. Students combine problem solving and critical thinking as they apply physics concepts to the study of energy.</p>	<p>Grade Level: SC312 A/B Prerequisite: Algebra I suggested Credit: 1.0</p>

Science

<p>Advanced Animal Science GC</p> <p>Meet a class that will take you farther. This course is designed for students who want to deepen their knowledge of the livestock industry. In-depth studies animal industry, anatomy and physiology, and livestock husbandry.</p> <p>Offered spring semester only.</p>	<p>CTAG15 Prerequisite: Successful completion of Small Animal Management/ Equine Science and Veterinary Medical Applications Credit: 1.0</p>
<p>Aquatic Science NHS, SWHS, SHS</p> <p>Students study aquatic ecosystems, relationships among aquatic organisms and their habitats, and dynamics of aquatic environments. Studies also include geology and social sciences of marine and freshwater environments. Students will build and maintain fresh and saltwater aquaria and participate in field studies. Costs are associated with this course.</p>	<p>SC412 A/B Prerequisite: Biology required and Chemistry suggested Credit: 1.0</p>
<p>Biology Dual Enrollment SWHS</p> <p>This year-long course explores three big ideas of biology: the structure and function of biomolecules, the flow of energy through living systems via photosynthesis and cellular respiration, and how genetic information is expressed and transmitted both within and between cells.</p>	<p>SC14E A/B Prerequisite: Biology and Chemistry required Credit: 1.0</p>
<p>Biotechnology I MHS</p> <p>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.</p>	<p>CST12 A/B Prerequisite: Biology and Chemistry Credit: 1.0</p>
<p>Biotechnology I Dual Credit Biology MHS BIOL 1308/1309</p> <p>In Biotechnology (Dual Credit), students will earn 6 hours of biology college credit through Houston Community College while addressing the Biotechnology standards. Topics include molecular biology, biological processes, cellular processes, evolution, genetics, classification and ecological interactions, and systems. Students must pay tuition/fees to HCC and purchase any required texts.</p>	<p>CST11 A/B Prerequisite: Biology and Chemistry, and meet DC/ECP eligibility criteria Credit: 1.0</p>
<p>Astronomy SWHS, SHS</p> <p>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, seasons, gravity, spectroscopy, telescopes, 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.</p>	<p>SC642 A/B Prerequisite: 2 units of science Credit: 1.0</p>
<p>AP Biology MHS, NHS, SWHS, SHS</p> <p>The Advanced Placement course in Biology reflects the comprehensive “general biology” course given in many universities, which serves either as a terminal course or as an introduction to a major sequence of courses. The AP examination is taken in May.</p> <p>http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2117.html</p>	<p>SC149 A/B Prerequisite: Check with Counselor—varies at each campus; AP guidelines Credit: 1.0</p>
<p>AP Chemistry MHS, NHS, SWHS, SHS</p> <p>This is an advanced college-level chemistry course that follows the College Board Advanced Placement curriculum objectives and laboratory experiences. Emphasis is on advanced chemistry concepts, critical thinking, and independent study. Students are prepared and expected to sit for the national AP Chemistry Exam at the end of the course in May.</p> <p>http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2119.html</p>	<p>SC229 A/B Prerequisite: Biology, Algebra II, Chemistry AAC Credit: 1.0</p>

Science

<p>Earth and Space Science NHS, SHS, WAIS</p> <p>This course is an Earth systems approach to the themes of Earth in space and time, solid Earth, and fluid Earth with three strands used throughout each of the themes: systems, energy, and relevance. Laboratory and field investigations are included in a blended learning environment.</p>	<p>SC812 A/B Prerequisite: 3 units of science, including Biology, and 3 units of mathematics Credit: 1.0</p>
<p>Earth and Space Science Dual Enrollment SHS</p> <p>This is a course in geoscience literacy. It covers the fundamentals of how the Earth works, and how its various systems—the lithosphere, atmosphere, hydrosphere, and biosphere—interact to form the complex world in which we live. Geoscience is the study of the Earth. It is an integrated science drawing on the fundamental principles of physics, chemistry, biology, and geosciences to explain Earth processes. Many of the most complex and interesting scientific problems of this century, such as energy resources, water supply, and climate change, require geologic thinking skills to solve. This class introduces students to the major areas in geoscience and helps them develop critical, creative, and geologic problem-solving skills, as applied to 21st-century scientific problems.</p> <p>Students will experience curriculum designed by the faculty at The University of Texas at Austin. Students can earn three hours of UT credit with feedback and assessment provided by UT course staff.</p>	<p>SC81E A/B Prerequisite: 3 units of science, including Biology, and 3 units of mathematics Credit: 1.0</p>
<p>AP Environmental Science MHS, NHS, SWHS, SHS, WAIS</p> <p>The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human made, to evaluate the relative risks associated with these problems and to examine alternative solutions for resolving and/or preventing them. This class is both laboratory-based and field-based with long-term field study sites being utilized. There is a required community service element with this course. http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2128.html</p>	<p>SC479 A/B Prerequisite: Biology and 1 unit of high school physical science Credit: 1.0</p>
<p>Environmental Systems MHS, NHS, SWHS, SHS</p> <p>Students study a variety of topics that may include biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and on environmental system, sources and flow of energy through an environmental system, relationships between carrying capacity and changes in populations and ecosystems, and changes in environments. Counts as elective credit only.</p>	<p>SC472 A/B Prerequisite: Biology and physical science course (IPC or Physics) suggested Credit: 1.0</p>
<p>Medical Microbiology MHS, NHS, SWHS, SHS</p> <p>In Medical Microbiology you will identify the relationships of microorganisms to wellness and disease. You will learn how to prevent diseases by learning the chain of infection, asepsis, and standard precautions. You will get to investigate and find out the differences between pathogenic and nonpathogenic organisms and how they relate to specific diseases, causative agents, and treatment options.</p>	<p>CTHS71 Prerequisite: Successful completion of two years of science Credit: 1.0</p>
<p>Pathophysiology MHS, NHS, SWHS, SHS</p> <p>In Pathophysiology you will learn how the disease processes affect the human systems. Emphasis is placed on prevention and treatment of diseases. You will observe the differences between normal and abnormal physiology in a lab setting.</p>	<p>CTHS72 Prerequisite: Successful completion of two years of science Credit: 1.0</p>

Science

<p>AP Physics 1: Algebra Based MHS, NHS, SWHS, SHS</p> <p>This course is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2262.html</p>	<p>SC316 A/B Prerequisite: Algebra I, Geometry, Algebra II (concurrent) Credit: 1.0</p>
<p>Physics I: Mechanics, Heat and Sound Dual Enrollment SWHS</p> <p>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.</p>	<p>SC31E A/B Prerequisite: Algebra, Geometry, Algebra II Credit: 1.0</p>
<p>AP Physics 2: Algebra Based MHS, NHS, SWHS, SHS</p> <p>This course is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. https://apcentral.collegeboard.org/courses/ap-physics-2/course?course=ap-physics-2-algebra-based</p>	<p>SC326 A/B Prerequisite: AP Physics I or comparable course and concurrent enrollment in Pre-Calculus Credit: 1.0</p>
<p>AP Physics C Mechanics MHS, SWHS, SHS</p> <p>This course expands on concepts presented in AP Physics 1 and 2 as well as introductory physics classes. The 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. The content of the course is intended to prepare students for the AP Physics C Mechanics exam through both content preparation and a focus on investigation and student research. This course is recommended as a second year physics course for students who are interested in pursuing post-secondary studies in engineering or physical sciences. https://apcentral.collegeboard.org/courses/ap-physics-c-mechanics/course?course=ap-physics-c-mechanics</p>	<p>SC1329 SC329 A/B (SWHS) Prerequisite: Physics, Algebra I, Geometry, Algebra II, and Calculus (concurrent) Credit: 1.0</p>
<p>AP Physics C Electricity and Magnetism MHS, SHS</p> <p>This course expands on concepts presented in AP Physics 1 and 2 as well as introductory physics classes. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electrical circuits; magnetic fields; and electromagnetism. The content of the course is intended to prepare students for the AP Physics C Electricity and Magnetism exam through both content preparation and a focus on investigation and student research. This course is recommended as a second year physics course for students who are interested in pursuing post-secondary studies in engineering or physical sciences. http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2263.html</p>	<p>SC1330 Prerequisite: Physics C AP Mechanics Credit: 1.0</p>
<p>IB Biology Standard Level (SL) or Higher Level (HL) WAIS</p> <p>IB Biology will help students to understand the life sciences by incorporating experimental and theoretical knowledge. The course emphasizes terminology, analytical thinking, and the application of knowledge by using laboratory and biotechnology resources. The IB Biology candidate should have the necessary background in biology, chemistry, and physics to be prepared for this course. A precise and rigorous college introduction of the biological sciences content will be emphasized. The curriculum will stress scientific method, experimental activities, biotechnology, and practical investigations. The IB Biology SL course is taught over a one-year period. IB Biology HL is a two-year course which delves deeper into specific content areas such as genetic engineering, bioethics, and ecology. Both IB Biology SL and HL are taught over a two-year period. IB Biology HL delves deeper into specific content areas such as genetic engineering, bioethics, and ecology.</p>	<p>SL: SC131 A/B (year 2) HL: SC151 A/B (year 1) SC161 A/B (year 2) Prerequisite: Biology, Chemistry, Dual Credit Criteria Credit: 1.0 each</p>

Science

<p>IB Chemistry Standard Level (SL) or Higher Level (HL) WAIS</p> <p>Chemistry is a must for students who intend to pursue careers in almost any pure or applied science such as engineering, environmental sciences, biological sciences, medicine, textiles and the oil and gas industry. It is also an excellent subject for students intending to do arts or humanities courses at university. Interest and enthusiasm are essential attributes for students to succeed and benefit from IB chemistry. However, the course does have a high mathematics content, so you should be enrolled in the IB Mathematics course at the Pre-Calculus/Calculus level. A strong background in science is also required. This is a two-year course.</p>	<p>SL: SC26I A/B (year 1) SC27I A/B (year 2)</p> <p>Prerequisite: Algebra II, Chemistry, and Biology</p> <p>Credit: 1.0 each</p>
<p>IB Physics Standard Level (SL) WAIS</p> <p>IB Physics seeks to explain the universe through studying and learning about the smallest particles to the vast distances between galaxies. Students develop practical skills and techniques through learning experiences and increase proficiency through the platform of mathematics and the language of physics. Students will mature interpersonal skills, technology skills, and problem-solving skills. Students will also study the impact of physics on society, the moral and ethical dilemmas, and the social, economic, and environmental implications of the work of physicists. IB Physics SL is taught over two years.</p>	<p>SC36I A/B (year 1) SC37I A/B (year 2)</p> <p>Prerequisite: Biology and Chemistry. Algebra II recommended</p> <p>Credit: 1.0 each</p>
<p>Scientific Research and Design SHS</p> <p>In this hands-on lab class, the students are exposed to various fields of Engineering, Forensics, and Alternative Energy. Within the class, students work in groups to complete projects, hands-on lab activities, and give presentations. They are also exposed to career scientists through guest speakers who visit Stratford and several field trips that tie into the curriculum. This class is only for students who have applied for and been accepted into the Stratford Academy of Science and Engineering.</p>	<p>SC512 A/B</p> <p>Credit: 1.0</p>

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Note: Certain dual credit courses offered through the Early College Program are available at certain Institutions of Higher Education (IHE). See counselor for courses available and course summaries from participating IHE catalog(s).

<p>World Geography MHS, NHS, SWHS, SHS</p> <p>World Geography is more than just learning about continents, oceans and mountain ranges. It is a source and a framework to begin to understand global problems. In World Geography, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems throughout the world. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.</p>	<p>OPTIONS: Grade Level: SS132 A/B Sheltered: SS135 A/B Credit: 1.0</p>
<p>AP Human Geography MHS, NHS, SWHS</p> <p>This course is meant to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. The course follows the AP Human Geography course description. When completed for one credit, this course may be used as a substitute for World Geography Studies. When completed for one-half credit, this course may be used to meet only elective course requirements. http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/8154.html</p>	<p>SS139 A/B Credit: 0.5, 1.0 Type: Can substitute for W. Geography or Elective</p>
<p>World History and Geography AAC (Transcribed as Special Topics) MHS, NHS, SWHS, SHS, WAIS</p> <p>This course focuses deeply on building the skills, knowledge and confidence that will propel students through high school coursework, college, careers, and civic life. The course is built on 3 enduring ideas. 1. History is an interrelated story of the world. 2. History and geography are inherently dynamic. 3. Historians and geographers are investigators. Students will focus on evaluating evidence, explaining historical and geographic relationships, and incorporating evidence. The study of history starts with the Ancient Period at 600 CE and continues through the Postclassical Period. This course lays a firm foundation of analytical reading and evidence-based writing for students to be successful the next year in AP World History or AP Human Geography and then progress to AP US History.</p>	<p>SS141 A/B Credit: 1.0</p>

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<p>World History* MHS, NHS, SWHS, SHS, WAIS</p> <p>World History Studies is the only course offering students an overview of the entire history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which democratic-republican governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.</p>	<p>OPTIONS: Grade Level: SS122 A/B AAC: SS121 A/B (not offered at MHS, SWHS) Sheltered: SS125 A/B Credit: 1.0</p>
<p>AP World History MHS, NHS, SWHS, SHS, WAIS</p> <p>AP World History is a college-level, global, thematic course designed to prepare students to take the rigorous AP World History exam. Success in the course requires extensive reading, high-level thinking, strong study skills, and self-discipline. Using six broad historical themes across five different periods emphasizing 600 CE to the present, students will study a macro history of the world. Europe will be studied in the context of its global position and will comprise less than 20% of the course. Students will study broad trends that cross time periods and geographic regions. Themes to be explored include interactions (trade, war, diplomacy, international exchange) among major societies, impact of technology and demography, on people and the environment (population growth and decline, disease, manufacturing, migration, agriculture, and weaponry), systems of social and gender structure, cultural and intellectual development, and changes in functions and structures of states. The course will culminate in students taking the AP World History exam. The course may substitute for the World History graduation requirement. http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/4484.html</p>	<p>SS129 A/B Credit: 1.0</p>
<p>United States History Studies since Reconstruction (1877 to the Present) MHS, NHS, SWHS, SHS, WAIS</p> <p>In this course students study the history of the United States since Reconstruction to the present. Historical content focuses 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 examine the impact of geographic factors on major events and analyze causes and effects of the Great Depression. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and the times during which they were created. Students analyze the impact of technological innovations on the American Labor Movement. Students use critical-thinking skills to explain and apply different methods that historians use to interpret the past, including points of view and historical context.</p>	<p>OPTIONS: Grade Level: SS112 A/B AP: SS110 A/B Sheltered: SS115 A/B Credit: 1.0</p>

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<p>AP United States History MHS, NHS, SWHS, SHS</p> <p>Advanced Placement, United States History is an open enrollment course which is rigorous and challenging. The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by introductory college courses. It is expected that all students take the AP U.S. History exam at the end of this course. Since the course covers Pre-Columbian U.S. History to the present, not just post-Reconstruction, students may not transfer between AP and TEKS-based U.S. History after the first formal grading period. If this change is deemed necessary, principal approval is required and independent work on the part of the student may be required to cover TEKS not taught in AP U.S. History while the student was in AP. A full year of either course fulfills the required U.S. History credit. However, a half credit of AP and a half credit of TEKS-based U.S. History will not be sufficient for graduation. All U.S. History students, regardless of level, must pass the End-of-Course exam from the state of Texas to graduate. Time management, reading comprehension, critical thinking, note taking, presenting reasons and evidence, and the ability to write in an essay format are skills needed for success.</p> <p>https://apcentral.collegeboard.org/courses/ap-united-states-history/course?course=ap-united-states-history</p>	<p>OPTIONS: AP: SS119 A/B Dual Credit: SS12D A/B OnRamps: SS11E A/B Credit: 1.0</p>
<p>United States Government MHS, NHS, SWHS, SHS, WAIS</p> <p>In Government, the focus is 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. Students learn major political ideas and the forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system. Students evaluate the importance of voluntary individual participation in a democratic society, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States.</p>	<p>SST212 Credit: 0.5</p>
<p>AP United States Government and Politics MHS, NHS, SWHS, SHS</p> <p>AP U.S. Government and Politics is a one semester course designed to give students an analytical perspective on government and politics in the United States. This course includes both the study of concepts needed to interpret politics in the United States and the analysis of specific examples. The United States government curriculum includes an intensive study of the formal and informal structures of government coupled with a focus on policymaking and implementation. This course is structured at the freshman college level and students are expected to perform at this level in a consistent manner. This course may substitute for the government requirement.</p> <p>http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2259.html</p>	<p>SST219 Credit: 0.5</p>

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<p>IB History of the Americas HL WAIS</p> <p>A two-year program focusing on the 19th and 20th century history of both North and South American countries. The first year will focus on the United States and Canada. Students will examine political, economic, social, and diplomatic factors that impact relations among countries in the Americas. The second year of History of the Americas will focus on events of the 20th century. Students will continue studying about the Americas. Study of the second region, Europe, will be added. Topics of study include the Interwar Years and Great Depression in the Americas and Europe. Students will compare the rule of single party leaders in both the Americas and in Europe. They will study both sides of the Cold War, led by the United States and the Soviet Union, and the effect of the Cold War on the Americas and Europe. In the 1st year, students can earn U.S. Government credit; and in the 2nd year, students can earn Economics credit. Students in the first year of this course will be prepared to take the U.S. History STAAR End of Course Exam.</p>	<p>OPTIONS: HL: SS18I A/B (year 1) HL: SS19I A/B (year 2) Credit: 1.5 each year</p>
<p>Economics, with Emphasis on the Free Enterprise System and its Benefits MHS, NHS, SWHS, SHS, WAIS</p> <p>Economics, with Emphasis on the Free Enterprise system and its Benefits presents basic principles of economics to guide students toward responsible economic citizenship and decision making. 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 examine the rights and responsibilities of consumers and businesses. Students analyze the interaction of supply, demand, and price. They will study the role of financial institutions in a free enterprise system. Types of business ownership and market structures are discussed, as are basic concepts of consumer economics and personal financial literacy. 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 is an integral part of the course. This is a one semester course.</p>	<p>SST222 Credit: 0.5</p>
<p>AP Macroeconomics MHS, NHS, SWHS, SHS</p> <p>The aim of AP Economics is to provide the student with a learning experience equivalent to that obtained in a typical college introductory macroeconomics course. AP Macroeconomics explores consumer and government decisions and how they affect the economy. While the course is mainly macro, important micro issues such as the theory of the firm and market supply and demand are introduced in the course. This is a one semester course and can be substituted for the economics requirement. (Prepares students for the AP Exam in Macro Economics)</p> <p>http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2120.html</p>	<p>SST229 Credit: 0.5</p>
<p>AP Microeconomics MHS</p> <p>AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.</p>	<p>SST249 Credit: 0.5</p>

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<p>AP Comparative Government SBAI</p> <p>Examine the political institutions and processes of six different countries—China, Iran, Mexico, Nigeria, Russia, and the United Kingdom—and compare the ways they address problems. You'll analyze data and readings to draw conclusions about political systems.</p> <p>https://apcentral.collegeboard.org/courses/ap-comparative-government-and-politics/course?course=ap-comparative-government-and-politics</p>	<p>SST419 Credit: 0.5</p>
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DUAL CREDIT ELECTIVES

These courses are arranged through the campus counselor.

<p>United States History to 1877 ECP/DC/DE HIST 1301 MHS, NHS, SWHS, SHS, WAIS</p> <p>The American nation from the English colonization to the close of the Civil War through Reconstruction. (Semester one).</p> <p>United States History to 1877 <i>combined only with</i> United States History after 1877 fulfill the required U.S. History credit for graduation. All U.S. History students, regardless of level, must pass the End-of-Course exam from the state of Texas to graduate.</p>	<p>SS12D A Dual Credit Prerequisite: Meet DC/ECP eligibility criteria Credit: 0.5</p>
<p>United States History after 1877 ECP/DC/DE HIST 1302 MHS, NHS, SWHS, SHS, WAIS</p> <p>The American nation from the end of the Reconstruction Era to the present. (Semester two).</p> <p>United States History to 1877 <i>combined only with</i> United States History after 1877 fulfill the required U.S. History credit for graduation. All U.S. History students, regardless of level, must pass the End-of-Course exam from the state of Texas to graduate.</p>	<p>SS12D B Dual Credit Prerequisite: Meet DC/ECP eligibility criteria Credit: 0.5</p>
<p>Government ECP/DC GOVT 2305 NHS, SWHS, SHS, WAIS</p> <p>A study of the theories of American democracy and other ideologies, United States and Texas constitutions, federalism, state and local government, political economy, political socialization and public opinion, the media, interest groups, political parties, and elections.</p>	<p>SS217D Dual Credit Prerequisite: Completion of U.S. History and meet DC/ECP eligibility criteria Credit: 0.5</p>
<p>Special Topic in Social Studies – Government 2 ECP GOVT 2306 MHS, NHS, SWHS, SHS, WAIS</p> <p>Examines the three branches of government at both state and national levels and analyzes the role of each in the making of public policy. Selected topics on domestic and foreign policy are included.</p>	<p>SS218D Dual Credit Prerequisite: Completion of Government (POLS 2303) Credit: 0.5</p>
<p>Economics ECP/DC ECON 2301 MHS, NHS, SWHS, SHS, WAIS</p> <p>Macroeconomics examines the fundamentals of the American economy as it relates to social welfare. Emphasis is on basic concepts and theories as they affect domestic and international markets. This course integrates behavioral social sciences to present solutions to real world problems. Macroeconomics includes measurements of GDP, fiscal and monetary policy.</p>	<p>SS227D Dual Credit Prerequisite: 4000 on STAAR Algebra EOC or passing TSI score Credit: 0.5</p>
<p>Sociology ECP/DC SOCI 1301 MHS, NHS, SWHS, SHS, WAIS</p> <p>A survey course which focuses on the nature of human groups in American and world societies, their social and cultural adaptations, and the impact which various social processes may have on their social organization and social change.</p>	<p>SS32DX Dual Credit Prerequisite: Meet DC/ECP eligibility criteria Credit: 0.5</p>

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<p>Psychology ECP/DC PSYC 2301</p> <p>A survey of the basic principles underlying human behavior and mental processes. Emphasis will be placed in major areas of study in the field of psychology, such as motivation, development, thought processes, and personality.</p>	<p>MHS, NHS, SWHS, SHS, WAIS</p>	<p>SST31D Dual Credit Prerequisite: Meet DC/ECP eligibility criteria Credit: 0.5</p>
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SOCIAL STUDIES SPECIAL TOPICS

<p>Introduction to Psychology</p> <p>Elective course designed for students to gain insight into their own behavior as well as relationships with others through the scientific study of human behavior and mental processes. Content areas covered are methodologies, socio-cultural influences, developmental processes, cognitive and biophysical perspectives. (semester course).</p>	<p>MHS, NHS, SWHS, SHS</p>	<p>SST312 Credit: 0.5 Prerequisite: 11th or 12th grade enrollment highly recommended</p>
<p>AP Psychology</p> <p>The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major sub fields within psychology. They also learn about the methods psychologists use in their science and practice. This course is equivalent to an introductory college course in psychology and students taking this course are successfully prepared to take and pass the Advanced Placement Exam in Psychology at the end of the course. Successful completion of this exam allows most students to earn college credit for Introductory Psychology at colleges and universities across the nation. http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2265.html</p>	<p>MHS, NHS, SWHS, SHS</p>	<p>SST319 Prerequisite: 11th or 12th grade enrollment highly recommended Credit: 0.5 (1.0 on some campuses)</p>
<p>IB Psychology IB SL</p> <p>At the core of the DP Psychology course is an introduction to three different approaches to understanding behavior: biological, cognitive, and sociocultural. The knowledge, concepts, theories, and research that have developed the understanding in these fields will be studied and critically evaluated to answer some of the questions being asked by psychologists today. Furthermore, the interaction of these approaches to studying psychology will form the basis of a holistic and integrated approach to understanding mental processes and behavior as a complex, dynamic phenomenon, allowing students to appreciate the diversity as well as the commonality between their own behavior and that of others. WAIS students will participate in 150 hours of learning that will include an experimental study based on a course topic of student choice. (IBO.org)</p>	<p>WAIS</p>	<p>SS14I A/B Credit: 1.0</p>
<p>Sociology</p> <p>In Sociology, a one semester elective course, students study the dynamics and models of individual and group relationships. Students study topics such as the history and systems of sociology, cultural and social norms, social institutions, and mass communication. The course deals with cultural changes and cultural development.</p>	<p>MHS, NHS, SWHS, SHS</p>	<p>SST322 Credit: 0.5</p>
<p>Ethnic Studies: African American Studies</p> <p>In African American Studies, students learn about the history and cultural contributions of African Americans. This course develops an understanding of the historical roots of African American culture, especially as it pertains to social, economic, and political interactions within the broader context of United States history. Knowledge of past achievements provides citizens of the 21st century with a broader context within which to address the many issues facing the United States.</p>	<p>SWHS</p>	<p>SS347 A/B Credit: 1.0</p>

Social Studies

<p>Ethnic Studies: Mexican American Studies SWHS</p> <p>In Mexican American Studies, students learn about the history and cultural contributions of Mexican Americans. Students explore history and culture from an interdisciplinary perspective. As such, students have opportunities to interact with relevant film, literature, art, and other media. Knowledge of past achievements provides citizens of the 21st century with a broader context within which to address the many issues facing the United States.</p>	<p>SS346 A/B Credit: 1.0</p>
<p>AP European History MHS, SWHS</p> <p>The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. This elective course is designed to prepare students for the AP European History examination. The course is a survey of European history from the high Renaissance to the recent past. It emphasizes chronological scope as well as intellectual, political, social, economic, and cultural trends. 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. College level reading and writing assignments are required.</p> <p>https://apcentral.collegeboard.org/courses/ap-european-history/course</p>	<p>SS149 A/B Credit: 1.0</p>
<p>Personal Financial Literacy MHS, NHS, SWHS, SHS, WAIS</p> <p>This course is designed to teach students how to make responsible and informed financial decisions. It teaches students to think critically, and problem solve when making decisions involving earning and spending, saving, and investing, credit and borrowing, insurance, as well as post-secondary education (applying for, benefits of, and paying for). The course will cover important aspects of personal finance, such as how to understand employer compensation, the role of insurance, as well as how to manage a bank account or invest money. Students will leave equipped to manage setting personal financial goals that are realistic and encourage students to avoid poor financial decisions that can negatively impact their quality of life.</p>	<p>SST202 Credit: 0.5</p>
<p>World War II and the Holocaust SWHS</p> <p>During the semester dedicated to World War II, the students will gain an intense insight to World War II, the most destructive war in the history of the world, by examining the political, economic, and military competition that erupted. During the semester dedicated to studying the Holocaust, the students will gain an understanding of the rise of the Nazi Power as they began a campaign of violence against Jews and other groups not loyal to the Nazi government. Learning about the events of this crucial period in our nation's history will help students understand the events occurring in our nation and around the world today.</p>	<p>SS143 A/B Credit: 1.0</p>
<p>History through Film MHS, NHS, SWHS, SHS</p> <p>History through Film is an upper-level elective for special topics in Social Studies offered to juniors and seniors. This will be a two-semester course for students to express their ideas without the constraints of a traditional classroom environment. Students will observe films through four different eras in world history. They will have the opportunity to apply skills learned in the social sciences to a variety of topics and issues. Students will use critical-thinking skills to locate, organize, analyze, and utilize data collected from a variety of sources. Problem solving and decision making are important elements of the course, as is the communication of information in written, oral, and visual forms.</p>	<p>SS412 A/B Credit: 1.0</p>

Languages Other Than English (LOTE)

<p>American Sign Language I, II, III, IV MHS, NHS, SHS, WAIS, Summer School</p> <p>The course offers basic instruction in understanding and producing learned signs, phrases, and sentences and recognizing the importance of communication and how it relates to the American Deaf culture.</p>	<p>I: FL012 A/B II: FL022 A/B III: FL032 A/B IV: FL042 A/B Credit: 1.0</p>
<p>French I MHS, NHS, SWHS, SHS, WAIS</p> <p>The course offers basic instruction in listening, speaking, reading, writing and culture, with emphasis on active use of these language skills.</p>	<p>FL212 A/B Credit: 1.0</p>
<p>French II MHS, NHS, SWHS, SHS, WAIS</p> <p>The second level expands beginning curriculum with an emphasis on oral proficiency, reading, writing and increased vocabulary, grammatical structures and understanding of culture.</p>	<p>FL222 A/B Prerequisite: French I Credit: 1.0</p>
<p>French III AAC MHS, NHS, SWHS, SHS, WAIS</p> <p>These classes allow students to develop upper-level skills in reading, writing, listening and speaking that prepare them for the French AP test.</p>	<p>FL231 A/B Prerequisite: French II Credit: 1.0</p>
<p>French IV AAC or AP French Language & Culture MHS, NHS, SWHS, SHS, WAIS</p> <p>This class refines and enhances skills for the AP French Language and Culture Exam given at the end of the year. Passing this test enables students to earn high school and college credits accepted by most universities. http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2152.html</p>	<p>AAC: FL241 A/B (MHS) AP: FL249 A/B Prerequisite: French III Credit: 1.0</p>
<p>French V AP French Literature MHS, SWHS</p> <p>The class continues extensive reading of authentic literature and analytical writing.</p>	<p>FL259 A/B Prerequisite: French IV Credit: 1.0</p>
<p>German I MHS</p> <p>The course offers basic instruction in listening, speaking, reading, writing and culture, with emphasis on active use of receptive and productive oral language skills.</p>	<p>FL312 A/B Credit: 1.0</p>
<p>German II MHS</p> <p>The second level expands beginning curriculum with an emphasis on oral proficiency, reading, writing at the Novice Mid to Intermediate Low Proficiency levels and increased vocabulary, grammatical structures and understanding of culture.</p>	<p>FL322 A/B Prerequisite: German I Credit: 1.0</p>
<p>German III AAC MHS</p> <p>This class allows students to develop skills at the Intermediate Low to Intermediate Mid Proficiency levels in reading, writing, listening, and speaking that prepare them for the German AP examination in future courses.</p>	<p>FL331 A/B Prerequisite: German I Credit: 1.0</p>
<p>German IV AAC or AP German Language & Culture MHS</p> <p>This course allows students to develop skills at the Intermediate Mid to Intermediate High Proficiency levels in reading, writing, listening, and speaking that prepare them for the German AP examination. http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2257.html</p>	<p>AAC: FL341 A/B (MHS) AP: FL349 A/B Prerequisite: German III Credit: 1.0</p>

Languages Other Than English (LOTE)

Italian I AAC WAIS The course offers basic instruction in listening, speaking, reading, writing and culture, with emphasis on active use of these language skills.	FL512 A/B Credit: 1.0
Italian II WAIS The second level expands beginning curriculum with an emphasis on oral proficiency, reading, writing and increased vocabulary, grammatical structures and understanding of culture.	FL522 A/B Prerequisite: Italian I Credit: 1.0
Italian III AAC WAIS These classes allow students to develop upper-level skills in reading, writing, listening, and speaking that prepare them for the Italian AP test in future courses.	FL531 A/B Prerequisite: Italian II Credit: 1.0
Italian IV AAC WAIS This class refines and enhances upper-level skills in reading, writing, speaking, and listening to prepare them for the AP or IB Italian exam.	FL542 A/B Prerequisite: Italian III Credit: 1.0
Latin I NHS The course offers basic instruction in reading, writing and culture, with emphasis on active use of these language skills.	FL412 A/B Credit: 1.0 each
Latin II NHS The second level expands beginning curriculum with an emphasis on reading, writing and increased vocabulary, grammatical structures and understanding of culture.	FL422 A/B Prerequisite: Latin I Credit: 1.0
Latin III AAC NHS These classes allow students to develop upper-level skills in reading, writing, and the study of Roman civilization.	FL431 A/B Prerequisite: Latin II Credit: 1.0
Mandarin Chinese I WAIS The course offers basic instruction in reading, writing and culture, with emphasis on active use of these language skills.	FL812 A/B Credit: 1.0
Mandarin Chinese II WAIS The second level expands beginning curriculum with an emphasis on reading, writing and increased vocabulary, grammatical structures and understanding of culture.	FL822 A/B Prerequisite: Mandarin Chinese I Credit: 1.0

It is highly recommended that students with oral skills in Spanish take the Credit by Exam (CBE) test prior to enrolling in a Spanish class.

Spanish I MHS, NHS, SWHS, SHS, WAIS The course offers basic instruction in listening, speaking, reading, writing and culture, with emphasis on active use of these language skills.	FL112 A/B Credit: 1.0 each
Spanish II MHS, NHS, SWHS, SHS, WAIS The second level expands beginning curriculum with an emphasis on oral proficiency, reading, writing and increased vocabulary, grammatical structures and understanding of culture.	FL122 A/B Prerequisite: Spanish I Credit: 1.0
Spanish III AAC MHS, NHS, SWHS, SHS, WAIS These classes allow pre-approved students to develop upper-level skills in reading, writing, listening, and speaking that prepare them for the Spanish AP test.	FL131 A/B Prerequisite: Spanish II Credit: 1.0

Languages Other Than English (LOTE)

<p>Spanish III MHS, SWHS, SHS Further development of listening comprehension, speaking, reading, and writing skills, and cultural awareness. More advanced grammar.</p>	<p>FL132 A/B Prerequisite: Spanish II Credit: 1.0</p>
<p>Spanish IV AAC and AP Language & Culture MHS, NHS, SWHS, WAIS This class refines and enhances skills for the AP Spanish Language and Culture Exam given at the end of the year. Passing this test enables students to earn high school and college credits accepted by most universities. http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/3499.html</p>	<p>AAC: FL141 A/B AP: FL149 A/B Prerequisite: Spanish III Credit: 1.0 each</p>
<p>Spanish V AAC Literature SWHS, WAIS The class continues extensive reading of authentic literature and analytical writing.</p>	<p>FL151 A/B Credit: 1.0</p>
<p>AP Spanish V or VI Literature MHS, SWHS, SHS, WAIS The class continues extensive reading of authentic literature and analytical writing in preparation for the AP Literature exam. This also prepares them for the AP Language test. http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/3500.html</p>	<p>V: FL159 A/B VI: FL169 A/B Prerequisite: Spanish IV Credit: 1.0 each</p>
<p>Spanish for Spanish Speakers I-II NHS, SWHS, SHS This course is designed for Spanish Native or Heritage Speakers of Spanish who have can already listen, read, write, and speak the language. Their basic skills will be strengthened with an emphasis on vocabulary, reading and writing at more advanced levels. Students receive two high school credits for the one-year class.</p>	<p>I: FL172 II: FL182 Credit: 1.0 each</p>
<p>Spanish for Spanish Speakers III-IV NHS, SWHS This course is designed for Spanish Native or Heritage Speakers who have successfully completed the native speakers courses I and II or that can speak and write between the intermediate-mid and intermediate-high levels. Students will expand their proficiency in the four linguistic domains through grammar review, vocabulary building, spelling and punctuation, reading and the development of advanced composition skills. At the completion of this course, students will reach an intermediate-high to advance-low level of proficiency. Additionally, students will have a deeper understanding of the language and the cultural perspectives associated with it.</p>	<p>III: FLA183 IV: FLA184 Credit: 1.0 each</p>
<p>IB French Standard Level (SL) & Higher Level (HL) WAIS The IB Second Language courses Standard Level offer the student an enriched study of language, literature, and culture with relevance to international societies. Students review all language concepts and study representative writers in the original language independently and in groups. Students are immersed in a culturally rich environment in which they actively participate. They are assessed on effective and accurate communication. Tasks of the advanced language learner include use of the language within and outside of school, information and communication via technology, involvement in activities for personal enrichment and career development—all working to produce a lifelong learner. To achieve an appreciation and understanding of cultures, there will be interactive endeavors and a culturally rich environment where their ability to communicate effectively and accurately play an essential role. Students will be exposed to topics through thematic units and will demonstrate understanding and competence by presenting individual and group projects. Students not meeting the prerequisites for the IB language course should consult their counselor or the IB Coordinator about the ab initio option for IB language.</p>	<p>OPTIONS:</p> <p>SL: FL241 C/D (year 1) FL251 C/D (year 2) HL: FL261 C/D (year 1) FL271 C/D (year 2)</p> <p>Credit: 1.0 each</p>

Languages Other Than English (LOTE)

<p>IB Italian Standard Level (SL) & Higher Level (HL) WAIS</p> <p>This class refines and enhances skills for the IB Italian Exam given at the end of the year. Passing this test enables students to earn high school and college credits accepted by most universities. Students not meeting the prerequisites for the IB language course should consult their counselor or the IB Coordinator about the ab initio option for IB language.</p>	<p>OPTIONS:</p> <p>SL: FL54I C/D (year 1) FL55I C/D (year 2)</p> <p>HL: FL56I C/D (year 1) FL57I C/D (year 2)</p> <p>Credit: 1.0 each</p>
<p>IB Spanish Standard Level (SL) & Higher Level (HL) WAIS</p> <p>The IB Spanish Program offers the student an enriched study of language, literature, and culture with relevance to international societies. Students will be immersed in the four basic skills of reading, writing, speaking and listening to provide a more enriched study of language, literature and culture. The focus will emphasize a culturally rich environment with active participation in and out of the traditional school setting. Resources include technology, activities for personal enrichment career development, and other sources dealing with international societies. Students not meeting the prerequisites for the IB language course should consult their counselor or the IB Coordinator about the ab initio option for IB language.</p>	<p>OPTIONS:</p> <p>Non-Dual Language:</p> <p>SL: FL13I C/D (year 1) FL14I C/D (year 2)</p> <p>HL: FL15I C/D (year 1) FL16I C/D (year 2)</p> <p>Dual Language:</p> <p>SL: FL13I A/B (year 1) FL14I A/B (year 2)</p> <p>HL: FL15I A/B (year 1) FL16I A/B (year 2)</p> <p>Credit: 1.0 each</p>

Fine Arts

<p>Art I MHS, NHS, SWHS, SHS, WAIS</p> <p>This is the prerequisite and foundation course for all studio courses in art. The course explores the elements and principles of design through painting, drawing, printmaking, ceramics, sculpture, and electronic media. Students explore art works of diverse styles, cultures, and historic periods.</p>	<p>FA112 A/B Credit: 1.0 Fee: \$10</p>
<p>Art II Drawing I MHS, NHS, SWHS, SHS</p> <p>This advanced art course provides students who have successfully completed Art I and opportunity to further develop concepts and processes specific to drawing. Students will explore a variety of media, artists, and styles in this area. Students will maintain a portfolio and a sketchbook.</p>	<p>FA123 A/B Prerequisite: Art I Credit: 1.0 Fee: \$20</p>
<p>Art II Painting I NHS, SWHS</p> <p>This advanced art course provides students who have successfully completed Art I and opportunity to further develop concepts and processes specific to painting. Students will explore a variety of media, artists, and styles in this area. Students will maintain a portfolio and a sketchbook.</p>	<p>FA124 A/B Prerequisite: Art I Credit: 1.0 Fee: \$20</p>
<p>Art II Drawing/Painting I AAC SWHS, SHS</p> <p>Students will develop higher intellectual engagement, independent learning skills and rigor to produce work that will lead to a Portfolio for college. Analytical and communications skills are mastered with greater responsibility for his/her art progress and exposure to artist, styles of art, and art history.</p>	<p>FA121 A/B Prerequisite: Art I Credit: 1.0 Fee: \$20</p>
<p>Art II Jewelry I SWHS</p> <p>Jewelry is a 3-dimensional class utilizing a variety of materials and tools, predominately metals, wood, clay, and fibers. Artworks would fit into the sculpture, jewelry, ceramics, and mixed media categories.</p>	<p>FA120 A/B Prerequisite: Art I Credit: 1.0 Fee: \$30</p>
<p>Art II Sculpture I NHS, SWHS, SHS</p> <p>This advanced art course provides students who have successfully completed Art I and opportunity to further develop concepts and processes specific to sculpture. Students will explore a variety of media, artists, and styles in this area. Students will maintain a portfolio in digital form and other documentation of work.</p>	<p>FA125 A/B Prerequisite: Art I Credit: 1.0 Fee: \$30</p>
<p>Art II Photography I MHS, SWHS</p> <p>Students will develop skills in photography as they explore basics of design, composition, and lighting. Students will be required to maintain a portfolio. Class information distributed at the beginning of the course.</p>	<p>FA127 A/B Prerequisite: Art I Credit: 1.0 Fee: \$80 Regular (a digital SLR camera is required); \$30 Digital</p>
<p>Art II Digital Art and Media I NHS, SWHS, SHS</p> <p>This course is an introduction to digital imaging. Students will create original graphics using Adobe Creative Suite software application collection. Mastering the principles of design presentation and compositional development is central to instruction. Students will complete an electronic portfolio of digital graphics and animations that can be used for career choices or job applications.</p>	<p>FA128 A/B Prerequisite: Art I Credit: 1.0 Fee: \$20</p>
<p>Art II Printmaking I SWHS</p> <p>Students will explore monoprinting, reductive linoleum prints, intaglio, silkscreen, and other experimental printing processes, as well as digital applications.</p>	<p>FA12P A/B Credit: 1.0 Prerequisite: Art I Fee: \$20</p>

Fine Arts

<p>Art II Ceramics I NHS, SWHS</p> <p>This course is an in-depth study of ceramic concepts and will challenge the students with design problems on an advanced level. Students will develop a personal style and expand ceramic skills in wheel throwing, hand building, surface decoration and alternative firing processes.</p>	<p>FA126 A/B Credit: 1.0 Prerequisite: Art I Fee: \$20</p>
<p>Art II WAIS</p> <p>Art II is an advanced art course that continues to develop the basic skills learned in Art I. Students will further explore a variety of media including drawing, painting, and ceramics. Students will conduct personal written investigations into art history and art techniques as well as reflecting on and critiquing their work and the work of others. The process of making their artwork is documented in an Arts Process Journal.</p>	<p>FA122 A/B Prerequisite: Art I Credit: 1.0 Fee: \$20</p>
<p>Art III WAIS</p> <p>Art III is an opportunity for students who have successfully completed their Art II class to explore and grow in the art medium of their choice. Students are encouraged to focus on either drawing, painting, or sculpture as well as explore a variety of historical art themes through their projects. Art III students are required to maintain a portfolio of their work and process.</p>	<p>FA132 A/B Prerequisite: Art II Credit: 1.0 Fee: \$30</p>
<p>Art III Ceramics II SWHS</p> <p>This course provides an in-depth study of the concepts, techniques, history, and self-expression of ceramics on an advanced level. Completion of a cohesive portfolio will be maintained in digital form and through other documentation of work.</p>	<p>FA136 A/B Prerequisite: 2 Art Credits Credit: 1.0 Fee: \$20</p>
<p>Art III Drawing II MHS, NHS, SWHS, SHS</p> <p>This third-year course provides an in-depth study of the concepts, techniques, history, and self-expression of drawing on an advanced level. Completion of a cohesive portfolio is required.</p>	<p>FA133 A/B Prerequisite: 2 Art Credits Fee: \$30</p>
<p>Art III Painting II MHS, NHS, SWHS</p> <p>This third-year course provides an in-depth study of the concepts, techniques, history, and self-expression of painting on an advanced level. Completion of a cohesive portfolio is required.</p>	<p>FA134 A/B Prerequisite: 2 Art Credits Fee: \$30</p>
<p>Art III Sculpture II NHS, SWHS, SHS</p> <p>This third-year course provides an in-depth study of the concepts, techniques, history, and self-expression of sculpture on an advanced level. Completion of a cohesive portfolio is required. Students will maintain a portfolio in digital form and other documentation of work.</p>	<p>FA135 A/B Prerequisite: 2 Art Credits Fee: \$30</p>
<p>Art III Photography II MHS, SWHS</p> <p>This third-year course provides an in-depth study of the concepts, techniques, history, and self-expression of photography on an advanced level. Completion of a cohesive portfolio is required.</p>	<p>FA137 A/B Prerequisite: 2 Art Credits Credit: 1.0 Fee: \$80 Regular (a film camera is required); \$30 Digital</p>

Fine Arts

<p>Art III Printmaking II SWHS</p> <p>This course provides an in-depth study of the concepts, techniques, history, and self-expression of printmaking on an advanced level. Completion of a cohesive portfolio will be maintained in digital form and through other documentation of work.</p>	<p>FA131 A/B Prerequisite: 2 Art Credits Credit: 1.0 Fee: \$30</p>
<p>Art III Digital Art and Media II SHS, SWHS</p> <p>This course will expand students' knowledge of digital imaging and graphics. Students will explore and master various techniques in this advanced course through the development of digital works of art. Students will complete an electronic portfolio of digital graphics and animations that can be used for career choices, job applications, or for postsecondary applications.</p>	<p>FA 136 A/B Prerequisite: 2 art credits Credit: 1.0 Fee: \$30</p>
<p>Art III Jewelry II SWHS</p> <p>Jewelry 2 is a in depth study of jewelry concepts and will challenge the students with design problems on an advanced level. Students will develop a personal style and demonstrate effective use of selected jewelry media in solving special 3-D problems as well as, explore the social and historical context in which jewelry has been made; it's significance in today's society; the original, creative and appropriate use of materials; craftsmanship and developing design skills used in the creative process.</p>	<p>FA130 A/B Prerequisite: 2 art credits Credit: 1.0 Fee: \$30</p>
<p>Art IV Drawing III MHS, NHS, SWHS</p> <p>The experiences given and skills developed in the first three levels of art prepare students for in-depth study of special problems based on drawing. Students will produce a body of artwork and develop evaluative criteria for selecting artworks to include in a required portfolio.</p>	<p>FA143 A/B Prerequisite: 3 Art Credits Credit: 1.0 Fee: \$30</p>
<p>Art IV Jewelry III SWHS</p> <p>The experiences given and skills developed in the first three levels of art prepare students for in-depth study of special problems based on Jewelry. Students will produce a body of artwork and develop evaluative criteria for selecting artworks to include in a required portfolio. Students will maintain a portfolio in digital form and other documentation of work.</p>	<p>FA138 A/B Prerequisite: 3 Art Credits Credit: 1.0 Credit: 1.0 Fee: \$30</p>
<p>Art IV Painting III MHS, NHS, SWHS</p> <p>The experiences given and skills developed in the first three levels of art prepare students for in-depth study of special problems based on painting. Students will produce a body of artwork and develop evaluative criteria for selecting artworks to include in a required portfolio.</p>	<p>FA142 A/B Prerequisite: 3 Art Credits Fee: \$30</p>
<p>Art IV Sculpture III NHS, SWHS, SHS</p> <p>The experiences given and skills developed in the first three levels of art prepare students for in-depth study of special problems based on sculpture. Students will produce a body of artwork and develop evaluative criteria for selecting artworks to include in a required portfolio. Students will maintain a portfolio in digital form and other documentation of work.</p>	<p>FA145 A/B Prerequisite: 3 Art Credits Fee: \$30</p>
<p>Art IV Photography III MHS, SWHS</p> <p>The experiences given and skills developed in the first three levels of art prepare students for in-depth study of special problems based on photography. Students will produce a body of artwork and develop evaluative criteria for selecting artworks to include in a required portfolio.</p>	<p>FA147 A/B Prerequisite: 3 Art Credits Credit: 1.0 Fee: \$80 Regular (a film camera is required); \$30 Digital</p>

Fine Arts

<p>Art IV Digital Art and Media III SWHS, SHS</p> <p>The experiences given and skills developed in the first three levels of art prepare students for in-depth study of special problems based on development of digital art. Students will produce a body of artwork and develop evaluative criteria for selecting artworks to include in a required portfolio.</p>	<p>FA146 A/B Prerequisite: 3 Art Credits Credit: 1.0 Fee: \$30</p>
<p>AP Studio Drawing Portfolio MHS, NHS, SWHS, SHS</p> <p>This course enables highly motivated advanced art students to do college-level work in drawing. It is designed to address a very broad interpretation of drawing issues which involves purposeful decision-making about how to use the elements and principles of design in an integrative manner. Students must demonstrate mastery by developing an extensive portfolio to be submitted to the college board. Specific course requirements and expectations may be obtained from the art department. http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/7881.html</p>	<p>FA140 A/B Prerequisite: Art I & Art II Credit: 1.0 Fee: \$50</p>
<p>AP Studio 2-D Design Portfolio MHS, NHS, SWHS, SHS</p> <p>This course enables highly motivated advanced art students to do college-level work using a variety of two-dimensional methods. The course is designed to address a very broad interpretation of 2-D issues which will include purposeful decision-making about how to use the elements and principles of design in an integrative manner. Students must demonstrate mastery by developing an extensive portfolio to be submitted to the College Board. Specific course requirements and expectations may be obtained from the art department. http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/3987.html</p>	<p>FA159 A/B Prerequisite: Art I & Art II Credit: 1.0 Fee: \$50</p>
<p>AP Studio 3-D Design Portfolio MHS, NHS, SWHS, SHS</p> <p>This course enables highly motivated advanced art students to do college-level work using a variety of three-dimensional methods. The course is designed to address a very broad interpretation of 3-D issues which will include purposeful decision-making about how to use the elements and principles of design in an integrative manner. Students must demonstrate mastery by developing an extensive portfolio to be submitted to the College Board. Specific course requirements and expectations may be obtained from the art department. http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/7880.html</p>	<p>FA169 A/B Prerequisite: Art I & Art II Credit: 1.0 Fee: \$50</p>
<p>Floral Design GC</p> <p>Let loose your creative side as this hands-on course takes you through step-by-step instructions of arranging flowers and interior plant designs. Leave this class with the skill to arrange flowers for yourself or for employers. Look forward to designing your projects and taking them home to share with others. Meets at the Guthrie Center.</p>	<p>CTAG26 Credit: 1.0</p>
<p>AP Art History MHS, SWHS</p> <p>This rigorous course will examine concepts of creativity, originality, self-expression, imagination, style, and artistic tastes. Students will identify the elements and principles of design in the study of civilizations throughout man's history. Preparation for the College Board examination is integrated throughout the course. http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2177.html</p>	<p>FA139 A/B Credit: 1.0</p>

Fine Arts

<p>Choral Music I-IV (full year) MHS, NHS, SWHS, SHS, WAIS</p> <p>The choral music course is designed to develop and refine music reading skills and to encourage artistic expression through choral singing. Rehearsals focus on choral techniques through proper vocal production. Theory and sight-reading techniques are also emphasized with continued development of the knowledge and skills in musicianship and performance. In order for students to gain an appreciation for different vocal styles, composers, forms, periods and cultures, students will sing literature that ranges from the Renaissance to popular. Placement into the choirs is based on ability and is determined by various performance criteria that is developed by the choral staff. This may include an audition. A student with no prior choir experience may enroll in the program and will be placed in the appropriate group by the director. Students must participate in all rehearsals, performances, and contests.</p>	<p>Options: Choral Music I: Prerequisite: None Choral Music II: Prerequisite: Choral Music I & Audition Choral Music III: Prerequisite: Choral Music I, II & Audition Choral Music IV: Prerequisite: Choral Music I, II, III & Audition Credit: 1.0</p>
<p>Music Appreciation I NHS, SWHS, SHS, WAIS</p> <p>Music in Our World is a hands-on course that provides musical understanding for personal pleasure. In this course, students will come to understand and value music in a variety of ways. Students will relate music to their lives and learn about many styles and cultures. Students will explore the different roles music takes in history and in society, and why each role is important. During the course, students will also explore their own musical heritage while keeping an open mind to explore unfamiliar ones. Each day, students are encouraged to express their own musical ideas and observations.</p>	<p>PA812 A/B Prerequisite: Credit: 1.0 each</p>
<p>Music Theory SHS</p> <p>Music in Our World is a hands-on course that provides musical understanding for personal pleasure. In this course, students will come to understand and value music in a variety of ways. Students will relate music to their lives and learn about many styles and cultures. Students will explore the different roles music takes in history and in society, and why each role is important. During the course, students will also explore their own musical heritage while keeping an open mind to explore unfamiliar ones. Each day, students are encouraged to express their own musical ideas and observations.</p>	<p>PA511 A/B Prerequisite: Credit: 1.0</p>
<p>AP Music Theory (full year) MHS, SHS</p> <p>The Advanced Placement Music Theory course is an intensive, fast-paced curriculum designed to equal the freshman year of music theory at the University of Houston. The purpose of the course is to prepare the students for success on the AP Music Theory Exam and further success in college-level music studies. http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2261.html</p>	<p>FA512 A/B Prerequisite: Music Director Approval Credit: 1.0</p>
<p>Musical Theatre I-IV NHS (I), SWHS (I-IV)</p> <p>Students will be exposed to a wide range of on-stage performance disciplines, including acting performance, vocal performance, and dance performance.</p>	<p>I: FA632 A/B II: FA635 A/B III: FA636 A/B IV: FA637 A/B Prerequisite: Theater Arts I or Choir I Credit: 1.0</p>
<p>Theater Arts I MHS, NHS, SWHS, SHS, WAIS</p> <p>This is a course in the fundamentals of theater production. It is designed to acquaint the student with pantomime, improvisation, and the rudiments of acting. The course is performance based and requires classroom or onstage performance as well as memorization.</p>	<p>PA611 A/B Credit: 1.0</p>
<p>Theater Arts II MHS, NHS, SWHS, SHS, WAIS</p> <p>This course is designed for the student who shows exceptional ability in drama and who wishes to take advanced drama courses. The student will communicate artistically and factually as a writer, actor, manager, and critic. Students will work both individually and in teams to solve artistic problems.</p>	<p>PA612 A/B Prerequisite: Theater Arts I Credit: 1.0</p>

Fine Arts

<p>Theater Arts III-IV MHS, NHS, SWHS, SHS, WAIS</p> <p>Students will develop skills to design, produce, and perform a play for theater. Students will read plays to discover the literal and metaphoric meanings of a work. Students will develop criteria to evaluate their work and the work of their classmates, as well as the professional artist.</p>	<p>III: PA613 A/B IV: PA614 A/B Credit: 1.0 each</p>
<p>Technical Theater I, II MHS, NHS, SWHS, SHS, WAIS</p> <p>This course includes development and application of skills and basic theories of design in color, drawing, lighting, costuming, props, and interpretation in stage design. Teacher approval required.</p>	<p>I: PA621 A/B II: PA622 A/B Credit: 1.0 each</p>
<p>Technical Theater III-IV MHS, NHS, SWHS, SHS, WAIS</p> <p>This course includes the development and application of problem solving within the context of technical theatre. Students will work to discover and explore the creative application of skills needed to enhance theatrical productions in their school as they study theories of design, color, lighting, scenery construction, costuming, properties, and stage management. Students will also explore theatre history and the development of current theatre practices.</p>	<p>I: PA623 A/B II: PA624 A/B Credit: 1.0 each</p>
<p>Varsity/Advanced Theater I NHS, SWHS, SHS</p> <p>This is course in the fundamentals of theater production. It is designed to acquaint the student with pantomime, improvisation, and the rudiments of acting. The course is performance based and requires classroom or onstage performance as well as memorization and after-school participation.</p>	<p>PA631 A/B Credit: 1.0 each</p>
<p>Dance I MHS, NHS, SWHS, SHS, WAIS</p> <p>This is dance training for the novice, as well as progressive training for more experienced dancers. Students will learn dance skills and techniques including creative expression, improvisation, and dance appreciation. If the student wants to try out to be part of the drill team, the student must sign up for Drill Team I.</p>	<p>PDNC1 A/B Credit: 1.0</p>
<p>Dance I/Health Fitness-Aerobics for Dance Credit MHS, NHS, SWHS, SHS, WAIS</p> <p>This Dance I class is a full-year course which incorporates the Health Fitness aerobics TEKS.</p>	<p>PDAN1 A/B Credit: 1.0</p>
<p>Dance II, III, IV MHS, NHS, SWHS, SHS, WAIS</p> <p>Instructional expectations of the high school dance program include development of dance techniques learned in Dance I including creative expression, improvisation, and dance appreciation. Qualities of movement are also explored including swinging, percussion, suspension, collapsing, and vibrancy. Dance techniques explored may include ballet, modern, jazz, tap, and folk. As students advance from Dance II to IV more advanced techniques and skills are acquired.</p>	<p>PDNC2 A/B PDNC3 A/B PDNC4 A/B Credit: 1.0 each</p>
<p>Drill Team I-IV MHS, NHS, SWHS, SHS</p> <p>A student who chooses to be in drill team as an extracurricular activity will also be enrolled in a dance class during the school day specifically for drill team members. Students will be enrolled in a Dance I-IV class in which the corresponding TEKS will be taught.</p> <p>Students will be awarded .5 PE credit for participation in Drill Team during the fall semesters of grades 9 and 10 for participation in at least 100 minutes of physical activity/week outside of the school day.</p> <p>Corequisites: PSUB01 (09) and PSUB02 (10)</p>	<p>PDND1 A/B PSUB01 PDND2 A/B PSUB02 PDND3 A/B PDND4 A/B Credit: 1.0 each</p>

Fine Arts

<p>IB Theatre Standard Level (SL) & Higher Level (HL) WAIS</p> <p>The IB Theatre Arts Programme focuses on exposing students to a diverse array of plays, playwrights, and theatre experiences from around the globe. The course contains three essential pieces: exploration, analysis, and synthesis. Students will engage in individual, small group, and whole cast productions in the performance component of the course. The students will research the traditions and conventions of international theatre and theatre practitioners as they learn to critique, evaluate, and create new works of theatre. An online portfolio is maintained that will serve as a record of performance experiences and insights as the students investigate and discover. This is a two-year course.</p>	<p>Options: SL: PA64I A/B (year 1) PA65I A/B (year 2) HL: PA66I A/B (year 1) PA67I A/B (year 2)</p> <p>Prerequisite: Theater I, II and approved for the DP/CP Programme Credit: 1.0 each</p>
<p>IB Music Standard Level & Higher Level WAIS</p> <p>The IB Music Programme teaches the basics of music and opens the student to a global understanding of music. The art of music demands that the educated musician be able to recognize and articulate musical elements realized in diverse areas of music making. Students will develop perceptual skills through a variety of musical experiences, both individual and ensembles, where they will learn to recognize, speculate, analyze, and identify music. IB Music students will engage in a performance component of the curriculum, as well as composition and musical investigation. This is a two-year course.</p>	<p>Options: SL: PA44I A/B (year 1) PA45I A/B (year 2) HL: PA46I A/B (year 1) PA47I A/B (year 2)</p> <p>Prerequisite: approved for the DP/CP Programme Credit: 1.0 each</p>
<p>IB Visual Art Standard Level & Higher Level WAIS</p> <p>After learning the steps in the process of making a studio artwork, IB Studio Art students work independently to develop and acknowledge their own personal creative path with the goal of having an exhibition of their art. Students work to complete three major requirements over the two-year course. These requirements are the Comparative Study, a digital presentation where students compare the works of artists from different cultures; the Process Portfolio, a digital presentation showing evidence of the student's exploration, experimentation, manipulation and refinement of a variety of art activities and projects; and the Exhibition which is a presentation of a student's art works and concepts that they have developed over the two years. Students are free to pursue their artwork in the media that they prefer, but they are required to focus on at least two different mediums at the Standard Level. At the Higher Level, students focus on at least three mediums. The course offers both a Standard Level and Higher Level path.</p>	<p>Options: SL: FA16I A/B (year 1) FA17I A/B (year 2)</p> <p>HL: FA14I A/B</p> <p>Prerequisite: Art I, II & approved for the IB Programme Credit: 1.0 each</p>
<p>Band I-IV (full year) MHS, NHS, SWHS, SHS</p> <p>Students will learn musicianship, instrumental technique, critical listening, basic music theory, cultural growth, rehearsal and concert etiquette, creative self-expression, responsible citizenship, problem solving, effective communication, and production of quality performances. The band is divided into marching season and concert season. During marching season, students learn marching fundamentals, chart reading, how to play and march simultaneously, spatial awareness, kinesthetic awareness, and movement memory. A variety of movement styles are performed. Physical conditioning is emphasized. Students should be in good physical shape to participate. Concert season provides students an opportunity to continue musical growth and experience music literature. Individual, small, and large ensemble concepts and skills are emphasized. Two or more levels of band are offered at each campus. Students are placed in each level according to performance criteria, including an audition, by the director. Students may also participate in a series of auditions related to the all-state process as well as solo and ensemble contests.</p> <p>Students will be awarded .5 PE credit for participation in Marching Band during the fall semesters of grades 9 and 10 for participation in at least 100 minutes of physical activity/week outside of the school day.</p> <p>Corequisites: PSUB01 (09) and PSUB02 (10)</p>	<p>VBN09 A/B (1.0) PSUB01 (0.5) VBN10 A/B PSUB02 (0.5) VBN11 A/B VBN12 A/B Credit: 1.0 each</p>

Fine Arts

<p>Jazz Band I-IV SWHS</p> <p>The jazz band class is designed to develop listening (ear-training) and improvisational skills as well as teach music theory. Emphasis is placed on small group performance. Students will explore each jazz style by analyzing that style's musical elements, listening to recordings of each style, and performing each style in a small ensemble. Pianists, guitarists, and bassists may be in the jazz band with prior approval of the director. All other students must also be enrolled in a band class. Performances and after-school rehearsals are required.</p>	<p>VJBA9 A/B VJBA0 A/B VJBA1 A/B VJBA2 A/B Credit: 1.0 each</p>
<p>Color Guard I-IV MHS, NHS, SWHS, SHS</p> <p>Students will learn movement concepts, exercises and skills while developing an awareness of teamwork, choreography, and performance in various venues. Students will be awarded .5 PE credit for participation in Color Guard during the fall semesters of grades 9 and 10 for participation in at least 100 minutes of physical activity/week outside of the school day.</p> <p>Corequisites: PSUB01 (09) and PSUB02 (10)</p>	<p>PCLG1 A/B (1.0) PSUB01 (0.5) PCLG2 A/B (1.0) PSUB02 (0.5) PCLG3 A/B PCLG4 AB Options: Flags/Color Guard II, III, IV Credit: 1.0 each</p>
<p>String Orchestra I-IV (full year) MHS, NHS, SWHS, SHS</p> <p>Instructional priorities for string orchestra include musicianship, instrumental technique, critical listening, basic music theory, cultural growth, rehearsal and concert etiquette, creative self-expression, responsible citizenship, problem solving, effective communication, and production of quality performances. Orchestra students are given an opportunity to continue musical growth and experience quality music literature. Students may also participate in a series of auditions related to the all-state process as well as solo and ensemble contests. Students must participate in all rehearsals, performances, and contests.</p>	<p>VORI9 A/B VOR10 A/B VOR11 A/B VOR12 A/B Options: Philharmonia, Sinfonia Credit: 1.0 each</p>

Health, Health Fitness, and Athletics

<p>Health NHS, SWHS</p> <p>This course examines the basic human anatomy and physiology and its relationship to the development of a healthy lifestyle. Students are involved in discussion and decision making with health fitness concepts and personal development (character education). Students will explore the impact of nutrition, mental health, communicable diseases, drugs, tobacco, healthy eating, alcohol and other factors on a healthy individual. They will also study parenting skills and responsibilities as well as relationship skills. Health education credit may be earned through Health Science Technology I.</p>	<p>HPE112 Credit: 0.5</p>
<p>Lifetime Fitness and Wellness Pursuits MHS, NHS, SWHS, SHS, WAIS</p> <p>This course will offer students ways to improve health-related fitness, apply skills, techniques and safety practices associated with physical activity. Students will apply fitness principles that encompass personal fitness programs, nutrition, technology, and environmental awareness. They will develop positive self-management and social skills needed to work independently and with others and comprehend practices that will impact daily performance, physical activity and health throughout the lifespan.</p>	<p>HP124 A/B Credit: 1.0</p>
<p>Skill-Based Lifetime Activities MHS, NHS, SWHS, SHS, WAIS</p> <p>This course will offer students ways to apply movement skills in striking and fielding, target, fitness, rhythmic, and innovative games with international significance. Activities include disc golf, bowling, golf, softball, racquet sports, handball, fitness activities and more. Students will apply tactics and strategies, as well as social emotional and wellness principles to be successful in skill-based lifetime activities.</p>	<p>HP125 A/B Credit: 1.0</p>
<p>Lifetime Recreation and Outdoor Pursuits NHS, SWHS, SHS, WAIS</p> <p>This course offers life-long recreational and outdoor pursuits such as backpacking, camping, hiking, navigation, water safety education, angler education, archery, outdoor cooking and survival, adventure activities, team building, lawn games, skating, disc sports, and other lifetime recreational games. Students will learn the benefit of time spent in recreation or outdoor pursuits to promote mental, social, and emotional health.</p>	<p>HP126 A/B Credit: 1.0</p>
<p>PE for the Mind, Body, and Spirit MHS</p> <p>PE for the Mind, Body, and Spirit. This course is for students wishing to reach their healthy fitness zone. The course is designed to work with each individual in the context of their life; physically, nutritionally, socially, and psychologically.</p>	<p>HPE171 Credit: 0.5 each</p>

Health, Health Fitness, and Athletics

<p>Please note that other options for health fitness courses offered at WAIS are <u>Lacrosse, Dance, and Soccer</u></p> <ul style="list-style-type: none"> • All athletic courses count as HF equivalents. • Cheerleading—4.0 credits available 9th -12th grade (audition only) • Drill Team—1.0 credit available 9th -12th grade (fall semester only) • Marching Band—1.0 credit available 9th -12th grade (fall semester only) • Color Guard—1.0 credit available 9th -12th grade (fall semester only) • JROTC—1.0 credit available 9th -12th grade 	
<p>Off Campus Health Fitness Waiver Program (Semester/Full Year) MHS, NHS, SWHS, SHS, WAIS</p> <p>Students may obtain their Health Fitness credit through approval of private or commercially sponsored physical activities under a Category 1 or Category 2 request. This program is designed for the highly elite and intense training athlete. Documentation of practice times and qualifications of facility and coach are to be submitted for prior approval. For outside activities an alternative activity must be in place for practice times and activities due to inclement weather.</p> <p>https://www.springbranchisd.com/studentsfamilies/support-services/healthfitness/off-campus-health-fitness</p> <p>CATEGORY 1 (Waivers in Category 1 must be approved by the local board and submitted to the Texas Education Agency) These programs typically involve a minimum of 15 hours per school week of highly intense, professionally supervised training. Students qualifying and participating at this level may be dismissed from school one period per day for such participation.</p> <p>CATEGORY 2 (Waivers in Category 2 must be approved by the local board but do not require submission or approval to the Texas Education Agency.) Requests considered under this category are for private or commercially-sponsored physical activity programs as certified by the superintendent or his/her designee to be of high quality, well supervised by appropriately trained instructors, and consisting of a minimum of five (5) hours per school week (school week is Monday–Friday). Students qualifying and participating at this level are not dismissed from any part of the regular school day.</p>	<p>HP972 A/B (Category 1) Year 2: HP974 A/B Year 3: HP975 A/B Year 4: HP976 A/B</p> <p>HP973 A/B (Category 2)</p> <p>Credit: .5/semester of participation</p> <p>Prerequisite: Principal/District approval</p> <p>Applications must be submitted to the campus counselor by May 1st.</p> <p>Facility must be on approved SBISD OCHF Facility List prior to May 1st.</p> <p>See Grade Level Counselor for Student Application Packet</p> <p>Application to program required every year.</p>

Health, Health Fitness, and Athletics

<p>Competitive Sports</p> <p>All athletics are competitive UIL sports. None of the sports listed here are “learn to” sports. For example, tennis is competitive tennis team, not tennis lessons. All students wanting to participate in athletics must have coaches’ approval before being enrolled in an athletic period. Athletics courses last all year and require after-school practice, as well as attendance at games and meets. Students requesting athletics must register for both sessions unless specific approval in writing is received from the coach. <i>Note: When students sign up for athletics, they select the sport and grade level only.</i></p> <p>Participation in any sport requires:</p> <ul style="list-style-type: none"> • passing a physical exam • submitting all required paperwork including proof of insurance • trying out for the team <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p>Girls Athletics</p> <ul style="list-style-type: none"> • Basketball • Soccer • Softball • Volleyball </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p>Sports Available to Boys or Girls</p> <ul style="list-style-type: none"> • Tennis • Cross Country • Track & Field • Swimming & Diving • Golf </td> </tr> <tr> <td style="padding: 5px; vertical-align: top;"> <p>Boys Athletics</p> <ul style="list-style-type: none"> • Football • Basketball • Soccer • Baseball </td> <td style="padding: 5px; vertical-align: top;"> <p>Student Athletic Trainers</p> <p>Must apply directly to the Athletic Trainer</p> </td> </tr> </table>	<p>Girls Athletics</p> <ul style="list-style-type: none"> • Basketball • Soccer • Softball • Volleyball 	<p>Sports Available to Boys or Girls</p> <ul style="list-style-type: none"> • Tennis • Cross Country • Track & Field • Swimming & Diving • Golf 	<p>Boys Athletics</p> <ul style="list-style-type: none"> • Football • Basketball • Soccer • Baseball 	<p>Student Athletic Trainers</p> <p>Must apply directly to the Athletic Trainer</p>	<p>Credit: 0.5 each</p> <p><i>Note: When students sign up for athletics, they select the sport and grade level only.</i></p>
<p>Girls Athletics</p> <ul style="list-style-type: none"> • Basketball • Soccer • Softball • Volleyball 	<p>Sports Available to Boys or Girls</p> <ul style="list-style-type: none"> • Tennis • Cross Country • Track & Field • Swimming & Diving • Golf 				
<p>Boys Athletics</p> <ul style="list-style-type: none"> • Football • Basketball • Soccer • Baseball 	<p>Student Athletic Trainers</p> <p>Must apply directly to the Athletic Trainer</p>				
<p>Cheerleading</p> <p>Cheerleading is by audition only and allowed four credits (.5 credits for each semester or 1 credit for 1 year). For a student to earn this credit for cheerleading, the activity must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.</p>	<p>PCHR1 A/B PCHR2 A/B PCHR3 A/B PCHR4 A/B Credit: 1.0 each Prerequisite: Parent meeting and student tryout process; see Campus Cheer Coach for more information</p>				
<p>Athletic Trainers MHS, NHS, SWHS, SHS</p> <p>Assist the school trainer in working with athletes in <i>all sports</i>. Good attendance and no discipline record are required for this class. An interest in sports medicine is a plus. You must apply directly to the trainer and have his or her written permission to be a trainer. The students will be assigned to an athletic period and receive credit for participation in athletics.</p>	<p>HP962 A/B Credit: 0.5 each Prerequisite: Athletic Trainer approval</p>				
<p>Sports Medicine I HS, NHS, SWHS, SHS</p> <p>This course is an innovative course approved for state elective credit. It provides an opportunity for the study and application of the components of sports medicine including but not limited to: sports medicine related careers, organizational and administrative considerations, prevention of athletic injuries, recognition, evaluation, and immediate care of athletic injuries, rehabilitation and management skills, taping and wrapping techniques, first aid/CPR/AED, emergency procedures, nutrition, sports psychology, human anatomy and physiology, therapeutic modalities, and therapeutic exercise.</p>	<p>HP136 A/B Credit: 1.0 each Type: Elective</p>				

Health, Health Fitness, and Athletics

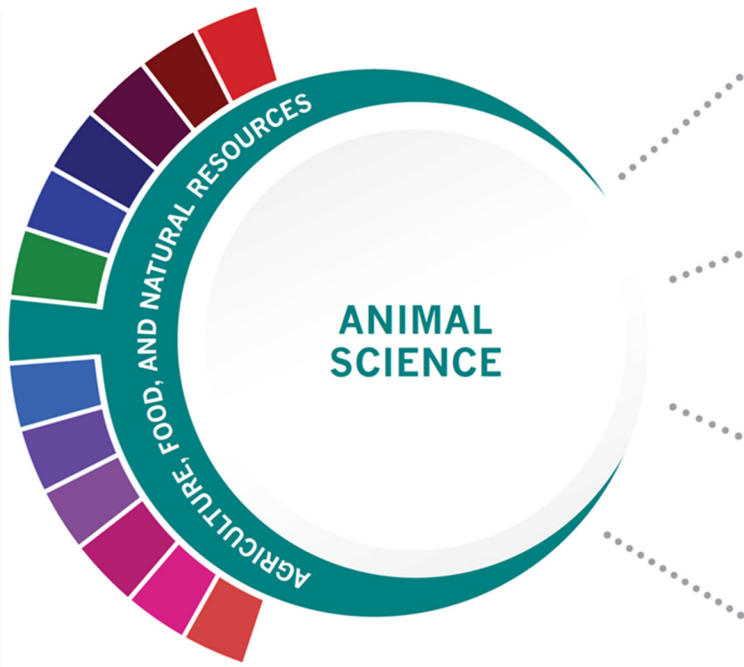
<p>Sports Medicine II MHS, NHS, SWHS, SHS</p> <p>This course is an innovative course approved for state elective credit. It is designed for athletic training students. It provides an in-depth study and application of the components of sports medicine including but not limited to: basic rehabilitative techniques; therapeutic modalities, wound care, taping and bandaging techniques, prevention, recognition, and care of musculoskeletal injuries; injuries to the young athlete; drugs in sports; modern issues in sports medicine. Individualized and independent assignments will be included in this course. This course will involve outside of class time homework and time required working with athletes and athletic teams.</p>	<p>HP137 A/B Credit: 1.0 each Prerequisite: Sports Medicine I and Athletic Trainer approval</p>
<p>Sports Medicine III MHS, NHS, SWHS</p> <p>This course is intended to give advanced athletic training for students. This course will apply the knowledge and skills gained in previous sports medicine courses. The course will provide opportunities for the advanced students in the sports medicine programs to research, investigate, prepare, and present case studies, research projects, visual poster presentations, and multimedia presentations on instructor-approved topics. The course will provide students the opportunity to explore a health career of their choice.</p>	<p>HP138 A/B Credit: 1.0 each Prerequisite: Sports Medicine I and II</p>
<p>Team Officiating SWHS</p> <p>The Team Sport Officiating course will teach students rules and regulations of selected team sports, developing skills in the areas of communication, decision-making, and conflict management needed to officiate team sport competitions, working with coaches, players, other officials, and parents.</p>	<p>HP929 A/B Credit: 0.5 each</p>

Enrichment and Support

<p>OneGoal MHS, NHS, SWHS, SHS</p> <p>Whether your goal is to own your own business, buy a house, become a writer, or be a positive role model, a college degree is the first step to get you there. OneGoal has helped thousands get to and through college, and we are here for you too. OneGoal is a college access and success program that starts in the fall of junior year in high school and continues through college to ensure that you have the support and resources you need to graduate. As a OneGoal Fellow, you'll meet 5 days a week in an elective class during your junior and senior years of high school. As a junior, you develop the skills to increase your GPA and ACT/SAT scores to get into colleges and universities, as well as receive help in researching colleges and universities. During your senior year, you will receive direct support in applying to 7 colleges and universities and applying for financial aid. Fellows also develop important social, academic, and financial knowledge to get into and graduate from college. As a college freshman, you will receive remote support from your teacher on specific steps important to persisting in college into sophomore year and beyond.</p>	<p>AD502 A/B AD503 A/B Credit: 0.5-1.0 credit Prerequisite: Approval required</p>
<p>Office Assistant MHS, NHS, SWHS, SHS, WAIS</p> <p>Students will be assigned to the various areas on campus, including the grade level offices, counselor's office, registrar's office, clinic and library. Duties will vary according to specific assignment, but may include filing, answering phones, delivering of messages and office passes, shredding papers, and shelving materials. Prerequisite: Excellent attendance, no serious discipline infractions, pleasant co-operative attitude, willingness to work.</p>	<p>AD322 A/B Credit: 0.5-1.0 local credit Prerequisite: Approval required</p>
<p>SAT Prep/Fundamentals of College Admission MHS, NHS, SWHS, SHS, WAIS</p> <p>Provides students with a review of SAT verbal and math skills; an understanding of the types of questions found on the test; a knowledge of general test-taking strategies as well as the best specific strategies to use for each type of question. Also guides students through the steps of the college admissions process, e.g. college and career exploration and research, the college application, resume writing, essay writing, financial aid, etc.</p>	<p>ADM912 A/B Credit: 0.5 credit</p>
<p>Study Hall MHS, SHS, WAIS</p> <p>Study hall will be offered as a student choice for either one semester or the entire year. There would be no structured curriculum. Any student may request study hall. Upperclassmen with heavy curricular and extracurricular loads are encouraged to consider taking this class.</p>	<p>ADS13 A/B WAIS: ADS09 A/B ADS10 A/B ADS11 A/B ADS12 A/B Credit: 0.5 local credit</p>
<p>Teacher's Aide MHS, SHS</p> <p>Student will be assigned to a specific teacher. This must be approved by the teacher and the counselor. Excellent attendance and discipline, a pleasant co-operative attitude, and a willingness to work is required.</p>	<p>MHS: AD332 C/D SHS: AD342 A/B Credit: 1.0 Local credit Prerequisite: Good conduct & grades with teacher approval</p>

Enrichment and Support

<p>Student Leadership I/Student Leadership II MHS, SHS</p> <p>This course provides an emphasis on personal growth with the following topics of discussion: the foundation of one's character; exploration of the four personalities in an interactive fun book, with a style analysis; and solving the inner workings of why people do the things they do. Students will discuss: What is leadership? What are the myths of leadership? Who is a leader? How does a leader develop influence? How does one develop leadership potential? Discussion will evolve around how leaders have vision, are creative, defeat worry, and use time wisely. Students will also discuss how attitude can determine success and potential, the anatomy of a failure and what prevents individuals from being successful before even starting, and how one's mind works (the human potential). Students will learn to develop a positive self-image, avoid procrastination, and explore how individual needs can impact behavior.</p>	<p>ADM212 ADM222 Credit: 0.5 each</p>
<p>Leadworthy AOC</p> <p>Program in which students learn leadership, professional and business skills. They gain an appreciation for the importance of having a vision when setting personal and professional goals. Students learn to develop a healthy self-concept, build healthy relationships, and understand the concept of personal responsibility.</p>	<p>ADM112 Credit: 0.5</p>
<p>College Pathway SWHS</p> <p>This course is designed to equip students with the knowledge, skills, and abilities necessary find their college, apply for admissions and financial aid, and become successful learners in both high school and college.</p>	<p>AD501 A/B AD502 A/B AD503 A/B AD504 A/B Credit: 1.0 each</p>
<p>Peer Assistance for Students with Disabilities I, II NHS</p> <p>This course is designed to promote an inclusive educational environment for students receiving special education services. It provides peer assistants the opportunity to understand the different disabilities of the students, develop leadership skills to aid the learners and work on communication skills between the peer assistant and the learners. Peer assistants obtain initial training in confidentiality, cueing, prompting, and positive reinforcement to be used with their students. Peer assistants aid the teacher inside the special education setting by modeling appropriate learning behaviors, assisting with hands on learning activities, and developing activities to facilitate inclusion within the classroom. The goal is to create a relationship among age-appropriate peers of different abilities, both socially and academically, that will last long beyond the classroom time.</p>	<p>AD392A AD392B Credit: 0.5 each</p>



- Level 1** Principles of Agriculture, Food, and Natural Resources **AND** Small Animal Management **AND** Equine Science

- Level 2** Livestock Production/Lab

- Level 3** Additional Ag Electives:
Floral Design,
Agriculture Mechanics
Wildlife, Fisheries & Ecology Mgmt

- Level 4** Advanced Animal Science **OR** Practicum in Agriculture, Food, and Natural Resources

The Animal Science program is part of our Agricultural Sciences program at Guthrie designed to give students who enjoy being around animals the opportunity to learn and work with them on our seventeen acre farm. Come ready to work with livestock animals, such as horses, cattle and pigs, as well as companion animals such as dogs and cats. Take up to eight semesters of Animal Science courses preparing students for success for on college entrance, internships, or immediate employment.

PRINCIPLES OF AGRICULTURE, FOOD, AND NATURAL RESOURCES

Students learn how food, clothing, shelter, transportation, medicine and modern-day conveniences rely on agricultural products and explore how agriculture affects government and international trade.

Schools: Guthrie Grades: 9-10
 Credit/Course ID: 1 / 13000200 / CTAG10

SMALL ANIMAL MANAGEMENT AND EQUINE SCIENCE

Students develop knowledge and skills pertaining to the selection, nutrition, grooming, reproduction, health, and management of small animals. Students will be exposed to the science of horses and technology principles that include genetics, anatomy, physiology/nutrition, diseases, pests, and management practices.

Schools: Guthrie Grades: 9-12
 Credit/Course ID: 0.5 / 13000400 / CTAG12 **and**
 0.5 / 13000500 / CTAG13

LIVESTOCK PRODUCTION/LAB

Students will acquire knowledge and skills related to livestock and the livestock production industry of cattle, swine, sheep, goats, and poultry including anatomy and physiology, genetics, reproduction, performance data, regulations and the world commodity market.

Schools: Guthrie Grades: 10-12
 Credit/Course ID: 2 / 13000310 / CAG20A and CAG20B

FLORAL DESIGN (Meets Fine Arts requirement)

Students learn through step-by-step instructions to arrange flowers and create interior plant designs. Leave this class with the skill to arrange flowers for yourself or for employers. Look forward to designing your projects and taking them home to share with others.

Schools: Guthrie Grades: 9-12
 Credit/Course ID: 1 / 13001800 / CTAG26

AGRICULTURE MECHANICS & METAL TECHNOLOGIES

Students with safety and exploration of the agricultural job market, followed by use of power tools, electrical, plumbing, concrete work, carpentry, fencing and working with metals including welding as related to farm and ranch property management.

Schools: Guthrie

Grades: 10-12

Credit/Course ID: 1 / 13002200 / CTAG30

WILDLIFE, FISHERIES AND ECOLOGY MANAGEMENT

Students who love the outdoors learn how to identify, manage and conserve wildlife and their ecology.

Schools: Guthrie

Grades: 10-12

Credit/Course ID: 1 / 13001500 / CTAG23

ADVANCED ANIMAL SCIENCE

(Meets advanced Science requirement)

Students deepen their knowledge of the livestock industry. In-depth studies include animal industry, anatomy and physiology, and livestock husbandry.

Prerequisite: Biology and Chemistry or IPC; Algebra I and Geometry; Grades: 11-12

and Small Animal Management or Equine Science, or Livestock

Production

Schools: Guthrie

Credit/Course ID: 1 / 13000700 / CTAG15

PRACTICUM IN AGRICULTURE, FOOD , AND NATURAL RESOURCES

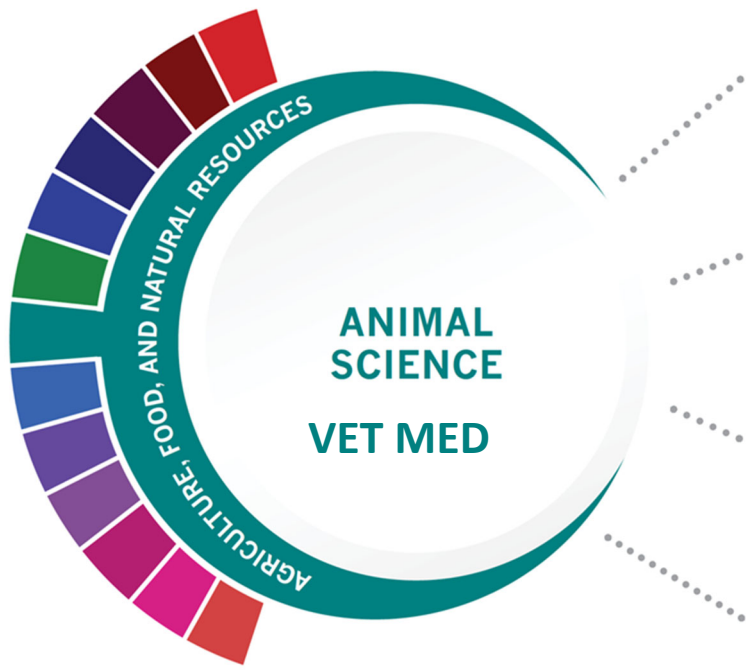
Supervised practical application through employment, independent study, internships, assistantships, mentorships, or laboratories.

Students will use agriculture knowledge to acquire workplace skills, discover career opportunities, requirements, and industry expectations.

Schools: Guthrie

Grades: 11-12

Credit/Course ID: 2 / 13002500 / CAG82A & CAG82B



- Level 1** Principles of Agriculture, Food, and Natural Resources **AND** Small Animal Management **AND** Equine Science

- Level 2** Livestock Production/Lab

- Level 3** Advanced Animal Science **AND** Veterinary Medical Applications

- Level 4** Practicum in Agriculture, Food, and Natural Resources

The Animal Science Vet Med program is part of our Agricultural Sciences program at Guthrie designed to give students who enjoy being around animals the opportunity to learn and work with them on our seventeen acre farm. If you have an interest in entering the veterinary field or just want to learn more about animals and their role in our society, this pathway is designed for you. Take up to eight semesters of Animal Science courses preparing students to attain the Certified Veterinary Assistant certificate.

PRINCIPLES OF AGRICULTURE, FOOD, AND NATURAL RESOURCES

Students learn how food, clothing, shelter, transportation, medicine and modern-day conveniences rely on agricultural products and explore how agriculture affects government and international trade.

Schools: Guthrie

Grades: 9-10

Credit/Course ID: 1 / 13000200 / CTAG10

SMALL ANIMAL MANAGEMENT AND EQUINE SCIENCE

Students develop knowledge and skills pertaining to the selection, nutrition, grooming, reproduction, health, and management of small animals. Students will be exposed to the science of horses and technology principles that include genetics, anatomy, physiology/nutrition, diseases, pests, and management practices.

Schools: Guthrie

Grades: 9-12

Credit/Course ID: 0.5 / 13000400 / CTAG12 **and**
0.5 / 13000500 / CTAG13

IBC: Certified Veterinary Assistant

LIVESTOCK PRODUCTION AND LAB

Students will acquire knowledge and skills related to livestock and the livestock production industry of cattle, swine, sheep, goats, and poultry including anatomy and physiology, genetics, reproduction, performance data, regulations and the world commodity market.

Schools: Guthrie

Grades: 10-12

Credit/Course ID: 2 / 13000310 / CAG20A and CAG20B

ADVANCED ANIMAL SCIENCE

(Meets advanced Science requirement)

Students deepen their knowledge of the livestock industry. In-depth studies include animal industry, anatomy and physiology, and livestock husbandry. Students deepen their knowledge of the livestock industry. In-depth studies include animal industry, anatomy and physiology, and livestock husbandry.

Prerequisite: Biology and Chemistry or IPC; Algebra I and Geometry; Grades: 11-12
and Small Animal Management or Equine Science, or Livestock

Production

Schools: Guthrie

Credit/Course ID: 1 / 13000700 / CTAG15

VETERINARY MEDICAL APPLICATIONS

Students explore the basics of the veterinary medical profession gaining skills that technicians need to know, like handling a wide variety of animals, assisting clients, office management and legal issues. Learn common ailments, treatments and emergency care techniques.

Prerequisite: Small Animal Management or Equine Science, or Grades: 11-12

Livestock Production

Schools: Guthrie

Credit/Course ID: 1 / 13000600 / CTAG14

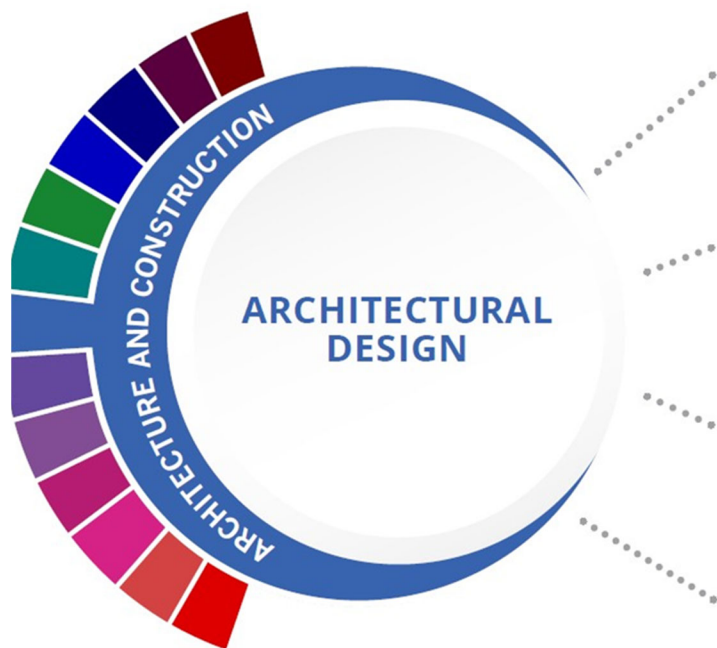
PRACTICUM IN AGRICULTURE, FOOD , AND NATURAL RESOURCES

Supervised practical application through employment, independent study, internships, assistantships, mentorships, or laboratories. Students will use agriculture knowledge to acquire workplace skills, discover career opportunities, requirements, and industry expectations.

Schools: Guthrie

Grades: 11-12

Credit/Course ID: 2 / 13002500 / CAG82A & CAG82B



Level 1 Principles of Construction (Optional)

Level 2 Principles of Architecture **AND** Architectural Design I

Level 3 Architectural Design II

Level 4 Practicum in Architectural Design

The Architectural Design program at the Guthrie Center allows students to explore architectural history and develop proficiency in architectural sketching, perspectives, and technical drawing. Industry-standard programs used in the architectural profession including AutoCAD, Revit, Photoshop, and SketchUp are embedded throughout the program. Journey through the process of architectural design via personalized projects and a portfolio to be used for post-secondary admissions.

PRINCIPLES OF CONSTRUCTION (OPTIONAL)

Students learn construction safety, mathematics, drawings as well as common hand and power tools used in general maintenance of residential and commercial property. Identify, plan and solve real problems using knowledge of construction practices.

Schools: NHS, SWHS

Grades: 9-10

Credit/Course ID: 1 / 13004220 / CAC10A & CAC10B

PRINCIPLES OF ARCHITECTURE AND ARCHITECTURE DESIGN I

Students will learn networking techniques, art practices, technical drafting, computer aided drafting skills, lettering styles used by architects, reading blueprints and practice editing commercial tenant improvement sets of documents. Taken consecutively in one year.

Prerequisite: Completion/concurrent enrollment in Geometry

Grades: 10-11

Schools: Guthrie

Credit/Course ID: 1 / 13004210 / CTAC13 **and**

1 / 13004600 / CTAC12

ARCHITECTURAL DESIGN II

Students will study residential design, building codes, site plans, interior design, room relationships and sizes, exterior design, conservation and environmental design and framing methods. Projects will include designing a kitchen and completing a scaled model.

Prerequisite: Architectural Design I

Grades: 11-12

Schools: Guthrie

IBC: Autodesk AutoCAD

Credit/Course ID: 2 / 13004700 / CAC22A & CAC22B

PRACTICUM IN ARCHITECTURAL DESIGN

Students will receive instruction about safety, career opportunities, architectural soft skills, work ethics, student design competition, and college architectural design study. In addition, students will have the talent to create a senior design project using the Autodesk Revit.

Prerequisite: Architectural Design II

Grades: 12

Schools: Guthrie

IBC: Autodesk REVIT

Credit/Course ID: 2 / 13004800 / CAC82A & CAC82B



Level 1 Principles of Construction

Level 2 Construction Technology I

Level 3 Construction Technology II

Level 4 Practicum in Construction Technology

The Construction Tech program is the gateway to a career in multiple construction fields. Students will learn safety procedures, how to use hand and power tools, how to read construction drawings and materials needed for projects. This program of study allows students to learn about and create projects while gaining skills in project management.

Students have the opportunity to earn multiple NCCER (National Center for Construction Education and Research) certifications in this pathway, which allow entry to the workforce upon graduation.

PRINCIPLES OF CONSTRUCTION (OPTIONAL)

Students learn construction safety, mathematics, drawings as well as common hand and power tools used in general maintenance of residential and commercial property. Identify, plan and solve real problems using knowledge of construction practices.

Schools: NHS, SWHS
Credit/Course ID: 1 / 13004220 / CAC10A & CAC10B

Grades: 9-10
IBC: NCCER Core

CONSTRUCTION TECHNOLOGY I

Students discover careers opportunities in construction through hands-on activities to learn skills in safety, tool usage, building materials, codes and framing.

Recommended Prerequisite: Principles of Construction and NCCER Core

Grades: 10-12
IBC: NCCER Carpentry I

Schools: NHS, SWHS
Credit/Course ID: 2 / 13005100 / CAC14A & CAC14B

CONSTRUCTION TECHNOLOGY II

Students continue the skills acquired from Construction Technology I and are introduced to exterior and interior finish out skills, cabinetry, and other construction trades such as electrical and plumbing.

Recommended Prerequisite: Construction Technology I

Grades: 11-12
IBC: NCCER Carpentry II

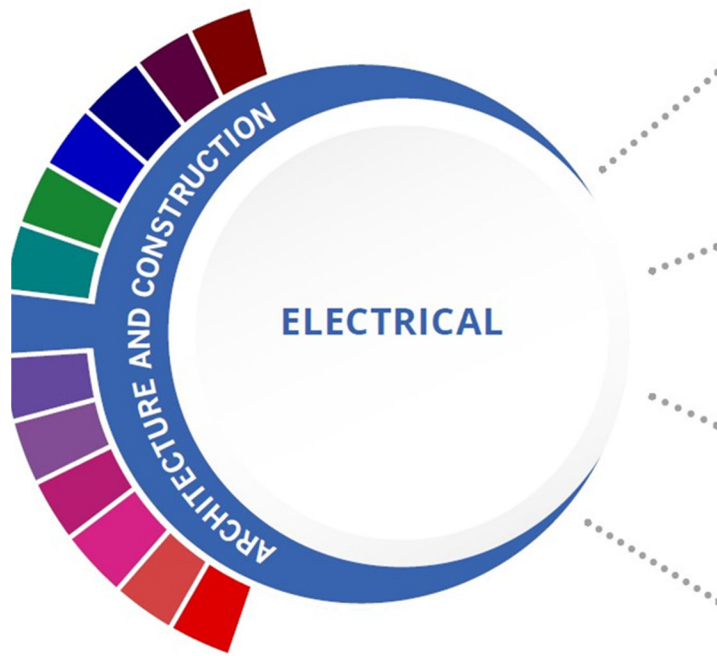
Schools: NHS, SWHS
Credit/Course ID: 2 / 13005200 / CAC24A & CAC24B

PRACTICUM IN CONSTRUCTION TECHNOLOGY

Students will be challenged with the application of knowledge and skills gained in previous construction-related coursework through paid or unpaid opportunities with construction companies or be involved in local projects the school has approved for this class.

Schools: NHS, SWHS
Credit/Course ID: 2 / 13005250 / CAC92A & CAC92B

Grade: 12



Level 1 Principles of Construction (optional)

Level 2 Complete HS graduation requirements

Level 3 Electrical Technology I **AND**
Project Based Learning

Level 4 Electrical Technology II

The Electrical program at The Guthrie Center is an outstanding way for you to get a solid head start in the high-demand, high skill field of electrical work. Starting your junior year you will take classes at Guthrie taught by a master electrician, and earn dual credit hours from Houston Community College.

Upon graduation, students will earn a Electrical Technology Helper Level 1 certificate from HCC. Qualified graduates can move immediately into the full-time, paid electrical apprenticeship programs.

PRINCIPLES OF CONSTRUCTION (OPTIONAL)

Students learn construction safety, mathematics, drawings as well as common hand and power tools used in general maintenance of residential and commercial property. Identify, plan and solve real problems using knowledge of construction practices.

Schools: NHS, SWHS
Credit/Course ID: 1 / 13004220 / CAC10A & CAC10B

Grades: 9-10
IBC: NCCER Core

ELECTRICAL TECHNOLOGY I (Taken concurrently with Project Based Research)

Students will acquire the knowledge and skills in safety, electrical theory, tools, codes, installation of electrical equipment, and the reading of electrical drawings, schematics, and specifications in preparation for a career in the electrical field.

Schools: Guthrie
Credit/Course ID: 1 / 13005600 / CTAC35

Grade: 11

PROJECT BASED RESEARCH (Taken concurrently with Electrical Technology I)

Students collaborate for industry exposure to the electrical industry including NEC code and application of code for various types of electrical installations.

Schools: Guthrie
Credit/Course ID: 1 / 12701500 / CTAC40

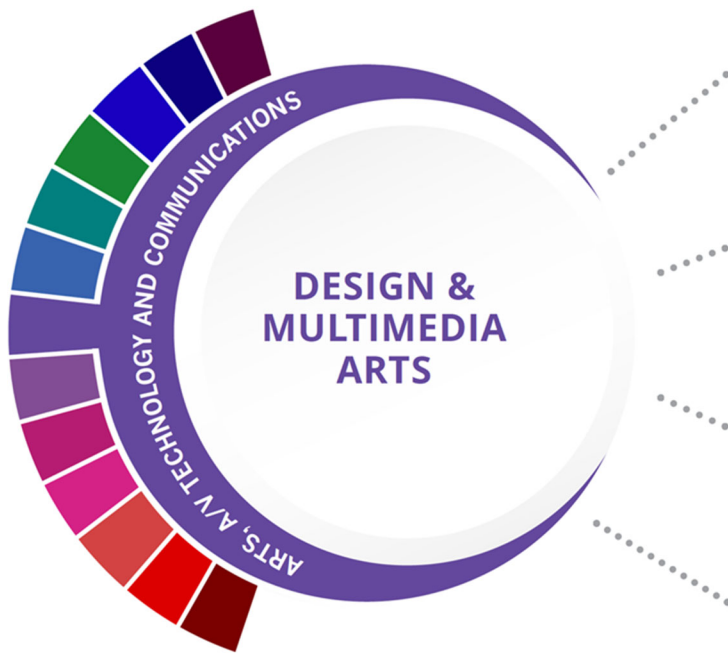
Grade: 11

ELECTRICAL TECHNOLOGY II

Students will dive deeper into applied electrical concepts in safety, electrical theory, tools, codes, installation of electrical equipment, alternating current and direct current motors, conductor installation, installation of electrical services, and electric lighting installation.

Recommended Prerequisite: Electrical Technology I
Schools: Guthrie
Credit/Course ID: 2 / 13005700 / CAC45A & CAC45B

Grade: 12
IBC: OSHA 30



- Level 1** Principles of Arts, A/V Technology, and Communications

- Level 2** Digital Design and Media Productions

- Level 3** Digital Art and Animation

- Level 4** Career Preparation I

The Digital Design and Multimedia Arts program will allow students to demonstrate creative thinking, develop innovative strategies, and use communication tools while exposing them to careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. You will experience gathering information electronically, which will allow for problem solving and making informed decisions regarding different types of media projects.

PRINCIPLES OF ARTS, A/V, TECHNOLOGY AND COMMUNICATIONS

Students will develop an understanding of the various and multifaceted career opportunities within this cluster and the knowledge, skills, and educational requirements for those opportunities through exposure to technology and creative design projects.

Schools: MHS, NHS, SWHS, SHS, WAIS
 Credit/Course ID: 1 / 13008200 / CAV10A & CAV10B

Grade: 9

DIGITAL DESIGN AND MEDIA PRODUCTIONS

Students demonstrate and develop creative thinking and innovative strategies through digital media projects using typography, layout principles, photography, video, and project management while ensuring copyright laws and regulations are met.

Schools: MHS, NHS, SWHS, SHS, WAIS
 Credit/Course ID: 1 / 03580400 / TA506A & TA506B

Grades: 10-12

DIGITAL ART AND ANIMATION

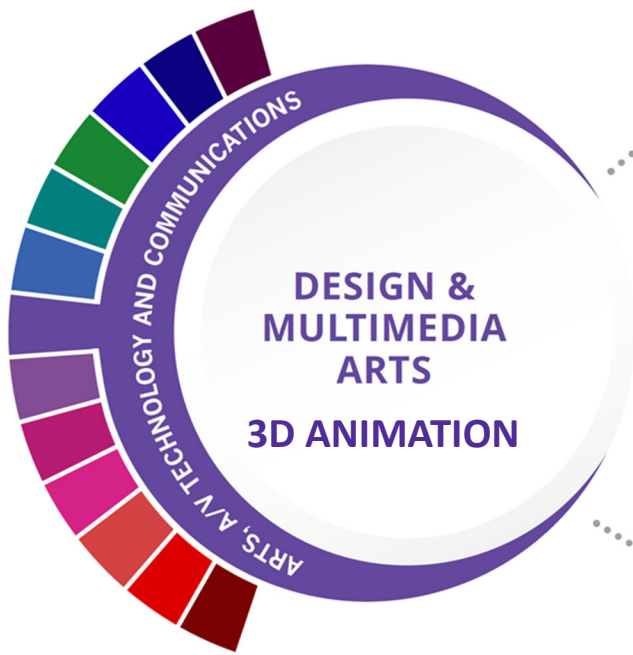
Students explore concepts of both experimental and commercial application in both industry and the arts including creating animations, images, and other digital works using digital imaging software, physical electronics, and through code.

Schools: MHS, NHS, SWHS, SHS, WAIS
 Credit/Course ID: 1 / 03580500 / TA504A & TA504B

Grades: 11-12
 IBC: Adobe Certified Associate Certifications

CAREER PREPARATION I

See page 110



- Level 1** Principles of Arts, A/V Technology, and Communications

- Level 2** Animation I and Lab

- Level 3** Animation II and Lab

- Level 4** Practicum in Animation

The Animation program at Guthrie pioneered the use of 3D software in Texas high schools and continues to set the standard for cinema-quality animation education. Bring your creativity and imagination to life while you become proficient in sketching, storyboarding, character rigging and motion capture using industry software to create projects.

PRINCIPLES OF ARTS, A/V, TECHNOLOGY AND COMMUNICATIONS

Students will develop an understanding of the various and multifaceted career opportunities within this cluster and the knowledge, skills, and educational requirements for those opportunities through exposure to technology and creative design projects.

Schools: MHS, NHS, SWHS, SHS, WAIS
 Credit/Course ID: 1 / 13008200 / CAV10A & CAV10B
 Grade: 9

ANIMATION I and LAB

Students will develop and communicate animation ideas through 3D modeling, animation, concept drawings, storyboards, virtual lights and cameras, and scene design using the same techniques and software used by professionals.

Schools: Guthrie
 Credit/Course ID: 2 / 13008310 / CAV11A & CAV11B
 Grades: 10-12

ANIMATION II and LAB

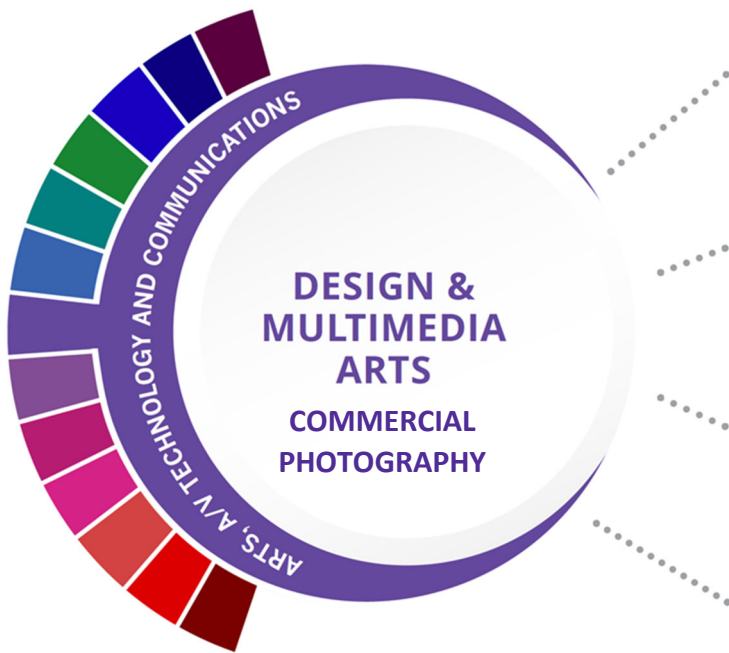
Students expand animation skills including character design, effective in- depth storytelling, visual effects and post production techniques, introduction to Unreal game engine and integrated audio and sound F/X, as well as creating an online portfolio.

Prerequisite: Animation I and Lab
 Schools: Guthrie
 Credit/Course ID: 2 / 13008410 / CAV21A & CAV21B
 Grades: 11-12

PRACTICUM IN ANIMATION

Students utilize the latest technologies in 3D modeling animation for developing real time graphics, with the goal of producing models and animations that relate to industrial projects such as: product visualization, oil and gas equipment, architectural scenes, and consumer products.

Prerequisite: Animation II and Lab
 Schools: Guthrie
 Credit/Course ID: 2 / 13008450 / CAV83A & CAV83B
 Grades: 12
 Credit/Course ID: 2 / 13008460 / CAV93A & CAV93B (2nd Time Taken)



- Level 1** Principles of Arts, A/V Technology, and Communications

- Level 2** Commercial Photography I and Lab

- Level 3** Commercial Photography II and Lab

- Level 4** Practicum in Commercial Photography

The Commercial Photography program at Guthrie is an award-winning program that provides an opportunity to learn the fine art of communication, through artful images and photography. Careers in commercial photography require skills that span all aspects of the industry from setting up a shot to delivering products in a competitive market. Discover your artistic voice and learn about the art of persuasion.

PRINCIPLES OF ARTS, A/V, TECHNOLOGY AND COMMUNICATIONS

Students will develop an understanding of the various and multifaceted career opportunities within this cluster and the knowledge, skills, and educational requirements for those opportunities through exposure to technology and creative design projects.

Schools: MHS, NHS, SWHS, SHS, WAIS
 Credit/Course ID: 1 / 13008200 / CAV10A & CAV10B

COMMERCIAL PHOTOGRAPHY I and LAB

Students have an opportunity to work in a real studio using professional equipment, learning how to take and edit photos using the latest software creating a portfolio that can open doors to an exciting new world!

Schools: Guthrie
 Credit/Course ID: 2 / 13008310 / CAV14A & CAV14B

COMMERCIAL PHOTOGRAPHY II and LAB

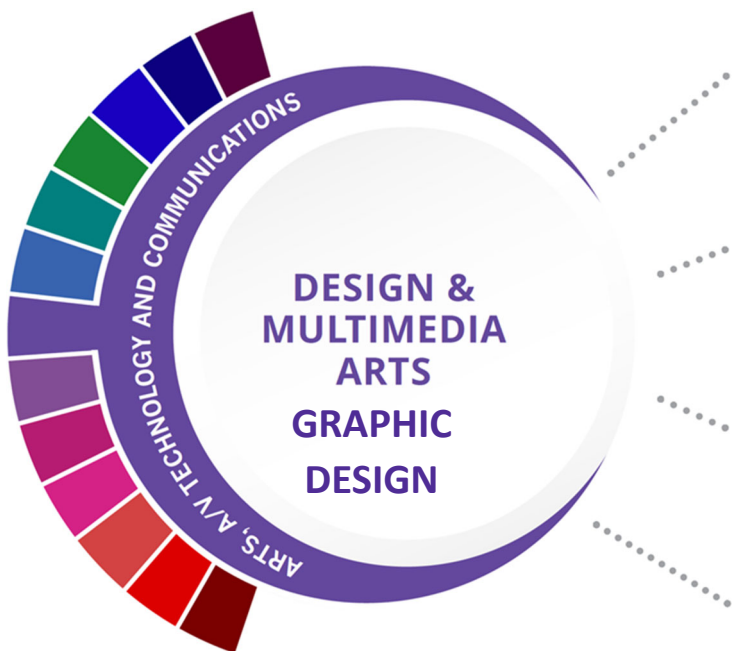
Students develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs. Students spend most of their time in the studio and often work for outside clients.

Prerequisite: Commercial Photography I and Lab
 Schools: Guthrie
 Credit/Course ID: 2 / 13009210 / CAV24A & CAV24B

PRACTICUM IN COMMERCIAL PHOTOGRAPHY

Students are self-starters, often work independently and are led under the instruction of the teacher to further develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs.

Prerequisite: Commercial Photography II and Lab
 Schools: Guthrie
 Credit/Course ID: 2 / 13009250 / CAV87A & CAV87B



- Level 1** Principles of Arts, A/V Technology, and Communications

- Level 2** Graphic Design and Illustration I and Lab

- Level 3** Graphic Design and Illustration II and Lab

- Level 4** Practicum in Graphic Design and Illustration

The Graphic Design program at Guthrie will help you develop and use your creative talents and communication skills. Graphic Designers shape our visual environment through the manipulation of type, image and space to transform messages into effective, powerful communications. Graphic design concepts are used to design logos, ads, magazines, online resources, interactive programs, motion graphics and titles. Utilize the latest tools and software to design colorful, exciting, eye-catching, engaging and memorable advertising and marketing communications that will have people abuzz about the products and services that you feature.

PRINCIPLES OF ARTS, A/V, TECHNOLOGY AND COMMUNICATIONS

Students will develop an understanding of the various and multifaceted career opportunities within this cluster and the knowledge, skills, and educational requirements for those opportunities through exposure to technology and creative design projects.

Schools: MHS, NHS, SWHS, SHS, WAIS
 Credit/Course ID: 1 / 13008200 / CAV10A & CAV10B
 Grade: 9

GRAPHIC DESIGN AND ILLUSTRATION I and LAB

Students focus on the basics of color and design, illustration and the effective use of typography to showcase client products or services to potential customers. Learn Adobe software tools that professionals use to bring ideas to print.

Schools: Guthrie
 Credit/Course ID: 2 / 13008810 / CAV13A & CAV13B
 Grades: 10-12

GRAPHIC DESIGN AND ILLUSTRATION II and LAB

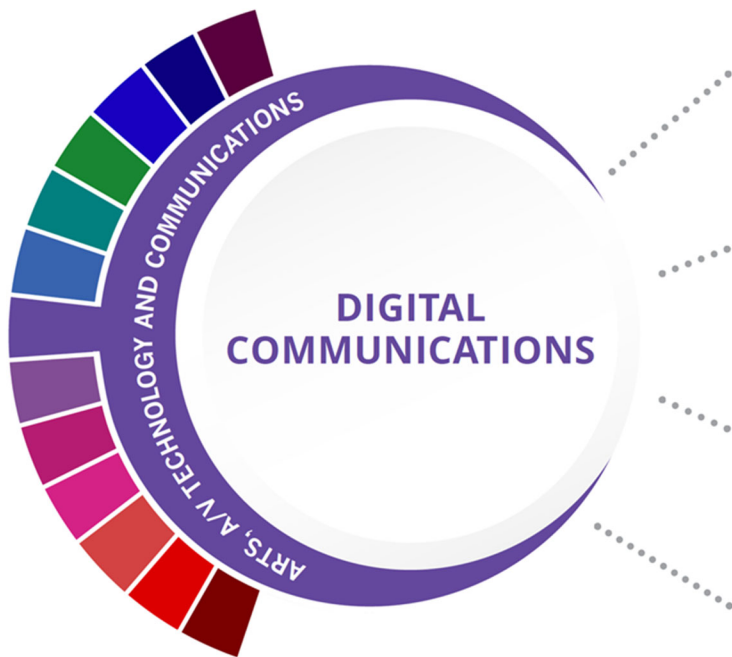
Students continue deeper into concepts and processes of Graphic Design for print and web. Adobe Creative Suite with projects in editorial, web and motion graphic design can be mastered.

Prerequisite: Graphic Design and Illustration I and Lab
 Schools: Guthrie
 Credit/Course ID: 2 / 13008910 / CAV23A & CAV23B
 Grades: 11-12
 IBC: Adobe Certified Associate Certifications

PRACTICUM IN GRAPHIC DESIGN AND ILLUSTRATION

Students are self-starters, often work independently and are led under the instruction of the teacher working on customer projects with from businesses and school district departments to simulate a career in Graphic Design.

Prerequisite: Graphic Design and Illustration II and Lab
 Schools: Guthrie
 Credit/Course ID: 2 / 13009000/ CAV85A & CAV85B
 Grades: 12



- Level 1** Principles of Arts, A/V Technology, and Communications

- Level 2** Audio/Video Production I and Lab

- Level 3** Audio/Video Production II and Lab

- Level 4** Practicum of Audio/Video Production

Filmmaking is a unique, creative and innovative program that teaches students how to take an idea and transform it into a professional, broadcast-ready film. Learn the fine art of media communication through many hands-on production experiences and learn how to write, pitch, direct, edit and produce everything from a public service announcement to documentaries, short films, music videos, television talk shows and more. While gaining the technical aspects and techniques of professional filmmaking, you will learn how to build, manage and see projects to completion. Our program teaches problem-solving, time management, troubleshooting, teamwork and collaborative compromise as students work with a diverse network of students, adults and outside clients in order to produce their many film projects.

PRINCIPLES OF ARTS, A/V, TECHNOLOGY AND COMMUNICATIONS

Students will develop an understanding of the various and multifaceted career opportunities within this cluster and the knowledge, skills, and educational requirements for those opportunities through exposure to technology and creative design projects.

Schools: MHS, NHS, SWHS, SHS, WAIS Grade: 9
 Credit/Course ID: 1 / 13008200 / CAV10A & CAV10B

AUDIO/VIDEO PRODUCTION I AND LAB

Students develop an understanding of the film industry with a focus on pre-production, production, and post-production audio and video products. Course work will include creating, editing and showcasing film productions and creating a demo reel of student work.

Schools: Guthrie Grades: 10-12
 Credit/Course ID: 2 / 13008510 / CAV12A & CAV12B

AUDIO/VIDEO PRODUCTION II AND LAB

Students interested in a career within the film industry gain the skills and knowledge that will set them apart to be competitive job applicants. Students develop portfolio projects and often selected to produce films for outside clients.

Prerequisite: Audio/Video Production I and Lab Grades: 11-12
 Schools: Guthrie IBC: Adobe Premiere Pro
 Credit/Course ID: 2 / 13008610 / CAV22A & CAV22B

PRACTICUM IN AUDIO/VIDEO PRODUCTION

Students are self-starters, often work independently and are led under the instruction of the teacher to further develop an advanced technical understanding of the filmmaking industry with a focus on producing, promoting, and presenting professional films.

Prerequisite: Audio/Video Production II and Lab Grade: 12
 Schools: Guthrie
 Credit/Course ID: 2 / 13008700 / CAV82A & CAV82B



Level 1	Business Information Management I
Level 2	Financial Mathematics
Level 3	Accounting I OR Insurance Operations
Level 4	Accounting II OR Career Preparation I

The Accounting and Financial Services program of study teaches students how to examine, analyze, and interpret financial records. Through this program of study, you will learn the skills necessary to perform financial services, prepare financial statements, interpret accounting records, give advice, or audit and evaluate statements prepared by others. This is a great opportunity to understand how a business functions financially, including checks and balances, reporting, analysis and the stock market. Learn how to interpret business transactions for decision-making. If you have an interest in accounting or finance beyond high school, this will provide a foundation for your future studies.

BUSINESS INFORMATION MANAGEMENT (BIM) I

Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software

Schools: MHS, NHS, SWHS, SHS, WAIS

Grades: 9-10

Credit/Course ID: 1 / 13011400 / CBM12A & CBM12B

IBC: Microsoft Office Specialist Word and Excel

FINANCIAL MATHEMATICS

(3rd Mathematics Course)

Students will apply critical thinking skills to analyze personal financial decisions based upon the current and projected economic factors.

Prerequisite: Algebra I

Schools: MHS, NHS, SHS, SWHS, WAIS

Grades: 10-12

Credit/Course ID: 1 / 13018000 / CFI60A & CFI60B

ACCOUNTING I

Students will complete the Accounting cycle for both a service and merchandising business. Accounting 1 I is a college prep course for Business majors and in preparation for college Accounting.

Schools: MHS, NHS, SWHS, SHS, WAIS

Grades: 11-12

Credit/Course ID: 1 / 13016600 / CFI14A & CFI14B

IBC: QuickBooks Certified User

INSURANCE OPERATIONS

Students will understand the laws, regulations, compliance, fraud, claims, providers and rates in order to manage business operations and transactions in the insurance industry.

Schools: MHS, NHS, SWHS, SHS, WAIS

Grades: 11

Credit/Course ID: 1 / 13016500 / CFI70A & CFI70B

IBC: Certified Insurance Service Representative

ACCOUNTING II(3rd Mathematics Course)

Students will review and further development of fundamental accounting principles and study the Stock Market, investing and corporate accounting.

Prerequisite: Accounting I

Schools: NHS, SHS, SWHS, WAIS

Grades: 12

Credit/Course ID: 1 / 13016700 / CFI24A & CFI24B

CAREER PREPARATION

See page 110



- Level 1** Principles of Business, Marketing, and Finance

- Level 2** Business Information Management I

- Level 3** Business Law
OR
Virtual Business AND Global Business

- Level 4** Statistics and Business Decision Making **OR**
Career Preparation I

The program develops professional soft skills in students while providing content that allows the students to make meaningful real-world connections to life outside of high school. The program teaches how to plan, direct, and coordinate the administrative services and operations of an organization. Through this program of study, students will learn the skills necessary to formulate policies, manage daily operations, and allocate the use of materials and human resources.

PRINCIPLES OF BUSINESS, MARKETING & FINANCE

Students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles.

Schools: MHS, NHS, SHS, SWHS, WAIS

Grades: 9

Credit/Course ID: 1 / 13011200 / CBM11A & CBM11B

BUSINESS INFORMATION MANAGEMENT (BIM) I

Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.

Schools: MHS, NHS, SWHS, SHS, WAIS

Grades: 9-10

Credit/Course ID: 1 / 13011400 / CBM12A & CBM12B

IBC: Microsoft Office Specialist Word and Excel

BUSINESS LAW

Students will analyze legal issues related to civil and criminal laws, the court system, contracts, family law, employment, and property as related to business ownership and legal rights.

Schools: MHS, NHS, SWHS, SHS, WAIS

Grades: 10-12

Credit/Course ID: 1 / 13011700 / CBM14A & CBM14B

VIRTUAL BUSINESS

Students will design a virtual business by creating a web presence, conducting marketing, examining contracts, demonstrate project-management skills, maintain business records, and understand legal issues associated with a virtual business.

Schools: MHS, NHS, SWHS, SHS, WAIS

Grades: 10-12

Credit/Course ID: 0.5 / 13012000 / CTBM16

GLOBAL BUSINESS

Students learn the concepts of the global market and international trade, including the economy of the global marketplace, study of cultural differences and the effects of those differences on our society, international law and finance.

Schools: MHS, NHS, SWHS, SHS, WAIS

Grades: 10-12

Credit/Course ID: 0.5 / 13011800 / CTBM15

STATISTICS AND BUSINESS DECISION MAKING

Students will use statistics to make business decisions and will determine the appropriateness of methods used to collect data to ensure conclusions are valid including ethics, risk-management, use of probability, analysis, modeling and forecasting.

Schools: MHS, NHS, SWHS, SHS, WAIS

Grade: 12

Credit/Course ID: 1 / 13016900 / CTBM30A & CMB30B

CAREER PREPARATION

See page 110



- Level 1** Principles of Business, Marketing, and Finance

- Level 2** Business Information Management I

- Level 3** Entrepreneurship

- Level 4** Career Preparation I

This program teaches students how to plan, direct, and coordinate the management, marketing and operations of an organization. Through this program of study, students will gain the skills necessary to formulate policies, manage daily operations, analyze management structures, promote products, plan for the use of materials and coordinate human resources. Channel your desire to start a business and maybe you'll find yourself ready to find an investor on the next episode of Shark Tank!

PRINCIPLES OF BUSINESS, MARKETING & FINANCE

Students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles.

Schools: MHS, NHS, SHS, SWHS, WAIS

Grades: 9

Credit/Course ID: 1 / 13011200 / CBM11A & CBM11B

BUSINESS INFORMATION MANAGEMENT (BIM) I

Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.

Schools: MHS, NHS, SWHS, SHS, WAIS

Grades: 9-10

Credit/Course ID: 1 / 13011400 / CBM12A & CBM12B

IBC: Microsoft Office Specialist Word and Excel

ENTREPRENEURSHIP

Students will learn the principles to begin and operate a business including understanding the process of analyzing a business opportunity, preparing a business plan, using research, marketing, capital required, return on investment and the potential for profit.

Schools: MHS, NHS, SWHS, SHS

Grades: 11-12

Credit/Course ID: 1 / 13034400 / CMK13A & CMK13B

IBC: Entrepreneurship and Small Business (ESB)

CAREER PREPARATION

See page 110



- Level 1** Principles of Education and Training

- Level 2** Human Growth and Development

- Level 3** Instructional Practices

- Level 4** Practicum in Education and Training

Teachers are heroes on the front line and have an opportunity to make a forever impact on a student’s life. In the Teaching program, students will explore human growth and development related to education and instructional practices for use in the classroom. Students will partner with a local elementary school to develop and deliver lessons while still in high school. Spring Branch ISD is committed to growing their own, creating a teacher pipeline of current students to future SBISD teachers.

PRINCIPLES OF EDUCATION AND TRAINING

Students explore education careers through shadowing, interviewing, career interest inventory, researching, and/or self-reflection to understand requirements for teaching professionals and gain understanding of societal impacts within education.

Schools: MHS, NHS, SWHS, SHS
 Credit/Course ID: 1 / 13014200 / CET10A & CET10 Grades: 9-10

HUMAN GROWTH AND DEVELOPMENT

Students are introduced to developmental psychology, through exploration of the different stages of human life – Prenatal, Infancy, Childhood, Adolescence, Adulthood – and the biological, psychological and social changes occurring in individuals during each stage.

Schools: MHS, NHS, SWHS, SHS
 Credit/Course ID: 1 / 13014300 / CET11A & CET11B Grades: 10-11

INSTRUCTIONAL PRACTICES

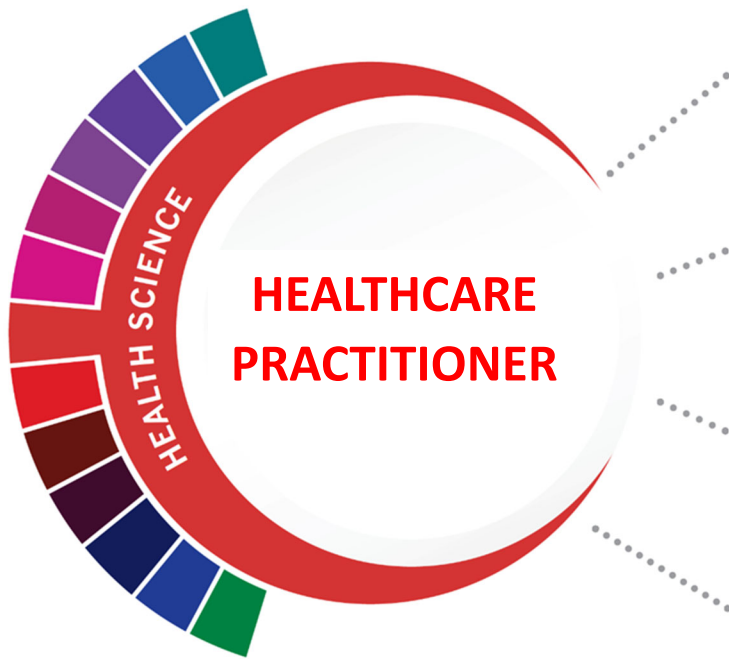
Students are assigned to an off-campus school and will get practical experience teaching and working with children alongside a certified teacher. Students have a choice of working with kindergarten through middle school students.

Schools: MHS, NHS, SWHS, SHS, WAIS
 Credit/Course ID: 2 / 13014400 / CET12A & CET12B Grades: 11-12

PRACTICUM IN EDUCATION AND TRAINING

Students will plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, and educational personnel under the joint direction and supervision of a certified teacher.

Prerequisite: Instructional Practices in Education
 Schools: MHS, NHS, SWHS, SHS
 Credit/Course ID: 2 / 13014500 / CET82A & CET82B Grade: 12
 IBC: Educational Aide I



Level 1 Principles of Health Science

Level 2 Medical Terminology

Level 3 Anatomy and Physiology

Level 4 Health Science Theory with Clinicals
OR
Medical Microbiology **AND**
Pathophysiology

Houston is home to the largest medical center in the world and is a leader in healthcare and in our ever-changing world, one thing is constant – the need for Health Care Providers. The Healthcare Practitioner program is a rigorous academic and hands-on program that will prepare future doctors, nurses, and therapists to enter college ready to succeed.

PRINCIPLES OF HEALTH SCIENCE

Students learn about the exciting opportunities in the Health Care Industry through exploration within SBISD programs of study including Healthcare Practitioner, Dental Assistant, Patient Care Technician and Pharmacy Technician.

Schools: MHS, NHS, SWHS, SHS, WAIS
Credit/Course ID: 1 / 13020200 / CHS10A & CHS10B

Grades: 9-10

MEDICAL TERMINOLOGY

Students develop a working knowledge of the language of medicine through relating terms to body systems and learning proper use of words in a medical environment. This enhances a student's ability when pursuing employment or advanced education in health care.

Schools: MHS, NHS, SWHS, SHS
Credit/Course ID: 1 / 13020300 / CHS11A & CHS11B

Grades: 10-11

ANATOMY AND PHYSIOLOGY

(Meets advanced science requirement)

Students will discover the structures and functions of the human body and body systems, and will investigate the body's responses to forces, maintenance of homeostasis, electrical interactions, transport systems, and energy processes

Recommended Prerequisite: Biology and second Science
Schools: MHS, NHS, SWHS, SHS
Credit/Course ID: 1 / 13020600 / CHS70A & CHS70B

Grades: 11-12

HEALTH SCIENCE THEORY WITH CLINICALS

Students will complete observations in healthcare facilities of medical professionals and patients to learn the importance of confidentiality, compassion, ethics and the vast world of medicine.

Schools: MHS, NHS, SWHS, SHS
Credit/Course ID: 2 / 13014400 / CET12A & CET12B

Grades: 11-12

MEDICAL MICROBIOLOGY AND PATHOPHYSIOLOGY

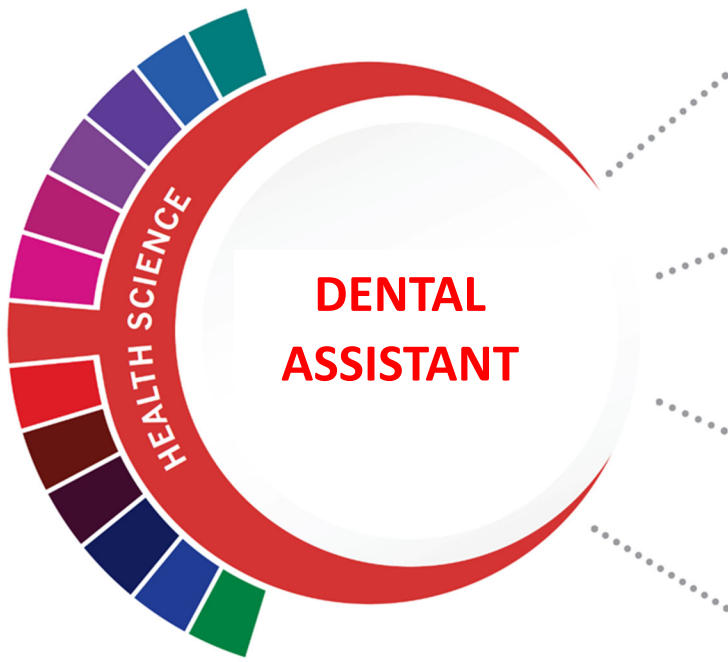
(Meets advanced science requirement)

Medical Microbiology students will identify the relationships of microorganisms to wellness and disease and learn how to prevent diseases by learning the chain of infection, asepsis, and standard precautions. Pathophysiology students will learn how the disease processes affect the human systems with an emphasis on prevention and treatment of diseases. Students will observe the differences between normal and abnormal physiology in a lab setting.

Prerequisite: Biology and Chemistry
Schools: MHS, NHS, SHS, SWHS

Grade: 12

Credit/Course ID: 1 / 13020700 / CTHS71 **AND** 1 / 13020800 / CTHS72



- Level 1** Principles of Health Science

- Level 2** Medical Terminology

- Level 3** Health Science Theory with Clinicals

- Level 4** Practicum in Health Science: Dental Assistant

Houston is home to the largest medical center in the world and is a leader in healthcare and in our ever-changing world, one thing is constant – the need for Health Care Providers. Students in the Dental Assistant program will learn how to provide patient care and chair-side support, assisting Dentists and Dental Hygienists with dental procedures such as fillings, preparing dental impressions, and x-rays.

PRINCIPLES OF HEALTH SCIENCE

Students learn about the exciting opportunities in the Health Care Industry through exploration within SBISD programs of study including Healthcare Practitioner, Dental Assistant, Patient Care Technician and Pharmacy Technician.

Schools: MHS, NHS, SWHS, SHS, WAIS
 Credit/Course ID: 1 / 13020200 / CHS10A & CHS10B
 Grades: 9-10

MEDICAL TERMINOLOGY

Students develop a working knowledge of the language of medicine through relating terms to body systems and learning proper use of words in a medical environment. This enhances a student’s ability when pursuing employment or advanced education in health care.

Schools: MHS, NHS, SWHS, SHS
 Credit/Course ID: 1 / 13020300 / CHS11A & CHS11B
 Grades: 10-11

HEALTH SCIENCE THEORY WITH CLINICALS

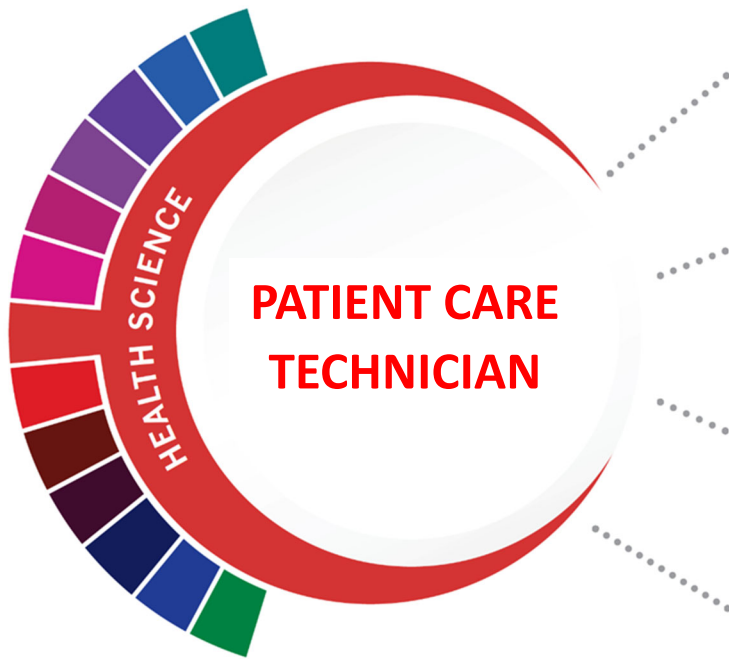
Students will complete observations in healthcare facilities of medical professionals and patients to learn the importance of confidentiality, compassion, ethics and the vast world of medicine.

Schools: MHS, NHS, SWHS, SHS
 Credit/Course ID: 2 / 13020410 / CHS12A & CHS12B
 Grades: 11-12

PRACTICUM IN HEALTH SCIENCE: DENTAL ASSISTANT

Students will work regularly in a dental office to gain on the job experience through observation and participation under the supervision of dentists, hygienists and other dental office staff.

Prerequisite: Health Science Theory
 Schools: Guthrie
 Credit/Course ID: 2 / 13020500 / CHS84A & CHS84B
 Grade: 12
 IBC: Registered Dental Assistant



Level 1 Principles of Health Science

Level 2 Medical Terminology

Level 3 Health Science Theory with Clinicals

Level 4 Practicum in Health Science:
Patient Care Technician

Houston is home to the largest medical center in the world and is a leader in healthcare and in our ever-changing world, one thing is constant – the need for Health Care Providers. In the Patient Care Technician program, students will learn skills needed to assist nurses, perform EKG testing and draw blood. PCT students will also have an opportunity to engage in direct patient care through observations and to earn certifications in PCT, EKG, and Phlebotomy.

PRINCIPLES OF HEALTH SCIENCE

Students learn about the exciting opportunities in the Health Care Industry through exploration within SBISD programs of study including Healthcare Practitioner, Dental Assistant, Patient Care Technician and Pharmacy Technician.

Schools: MHS, NHS, SWHS, SHS, WAIS
Credit/Course ID: 1 / 13020200 / CHS10A & CHS10B

Grades: 9-10

MEDICAL TERMINOLOGY

Students develop a working knowledge of the language of medicine through relating terms to body systems and learning proper use of words in a medical environment. This enhances a student's ability when pursuing employment or advanced education in health care.

Schools: MHS, NHS, SWHS, SHS
Credit/Course ID: 1 / 13020300 / CHS11A & CHS11B

Grades: 10-11

HEALTH SCIENCE THEORY WITH CLINICALS

Students will complete observations in healthcare facilities of medical professionals and patients to learn the importance of confidentiality, compassion, ethics and the vast world of medicine.

Prerequisite: Biology
Schools: MHS, NHS, SWHS, SHS
Credit/Course ID: 2 / 13020410 / CHS12A & CHS12B

Grades: 11-12

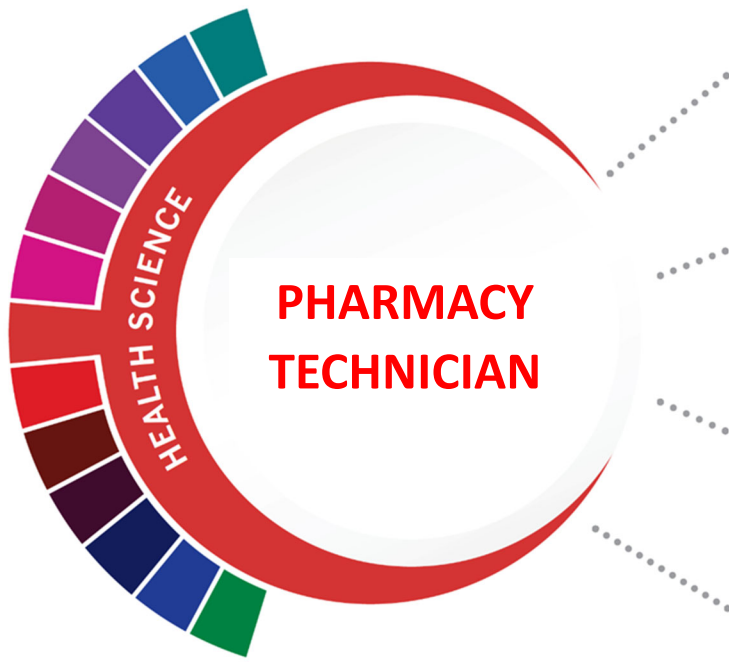
PRACTICUM IN HEALTH SCIENCE: PATIENT CARE TECHNICIAN

Students will work regularly in a hospital or medical office to gain on the job experience through observation and participation under the supervision of nurses and other medical professionals.

Prerequisite: Health Science Theory
Schools: Guthrie
Credit/Course ID: 2 / 13020500 / CHS82A & CHS82B

Grade: 12

IBC: Patient Care Technician, Phlebotomy Technician, EKG Technician



Level 1 Principles of Health Science

Level 2 Medical Terminology

Level 3 Health Science Theory AND Pharmacology

Level 4 Practicum in Health Science: Pharmacy Technician

Houston is home to the largest medical center in the world and is a leader in healthcare and in our ever-changing world, one thing is constant – the need for Health Care Providers. The Pharmacy Technician program prepares students for the fast paced pharmacy industry by teaching pharmacy law, commonly used pharmaceutical products, and practical skills required to gain certification as a pharmacy technician.

PRINCIPLES OF HEALTH SCIENCE

Students learn about the exciting opportunities in the Health Care Industry through exploration within SBISD programs of study including Healthcare Practitioner, Dental Assistant, Patient Care Technician and Pharmacy Technician.

Schools: MHS, NHS, SWHS, SHS, WAIS
Credit/Course ID: 1 / 13020200 / CHS10A & CHS10B

Grades: 9-10

MEDICAL TERMINOLOGY

Students develop a working knowledge of the language of medicine through relating terms to body systems and learning proper use of words in a medical environment. This enhances a student's ability when pursuing employment or advanced education in health care.

Schools: MHS, NHS, SWHS, SHS
Credit/Course ID: 1 / 13020300 / CHS11A & CHS11B

Grades: 10-11

HEALTH SCIENCE THEORY

(Taken concurrently with Pharmacology)

Student learning will include an overview of safety practices and government regulations, pharmacy-related medical terminology, standards of infection control, and ethical/legal issues in healthcare.

Schools: Guthrie
Credit/Course ID: 1 / 13020400 / CTHS12

Grades: 11-12

PHARMACOLOGY

(Taken concurrently with Health Science Theory)

Students will study how natural and synthetic chemical agents such as drugs affect biological systems. Knowledge of the properties of therapeutic agents is vital in providing quality health care.

Prerequisite: Biology and Chemistry
Schools: Guthrie
Credit/Course ID: 1 / 13020950 / CTHS22

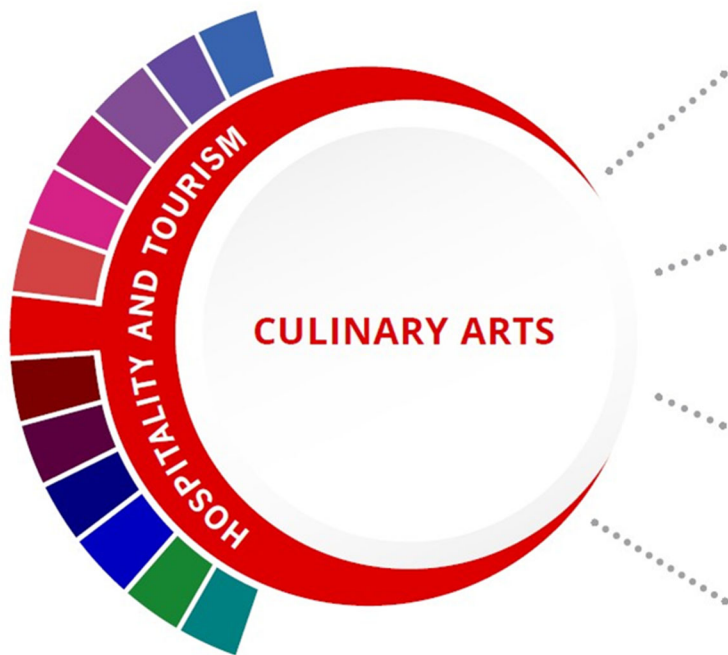
Grades: 11-12

PRACTICUM IN HEALTH SCIENCE: PHARMACY TECHNICIAN

Students will work regularly in a pharmacy to gain on the job experience through observation and participation under the supervision of pharmacists and other medical professionals.

Prerequisite: Health Science Theory
Schools: Guthrie
Credit/Course ID: 2 / 13020500 / CHS92A & CHS92B

Grades: 12
IBC: Certified Pharmacy Technician



- Level 1** Introduction to Culinary Arts

- Level 2** Culinary Arts

- Level 3** Advanced Culinary Arts

- Level 4** Practicum in Culinary Arts:
Café Operations **OR** Chef Training

The Culinary Arts program can start on the home campus, where students learn about the culinary industry, food and kitchen safety, preparation techniques, and various tools used in the kitchen while practicing recipes in the culinary labs. Students continue the program at the Guthrie Center, in a state-of-the-art, high-level system of teaching kitchens and labs. Students will learn the fundamentals of cooking, the science of baking, food service management, production skills, and sanitation procedures. Additionally, students will have the opportunity to prepare and serve at various dining functions, gain an understanding of front and back of the house roles, and how to run and manage a small culinary business.

INTRODUCTION TO CULINARY ARTS

Students interested in pursuing a career in the food service industry will gain insight into food production skills, various levels of industry management, and hospitality skills through classroom and lab based learning.

Schools: NHS, SWHS, SHS
Credit/Course ID: 1 / 13022550 / CHT04A & CHT04B

Grades: 9-10

CULINARY ARTS

Students learn the fundamentals of cooking, the science of baking, management and production skills, and safety/sanitation procedures while developing their creativity for recipe development and event planning.

Schools: Guthrie
Credit/Course ID: 2 / 13022600 / CHT14A & CHT14B

Grade: 10-11

ADVANCED CULINARY ARTS

Students increase depth of knowledge and experience in baking, protein selection, advanced nutrition and sustainability. Additionally students will have an understanding of front and back of the house roles and how these areas work together to create a successful operation.

Prerequisite: Culinary Arts
Schools: Guthrie
Credit/Course ID: 2 / 13022650 / CHT24A & CHT24B

Grade: 11-12

PRACTICUM IN CULINARY ARTS: CAFÉ OPERATIONS OR CHEF TRAINING

Café Operations is a combination of lab instruction, demonstration, and hands-on production to provide practical application to café and catering business practices and kitchen operations.

Chef Training is a combination of lab instruction, demonstration, and developing advanced knife skills, soup and sauce production, vegetable and meat cookery.

Prerequisite: Culinary Arts
Schools: Guthrie
Credit/Course ID: 2 / 13022710 / CHT94A & CHT94B (Café Ops)
2 / 13022700 / CHT84A & CHT84B (Chef Trng)

Grade: 12
IBC: ServSafe Manager



- Level 1** Complete HS Graduation Requirements

- Level 2** Complete HS Graduation Requirements

- Level 3** Cosmetology I

- Level 4** Cosmetology II

The Cosmetology Program at Guthrie, approved by the Texas Department of Licensing and Regulation, provides a strong foundation in the science, math, art and chemistry of cosmetology. In this program, students will receive specialized training in safe and sanitation procedures, haircutting, hairstyling, and creative techniques in hair, nail and skin care. Our unique blend of classroom and online learning, hands-on workshops, guest artists, competitions and trip to successful business partners with salon entrepreneurship concepts will prepare students to embark on an exciting career of cosmetology.

COSMETOLOGY I

Students experience hands-on training, guest artists, study trips and a self-paced curriculum focused on competitions, salon skills, and the Texas Cosmetology State Examination. Students are responsible for Texas Department Licensing Registration fee and supplies.

Schools: Guthrie
Credit/Course ID: 3 / 13025210 / CHU19A & CHU19B

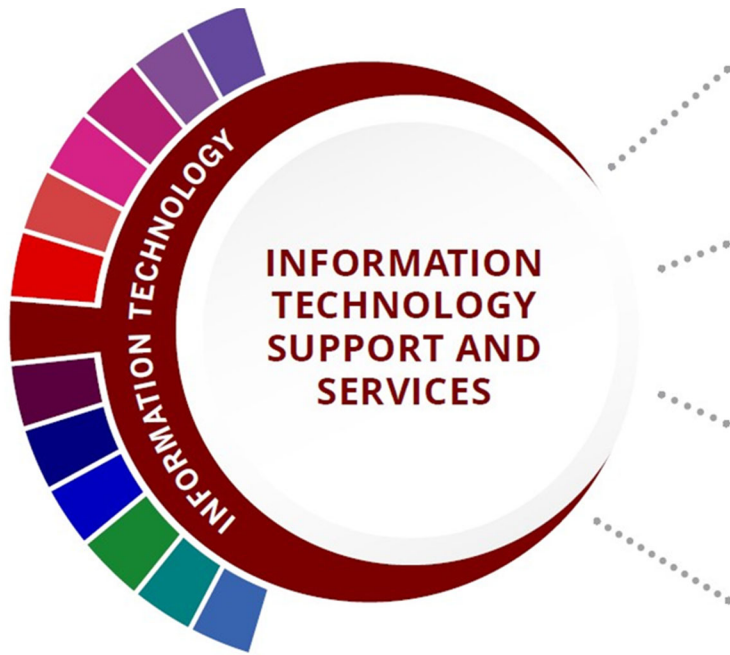
Grade: 11

COSMETOLOGY II

Students will have an intense focus on industry readiness and the Texas Cosmetology State Licensing Examination. Upon successful completion of Cosmetology II, students have an opportunity to obtain the Texas Cosmetology State License by passing written and practical examinations. Students are responsible for State Licensing Examination fees and supplies.

Prerequisite: Cosmetology I
Schools: Guthrie
Credit/Course ID: 3 / 13025310 / CHU29A & CHU29B

Grade: 12
IBC: TCLR Cosmetology Operator License



Level 1	Principles of Information Technology (optional MS offering) AND Complete HS Graduation Requirements
Level 2	Computer Maintenance/Lab
Level 3	Computer Technician Practicum
Level 4	Computer Technician Practicum (Second time taken)

The Information Technology Support and Services program of study covers PC technology, networking and security. By the end of the program, you will be able to assemble a computer, install an operating system and troubleshoot using system tools and diagnostic software. In the Practicum, you will apply what you've learned in actual on-the-job situations with the SBISD Technology Department. Learn using the latest networking and computer hardware and prepare for industry certifications.

COMPUTER MAINTENANCE/LAB

Students have hands-on activities and labs, to assemble and configure computers, install operating systems, software, and set up/troubleshoot hardware, software and networks.

Schools: Guthrie
Credit/Course ID: 2 / 13027310 / CIT11A & CIT11B

Grade: 10-12
IBC: CompTIA A+, IT Fundamentals+

COMPUTER TECHNICIAN PRACTICUM

Students will gain real world experience in installation, maintenance and repair of tech equipment and peripherals. Additionally, students will provide just-in-time technical support, and develop professional soft skills needed for success.

Prerequisite: Computer Maintenance/Lab
Schools: Guthrie
Credit/Course ID: 2 / 13027500 / CIT81A & CIT81B

Grade: 11-12

COMPUTER TECHNICIAN PRACTICUM (2ND TIME TAKEN)

Students will gain advanced knowledge of electrical and electronic theory, computer principles, and components related to the installation, diagnosis, service, and repair of computer-based technology systems. Students will reinforce, apply, and transfer their knowledge and skills to a variety of settings and problems.

Prerequisite: Computer Technician Practicum
Credit/Course ID: 2 / 13027510 / CIT92A & CIT92B
3 / 13027515 / CIT92C & CIT92D

Grade: 12



Level 1	Complete HS Graduation Requirements
Level 2	Law Enforcement I AND Criminal Investigations
Level 3	Law Enforcement II AND Correctional Services OR Court Systems & Practices
Level 4	Forensic Science OR Practicum in Law, Public Safety, Corrections and Security

This program introduces aspects of the legal system and prepares students for careers in law enforcement. Students in this program will become familiar with the laws that govern Texas and the United States and how careers such as police officer, attorney, probation officer, forensic scientist, and crime scene investigator apply these laws to their daily work routine. If you have a calling to serve others, the ability to keep a cool head under pressure, a desire to study and apply law to protect our rights and freedoms, this program is for you.

LAW ENFORCEMENT I AND CRIMINAL INVESTIGATIONS

Students explore the history, organization, and function of law enforcement including Constitutional law, the U.S. legal system, criminal law, terminology and methods, and the classification and elements of crimes. **Criminal Investigations** introduces basic functions, procedures of investigations, terminology, crime scene processing, evidence collection, fingerprinting, and courtroom presentation.

Schools: Guthrie

Grades: 10-12

Credit/Course ID: 1 / 13029300 / CTLW11 **and**
1 / 13029550 / CTLW22

LAW ENFORCEMENT II AND CORRECTIONAL SERVICES OR COURT SYSTEMS & PRACTICES

Students learn the challenges, the ethical and legal responsibilities, operation of police and emergency telecommunication equipment, and courtroom testimony. **Correctional Services** introduces the role and responsibilities of a correctional officer; regulations, defensive tactics, restraint techniques, and first aid procedures as used in the correctional setting. **Court Systems and Practices** is an overview of the federal and state court systems with emphasis on Constitutional law for criminal procedures, as well as civil law.

Schools: Guthrie

Grades: 10-12

Credit/Course ID: 1 / 13029400 / CTLW21 **and**
(CS) 1 / 13029700 / CTLW32 **or (CSP)** 1 / 13029600 / CLW12

IBC: Non-Commissioned Security Officer Level II

FORENSIC SCIENCE

(Meets Science Requirement)

Students connect science to law and find out what it takes to solve crimes using scientific methods.

Prerequisite: Biology and Chemistry

Grades: 11-12

Schools: MHS, Guthrie

Credit/Course ID: **(MHS)** 1 / 13029500 / CTL50A & CTL50B
(Guthrie) 1 / 13029500 / CTLW50

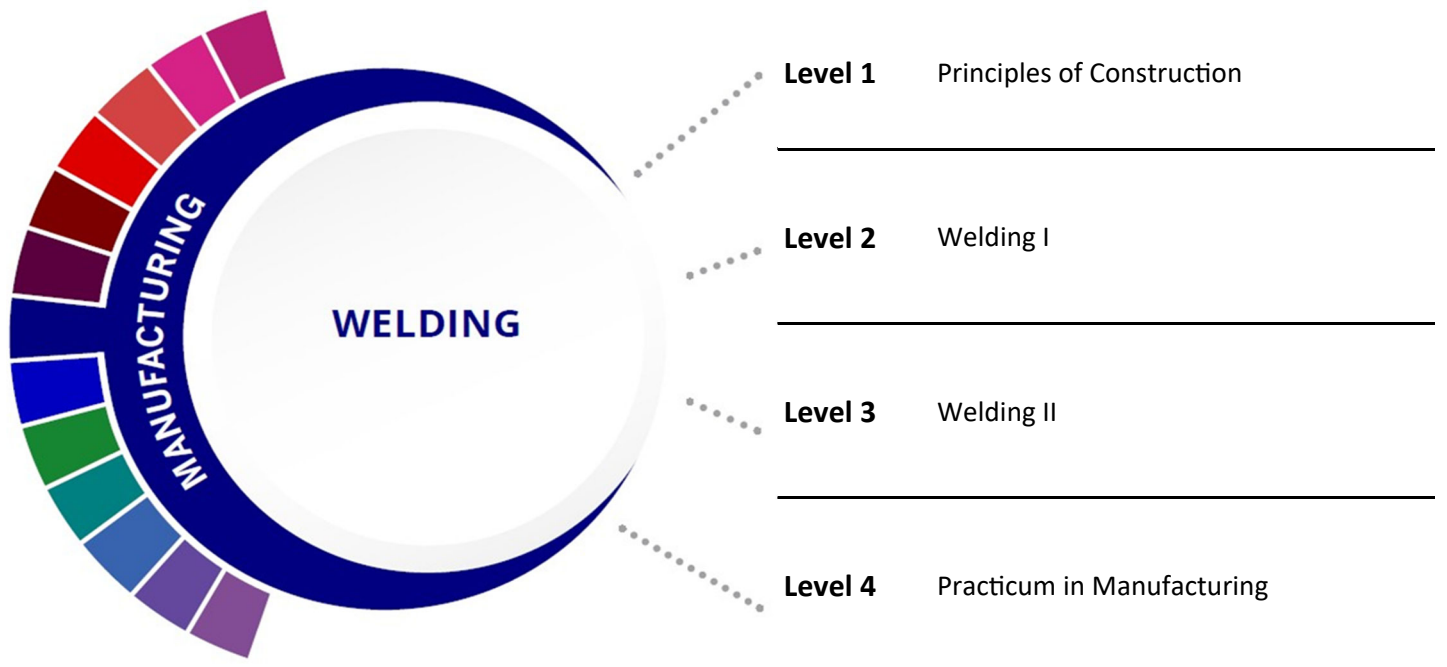
PRACTICUM IN LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY

Students are supervised in a paid or unpaid practical application of law, public safety, corrections, and security. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

Schools: Guthrie

Grades: 12

Credit/Course ID: 2 / 13030100 / CLW82A & CLW82B
3 / 13030110 / CLW82C & CLW82D



Welders in the Houston and Gulf Coast area are in high demand where careers demand high technical skills and creative minds. The welding program of study will teach multiple types of welding, shop safety and tools used in the industry. Students will practice their skills in the welding lab and have the opportunity to construct projects to completion in the pathway. If you have a desire to see projects go from “the ground up” learning to weld and entering the industry is for you.

PRINCIPLES OF CONSTRUCTION

Students learn construction safety, mathematics, drawings as well as common hand and power tools used in general maintenance of residential and commercial property. Identify, plan and solve real problems using knowledge of construction practices.

Schools: NHS, SWHS
Credit/Course ID: 1 / 13004220 / CAC10A & CAC10B

Grades: 9-10
IBC: NCCER Core

WELDING I

Students gain knowledge and skills of welding joint design, symbols, types of welds, safety requirements and design of projects in preparation for entering the metal technology field of work.

Schools: SWHS
Credit/Course ID: 2 / 13032300 / CMF13A & CMF13B

Grades: 10-12
IBC: AWS D1.1 and D9.1

WELDING II

Students know the functions and applications of the tools, equipment, technologies, and materials used in welding including types of welds, inspections, code and standards in preparation for a career in welding.

Prerequisite: Welding I
Schools: SWHS
Credit/Course ID: 2 / 13032400 / CMF23A & CMF23B

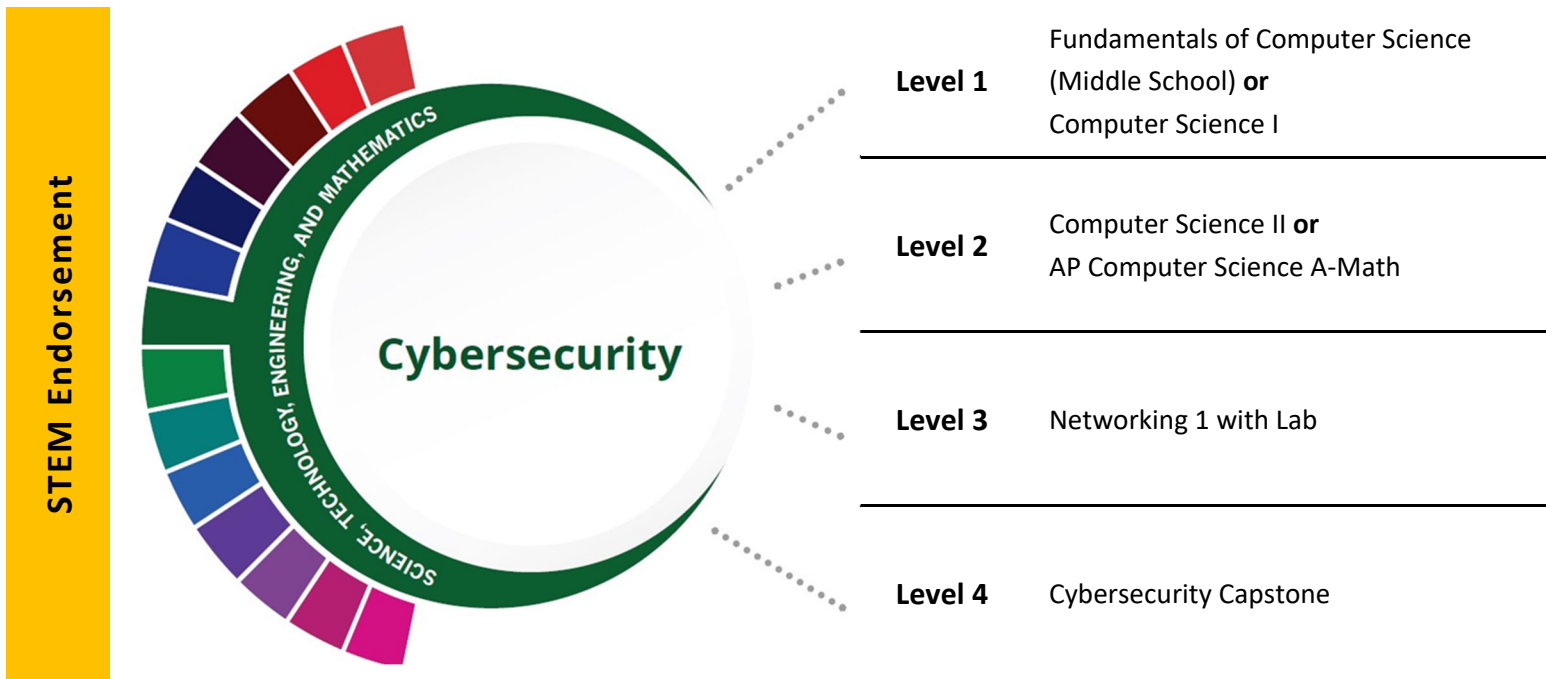
Grades: 11-12

PRACTICUM IN MANUFACTURING

Students participate in a supervised practical application in a variety of locations, including on the job training, for hands on learning and demonstration of knowledge and skills acquired in the welding program of study.

Schools: SWHS
Credit/Course ID: 2 / 13033000 / CMF82A & CMF82B

Grade: 12



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

COMPUTER SCIENCE I

Students will collaborate to solve the problems through data analysis, identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems.

Prerequisite: Algebra I
 Schools: MHS, SWHS, SHS, WAIS
 Credit/Course ID: 1 / 03580200 / TA3I2A & TA3I2B
 Grades: 9-10

COMPUTER SCIENCE II

Students use 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.

Prerequisite: Algebra I and Comp Sci I or Fundamentals Comp Sci
 Schools: MHS, SWHS, SHS, WAIS
 Credit/Course ID: 1 / 03580300 / TA322A & TA322B
 Grades: 10-11

AP COMPUTER SCIENCE A-MATH

Students are introduced to computer science including problem solving, design strategies and methodologies, organization of data, approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing.

Schools: MHS, SWHS, SHS
 Credit/Course ID: 1 / A3580110 / TA319A & TA319B
 Grades: 9-12

NETWORKING I WITH LAB

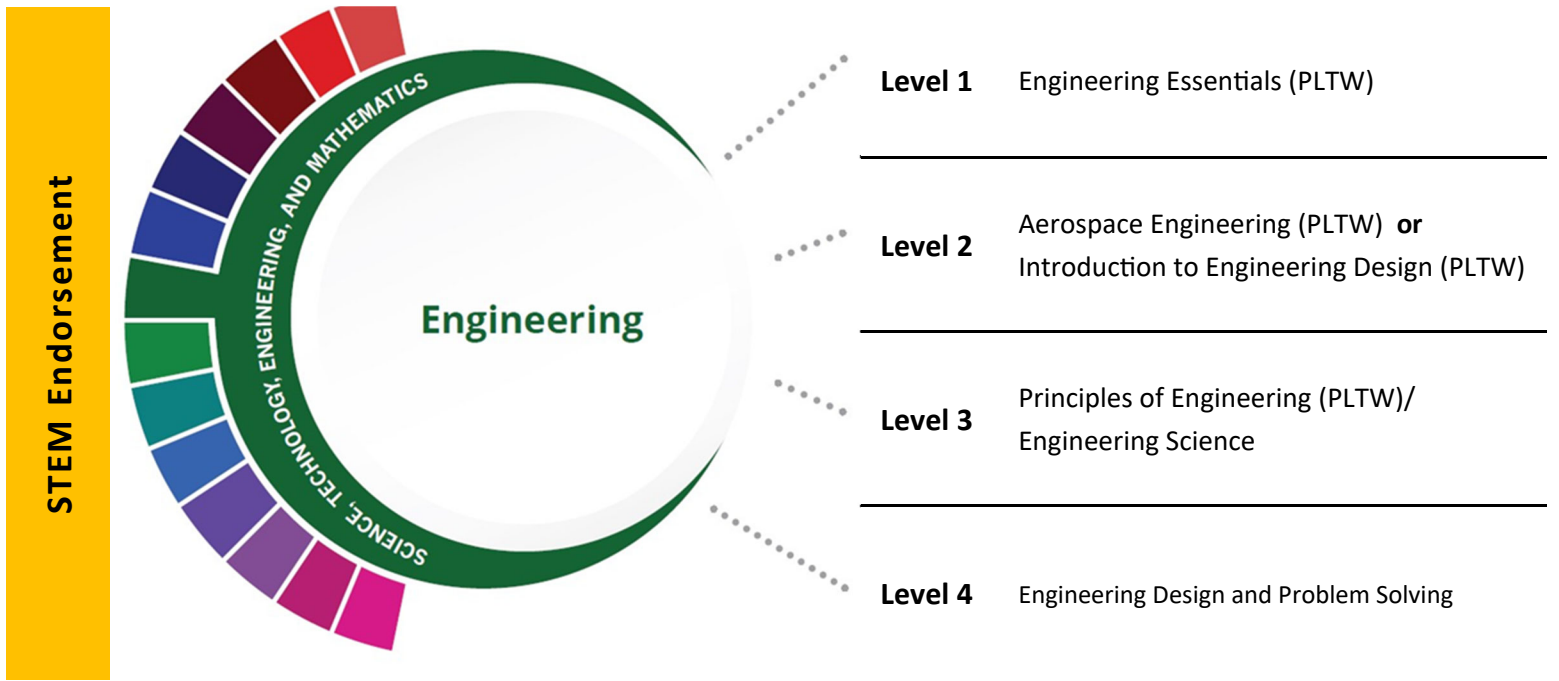
Students will develop knowledge of the concepts and skills related to data networking technologies and practices including protection of computer networks and prevention of access to computer networks.

Schools: Guthrie
 Credit/Course ID: 1 / 13027410 / CIT12A & CITI2B
 Grades: 11-12
 IBC: CompTIA A+, Networking +, Security +

CYBERSECURITY CAPSTONE

Students will develop the knowledge and skills related to the ethics, laws, and operations of cybersecurity. Students will examine trends and operations of cyberattacks, threats, and vulnerabilities and develop security policies to mitigate risks.

Prerequisite: Networking I/Lab
 Schools: Guthrie
 Credit/Course ID: 1 / 03580855 / CST34A & CST34B
 Grades: 12



STEM is everywhere in our lives. In the Engineering program of study students will work collaboratively to create various projects utilizing automation and robotics. Students learn to adapt and create in hands-on environment with real world applications in engineering and programming experience. Throughout the pathway students gain an awareness of how engineers, and consequently themselves, can use math to solve the problems of our world.

ENGINEERING ESSENTIALS (PLTW)

Students have a multidisciplinary approach learning foundational concepts of engineering practice, providing students opportunities to explore the breadth of engineering career opportunities and experiences, and solve engaging and challenging real-world problems.

Schools: MHS, NHS, SWHS, SHS

Grades: 9-10

Credit/Course ID: 1 / N1303760 / CST40A & CST40B

AEROSPACE ENGINEERING (PLTW)

Students solve problems related to aerospace information systems, astronautics, rocketry, propulsion, the physics of space science, space life sciences, the biology of space science, principles of aeronautics, structures and materials, and systems engineering.

Schools: MHS, SWHS

Grades: 10-11

Credit/Course ID: 1 / N1303745 / CST71A & CST71B

INTRODUCTION TO ENGINEERING DESIGN (PLTW)

Students learn the engineering design process through activities, problems, and projects. Topics include engineering notebooks, design processes, prototyping, technical sketching, measurement and statistics, 3D computer solid modeling, and reverse engineering. Course is a prerequisite for other Project Lead The Way (PLTW) courses.

Schools: MHS, SWHS, SHS

Grades: 9-10

Credit/Course ID: 1 / N1303742 / CST51A & CST51B

PRINCIPLES OF ENGINEERING (PLTW)/ENGINEERING SCIENCE (Meets advanced science requirement)

Students are introduced to major concepts studied in a higher education engineering program. Topics include mechanisms, energy, statics, materials, kinematics, and computer control systems to develop problem-solving skills and create solutions to challenges.

Prerequisite: IED, Algebra I and Biology, Chemistry, IPC or Physics

Grades: 11-12

Schools: MHS, SWHS, SHS

IBD: OSHA 30

ENGINEERING DESIGN AND PROBLEM SOLVING

(Meets advanced science requirement)

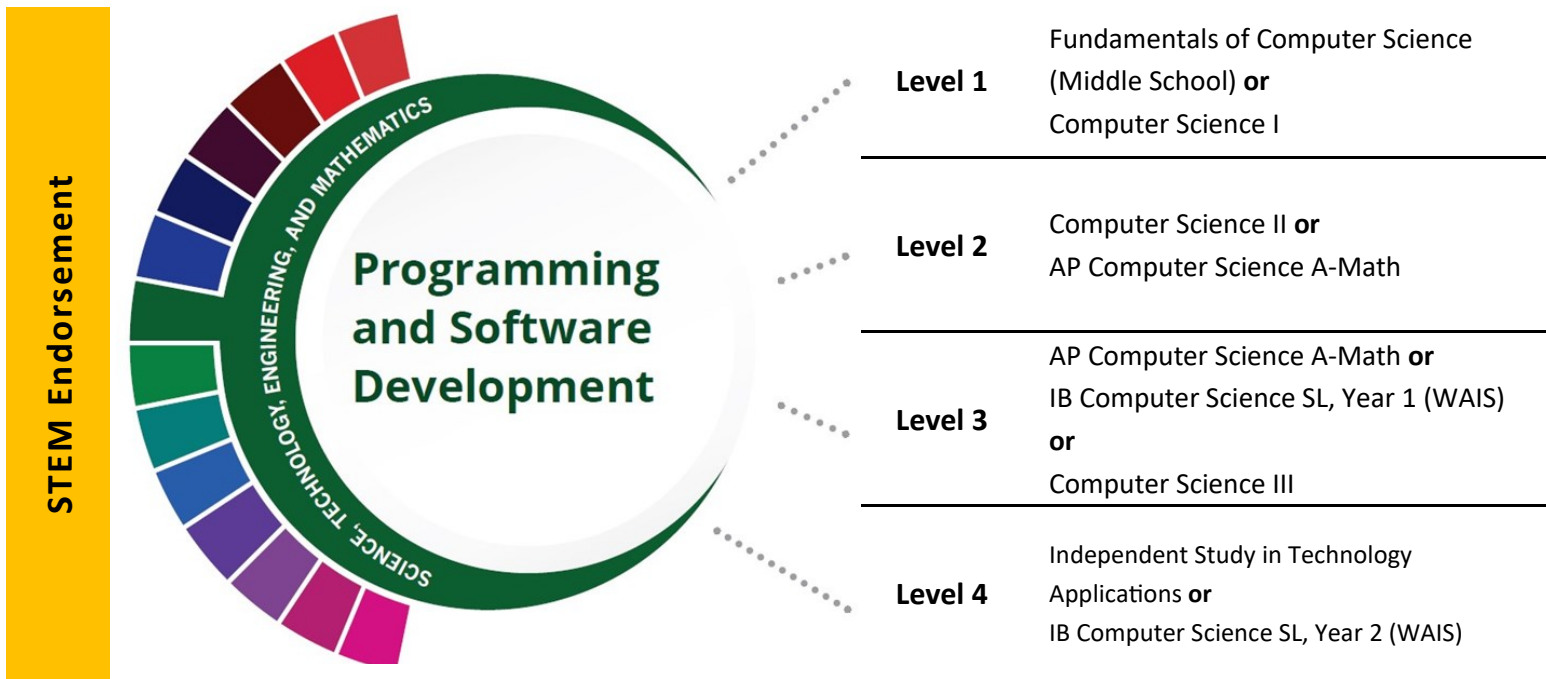
Capstone course where students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process.

Prerequisites: Algebra I and Geometry

Grades: 11-12

Schools: MHS

Credit/Course ID: 1 / 13037300/ CST59A & CST59B



The Programming and Software Development program of study explores the occupations and education opportunities associated with researching, designing, developing, and testing operating systems-level software, compilers, and network distribution software for medical, industrial, military, communications, aerospace, business, scientific, and general computer applications.

COMPUTER SCIENCE I

Students will collaborate to solve the problems through data analysis, identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems.

Prerequisite: Algebra I
 Schools: MHS, SWHS, SHS, WAIS
 Credit/Course ID: 1 / 03580200 / TA312A & TA312B

Grades: 9-10

COMPUTER SCIENCE II

Students use 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.

Prerequisite: Algebra I and Comp Sci I or Fundamentals Comp Sci
 Schools: MHS, SWHS, SHS, WAIS
 Credit/Course ID: 1 / 03580300 / TA322A & TA322B

Grades: 10-11

AP COMPUTER SCIENCE A-MATH

Students are introduced to computer science including problem solving, design strategies and methodologies, organization of data, approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing.

Schools: MHS, SWHS, SHS
 Credit/Course ID: 1 / A3580110 / TA319A & TA319B

Grades: 9-12

IB COMPUTER SCIENCE STANDARD LEVEL, YEAR 1 (WAIS)

Students use an experimental and inquiry-based approach to problem solving which enables innovation, exploration and the acquisition of knowledge. Based on computational thinking, students develop the ability to think procedurally, logically, concurrently, abstractly, recursively and to think ahead.

Schools: WAIS
 Credit/Course ID: 1 / I3580200 / TA361A & TA361B

Grades: 11-12

COMPUTER SCIENCE III

Students will gain an understanding of advanced computer science data structures through the study of technology operations, systems, and computer science concepts to access, analyze, and evaluate information needed to solve problems.

Prerequisite: Comp Sci II or AP Comp Sci A or IB Comp Sci SL

Grades: 11-12

Schools: MHS, SWHS, SHS

Credit/Course ID: 1 / 03580350 / TA332A & TA332B

INDEPENDENT STUDY IN TECHNOLOGY APPLICATIONS

Students will communicate information in different formats and to diverse audiences using a variety of technologies; and learn to make informed decisions; develop and produce original work and publish the product in electronic media and print.

Schools: MHS, SWHS, WAIS

Grade: 12

Credit/Course ID: 1 / 03580900 / TA712A & TA712B

IB COMPUTER SCIENCE STANDARD LEVEL, YEAR 2 (WAIS)

Students continue from Year 1 using an experimental and inquiry-based approach to problem solving which enables innovation, exploration and the acquisition of knowledge. Based on computational thinking, students develop the ability to think procedurally, logically, concurrently, abstractly, recursively and to think ahead.

Schools: WAIS

Grade: 12

Credit/Course ID: 1 / I3580200 / TA371A & TA371B

Business & Industry Endorsement

Public Service Endorsement

STEM Endorsement

Career Prep

Spring Branch ISD
Career & Technical
Education



Career Prep is an on the job learning experience to intensify preparation for a specific career field. Through targeted learning goals, supervision and evaluation, students apply their technical knowledge to work experiences. This serves to both enhance the student's education while adding value to the employer as students work alongside practicing professionals on a daily basis. Job placements are based on the student's previous electives and what they desire to study in college or employment in a career after graduation based on their specific area of interest while continuing their technical education.

Career Prep provides opportunities for students to participate in a learning experience that combines classroom instruction with business and industry experiences while supporting strong partnerships among school, business, and community stakeholders.

CAREER PREP I—CAMPUS BASED

Schools: SHS, SWHS

Grades: 11-12

Credit/Course ID: 2 credits CCP81A & CCP81B
3 credits CCP81C & CCP81D

CAREER PREP II—CAMPUS BASED

Schools: SHS, SWHS

Grade: 12

Credit/Course ID: 2 credits CCP91A & CCP91B
3 credits CCP91C & CCP91D

CAREER PREP I—GUTHRIE CENTER

Schools: Guthrie

Grades: 11-12

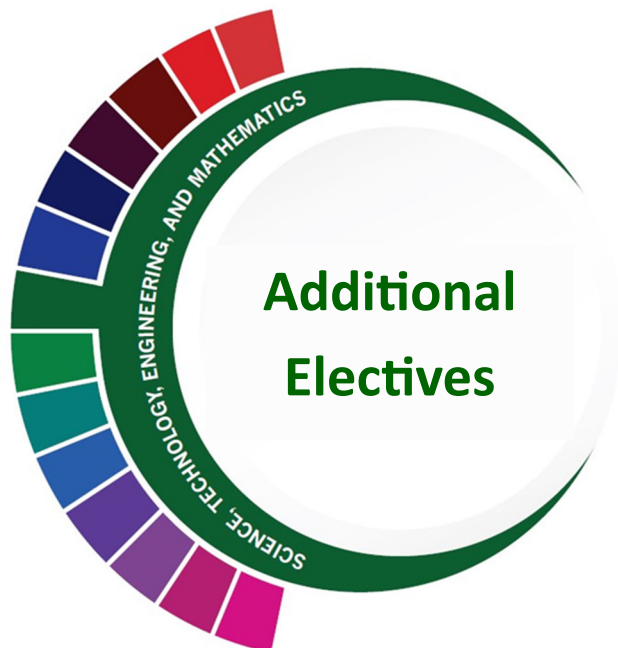
Credit/Course ID: 2 / 12701300 / CPG81A & CPG81B
3 / 12701305 / CPG81C & CPG81D

CAREER PREP III—GUTHRIE CENTER

Schools: Guthrie

Grade: 12

Credit/Course ID: 2 / 12701400 / CPG91A & CPG91B
3 / 12701405 / CPG91C & CPG91D



BIOTECHNOLOGY I

(Meets advanced Science requirement)

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.

Prerequisite: Biology and Chemistry

Grades: 11-12

Schools: MHS

Credit/Course ID: 1 / 13036400 / CST12A & CST12B

BIOTECHNOLOGY I DUAL CREDIT

(Meets advanced Science requirement)

Students will earn 6 hours of biology college credit through Houston Community College while addressing the Biotechnology standards. Topics include molecular biology, biological processes, cellular processes, evolution, genetics, classification and ecological interactions, and systems. Students must pay tuition/fees to HCC and purchase any required texts.

Prerequisite: Biology, Chemistry and DC/ECP eligibility criteria

Grades: 11-12

Schools: MHS

Credit/Course ID: 1 / 13036400 / CST11A & CST11B

ROBOTICS I

Students will transfer academic skills to component designs in a project-based environment through implementation of the design

Schools: MHS

Grades: 9-10

Credit/Course ID: 1 / 13037000 / CMF14A & CMF14B



Level 1 Naval Science I and
Foundations of Personal Fitness

Level 2 Naval Science II and
Student Leadership

Level 3 Naval Science III

Level 4 Naval Science IV

The NJROTC accredited curriculum emphasizes citizenship and leadership development, as well as our maritime heritage, the significance of sea power, and naval topics such as the fundamentals of naval operations, seamanship, navigation and meteorology. Classroom instruction is augmented throughout the year by extra-curricular activities of community service, academic, athletic, drill and orienteering competitions, field meets, flights, visits to naval bases and other activities, marksmanship sports training, and physical fitness training.

NAVAL SCIENCE I AND FOUNDATIONS OF PERSONAL FITNESS

Students receive an introduction to the NJROTC and US Navy including leadership; citizenship and the American government; wellness, fitness, and first aid to include diet, exercise and drug awareness; introduction to geography, orienteering, survival and map reading skills.

Schools: Guthrie

Grade: 9-12

Credit/Course ID: 1 / 03160100 / NS102A/B **AND**
1 / / HP124A/B

NAVAL SCIENCE II AND STUDENT LEADERSHIP

Students have ongoing instruction about maritime history and nautical sciences including maritime geography, oceanography, meteorology, astronomy and physical sciences.

Schools: Guthrie

Grade: 10-12

Credit/Course ID: 1 / 03160200 / NS202A/B; **AND**
1 / N1290010 / ADNS2A/B

NAVAL SCIENCE III

Students explore sea power and national security, Naval operations and support functions, Military law, and international law and the sea. Additionally, an understanding of basic seamanship, navigation, Naval weapons and aircraft.

Schools: Guthrie

Grade: 11-12

Credit/Course ID: 2 / 03160300 / NS302A & NS302B

NAVAL SCIENCE IV

Students gain instruction in theoretical and applied aspects of leadership, training, and evaluation of performance. Students learn techniques to create motivation, develop goals and activities for a work group, and the proper ways to set a leadership example.

Schools: Guthrie

Grade: 12

Credit/Course ID: 2 / 03160400 / NS402A & NS402B