



SECONDARY SCHOOL INFORMATION CATALOG

**For Students Entering High School in
2023-2024, 2024-2025, and 2025-2026**

**AT WISD, ALL STUDENTS COUNT!
www.wisd.us**



NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school.

Weslaco ISD School Board and Superintendent of Schools

TEAM OF EIGHT

Superintendent



Dr. Dino Coronado

Board President



Armando Cuellar

Vice President



Dr. Jaime Rodriguez

Secretary



Jesse Trevino

Trustee



Isidoro Nieto

Trustee



Jaclyn Sustaita

Trustee



Andrew Gonzalez

Trustee



Marcos De Los Santos

Central Office and Campus Administration

Abel Aguilar, Deputy Superintendent

Daniel Budimir, Assistant Superintendent for School Leadership-Team Panther

Beatriz Solano, Assistant Superintendent for School Leadership-Team Wildcat

Eliza (Lisa) Gomez, Assistant Superintendent for Teaching, Learning, & Innovation

Dr. Cynthia F. Cid, Student Support Services Director

Sandra Avila, Career & Technical Education Director

Yvett Morales, Weslaco High School, Principal

Dr. David Gamboa, Weslaco East High School, Principal

Tina Wells, South Palm Gardens High School, Principal

Tina Wells, Weslaco 21st Century CTE ECHS, Principal

Roger Perez, Horton AEP, Principal

Message to Students:

The Secondary School Information Catalog was developed to assist in planning your high school program. Course offerings, including curriculum expectations and graduation requirements for various high school program options, are outlined in the catalog. Graduation requirements as well as your own individual needs should be considered as you select your semester and yearly courses. Select your courses carefully since schedule changes may be limited. The W.I.S.D. Board of Trustees, administrators, counselors and teachers want your high school experience to be rewarding and enjoyable.

FOR STUDENTS ENTERING THE 9th GRADE IN 2019-2020 AND THEREAFTER. IT IS IMPORTANT THAT THE STUDENT KEEP THIS CATALOG UNTIL GRADUATION

Weslaco ISD does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; section 504 of the Rehabilitation Act of 1973, as amended.

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

Parents and Students,

Weslaco ISD provides this graduation-planning tool for parents and students to plan and prepare students for a successful four-year high school career. The district counselors and key graduation planning staff are available at each of the high schools to assist with the selection of an individual graduation program. Each graduation program is unique and is dependent on the student's abilities, interests and plans for future careers.

Weslaco ISD's academic counselors are committed to making a student's journey through high school as pleasant as possible. WISD offers a multitude of courses to accommodate all students and focuses on creating the pathways to learning that will prepare each student for the college and career of their choice. If changes affecting the graduation plan occur, our academic counselors will guide students on how to stay on track towards graduation. To minimize the impact of unforeseen change, we encourage all students to select a diverse and challenging academic program that prepares them for success beyond high school. The following pages contain information that is pertinent for planning student academic success and high school graduation.

The Weslaco Independent School District *Course Catalog* lists the courses that our high schools make available to students. It should be noted that not all of the courses listed are scheduled every year. Since it is not economically feasible to schedule classes in which only a few students enroll, the class may not be offered for the current year or on all campuses. Sufficient number of student request for specific courses then become the determining factor as to whether or not a course is scheduled.

The Secondary School Course Catalog is also available online. The Weslaco ISD Web site for the Course Catalog is as follows: www.wisd.us/

The Purpose of the Secondary School Course Catalog

The Secondary School Information Catalog contains important information for students on how they can be successful in middle and high school. The Catalog highlights WISD policies, rules and regulations that apply to secondary school students and it provided detailed information about the courses offered. Most importantly, the Catalog offers the information you will need to plan the course you will take the graduate from high school and be accepted and successful at the college you choose and in your desired career.

The Catalog has six sections:

Section I: General Information for all Secondary Schools;

Section II: Middle School Information and Course Description

Section III: High School Graduation Requirements

Section IV: High School Information

Section V: Course Description

Section VI: Career and Technical Education

You should look ahead at the classes that are necessary to meet graduation requirements. Many of those classes have prerequisite courses that you must take in your freshmen, sophomore or junior year. If you get to your senior year without taking the prerequisites, you will not be able to take the higher-level courses and possibly not have the credits you will need to graduate. Your counselor and teachers can help you select the right classes to take so that you will be able to graduate well prepared for college and for the career of your choice.

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

Contents

| | |
|---|-----------|
| WISD SECONDARY SCHOOL CAMPUS DIRECTORY..... | 9 |
| SECTION I: GENERAL INFORMATION FOR SECONDARY SCHOOL STUDENTS & PARENTS . | 10 |
| Academic and Career Planning..... | 10 |
| Parents and Families can Help..... | 10 |
| Standardized Testing..... | 11 |
| Section 504 Services..... | 12 |
| Special Education Services..... | 12 |
| English Learners (ELs) and English as a Second Language (ESL) Services..... | 14 |
| Special Programs at WISD..... | 14 |
| Parental Involvement Program..... | 14 |
| Gifted and Talented (GT) Services..... | 14 |
| Early College High School Programs (ECHS)..... | 15 |
| Dual Enrollment Academies with South Texas College..... | 15 |
| Dual Enrollment Programs..... | 15 |
| Pregnancy Related Services..... | 16 |
| Leader in Me Program at Middle Schools..... | 16 |
| Texas Virtual School Network Program..... | 16 |
| Extracurricular Activities and University Interscholastic League (UIL)..... | 16 |
| High School Personal Graduation Plan (PGP)..... | 17 |
| Student Success Initiative..... | 17 |
| SECTION II: MIDDLE SCHOOL INFORMATION AND COURSE DESCRIPTIONS..... | 18 |
| Middle School Education Mission..... | 18 |
| Curriculum at a Glance..... | 18 |
| Middle School Grade Promotion..... | 19 |
| Middle School Advanced Math Courses..... | 19 |
| Middle School Advanced English Courses..... | 20 |
| High School Courses Taken in Middle School..... | 20 |
| Middle School Class Schedule..... | 20 |
| Middle School Course Descriptions..... | 21 |
| Language Arts..... | 21 |
| Mathematics..... | 22 |

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

| | |
|--|-----------|
| Science | 24 |
| Social Studies..... | 25 |
| Physical Education..... | 27 |
| Physical Education Substitutions..... | 28 |
| Fine Arts..... | 29 |
| Career and Technology Education..... | 31 |
| SECTION III: HIGH SCHOOL GRADUATION REQUIREMENTS | 33 |
| Secondary School Career Pathway Information..... | 34 |
| Graduation Ceremony..... | 37 |
| High School Graduation Requirements | 37 |
| Graduation Programs | 38 |
| GRADUATION PLANS | 38 |
| Programs of Study..... | 42 |
| Endorsement Options..... | 43 |
| Performance Acknowledgement..... | 43 |
| SECTION IV: HIGH SCHOOL INFORMATION..... | 44 |
| Classification of Students Entering from Outside of the District (Grade Level Placement) | 44 |
| College University Testing | 45 |
| Transcript | 45 |
| Letter Grades..... | 46 |
| Class Schedules..... | 47 |
| Transfer of Courses and Grades..... | 47 |
| High School Grade Classification..... | 48 |
| Three-Year Graduates | 48 |
| Grade Point Average/Rank in Class | 48 |
| EIC Local Policy..... | 48 |
| State of Texas Diploma..... | 53 |
| Local Graduation Honors..... | 54 |
| Earning College Credit While in High School | 54 |
| Pre-Advanced Placement (Pre-AP) or Honors (H)..... | 54 |
| Advanced Placement (AP)..... | 54 |
| Dual Credit..... | 54 |
| Dual Enrollment Courses Offered Through UT OnRamps | 55 |
| Early College High School | 55 |
| What is the TSI Assessment?..... | 55 |

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

| | |
|--|-----|
| Top 10% Ruling..... | 56 |
| Top Six Percent for UT at Austin for 2018..... | 56 |
| Credit Accrual Opportunities..... | 56 |
| Extended Day..... | 56 |
| Summer School..... | 56 |
| Distance Learning..... | 57 |
| Credit by Examination..... | 57 |
| College Courses..... | 57 |
| Dual Enrollment..... | 57 |
| Middle School Courses for High School Credit..... | 57 |
| Texas Virtual School Network..... | 57 |
| Financial Aid..... | 57 |
| Course Offerings..... | 58 |
| Course Designations..... | 58 |
| Performance Acknowledgements..... | 59 |
| SECTION IV: COURSE DESCRIPTIONS..... | 62 |
| English Language Arts..... | 62 |
| Social Studies..... | 67 |
| Mathematics..... | 71 |
| Science..... | 75 |
| Technology Applications..... | 78 |
| FINE ARTS..... | 81 |
| LANGUAGES OTHER THAN ENGLISH..... | 85 |
| Health and Physical Education..... | 87 |
| Physical Education Substitutions..... | 88 |
| Activity-based Courses for Physical Education Substitutions..... | 89 |
| Military Science..... | 89 |
| SECTION V: CAREER AND TECHNICAL EDUCATION..... | 90 |
| CTE CLUSTERS..... | 92 |
| Career Clusters..... | 94 |
| CTE Dual Enrollment Information..... | 106 |
| CTE Middle School Courses..... | 108 |
| Level I - College Certificates:..... | 109 |
| CTE Certificate and Licensure Opportunities..... | 110 |
| RGV Lead Scholars Program..... | 111 |

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

| | |
|--|-----|
| CTE Agriculture, Food and Natural Resources Cluster..... | 111 |
| CTE Architecture and Construction Cluster..... | 117 |
| CTE Arts, Audio/Video Technology, and Communications Cluster | 119 |
| CTE Business Management and Administration Cluster | 123 |
| CTE Education and Training Cluster..... | 126 |
| CTE Finance Cluster..... | 128 |
| CTE Government and Public Administration Cluster | 129 |
| CTE Health Science Cluster | 129 |
| CTE Hospitality and Tourism Cluster | 134 |
| CTE Human Services Cluster | 135 |
| CTE Information Technology Cluster | 138 |
| CTE Law, Public Safety, Corrections, and Security Cluster | 141 |
| CTE Manufacturing Cluster..... | 143 |
| CTE Marketing Cluster..... | 145 |
| CTE Science, Technology, Engineering and Mathematics (STEM) Cluster..... | 147 |
| CTE Transportation, Distribution, and Logistics Cluster | 149 |

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

WISD *The Right Choice*

2019-2020 DISTRICT GOALS

Tradition of Excellence: Academics, Arts, & Athletics



1. STUDENT SUCCESS / LITERACY FOCUS:

Provide high-quality, engaging, and innovative programs that develop college, career, military and service-ready leaders.



2. ENGAGING LEARNING ENVIRONMENTS:

Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance.



3. PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS:

Foster exceptional community service, open communication, and positive collaboration for student success.



4. PROFESSIONAL GROWTH / LEADERSHIP DEVELOPMENT:

Implement high-quality research-based professional development and continuous support for all employees.



5. FINANCIAL STRENGTH:

Facilitate strategic planning, management, accountability, and transparent financial stewardship to optimize federal, state, and local funding.

Mission

As The Right Choice, Weslaco ISD delivers a complete educational experience grounded in creativity, synergy, problem-solving, and critical thinking that develops lifelong learners, confident leaders, and engaged citizens.

Vision

Weslaco ISD inspires and empowers all students to reach their full, unique potential so that each thrives in and contributes to our global community.



NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

WISD SECONDARY SCHOOL CAMPUS DIRECTORY

HIGH SCHOOLS

| School | Address | Phone & CEEB Code | Mascot | Contact |
|--------------------------------|--|---------------------------------------|---|--|
| Weslaco High School | 1005 W. Pike Weslaco, TX | 956.969.6700 CEEB Code: 447-440 |  | Yvett Morales, Principal Christina Rodriguez, College Readiness Specialist |
| Weslaco East High School | 810 S. Pleasantview Dr. Weslaco, TX | 956.969.6950 CEEB Code: 447-441 |  | Dr. David Gamboa, Principal Carey Boleach, College Readiness Specialist |
| CTE ECHS | 700 S. Bridge St. Weslaco, TX | 956.969.6742 CEEB Code: 447-402 |  | Marco Zamora, Principal Melinda Ortiz, Counselor |
| South Palm Gardens High School | 3907 Camino Real Viejo Weslaco, TX | 956.969.6621 CEEB Code: 447-439 |  | Tina Wells, Principal Martha Guerrero, Counselor |

MIDDLE SCHOOLS

| School | Address | Phone | Mascot | Contact |
|-------------------------|---|--------------|---|---|
| Bea Garza Middle School | 1111 W. Sugarcane Dr. Weslaco, TX | 956.969.6774 |  | Gilbert Reboloso, Principal Dora Alaniz, Counselor Lina Villarreal, Counselor |
| Central Middle School | 503 E. 6 th St. Weslaco, TX | 956.969.6710 |  | Enrique Ornelas, Principal Jennifer Acosta, Counselor Enrique Weaver, Counselor |
| Cuellar Middle School | 1201 S. Bridge Weslaco, TX | 956-969-6720 |  | Desi Rodriguez, Principal Elisa Martinez, Counselor Mary Reyna, Counselor |
| Mary Hoge Middle School | 2302 N. International Blvd. Weslaco, TX | 956.969.6930 |  | Pablo Vallejo, Principal Sylvia Kromer, Counselor Cecilia Becerra, Counselor |

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

SECTION 1: GENERAL INFORMATION FOR SECONDARY SCHOOL STUDENTS & PARENTS

Success in middle and high school requires planning and lots of hard work. This section of the Secondary School Information Catalog is intended to answer many of the questions student and their parents have about planning for graduation and the rules and procedures followed by schools in WISD.

Academic and Career Planning

Academic and career planning is an ongoing process for students at WISD. To help students determine their career goals and prepare for selecting a high-school endorsement, counselors present guidance and career-planning activities each year to students in prekindergarten through 12th grade. Objectives of these lessons are to expose students to career pathways, explore career interests through career inventories, learn about post-secondary education options, and plan courses they might take to meet graduation requirements and, ultimately, to determine their career goals.

Students become familiar with the characteristics of jobs and careers and begin to explore the world of work. They investigate their personal interests and start to make connections between these interests and future plans for school and work. In fifth grade, students complete an interest inventory and seek to relate these interests to classes they may take in middle school. They are also introduced to the concept of endorsements and analyze how these endorsements intersect with their interests. In addition, students receive information about the personal financial benefits of post-secondary education along with ways to fund post-secondary schooling.

Students in middle school complete career-interest assessments, learn about careers and post-secondary education, and begin to plan their high school courses. The prescribed level of achievement for all WISD students is the Foundation High School Program plus Distinguished Level of Achievement. Students must declare one or more endorsements upon entering ninth grade. An endorsement is required to graduate with the Distinguished Level of Achievement recognition. Eighth-grade students select courses based on their intended endorsement.

Parents and Families can Help

Parents and families play an influential role in helping their child plan, prepare and develop post-secondary and career plans. Parents should:

- Learn graduation plan requirements and be sure that the student meets them.
- Encourage students to take a language other than English.
- Make sure students select courses that help them meet their educational and career goals.
- Encourage students to take Advanced Placement courses and dual credit courses to earn college credit while still in high school.
- Help students to learn about colleges and careers that interest them.

Encourage your student to be involved in at least one extracurricular activity. Students who are involved in after-school (extracurricular) activities are often more successful in school. WISD offers clubs, teams and other opportunities for learning academic and social skills, making friends and developing leadership skills.

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

Standardized Testing

Standardized tests are administered periodically to all students to evaluate knowledge gained over a given period and to assess the effectiveness of the curriculum. The Texas Education Agency has established times at which tests are given and WISD provides guidelines for using the results.

For all other students, the following state-mandated tests apply:

Grade Six:

STAAR (State of Texas Assessment of Academic Readiness), STAAR-Alternate 2: Math and Reading
TELPAS for LEP students

Grade Seven:

STAAR (State of Texas Assessment of Academic Readiness), STAAR-Alternate 2: Math, Reading and Writing
TELPAS for LEP students

Grade Eight:

STAAR (State of Texas Assessment of Academic Readiness), STAAR-Alternate 2: Math, Reading, Social Studies and Science
TELPAS for LEP students

Grade Nine:

TELPAS for LEP students

Grade 10:

TELPAS for LEP students
Preliminary Scholastic Aptitude Test (PSAT)

Grade 11:

TELPAS for LEP students
Preliminary Scholastic Aptitude Test (PSAT)
ACT or SAT: recommended

Grade 12:

TELPAS for LEP students
ACT or SAT: recommended

Any sixth, seventh, or eighth grade student taking a high-school-level course for which there is a STAAR End-of-course (EOC) assessment must also take that specific EOC assessment. Students who entered ninth grade for the first time during or after the 2011-12 school year will take one state-mandated EOC assessments for each course in which they are enrolled. The following subjects have STAAR EOC assessments: English I, English II, Algebra I, Biology, and U.S. History.

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

| SUBJECT | FOUNDATION PLAN 5 EOCs REQUIRED | FOUNDATION PLAN with Endorsement(s) 5 EOCs REQUIRED | DISTINGUISHED LEVEL OF ACHIEVEMENT 5 EOCS REQUIRED |
|-------------------|------------------------------------|---|--|
| English I | X | X | X |
| English II | X | X | X |
| Algebra I | X | X | X |
| US History | X | X | X |
| Biology | X | X | X |
| | | | |

Section 504 Services

Section 504, as part of the Rehabilitation Act of 1973 and guided by the Americans with Disabilities Act (Amended Act 2008), is a non-discrimination statute enacted by the U.S. Congress. The purpose of the Act is to prohibit discrimination and to ensure that students with disabilities have educational opportunities and benefits equal to those provided to other students. An eligible student under Section 504 is a student who has a physical or mental impairment that substantially limits them in a major life activity such as learning, self-care, walking, seeing, hearing, speaking, reading, concentrating, breathing, working and performing manual tasks. See the campus 504 Coordinator for more information about eligibility and services for qualifying students.

Special Education Services

Special education and related services are specifically designed instructional services developed to support students with disabilities within the general education curriculum. The intent of the support services is to enable all students with disabilities to make progress in the general education curriculum, to participate in extracurricular and nonacademic activities, and to be educated and participate with non-disabled peers in the public-school system. WISD is committed to meeting the needs of students who have cognitive, physical, emotional or learning differences. Each campus utilizes a child study team that meets to discuss and recommend intervention strategies through general education programming. Students who are referred for special education support and services must participate in an evaluation process with formal notice and consent of parents. If evaluation information shows eligibility for special education support and services, an Admission, Review and Dismissal (ARD) committee develops an appropriate educational program for each student.

An ARD committee includes:

- The student and their parent;
- District representative;
- Evaluation representative;
- At least one of the student's general education teachers;
- A special education teacher (the child's disability may require a teacher certified in a specific area, such as visual or auditory impairment);
- Related services provider, if required;
- Language Proficiency Assessment Committee representative, if required;
- Career and Technical Education representative, if CTE is being considered for the student.

The program developed by the ARD Committee is referred to as an Individualized Education Program (IEP). The IEP is implemented in the least restrictive environment appropriate for the student. The student and parents have legal rights under the Individuals with Disabilities Education Act (IDEA) that are outlined in the Procedural Safeguards. Parents

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

also receive information from TEA in the booklet, “A Guide to the Admission, Review and Dismissal Process.” Information about these rights are provided and explained to parents and/or adult students at least once per year, and:

- When a student is initially referred for evaluation;
- When requested by parent;
- At the initial filing of a due process hearing.

Graduation Requirements for Students Receiving Special Education Services, Texas Administrative Code 89.1070

A secondary program for students with disabilities will terminate when the student graduates or when the student no longer meets the age requirement for eligibility. A student with disabilities who has not reached his or her 22nd birthday on September 1 of a scholastic year shall be eligible for services through the end of that scholastic year or until graduation. Graduation constitutes a release from services and is a change in placement.

A student receiving special education services may graduate and be awarded a high school diploma if:

1. The student has satisfactorily completed the state’s or district’s (whichever is greater) curriculum and credit requirements for graduation applicable to students in general education, including satisfactory performance on the exit-level assessment instrument; or
2. The student has satisfactorily completed the state’s or district’s (whichever is greater) minimum curriculum and credit requirements for graduation applicable to students in general education. ARD has determined that satisfactory performance on the required state assessments is not necessary for graduation.
3. A student receiving special education services may also graduate and receive a regular high school diploma when the student’s ARD committee has determined that the student has successfully completed:
 - a. The state’s or district’s (whichever is greater) minimum credit requirements for students without disabilities with modifications.
 - b. The student’s Individualized Educational Plan (IEP) and met one of the following conditions:
 - i. Full-time employment, based on the student’s abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the district.
 - ii. Demonstrated mastery of specific employability skills and self-help skills which do not require direct ongoing educational support of the district; or
 - iii. Access to services that are not within the legal responsibility of public education, or employment or educational options for which the student has been prepared by the academic program.
 - c. Participated in the most appropriate state assessment as determined by ARD, and ARD has determined if satisfactory performance on state assessments is necessary for graduation.
4. A student receiving special education services may also graduate and receive a regular high school diploma upon the ARD committee determining that the student no longer meets age eligibility requirements and has completed the requirements specified in the IEP.

Information regarding Senate Bill 673: A school district shall issue a certificate of attendance to a student who receives special education services and who has completed four years of high school but has not completed the student’s IEP. This bill does not preclude a student from receiving a diploma once the IEP has been completed. The district shall allow a student who receives a certificate of attendance to participate in a graduation ceremony. A student may participate in only one graduation ceremony under this new subsection.

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

English Learners (ELs) and English as a Second Language (ESL) Services

The middle school language arts curriculum provides English as a Second Language (ESL) for English learners (ELs), who are recent immigrants, (zero to three years in U.S. schools). Identified students in ESL classes develop their abilities to listen, speak, read and write in English. An additional ESL reading class is recommended for ELs who need support to read on grade level in English. Both classes are designed to develop the English language proficiency needed to succeed in all-English classes including language arts, math, science and social studies.

The high school language arts curriculum provides English for Speakers of Other Languages (ESOL I and ESOL II) to recent immigrant students (zero to three years in U.S. schools). A reading or writing class is recommended for English Learners who may not be reading on grade level to further develop comprehensive English skills. The ESL teacher provides ESL instruction to meet the needs of students at the beginner and intermediate levels of English language proficiency. For recent Spanish-speaking immigrant students, Spanish for Spanish Speakers is recommended to strengthen the students' primary language and reinforce the Texas Essential Knowledge and Skills (TEKS) required to meet the standards on STAAR/EOC.

The state graduation plan provides an option for ELs at beginner- and intermediate-proficiency levels to take English for Speakers of Other Languages (ESOL I and/or II) in lieu of English I and/or II. For recent immigrant students who have been in a U.S. school for fewer than three years, sheltered courses in math, science, social studies, and language arts are recommended, when available. When possible, teachers provide native-language support in the content.

Special Programs at WISD

Parental Involvement Program

Parents play an influential role in helping their son or daughter plan, prepare and develop post-secondary and career plans. Parents should:

Review this guide and materials they receive at school and discuss with their son/daughter(s).

Learn graduation plan requirements and be sure that the student meets them.

Encourage students to take foreign language courses and other courses needed for Texas Education Agency Foundation with Endorsement and Distinguished Level of Achievement Plans.

Encourage students to take rigorous courses that will help them prepare for college/university.

Encourage son/daughter(s) to take Advanced Placement or Dual Enrollment courses to earn college credit while still in high school.

Help students learn about colleges and careers that interest them.

Review the results of your son/daughter(s) work. Keep in contact with your son/daughter's assigned counselor.

Gifted and Talented (GT) Services

Weslaco ISD Gifted and Talented students take given opportunities to work together as a group, individually, and with other students. Gifted services are administered according to age and grade.

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

The elementary G/T services offer curriculum differentiation through a pull-out program called QUEST. The students are served according to grade level and are pulled-out for 3 hours a week. The QUEST Program focuses on the General Intellectual Abilities model. Credit by examination is also offered.

For kindergarten students identified for GT service, QUEST consists of 60 minutes per week in the QUEST classroom beginning the week of March 1. Students identified for GT service in kindergarten join the elementary pull-out program for 3 Hours per week in 1st grade.

The middle school G/T services offer curriculum differentiation through the Advanced Academics Academy, credit by examination, honors, and advanced courses for high school credit.

High school students must enroll in one or more advanced-level courses each year in order to remain identified as G/T. Advanced-level courses include honors, Pre-AP, Advanced Placement, OnRamps, and dual enrollment courses.

Early College High School Programs (ECHS)

Early College High Schools (ECHS) are innovative high schools that allow students least likely to attend college an opportunity to earn a high school diploma and 60 college credit hours. Early College High Schools:

- provide dual credit at no cost to students
- offer rigorous instruction and accelerated courses
- provide academic and social support services to help students succeed
- increase college readiness, and
- reduce barriers to college access.

Grade Eligibility: 9th-12th
Prerequisites: TSI (Attempt)

Dual Enrollment Academies with South Texas College

The Dual Credit Programs at South Texas College provides the opportunity for eligible high school students to enroll in college courses while still attending high school. High school students interested in participating in the program must meet the same requirements as all other college students within the guidelines established by The Texas Higher Education Coordinating Board. Eligible high school students are able to take courses in place of, or in addition to, the normal course load at their high school. Dual Credit courses, offered at high school sites, are provided at no cost to students. The following programs are available:

- Dual Enrollment Medical Science Academy (DEMSA)
- Dual Enrollment Engineering Academy (DEEA)
- Dual Enrollment Criminal Justice Academy (DECJA)
- Dual Enrollment Computer Science Academy (DECSA)
- Dual Enrollment Business Administration Academy (DEBAA)

Students apply during their sophomore year.

Dual Enrollment Programs

Dual enrollment programs are available at our high schools. This program provides students with an opportunity to earn college credit while the student is enrolled in high school. The credits apply to both high school and college graduation requirements. Dual enrollment gives students an idea of what full-time college coursework will be like. It provides students an opportunity to enroll in classes that are of his/her area of interest.

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

Pregnancy Related Services

During pregnancy and after delivery, a student is eligible for instructional support services to stay on track in their academic courses. Services are provided when a student is: pregnant and attending classes on a campus; confined to home due to medical complications; confined during the six weeks postpartum period. For more information about PRS, contact the school nurse or the PRS Office at 956.969.6637.

Leader in Me Program at Middle Schools

This is a whole-school transformation model and process that empowers students with the leadership and life skills they need to thrive. It is based on principles and practices of personal, interpersonal and organizational effectiveness, and upon the powerful premise that every child possesses unique strengths and has the ability to be a leader.

Texas Virtual School Network Program

The Texas Virtual School Network (TXVSN) provides Texas students and schools with equitable access to quality online courses and instructors. It is a valuable resource for interactive, collaborative, instructor-led online courses taught by state-certified and appropriately credentialed teachers trained in effective online instruction.

TEA administers the TXVSN, sets standards for and approves TXVSN courses and professional development for online teachers, and has fiscal responsibility for the network. The TXVSN is made up of two components—the TXVSN statewide catalog of supplemental high school courses and the full-time TXVSN online schools program.

Extracurricular Activities and University Interscholastic League (UIL)

Extracurricular Activities and University Interscholastic League (UIL) Activities that support course work include, but are not limited to the following: language clubs, journalism, debate, theatre arts, band, orchestra, choir, and career clubs. Student athletes can further their development by participating in University Interscholastic League (UIL) sports. For high school: football, volleyball, cross-country, golf, tennis, swimming, basketball, baseball, softball, wrestling, soccer, boys and girls powerlifting, and track and field. For middle school: football, volleyball, basketball, track and field, soccer, baseball, softball and tennis. Sixth grade students cannot participate in UIL activities.

A student must be enrolled for at least four hours per day to be considered in membership for one full day (19 TAC §129.21 [h]). The classes in which the student is enrolled for the four hours may be for either state approved or local credit. Students who are in classes more than four hours some days and less than four hours on other days are considered to be “full-time” if they spend an average of four hours per day in class for a five-day school week (i.e. Block Schedules, Dual Credit, etc.)

High school athletes need to be aware of the National Collegiate Athletic Association (NCAA) academic guidelines and requirements throughout their high school career (9-12) if they plan to participate in college sports. Beginning in the junior year, important information needs to be submitted to the NCAA Eligibility Center. For more information visit the NCAA website at www.eligibilitycenter.org, or contact your coach, counselor or registrar for specific information.

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

High School Personal Graduation Plan (PGP)

WISD academic counselors review personal graduation plan options with each student entering grade nine together with the student's parent or guardian. The personal graduation plan options include the distinguished level of achievement and the five endorsements. Before the conclusion of the school year, the student and the student's parent or guardian must confirm and sign a personal graduation plan for the student. The student's parent or guardian must confirm and sign a personal graduation plan for the student that identifies a course of study and promotes college and workforce readiness, career placement and advancement, and facilitates the student's transition from secondary to postsecondary education. A student may amend his/her graduation plan after the initial confirmation. The school will send a written notice to the student's parent/guardian regarding the change.

The PGP is a planning process created by the student, in conjunction with the counselor and parent(s) to note current career interests, postsecondary goals, and courses they plan to take to meet graduation requirements.

In middle school students utilize a web-based career interest program to identify career interests. Students learn about careers, post-secondary education, and begin to plan their high school courses.

Student Success Initiative

Enacted by the 76th Texas Legislature (1999), the Student Success Initiative (SSI) mandated the following passing standards: reading and mathematics tests at Grade 5, and reading and mathematics tests at Grade 8. As specified by these requirements, a student may advance to the next grade level only by passing these tests or by unanimous decision of his or her GRADE committee that the student is likely to perform at grade level after accelerated instruction. The goal of the SSI is to support on grade level academic achievement for every student.

Students in grades 5-8 who fail any state required assessment may be required to complete accelerated instruction in the subject not passed as a condition of promotion. If a campus or GRADE committee requires accelerated instruction, the student shall not be promoted unless the student completes the required accelerated instruction



NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

SECTION II: MIDDLE SCHOOL INFORMATION AND COURSE DESCRIPTIONS

Middle School Education Mission

The mission of middle level education, where children explore and discover their unique identities, is to ensure all students demonstrate high academic achievement and develop confidence and character to succeed in high school and beyond. This is accomplished by:

- Engaging students in rigorous, relevant, world-class curriculum and instruction;
- Fostering meaningful relationships;
- Encouraging respect and appreciation of diversity;
- Promoting civic engagement;
- Supporting students' intellectual, physical, social, and emotional well-being.

Our goal is for middle school students to experience the following:

1. We will develop, recruit, support, retain and recognize high-quality principals, teachers and staff at every middle school to ensure that every student has a quality education.
2. We will implement a rigorous, relevant, world-class curriculum and ensure that teachers have the professional development necessary to consistently apply best instructional and assessment practices.
3. We will develop a comprehensive plan in partnership with outside resources and agencies to support at-risk students and families to increase student attendance and reduce barriers to learning.
4. We will promote healthy lifestyles and safe learning environments at every middle school to ensure that students are fit, healthy and ready to learn.
5. We will integrate, model, reinforce and assess the character attributes established in the WISD Social Emotional Learning Program at every middle school.
6. We will design middle-level learning environments that foster relationships and smaller learning communities addressing such needs as facility use, staff organization, career exploration and project-based learning.
7. We will identify and implement effective academic support and interventions for underachieving students.
8. We will create and implement effective transition programs for entering and exiting middle schools.

WISD middle schools serve students in grades sixth to eighth grade. These schools are designed to meet the needs of young adolescents. Most middle schools are organized in “teams” of teachers and students. Each student is assigned to a team of core-area teachers and others who work closely with the team and its students. Teaming allows better communication and support, as well as more attention that is individual for all students.

Curriculum at a Glance

WISD provides middle school students a well-balanced curriculum that exceeds the requirements of the Texas Education Agency (TEA). The WISD academic program offers all students the same basic course of study. Students in grades sixth through eighth are required to take core courses in English/language arts, mathematics, science, social studies, physical education, fine arts, and keyboarding.

During the middle school years, students need to broaden their academic and career options and develop the foundation needed for success in high school. In addition to the required courses, students choose optional courses (electives) in fine arts, languages other than English, as well as courses that explore areas of student interest, or the student may take additional physical education courses. Specific required and elective courses may vary from school to school.

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

Middle schools offer Pre-Advanced Placement courses in English, mathematics, science and social studies, as well as other services to gifted and talented students. These courses provide additional challenges within the traditional program of instruction. Any student with the interest, ambition, and motivation to enroll in one or more advanced academic courses may do so with parent permission. Middle schools also offer selected courses for high school credit.

Middle School Grade Promotion

In grades 6–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies. (EIE Local and LEGAL Policy)

In addition to Board policy relating to student advancement, students in 8th grade must demonstrate proficiency in reading and mathematics, as required by Education Code 28.0211(a), in order to advance to the next grade. A student demonstrates proficiency by meeting the passing standard on the appropriate assessment instrument specified by 19 Administrative Code 101.2003(a) or on a state-approved alternate assessment authorized by 19 Administrative Code 101.2011

A student who does not demonstrate proficiency may advance to the next grade only if:

The student has completed the required accelerated instruction under 19 Administrative Code 101.2006 ;

The student's grade placement committee (GPC) determines by unanimous decision, in accordance with the standards for promotion established by the board, that the student is likely to perform at grade level at the end of the next year given additional accelerated instruction. In accordance with Education Code 28.021, to determine grade promotion, a district is required to consider:

- a. The recommendation of the student's teacher;
- b. The student's grades;
- c. The student's assessment scores; and
- d. any other necessary information.

In accordance with Education Code 28.0211(n), the district will ensure that the student who is promoted by the GPC shall be assigned to a teacher who meets all state and federal qualifications to teach the subject and grade in each subject in which the student failed to perform satisfactorily on an assessment instrument specified under Education Code 28.0211(a).

Middle School Advanced Math Courses

At each middle school grade level, students have the opportunity to take advanced courses in mathematics. Sixth and seventh graders may enroll in Advanced Mathematics courses where all middle school math TEKS are taught in two years. Successful completion of Advanced Math 6 and Advanced Math 7 will prepare students to take Algebra I in grade eight. The decision to take advanced mathematics course in middle school should be made after careful analysis of your child's ability to collaborate with others, be creative when solving problems, be a critical problem solver, and communicate with others in written and verbal form. The district will be using several tools to identify students who should be enrolled in advanced mathematics courses. Including teacher recommendations, and performance tasks and assessments. Sixth and seventh students are able to enroll in advanced grade courses that embed the next grade level student expectations in the current grade level material.

The testing information for Advanced Math is as follows:

- Advanced Math 6th Grade: 6th Grade STAAR
- Advanced Math 7th Grade: 8th Grade STAAR

Students interested in taking Algebra I in middle school must score an 89% or higher in 5th grade math STAAR or score at the master's level in the 6th grade math STAAR.

Each of these courses require students to grasp math concepts quickly and at deep levels, work collaboratively and efficiently, and be critical problem solvers. Consequently, the district has created criteria for placement in these courses. Additional information may be obtained from your campus counselor.

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

Middle School Advanced English Courses

The course provides students with instruction in English I for high school credit. Students are required to maintain a 70 or above in the accelerated English course to remain in the program. The course is designed to meet the educational needs of highly advanced students and will accelerate students for English instruction at a higher-grade level. It will also prepare students for college as they pursue a degree in any field.

The testing information for English I is as follows:

- 78% or higher on the reading and writing portion of the 7th Grade State of Texas Assessment of Academic Readiness (STAAR)

Eligibility criteria is reviewed annually, so this is subject to change. Check with your assigned counselor for updated information

High School Courses Taken in Middle School

Some courses taken in middle school may count toward the high school graduation requirements. Examples of these courses are Algebra I, English I and Language Other Than English (Spanish).

Students in middle school who are also enrolled in a high school course will take the corresponding STAAR EOC assessment as required for graduation.

Students must complete the same level and discipline to satisfy 1.0 unit of LOTE credit. Students must complete part A (part one of a two-part course) and part B (part two of a two-part course) to earn one high school credit which will satisfy one year of Languages Other Than English requirement in WISD graduation plans. Students who complete only part A or part B will receive zero LOTE credit.

High school level courses completed at the middle school level, regardless of outcome, shall post to the high school academic record. The final grade is included in calculating high school grade-point average (GPA) and will appear on the high school transcript. See EIC (Local) policy for a list of classes that are included in the GPA.

A counselor can assist students and parents in choosing appropriate courses. Teachers may also make recommendations to parents to move students into advanced academic courses and will contact the parent to discuss this. If the parent wishes to move their child into one or more advanced academic courses, the parent will need to conference with the current teacher and/or counselor.

Middle School Class Schedule

Students are required to declare a high school Endorsement that is similar to a major by the end of their ninth-grade year but are encouraged to do so in their eighth-grade year. When choosing elective courses for sixth and seventh grade, some students may consider what is required to accomplish their goals. Beginning in the sixth grade, students will have the opportunity to explore connections among interests, high school endorsements, and course selections. For example, if a student is interested in fine arts, they will select beginning level band, choir or theatre arts. Continued interest in fine arts through middle school may lead to declaring a Fine Arts Endorsement in high school. A course that is required before another course can be taken is called a prerequisite. Students should meet prerequisite requirements before enrolling in a course.

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

Students should plan their schedule for the upcoming year by selecting from the required and elective courses. Remember that required courses will either be regular or Pre-AP. Required physical education courses and optional elective courses will either be semester or yearlong. Course descriptions for required and elective courses are listed below.

Middle School Course Descriptions

Students identified as Gifted and Talented must be registered for Pre-AP classes in the area(s) in which they have been identified to maintain GT designation and receive GT services.

Language Arts

Traditional Course Sequence and Testing Guide

| Grade | Subject | Assessments |
|-------|-----------------------------------|---------------------------------|
| 6th | English Language Arts & Reading 6 | STAAR Gr6 (Reading) |
| 7th | English Language Arts & Reading 7 | STAAR Gr7 (Reading and Writing) |
| 8th | English Language Arts & Reading 8 | STAAR Gr8 (Reading) |
| 9th | English I | ENG I EOC |
| 10th | English II | ENG II EOC/PSAT |
| 11th | English III | PSAT/TSI/SAT/ACT |
| 12th | English IV | PSAT/TSI/SAT/ACT |

Recommended Advanced Placement/Dual Credit Course Sequence and Testing Guide

| Grade | Subject | Assessments |
|------------------|---|------------------------------------|
| 8th | Pre-AP English I | STAAR EOC English I |
| 9th | Pre-AP English II | ENG II EOC |
| 10th | AP, Regular, or Dual - English III | ENG III EOC/PSAT |
| 11th | AP, Regular, or Dual - English IIV | PSAT/TSI/SAT/ACT AP Course Exam |
| 12th | Independent Study in English Other English Courses | PSAT/TSI/SAT/ACT AP Course Exam |
| 12 th | Independent Study in English | Research Project |
| 12 th | Research Methods in Humanities <i>(This is an innovative course that is reviewed annually.)</i> | Research Project |

**Pre-AP courses are strongly recommended but are not a prerequisite for Advanced Placement/Dual Enrollment Courses*

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

Course Descriptions

| | |
|--------------------|--|
| Course | English Language Arts and Reading |
| Course Information | English (6th) English (7th) English (8th) |
| Description | This course includes all TEKS for English Language Arts and Reading, which consists of reading, writing, research, listening and speaking skills. Students read and write in a variety of genres at increasing difficulty levels each year. Students complete research projects, present their findings and engage in peer discussions. They learn grammar, usage, vocabulary and other English language skills within the context of reading and writing. |
| Prerequisites | None |

| | |
|--------------------|---|
| Course | English Language Arts 1 |
| Course Information | English 1 1.0 English Credit |
| Description | Students in English I study the author's craft of literary and informational genres, compare genres, and use textual analysis to improve their own writing. In each course, students integrate the use of increasingly sophisticated language skills within the writing process. Students produce a variety of compositions using technology to aid revising, editing, publishing, and research. Students create and deliver oral presentations that include the use of visual representations. |
| Prerequisites | None |

Mathematics

Traditional Course Sequence and Testing Guide

| Grade | Subject | Assessments |
|-------|-------------|------------------|
| 6th | Math 6 | STAAR Gr6 |
| 7th | Math 7 | STAAR Gr7 |
| 8th | Math 8 | STAAR Gr8 |
| 9th | Algebra 1 | ALG I EOC |
| 10th | Geometry | PSAT |
| 11th | Algebra II | PSAT/TSI/SAT/ACT |
| 12th | Precalculus | PSAT/TSI/SAT/ACT |

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

Recommended Advanced Placement/Dual Credit Course Sequence and Testing Guide

| Grade | Subject | Assessments |
|-------|--|------------------------------------|
| 6th | Advanced Math 6 | STAAR Gr7 |
| 7th | Advanced Math 7 | STAAR Gr8 |
| 8th | Pre-AP Algebra 1 | Alg. I EOC |
| 9th | Honors Geometry | PSAT |
| 10th | Honors Algebra II | PSAT |
| 11th | Pre-AP Precalculus Dual Enrollment Mathematics | PSAT/TSI/SAT/ACT |
| 12th | AP Statistics AP Calculus AB AP Calculus BC Dual Enrollment Mathematics | PSAT/TSI/SAT/ACT AP Course Exam |

**Pre-AP courses are strongly recommended but are not a prerequisite for Advanced Placement/Dual Enrollment Courses*

Course Descriptions

| Course | Mathematics |
|--------------------|---|
| Course Information | 6 th Grade Math 7 th Grade Math 8 th Grade Math |
| Description | Throughout mathematics in grades six through eight students, build a foundation of basic understanding in numerical representations and probability, computations and algebraic relationships, geometry and measurement, data analysis and personal financial literacy. |
| Prerequisites | None |

| Course | Advanced Math |
|--------------------|---|
| Course Information | 6 th Grade Advanced Math |
| Description | All sixth-grade TEKS are taught, in addition to selected seventh-grade TEKS as appropriate for extensions and identified in the curriculum. Students enrolled in this course will take the seventh-grade STAAR. |
| Prerequisites | None |

| Course | Advanced Mathematics |
|--------------------|-------------------------------------|
| Course Information | 7 th Grade Advanced Math |

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

| | |
|---------------|--|
| Description | All eighth grade TEKS are taught, in addition to the seventh grade TEKS not covered in the sixth-grade advanced course. Students enrolled in this course will take the eighth-grade STAAR. |
| Prerequisites | Recommended: Advanced Math 6 |

| | |
|--------------------|--|
| Course | Advanced Math |
| Course Information | Algebra I (Pre-AP) 1.0 Mathematics Credit Grade 8 |
| Description | Some eighth-grade students may choose to take Algebra I, which is a high school credit course. Only students who have mastered the material taught in mathematics in grades six through eight or demonstrated mastery in equivalent prerequisite skills needed for Algebra I should take this course. Students who complete any high school mathematics courses in middle school may use the credit earned to satisfy the requirement of four units of mathematics in grades nine through 12. Grades earned in high school courses taken in middle school are included in the high school GPA. |
| Prerequisites | Math 8th |

Science

Traditional Course Sequence and Testing Guide

| Grade | Subject | Assessments |
|-------|--|--------------|
| 6th | Science 6 | n/a |
| 7th | Science 7 | n/a |
| 8th | Science 8 | STAAR Gr8 |
| 9th | Biology | Biology EOC |
| 10th | Chemistry | PSAT |
| 11th | Physics | PSAT/SAT/ACT |
| 12th | Earth and Space Science Astronomy Aquatic Science Environmental Systems CTE Science Course | PSAT/SAT/ACT |

Recommended Advanced Placement/Dual Credit Course Sequence and Testing Guide

| Grade | Subject | Assessments |
|-------|------------------|-------------|
| 6th | Pre-AP Science 6 | n/a |
| 7th | Pre-AP Science 7 | n/a |

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

| | | |
|------|---|--------------------------------|
| 8th | Pre-AP Science 8 | STAAR Gr8 |
| 9th | Pre-AP Biology | Biology EOC |
| 10th | Pre-AP Chemistry | PSAT |
| 11th | Pre-AP Physics AP Physics Dual Enrollment Science | PSAT/SAT/ACT AP Course Exam |
| 12th | AP Environmental Systems AP Biology AP Chemistry AP Physics 2 AP Physics C Dual Enrollment Science | PSAT/SAT/ACT AP Course Exam |

| | |
|--------------------|--|
| Course | Science |
| Course Information | 6 th Grade Science 7 th Grade Science 8 th Grade Science |
| Description | Students learn life, earth, and physical science concepts in an integrated way, with an emphasis on inquiry-based field and laboratory investigations. A unit on personal health and sexuality is included at each grade level. Texas law requires at least 40 percent lab and field investigations. |
| Prerequisites | None |

Social Studies

Traditional Course Sequence and Testing Guide

| Grade | Subject | Assessments |
|-------|---|------------------------|
| 6th | World Cultures | n/a |
| 7th | Texas Geography and History | n/a |
| 8th | US History from exploration to 1877 | STAAR Gr8 |
| 9th | Honors World History | n/a |
| 10th | Honors US History from 1877 to present | PSAT US History EOC |
| 11th | US Government/ Economics | PSAT/SAT/ACT |
| 12th | Mexican American History Psychology Sociology | PSAT/SAT/ACT |

Recommended Advanced Placement/Dual Credit Course Sequence and Testing Guide

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

| Grade | Subject | Assessments |
|-------|---|--|
| 6th | Pre-AP World Cultures | n/a |
| 7th | Pre-AP Texas History | n/a |
| 8th | Honors US History | STAAR Gr8 |
| 9th | Honors World History | n/a |
| 10th | AP US History | PSAT US History EOC AP Course Exam |
| 11th | AP US Government/ AP Macroeconomics AP Microeconomics Dual Enrollment Social Studies | PSAT/SAT/ACT AP Course Exam |
| 12th | AP European History AP Psychology AP Sociology Dual Enrollment Social Studies | PSAT/SAT/ACT AO Course Exam |

Pre-AP courses are strongly recommended but are not a prerequisite for Advanced Placement/Dual Credit courses.

| Course | Social Studies |
|--------------------|---|
| Course Information | 6 th Social Studies 7 th Social Studies 8 th Social Studies |
| Description | Students learn about events, leaders, beliefs and geography in economic and political systems and cultures. Grade six emphasizes modern life in world regions. Grade seven studies Texas Geography and History. Grade eighth studies U.S. History from exploration to 1877. |
| Prerequisites | None |

KEYBOARDING PROFICIENCY

Since 2005-06, keyboarding proficiency is required at the middle school level. The expectation is that students will be proficient in keyboarding before entering grade nine. To assist students in meeting this expectation, the following opportunities are available:

- Passing Touch System Data Entry at the middle school during the school year.
- Demonstrating proficiency on a district-developed digital application skills assessment at middle school.
- Passing the keyboarding credit by exam with 80 percent proficiency.
- Touch System Data Entry or demonstrated digital application skills is a prerequisite for many high school Career & Technical Education

| Course | TOUCH SYSTEM DATA ENTRY |
|--------------------|---|
| Course Information | 8 TH Touch System Data Entry |

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

| | |
|---------------|---|
| Description | Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students will be provided instruction on how to create, format, and edit personal and business documents, including letters, reports, memos, and outlines. The course includes skill development in proofreading, spelling, and punctuation. Students will learn skills using software for word processing, visual presentation, and spreadsheet application while learning file management skills. By the end of the semester, all students are expected to key a minimum of 25 wpm with 80 percent accuracy. Students who do not want to earn 0.5 high school credit may complete the course for no credit. |
| Prerequisites | None |

Physical Education

All middle school students must take at least four semesters of Physical Education or Physical Education substitutions.

- Athletics or Dance are Physical Education substitutions that will satisfy the four-semester requirement if taught by a physical educator or dance instructor during school hours.
- Students must take at athletics as a PE substitution.
- Functional Fitness may only be taken once during Middle School.
- All students will be assessed on their physical fitness using the FITNESSGRAM assessment based on their health classification.
- Students must be approved by the ARD committee before being placed in a modified PE course.

| Grade | Traditional PE (recommended course sequence) | Dance for PE Credit |
|-------|--|--------------------------------------|
| 6th | Functional Fitness Sixth Grade PE | Functional Dance Dance Wellness I |
| 7th | Seventh Grade PE Or Athletics | Dance 2 Dance Wellness |
| 8th | Eight Grade PE Or Athletics | Dance 3 Dance Wellness |

| | |
|--------------------|--|
| Course | 6 th Grade PE |
| Course Information | 6 th Grade – PE0630 |
| Description | Students in 6th Grade Physical Education will learn to care for their personal health by studying basic health information such as hands-only CPR, hygiene, health-related fitness, skill-related fitness, nutrition, substance abuse, stress management, peer pressure, conflict resolution, and bullying prevention while participating in flag football, volleyball, tennis, basketball, track and field, soccer, and jump rope activities. The goal of 6th Grade PE is to provide students with exposure to a variety of team sport-related physical activities to better prepare them for a physically active lifestyle. This course covers most of the sixth-grade PE TEKS and most of the sixth-grade health education TEKS. All students will be assessed on their physical fitness using the FITNESSGRAM assessment based on their health classification. |
| Prerequisites | Must be in 6 th grade |

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

| | |
|--------------------|--|
| Course | 7 th Grade PE |
| Course Information | 7 th Grade – PE0730 |
| Description | Students in 7th Grade Physical Education will learn to care for their personal health by studying basic health information such as hands-only CPR, hygiene, nutrition, substance abuse, stress management, self-esteem, body image, conflict resolution, sportsmanship, sleep, rest and time management while participating in sports. The goal of 7th Grade PE is to provide students with the exposure to a variety of individual sport-related physical activities to better prepare them for a physically active lifestyle. This course covers most of the seventh-grade PE TEKS and most of the seventh/eighth-grade health education TEKS. |
| Prerequisites | Must be in 7 th grade |

| | |
|--------------------|--|
| Course | 8 th Grade PE |
| Course Information | 8 th Grade – PE0830 |
| Description | Students in 8th Grade Physical Education will learn to care for their personal health by studying basic health information such as hands-only CPR, hygiene, nutrition, substance abuse, stress management, self-esteem, body image, conflict resolution, sportsmanship, sleep, rest and time management while participating in sports. The goal of 8th Grade PE is to provide students with the exposure to a variety of individual and team sport-related physical activities to better prepare them for a physically active lifestyle. This course covers most of the eighth-grade PE TEKS and most of the seventh/eighth-grade health education TEKS. |
| Prerequisites | Must be in 8 th grade |

Physical Education Substitutions

Physical education substitutions allow a student to use approved physical education requirements for middle school. The following are the types of substitutions for middle school:

- Athletic Courses
- Dance Courses

| | |
|--------------------|--|
| Course | Athletics Courses |
| Course Information | 7 th Grade PA0730 8 th Grade PA0830 |
| Description | Students will participate in athletic activities during this class, which can be substituted for a physical education credit. Students will learn grade level Physical Education curriculum during the off-season. |
| Prerequisites | Approval by the athletic coach. |

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

| | |
|--------------------|--|
| Course | Dance Courses |
| Course Information | 6 th Grade – AF0630 7 th Grade – AF0730 8 th Grade – AF0830 |
| Description | Students will learn drill team dance fundamentals. They will learn various dance styles including; jazz, kick, pom, prop, military, lyrical and novelty-character. They will learn performance etiquette, showmanship and stage presence. Open to all students through audition and director approval. Drill team is not a full year course; however, it is recommended that students take both 1 st & 2 nd semester courses. Students may receive a PE / dance credit for this course. Out-of-school rehearsals and public performances are required. |
| Prerequisites | Approval by the dance teacher. |

Fine Arts

| | |
|--------------------|---|
| Course | Art Courses |
| Course Information | 6 th Grade ART-AR0635/6 7 th Grade ART-AR0735/6 8 th Grade ART- AR0835/6 |
| Description | Students will work with a variety of processes and materials such as painting, drawing, sculpture, ceramics, printmaking, fibers, jewelry and digital media. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences as a source for creating artworks. Art courses include the study of works of art and cultures and evaluation of student work and the works of other artists. |
| Prerequisites | NONE |

| | |
|--------------------|---|
| Course | Band Courses |
| Course Information | 6 th Grade Band- AB0630 7 th Grade Band- AB0730 8 th Grade Band- AB0830 |
| Description | Band classes are offered at three levels for a sequential, continuing study of band music. This course is performance-oriented and teaches individual as well as ensemble skills. Musicianship is developed through the study of instrumental techniques, sight reading skills, and music listening. Students are expected to furnish their own instruments, although some instruments may be available for use from the campus. Rapidly progressing students may be transferred to a more advanced band level as approved by the director and as scheduling permits. Out-of-school rehearsals and performances are required. Auditions are required for appropriate placement. |
| Prerequisites | 6 th -NONE 7 th -Director Approval |

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

| | |
|--------------------|--|
| | 8 th - Director Approval |
| Course | Choir Courses |
| Course Information | 6 th Grade Choir- AC0630 7 th Grade Choir- AC0730 8 th Grade Choir- AC0830 |
| Description | Choir classes are offered at three levels for a sequential, continuing study of choral music. This course is performance-oriented and teaches unison, two-, and three-part choral literature. Musicianship is developed through the study of vocal techniques, sight-reading skills, and music listening. Out-of-school rehearsals and public performances are required. Choral directors may place boys and girls in different choirs based on changing voices and UIL standards. |
| Prerequisites | NONE |
| Course | Dance |
| Course Information | 6 th Grade Dance-AF0630 7 th Grade Dance-AF0730 8 th Grade Dance-AF0830 |
| Description | Students will learn drill team dance fundamentals. They will learn various dance styles including; jazz, kick, pom, prop, military, lyrical and novelty-character. They will learn performance etiquette, showmanship and stage presence. Open to all students through audition and director approval. Drill team is not a full year course; however, it is recommended that students take both 1 st & 2 nd semester courses. Students may receive a PE / dance credit for this course. Out-of-school rehearsals and public performances are required. |
| Prerequisites | None |
| Course | Orchestra |
| Course Information | 6 th Grade Orchestra- AS0630 7 th Grade Orchestra- AS0730 8 th Grade Orchestra- AS0830 |
| Description | Orchestra is offered at three levels of instruction. Students furnish violins and the school provides violas, cellos, and string basses. Basic fundamentals of stringed instruments are introduced. Out-of-school rehearsals and performances are required. String players must be enrolled in a regular orchestra class to participate in other specialized instrumental ensembles, such as Mariachi. |
| Prerequisites | 6 th -NONE 7 th -Director Approval 8 th - Director Approval |

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

| | |
|--------------------|---|
| Course | Theatre Arts |
| Course Information | 6 th Grade Theatre Arts- AH0635/6 7 th Grade Theatre Arts- AH0735/6 8 th Grade Theatre Arts- AH0835/6 |
| Description | This course includes technical theatre, preparation for plays, make-up, pantomime, improvisation, and understanding characters through character study. Skills in speech presentation, including the elements of communication, oral interpretation, and various types of speeches will be emphasized. At least one production is presented during the year. Out-of-school rehearsals and performances are required. Student auditions will be required for various plays and performances. |
| Prerequisites | None |

| | |
|--------------------|---|
| Course | Mariachi |
| Course Information | 6 th Grade Theatre Arts- A00630 7 th Grade Theatre Arts- A00730 8 th Grade Theatre Arts- A00830 |
| Description | Students will learn mariachi music through instrumental and vocal performance. This course involves the study of various traditional musical styles from the different regions in Mexico. All students enrolled in this course will play guitar and sing. Open to all students with director approval. Mariachi is a full year course. Students receive a fine arts credit for this course. Out-of-school rehearsals and performances are required. |
| Prerequisites | 6 th -NONE 7 th -Director Approval 8 th - Director Approval |

Career and Technology Education

| | |
|--------------------|---|
| Course | TOUCH SYSTEM DATA ENTRY |
| Course Information | 8 TH Touch System Data Entry 1 semester course for high school credit |
| Description | Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students will be provided instruction on how to create, format, and edit personal and business documents, including letters, reports, memos, and outlines. The course includes skill development in proofreading, spelling, and punctuation. Students will learn skills using software for word processing, visual presentation, and spreadsheet application while learning file management skills. By the end of the semester, all students are expected to key a minimum of 25 wpm with 80 percent accuracy. Students who do not want to earn 0.5 high school credit may complete the course for no credit. |
| Prerequisites | None |

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

| | |
|--------------------|---|
| Course | Investigating Careers |
| Course Information | 8th |
| Description | Students are provided an opportunity to operate a small group or class-based business offering a service or product needed in their community. Students learn basic entrepreneurial concepts, fundamental business, economics, and private enterprise systems. Students analyze the sales process and financial management principles. Course objectives are achieved through collaborative work. Students investigate careers related to business administration and management. |
| Prerequisites | Must be enrolled in 8 th grade. |

| | |
|--------------------|---|
| Course | Digital Design and Media Productions |
| Course Information | 7 th Touch System Data Entry 1 Semester Course for high school credit (1 Semester Course will earn 1.0 Elective Credit) |
| Description | Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students will be provided instruction on how to create, format, and edit personal and business documents, including letters, reports, memos, and outlines. The course includes skill development in proofreading, spelling, and punctuation. Students will learn skills using software for word processing, visual presentation, and spreadsheet application while learning file management skills. By the end of the semester, all students are expected to key a minimum of 25 wpm with 80 percent accuracy. Students who do not want to earn 0.5 high school credit may complete the course for no credit. |
| Prerequisites | Be enrolled in 7 th or 8 th grade. |



NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

SECTION III: HIGH SCHOOL GRADUATION REQUIREMENTS

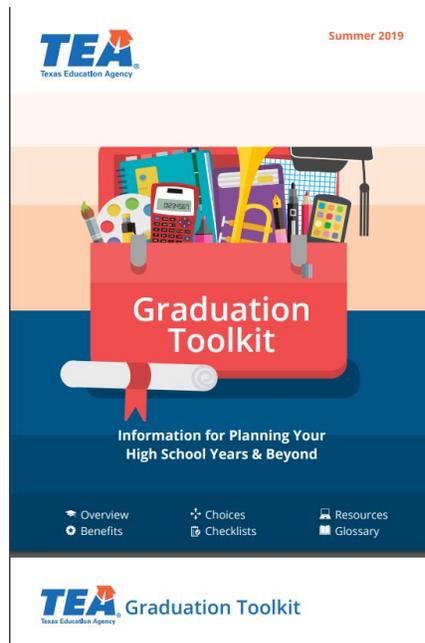


Texas Education Agency
Graduation Toolkit
ENGLISH

<http://tea.texas.gov/sites/default/files/16Grad-toolkit-web.pdf>

SPANISH

<http://tea.texas.gov/sites/default/files/16Sp-Grad-toolkit.pdf>



NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

Secondary School Career Pathway Information



Weslaco High School
 Yvett Morales, Principal
 1005 W. Pike, Weslaco, TX
 956.969.6700



Christina Rodriguez, College Readiness Specialist/Head Counselor

Weslaco High School, located in the heart of Weslaco, is the oldest continuously operating high school in the city. Students from diverse backgrounds pursue academic excellence, guided by highly qualified and dedicated faculty. WHS offers hundreds of courses, including advanced courses in most disciplines, such as English, math, science, social studies, fine arts, humanities, athletics, and foreign languages. WHS offers strong programs in dual enrollment and career and technical programs that prepare students for college and careers.



**Health Sciences
House Team**

Yvett Morales, Administrator

José L. Baron, Counselor
jbaron@wisd.us
 956.969.6700



**Media Technology
House Team**

Melissa Rodriguez,
Administrator

Patricia Gonzales, Counselor
pgonzales@wisd.us
 956.969.6830



**Fine Arts
House Team**

Celica Pena, Administrator

Krystal Munoz, Counselor
kmunoz@wisd.us
 956.969.6828



**Design and Engineering House
Team**

Lisa McCandless,
Administrator

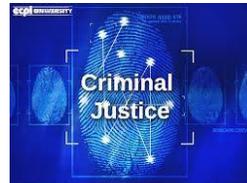
Rosana Olivarez, Counselor
rolivarez@wisd.us
 956.969.6679



**Business and Finance
House Team**

Andres Garcia, Administrator

Caridad Salinas, Counselor
casalinas@wisd.us
 956.969.6824



**Law and Criminal Justice
House Team**

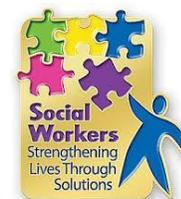
Dr. Joel Nava, Administrator

Laura Villarreal, Counselor
lvillarrea@wisd.us
 956-969-6674



**Weslaco TSTEM Early
College High School**

Mischelle King,
Administrator
 Eunice Leija, Counselor
eleija@wisd.us
 956.969.6826



Elva Rey, Social Worker

956.969.6827
emarroqu@wisd.us

Parental Engagement Program
Ramiro Trevino, Parental Specialist
ratrevin@wisd.us

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will



Weslaco EAST High School
 Dr. David Gamboa, Principal
 810 S. Pleasantview Dr. Weslaco, Texas 78596
 956.969.6950



Carey Boleach, College Readiness Special/Head Counselor



**Technology and Media
 Communications
 House Team**

Belen Torres, Administrator
betorres@wisd.us
 Armando Gonzalez,
 Counselor
argonzalez@wisd.us
 956.969.6950 X36959



**Arts and Education
 House Team**

Araceli Chavarin,
 Administrator
achavarin@wisd.us
 Diana Reyna, Counselor
dreyna@wisd.us
 956.969.6950 X32218



**Design and Engineering
 House Team**

Danny Reyna
 Administrator
dareyna@wisd.us
 Zeida Rodriguez,
 Counselor
zrodriguez@wisd.us
 956.969.6950 X32233



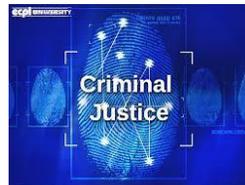
**Weslaco East Early College High
 School**

Lisse Krink, Administrator
 Cindy Cid, Administrator
 Elvira Martinez, Counselor
emartine@wisd.us
 956.969.6950 X32211



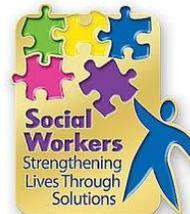
**Business and Finance
 House Team**

Cindy Cid,
 Administrator
ccid@wisd.us
 Nancy Ortiz, Counselor
nortiz@wisd.us
 956.969.6950 X32213



**Law and Criminal Justice
 House Team**

Elias Garcia, Administrator
eliasgarcia@wisd.us
 Olga Garza, Counselor
olgarza@wisd.us
 956-969.6950 X32219



**Social Worker
 Zalinda Rodriguez,**

956.969.6950 X32221
zrodrigue@wisd.us



Parent Specialist

Norma Lopez
 956-969-6950
nlopez@wisd.us

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will



Weslaco 21st Century CTE ECHS
 Marco Zamora, Principal
 700 S. Bridge Weslaco, Texas 78596
 956.969.6742
 Melinda Sosa Ortiz, Head Counselor



Associate of Applied Science in Diesel Technology



Associate of Applied Science in Advanced Manufacturing



Associate of Applied Science in Welding Applied Technology

South Palm Gardens High School
 3907 Camino Real Viejo, Weslaco Texas 78596
 Tina Wells, Principal
 956.969.6621
 Martha Guerrero, Head Counselor
ENDORSEMENT OPTIONS



STEM Science Endorsement



Multidisciplinary Studies/Foundation Endorsement



Arts & Humanities Endorsement



Araseli Mireles
Social Worker
956-969-6621
Ext. 32005

Victoria Vasquez
College Readiness
956-969-6621
Ext. 32018



NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

At WHS and WEHS students are part of a House Team. House teams offer a list of pathways that are aligned to state endorsements.

| Campus | House Team | Administrator/Counselor |
|--------------------------|---------------------------|---|
| Weslaco High School | Early College High School | Mischelle King/Eunice Leija |
| Weslaco High School | Media Technology | Melissa Rodriguez/Patricia Gonzales |
| Weslaco High School | Fine Arts | Celica Pena/Krystal Munoz |
| Weslaco High School | Health Science | Yvett Morales/Jose Baron |
| Weslaco High School | Design and Engineering | Lisa McCandless/Rosana Olivarez |
| Weslaco High School | Business and Finance | Andres Garcia/Caridad Salinas |
| Weslaco High School | Law and Criminal Justice | Dr. Joel Nava/Laura Villarreal |
| Weslaco East High School | Early College High School | Lisse Krink and Cindy Cid/Elvira Martinez |
| Weslaco East High School | Technology Media | Belen Torres/Armando Gonzalez |
| Weslaco East High School | Arts and Education | Cindy Cid/Diana Reyna |
| Weslaco East High School | Design and Engineering | Danny Reyna/Zeida Rodriguez |
| Weslaco East High School | Business and Finance | Lisse Krink/Nancy Ortiz |
| Weslaco East High School | Law and Criminal Justice | Elias Garcia/Olga Garza |

Graduation Ceremony

A student who completes all graduation requirements except for required end-of-course assessment instruments may be issued a certificate of coursework completion. The District may allow a student who receives a certificate of coursework completion to participate in a graduation ceremony with students receiving high school diplomas. (FMH-LEGAL Policy)

High School Graduation Requirements

Weslaco Independent School District's curriculum is designed to meet the needs of students preparing for college, careers and citizenship in the community. WISD offers a full range of courses, advanced academic courses, and a comprehensive array of Career and Technical Education programs. All WISD students are expected to prepare for both college and careers.

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

In addition to the core academic programs, each high school also offers a variety of extracurricular and co-curricular programs for students. High school students can perform in a marching band, star in a dramatic production, participate in Folklorico dancing, or edit a newspaper. They can compete in volleyball or football, or any of a dozen other sports, and every campus has numerous clubs and organizations students can join for fun and education.

Browse through the course offerings in this guide to identify electives or programs that interest you. Counselors are available to help students identify courses to take, but students should discuss their goals and interests with parents as well. Students and their families should explore the many college scholarship opportunities available to successful high school students. Scholarship information is provided to eleventh and twelfth grade students. See your counselor for scholarship information.

Graduation Programs

For all students who entered high school beginning in the 2019-2020 school year, the graduation program includes four parts:

- A 22-credit foundation program, 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
- A higher performance category called Distinguished Level of Achievement
- Performance Acknowledgments that note outstanding achievement

Endorsements consist of a related series of courses that are grouped together by interest or skill set. They provide students with in-depth knowledge of a subject area. Students can choose from five endorsement areas:

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

Please note that while all five endorsements may or may not be offered on your campus, and not all college and career pathways may be available. Contact your school for specific information.

| <i>GRADUATION PLANS</i> | | |
|---|---|--|
| Foundation High School Program (FHSP; 22 Credits) | FHSP + Endorsements (26 Credits) | FHSP = Endorsement + Distinguished Level of Achievement (26 Credits) <i>WISD's prescribed plan for all incoming 9th graders.</i> |
| <p><u>English 4 credits:</u> English I, English II, English III Advanced English</p> <p><u>Mathematics 3 credits:</u> Two of the credits must consist of: Alg. 1 Geometry The additional credit can be from Group A or Group B.</p> | <p>Completion of all Foundation Plan Credits Plus:</p> <p>Mathematics (1 Additional Credit) Advanced Math from Group B</p> <p>Science (1 Additional Credit) Advanced Science from Group B</p> <p>Language Other than English-No substitutions other than specified in rule.</p> | <p>Completion of all Foundation credits and at least one endorsement</p> <p>Mathematics to include completion of Algebra II</p> |

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

| | | |
|--|---|--|
| <p>Group A Additional credit may be selected from one full credit or a combination of two half credits from two different courses, subject to prerequisite requirements, from the following courses</p> <ul style="list-style-type: none"> • Mathematical Models with Applications; • Mathematical application in Agriculture, Food, and Natural Resources; • Digital Electronics; • Robotics Programming and Design • Financial Mathematics • Accounting II; • Manufacturing Engineering; • Robotics II <p>Group B The additional credit may be selected from on full credit or a combination of two half credits from two different courses, subject to prerequisite requirements, from the following courses:</p> <ul style="list-style-type: none"> • Algebra II; • Pre-calculus; • Advanced Quantitative Reasoning; • Independent Study in Mathematics; • Discrete Mathematics for Problem Solving; • Algebraic Reasoning; • Statistics; • AP Statistics; • AP Calculus AB; • AP Calculus BC; • AP Computer Science; • Engineering Mathematics; • Statistics; • Discrete Mathematics for Computer Science; • Business Decision Making; • Mathematics for Medical Profession • College Prep Math <p>Note: If Mathematical Models with Applications was completed prior to 09/01/2015, then the course is an eligible 4th math credit.</p> <p><u>Social Studies 3 credit</u> World History or World History AP (1credit) (9th Grade)</p> | <p>Electives (2 Additional Electives)</p> <p>Available Endorsements: Science, Technology, Engineering & Mathematics (STEM) Business and Industry Public Service Arts & Humanities Multidisciplinary</p> | |
|--|---|--|

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

| | | |
|--|--|--|
| <p>Two credits must consist of the following: U.S. History or US History AP (10th Grade) U.S. Govt. or US Govt. AP (½ credit) Economics or Economics AP (½ credit)</p> <p>Additional credits may be selected from the list below: World Geography European History AP</p> <p><u>Science 3 credits:</u></p> <p>One credit must be selected from the following courses : Biology I or Biology AP</p> <p>Advanced Sciences from Group A or Group B</p> <p>Group A</p> <p>One credit must be selected from the following laboratory based courses:</p> <ul style="list-style-type: none"> • Integrated Physics and Chemistry; • Chemistry; • AP Chemistry; • Physics; • Principles of Technology*; and • AP Physics 1: Algebra-Based; <p>Group B</p> <p>The additional credit may be selected from one full credit or a combination of two half credits, subject to prerequisite requirements, from the following laboratory-based courses:</p> <ul style="list-style-type: none"> • Chemistry; • Physics; • Aquatic Science; • Astronomy; • Earth and Space Science; • Environmental Systems; • AP Biology; • AP Chemistry; • AP Physics 1: Algebra-Based; • AP Physics 2: Algebra-Based; • AP Physics C; • AP Environmental Science; • Advanced Animal Science; • Advanced Plant and Soil Science; | | |
|--|--|--|

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

| | | |
|---|--|--|
| <ul style="list-style-type: none"> • Anatomy and Physiology; • Medical Microbiology; • Pathophysiology; • Food Science; • Forensic Science; • Biotechnology I; • Biotechnology II; • Principles of Technology*; • Scientific Research and Design; • Engineering Design and Problem Solving; • Engineering Science <p>*One science credit may be earned for either Principles of Technology or Physics</p> <p><u>LOTE (2 Credits)</u></p> <ul style="list-style-type: none"> • Any two levels of the same foreign language • Two credits in computer programming language <p><u>Physical Education (1 Credit)</u></p> <ul style="list-style-type: none"> • Foundations of Personal Fitness; • Adventure Outdoor Education • Aerobic Activity • Team or Individual Sports; • PE Subst. (Band, Athletics, etc.) <p><u>Health (0.5 Credit)</u></p> <ul style="list-style-type: none"> • Health; • Principles of Health Science • Health Science Theory <p><u>Speech (0.5 Credit)</u></p> <ul style="list-style-type: none"> • Professional Communication; • Communication Applications; • Independent Study in Speech <p><u>Tech Applications (1.0 Credit)</u></p> <ul style="list-style-type: none"> • Computer Science I, II III; • AP Computer Science Principles • Animation I and II • Fundamental of Computer Science • Digital Art and Animation • Web Design or Web Comm.; • Web Technologies; • Business Information Mgmt. I & II; • Digital Media; • Business Management; • Telecommunications Networking; • Principles of Information Tech. • Game Programming and Design; • Robotics Programming and Design • 3D Modeling and Animation | | |
|---|--|--|

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

| | | |
|---|--|--|
| <ul style="list-style-type: none"> • Digital Video and Audio Design; • Web Game Development • Video Game Design • Independent Study in Technology App. <p><u>Fine Arts (1.0 Credit)</u></p> <ul style="list-style-type: none"> • Art I, II, III, IV; • Dance I, II, III, IV; • Music Level I, II, III, IV; • Music Studies ; • Theatre I, II, III, IV • Music Theatre I, II, III, IV; • Technical Theatre I, II, III, IV; • Floral Design • Digital Art and Animation • 3D Modeling and Animation; • Art Substitution <p>Electives (3.0 Credits)</p> | | |
| TOTAL 22 Credits | | |

Programs of Study

All students must take required English, mathematics, science and social studies courses in the year they enter high school, and they must continue those courses annually until all requirements are met.

All Weslaco ISD high school students have the opportunity to focus their high school elective course choices in a field of interest. The sixteen clusters are used to organize available electives into manageable college/career focus areas called Programs of Study.

Programs of Study include a sequence of courses (3 or more) within a cluster. Each Program of Study will have a series of three or more courses that will move a student from a beginning introductory course to two or more increasingly advanced courses. All Programs of Study start with the graduation program with a focus on the use of electives in a coherent sequence to build student skills in an area of interest. The selection of a program of study is based upon individual interest and aptitude.

Following are the clusters available in WISD.

Agriculture, Food, & Natural Resources
 Architecture & Construction
 Arts, AV & Communication
 Business Management & Administration
 Education & Training
 Finance
 Health Science
 Hospitality & Tourism
 Human Services
 Information Technology
 Law, Public Safety, Corrections & Security
 Manufacturing
 Marketing

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

Science, Technology, Engineering & Mathematics Transportation, Distribution, & Logistics

Students are urged to take the courses in a coherent sequence to maximize the effectiveness of the learning and to meet the graduation endorsement requirement. In many Programs of Study, college articulated credit is dependent on following the correct sequence of courses. Teachers and counselors will be glad to help students review interests and skills to help students determine what program of study to choose.

Please check with your counselor for the specific list of programs of study available at your campus.

Endorsement Options

Students will be able to earn one or more endorsements as part of their graduation requirements. Endorsements consist of a series of courses that are grouped together by interest. They provide students with in depth knowledge of a subject area. The five endorsement options offered by WISD include: 1.) Science, Technology, Engineering, and Mathematics 2.) Business and Industry, 3.) Public Service, 4) Arts and Humanities, and 5.) Multidisciplinary Studies. Students earn an endorsement by completing the curriculum requirements for the endorsement including a 4th credit in math and science and additional elective credits for a total of 26 credits.

Performance Acknowledgement

Students may choose to work towards higher levels of academic performance and graduate with one or both high school degree enhancements. The two Enhancements are: 1.) Performance Acknowledgements and 2.) Distinguished Level of Achievement. To meet the criteria for enhancements, students must satisfy the following performance measures:

A student may earn a performance acknowledgment on the student's diploma and transcript for outstanding performance in a dual credit course by successfully completing;

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

An associate degree while in high school.

Bilingualism and Biliteracy: A student may earn a performance acknowledgement for outstanding performance in bilingualism and biliteracy.

by demonstrating proficiency in accordance with local school district grading policy in two or more languages by:

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

Satisfying one of the following:

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

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

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

Demonstrated proficiency in one or more languages other than English through a score of 3 or higher on a College Board advanced placement examination for a language other than English

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

In addition to meeting the requirements of paragraph I of this subsection, to earn an performance acknowledgement in bilingualism of biliteracy, An English language learner must also have:

Participated in and met the exit criteria of the ESL program; and

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

A student may earn a performance acknowledgement on the student's transcript for outstanding performance on a College Board Advanced Placement test of 3 or higher.

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

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

Achieving the college readiness benchmark score on at least two of the four subject tests on the ACT-ASPIRE® examination or

Earning a combined critical reading and mathematics score of at least 410 on the evidenced based reading section and 520 on the mathematics section of the SAT or

Earning a composite score on the ACT examination of 28 (excluding the writing subscore)

A student may earn a performance acknowledgement on the transcript for earning a state-recognized or nationally or internationally recognized business or industry certification or license with:

Performance on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification or

Performance on an examination sufficient to obtain a government-required credential to practice a profession

Parents must refer to Chapter 74: Subchapter B Curriculum on the TEA website at

<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074b.html>



SECTION 1V: HIGH SCHOOL INFORMATION

Classification of Students Entering from Outside of the District (Grade Level Placement)

Students entering the District from an accredited public, private, or parochial school shall provide evidence of prior schooling outside the District and shall be placed initially at the grade level reached elsewhere. For students in grades 9-12, grade level initial placement will be based upon the number of current credits earned in the sending district and

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

the student's original year of entry to 9th grade. "Accredited" is defined as accreditation by the Texas Education Agency (TEA), an equivalent agency from another state, or an accrediting association recognized by the Commissioner of Education. (FD Local Policy)

A student entering the District from a non-accredited public, private, or parochial school, including home schools, shall be placed initially at the discretion of the principal, pending observation by classroom teachers, guidance personnel, and the principal (FD Local Policy). Criteria for placement may include:

Scores on achievement tests, which may be administered by appropriate District personnel.

Recommendation of the sending school.

Prior academic record.

Chronological age and social and emotional development of the student.

Other criteria deemed appropriate by the principal.

College University Testing

Post-secondary institutions require specific tests for admissions. Students should be aware of the following tests:

Preliminary Scholastic Aptitude Test (PSAT): The Preliminary SAT is the practice test for the SAT I. This test may be taken during the fall of the student's 10th grade to allow him or her to become more comfortable with taking standardized tests. Students are encouraged to take the PSAT again during their 11th grade year to allow them an opportunity to qualify for the National Merit Scholarship Program and the National Hispanic Scholar Recognition Program. The PSAT includes a writing skills section, verbal reasoning and mathematics reasoning. Visit www.collegeboard.org for more information.

Armed Services Vocational Aptitude Battery (ASVAB): The Armed Services Vocational Aptitude Battery is a multi-aptitude battery of tests that assist the student in better understanding how they compare to a nationally representative group of comparable individuals on skills important to their future training and job performance. This test is recommended for students interested in a military career and should be taken during the 11th or 12th grade year.

American College Testing (ACT): The ACT is a test designed to assess high school students' general educational development and their ability to complete college level work. The test covers four skill areas: English, mathematics, reading and science reasoning. Students are encouraged to take the test during the spring of their 11th grade year or the fall of their 12th grade year. Visit www.act.org for more information.

Scholastic Aptitude Test (SAT): The SAT is a test that measures developed verbal and mathematical reasoning abilities as they relate to successful performance in college. Students are encouraged to take this test in the spring of their 11th grade year or in the fall of their 12th grade year. Students should be aware of specific college test requirements when deciding which tests is necessary. Visit www.collegeboard.com for more information.

Students may access test information, registration materials and deadlines by:

visiting with their counselor

picking up a registration packet at the Career Center/Go Center; or

visiting the website for each test.

Transcript

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

A transcript is the official record of your high school courses. It includes grades and testing activity such as ACT, SAT, STAAR, AP, etc. Sources of those grades include:

all courses and grades obtained at a high school campus in Weslaco

all courses and grades obtained at a middle school for high school credit.

transfer grades for any other in school in the United States

bi-national transfer grades from another country for recent immigrants or foreign exchange students.

The transcript will show a seal of the plan under which the student graduated (Foundation, Foundation with Endorsements, or Distinguished Level of Achievement). This seal will be placed on the transcript once requirements have been met and the student has graduated.

Students may request official or unofficial transcripts. Official transcripts will be sent directly to another school, college, university, or employer and marked with the school seal via Texas Records Exchange (TREx). The Texas Records Exchange (TREx) system is a web-based software application designed for the exchange of electronic student records as mandated by the 79th Legislature, 3rd Called Session, 2006 (House Bill 1). By using the TREx application, school registrars have the ability to electronically request and receive student records for students who have attended or will be attending Texas public schools. High school registrars and counselors also have the ability to electronically create and send official student transcripts to Texas public colleges and universities using TREx. Unofficial transcripts will be issued to the student.



Letter Grades

When students transfer to WISD from a school that gives letter grades, a uniform grading system for translating letter grades is used in all secondary schools.

The alphanumeric chart is:

| | | | |
|---|-----------|----|---|
| A | Excellent | A+ | 98 |
| | | A | 95 |
| | | A- | 93 |
| B | Good | B+ | 88 |
| | | B | 85 |
| | | B- | 83 |
| C | Fair | C+ | 78 |
| | | C | 75 |
| | | C- | 73 |
| D | Failing | | 69 below <i>A transfer grade of a 69 or below transferred as a passing grade, will be converted to a 70.</i> |

(EIC Local Policy)

This system also applies to credits completed through the Dual Credit program. A high school student enrolled in dual-credit course in which only letter grades are assigned may request a numerical grade from their instructor. College instructors are not required to grant requests for numerical grades. It is the students' responsibility to verify if the instructor agrees to provide a numerical grade prior to enrolling in the course. To request a numerical grade, a student

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

must contact the college instructor and request that a numerical grade be sent to the student's high school registrar. Please note that the numerical grade provided by the instructor will be used in lieu of the established alphanumeric chart conversion scale.

Exception: Upon receipt of an alpha-to-numeric conversion scale from the sending district, the sending district's grading scale is used in lieu of WISD's conversion chart.

When a student transfers to WISD and brings a Pass/Fail grade then the Pass grade will be converted into a 70 and will not be included in the GPA. The Fail grade will be converted into a 60 and will not be included in the GPA.



Class Schedules

All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day. Exceptions may be made occasionally by the campus principal for students in grades 9-12 who meet specific criteria and receive parental consent to enroll in less than a full-day's schedule.

Transfer of Courses and Grades

When a student transfers after a semester of full year is completed, the receiving district must honor credits already awarded by the sending Texas public district or charter (19 TAC §74.26(a)(1)); including high school courses completed prior to grade 9.

Student records from non-Texas public schools (i.e., private, out-of-state or out-of-country,) will be evaluated for transfer of credit, including courses completed prior to grade 9. Credit will be awarded provided the curriculum of the course is aligned with Texas Essential Knowledge and Skills (TEKS) The District may require the student to demonstrate mastery of the content or use alternative methods to verify course content for award of credit. (FD Local)

Transfer grades shall be honored according to the criteria above. The principal shall make a final determination if there is a question of category or weight.

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

High School Grade Classification

- 9th grade requires completion and promotion of 8th grade and 0-6.5 credits.
- 10th grade requires completion of a minimum of 7.0 credits up to 13.5 credits.
- 11th grade requires completion of a minimum of 14 credits up to 20 credits.
- 12th grade requires completion of a minimum of 21 credits and above

Three-Year Graduates

A parent is entitled to request, with the expectation that the request will not be unreasonably denied, that the student be permitted to graduate from high school earlier than the student would normally graduate, if the student completes all required course and exit-level assessment requirements for graduation. Students seeking graduation in fewer than 4 years should see their school counselor or registrar to obtain an early graduation intent form. Prior to grade level reclassification to grade 12 the student must:

- Meet the minimum credit requirements for grade level reclassification
- Show evidence of course completion probability for their intended graduation plan
- Submit a completed early graduation intent form with required signatures.

Grade point averages for a student who completes the high school program requirements in fewer than four years shall be ranked with the class in which he or she graduates with.

Grade Point Average/Rank in Class

EIC Local Policy

The District shall include in the calculation of class rank semester grades earned in high school credit courses taken at any grade level, unless excluded below, but only in the following subject areas: English, mathematics, science, and social studies.

The calculation shall include failing grades.

The calculation of class rank shall exclude:

- grades earned in a distance learning course, unless the course is either assigned to the student by the District or offered as a course option along with traditional District courses;
- a dual credit course, unless the course is taken in the following subject areas: English, mathematics, science, or social studies;
- self-paced courses;
- any course for which a pass/fail grade is assigned;
- or through credit by examination, with or without prior instruction.

The District shall categorize and weight eligible courses as Tier I, Tier II, and Tier III in accordance with provisions of this policy and as designated in appropriate District publications.

- Tier I: Eligible AP and dual credit courses shall be categorized and weighted as Tier I courses.
- Tier II: Eligible Pre-AP and honors courses shall be categorized and weighted as Tier II courses.
- Tier III: All other eligible courses shall be categorized and weighted as Tier III courses.

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

The District shall assign weights to semester grades earned in eligible courses and calculate a weighted numerical grade average, in accordance with the following:

| | |
|----------|--------------------|
| Category | Weight |
| Tier I | Multiplied by 1.25 |
| Tier II | Multiplied by 1.10 |
| Tier III | Multiplied by 1.0 |

The District shall record weighted numerical grades on student transcripts.

When a student transfers semester grades for courses that would be eligible under the Tier III category and the District has accepted the credit, the District shall include the grades in the calculation of class rank.

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

Only the following courses will be factored into the GPA for the class of 2023 and thereafter:

| The District shall include in the calculation of class rank semester grades earned in high school credit courses taken at any grade level, unless excluded below, but only in the following subject areas: English, mathematics, science, and social studies. ¹ | | | | | | | | | |
|--|--|---|-----------------|-------------------|--------------------------------------|-----------------|-------------------|----------------|-----------------|
| Semester grades earned in the following courses will be included in the GPA. Only the list of courses below will be included for the class of 2023 and thereafter. | | | | | | | | | |
| Subject | SERVICE/ LOCAL | TEA Chapter 74 | Yes OR No | SERVICE/ LOCAL | TEKS Chapter 110 English | Yes OR No | SERVICE/ LOCAL | CO22 Table | Yes OR No |
| ENG | 03220100 | English I, Reg, and PAP | Y | 03270700 | Reading I | Y | 03200600 | English I SOL | Y |
| | 03220200 | English II, Reg. and PAP | Y | 03270800 | Reading II | Y | 03200700 | English II SOL | Y |
| | 03220300-R | English III, Reg., PAP, AP | Y | 03270900 | Reading III | Y | | | |
| | 03220400-R A3220100-AP A3220200-AP | English IV Reg. and AP | Y | 03270100 | College Readiness and Study Skills | | | | |
| | 03221800-1 st 03221810-2 nd 03221820-3 rd | Ind. Study in Eng. (1 st , 2 nd , and 3 rd time taken) | Y | 03221700 | Visual Media Analysis and Production | Y | | | |
| | 03221500 | Literary Genres | Y | 03241401 | Contemporary Media | Y | | | |
| | 03221200 | Creative Writing | Y | 03221300 | Practical Writing Skills | Y | | | |

¹

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

| | | | | | | | | | |
|------|--|---|-----------------|--|---|-----------------|-------------------|------------|-----------------|
| | 03221600-1 st 03221610-2 nd | Humanities (1 st and 2 nd time taken) | Y | 03240900- 1 st 03241000- 2 nd | Public Speaking I and II | Y | | | |
| | 03221100 | Research and Technical Writing | Y | 03240200- 1 st 03240300- 2 nd | Oral Interpretation I and II | Y | | | |
| | 03241100 | Public Speaking III | Y | 03240600- 1 st 03240700- 2 nd | Debate I and II | Y | | | |
| | 03241400 | Communication Applications (* must be taken with another course) | Y | 03230100 | Journalism | Y | | | |
| | 03240400 | Oral Interpretation III | Y | 03231000- 1 st 03231011- 2 nd 03231902- 3 rd | Ind. Study in Journalism | Y | | | |
| | 03240800 | Debate III | Y | 03231900- 1 st 03231901- 2 nd | Adv. Broadcast Journalism I and II | Y | | | |
| | 03241200-1 st 03241210-2 nd 03241220-3 rd | Independent Study in Speech (1 st , 2 nd , and 3 rd time taken) | Y | 03230110- 1 st 03230120- 2 nd | Adv. Journalism Yearbook I and II | Y | | | |
| | 03231000-1 st 03231901-2 nd 03231022-3 rd | Independent Study in Journalism (1 st , 2 nd , and 3 rd time taken) | Y | 03230140- 1 st 03230150- 2 nd | Adv. Journalism Newspaper I and II | Y | | | |
| | 03231902 | Adv. Broadcast Journalism III | Y | 03230170- 1 st 03230180- 2 nd 03230190- 3 rd | Adv. Journalism Literary Magazine (1, 2, and 3) | Y | | | |
| | 03230130 | Adv. Journalism Yearbook III | Y | 03230800 | Photojournalism | Y | | | |
| | 03230160 | Adv. Journalism Newspaper III | Y | | | | | | |
| | A3220100-AP A3220200-AP | Comparable AP English (Language and/or Literature) | Y | | | | | | |
| | 13011600 | Business English | Y | | | | | | |
| | CP110100 | College Preparatory English | Y | | | | | | |
| Math | SERVICE/ LOCAL | Chapter 74 (all classes will be included in GPA) | Yes OR No | SERVICE/ LOCAL | TEKS Chapter 111 Math | Yes or No | SERVICE/ LOCAL | CO22 Table | Yes OR No |
| | 03100500 | Algebra | Y | | | | | | |
| | 03100700 | Geometry | Y | | | | | | |

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

| | | | | | | | | | |
|--|--|--|---|--|--|--|--|--|--|
| | 03100600 | Algebra II | | | | | | | |
| | 03102400 | Math Model with Applications | Y | | | | | | |
| | 13001000 | Mathematical Applications in Agriculture Food and Natural Resources | Y | | | | | | |
| | 13037600 | Digital Electronics | Y | | | | | | |
| | | Robotics Programming and Design | Y | | | | | | |
| | 13018000 | Financial Mathematics | Y | | | | | | |
| | | Applied Math for Technical Professionals | Y | | | | | | |
| | 13016700 | Accounting II | Y | | | | | | |
| | | Manufacturing Engineering and Technology II | Y | | | | | | |
| | 13037050 | Robotics II | Y | | | | | | |
| | 03101100 | Pre-Calculus | Y | | | | | | |
| | 03102510 | Advanced Quantitative Reasoning | Y | | | | | | |
| | 03102500-1st 03102501-2nd 03102502-3rd | Independent Study in Math (1 st , 2 nd , and 3 rd time taken) | Y | | | | | | |
| | 03102520 | Discrete Mathematics for Problem Solving | Y | | | | | | |
| | 03102540 | Algebraic Reasoning | Y | | | | | | |
| | 03102530 | Statistics | Y | | | | | | |
| | A3100200 | Comparable AP Math (AP Statistics, AP Calculus AB, AP Calculus BC) | Y | | | | | | |
| | A3580110-M A3580120-L | AP Computer Science A (Math and LOTE) | Y | | | | | | |
| | 13036700 | Engineering Math | Y | | | | | | |
| | 13016900 | Statistics and Business Decision Making | Y | | | | | | |
| | 13020970 | Mathematics for Medical Professionals | Y | | | | | | |
| | 03580370 | Discrete Math for | Y | | | | | | |

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

| | | | | | | | | | |
|---------|--------------------------|--|-----------------|-------------------|--------------------------|--|-------------------|-------------|-----------------|
| | | Computer Science | | | | | | | |
| | CP111200 | College Prep Math | Y | | | | | | |
| Science | SERVICE/ LOCAL | Chapter 74 (all classes will be included in GPA) | Yes OR No | SERVICE/ LOCAL | TEKS Chapter 112 Science | | SERVICE/ LOCAL | CO 22 Table | Yes OR No |
| | 03010207 | Biology | Y | | | | | | |
| | 03040000 | Chemistry | Y | | | | | | |
| | 03050000 | Physics | Y | | | | | | |
| | 03060201 | Integrated Physics and Chemistry | Y | | | | | | |
| | 13020600 | Anatomy and Physiology | Y | | | | | | |
| | 03030000 | Aquatic Science | Y | | | | | | |
| | 03060100 | Astronomy | Y | | | | | | |
| | 03060200 | Earth and Space Science | Y | | | | | | |
| | 03020000 | Environmental Science | Y | | | | | | |
| | A3010200 | AP Biology | Y | | | | | | |
| | A3040000 | AP Chemistry | Y | | | | | | |
| | A3050003-1 A3050001-B | AP Physics | Y | | | | | | |
| | A3050004 | AP Physics II | Y | | | | | | |
| | A3020000 | AP Environmental Science | Y | | | | | | |
| | A3050006 | AP Physics C | Y | | | | | | |
| | 13037100 | Principles of Technology | Y | | | | | | |
| | 13000700 | Advanced Animal Science | Y | | | | | | |
| | 13002100 | Advanced Plant and Soil | Y | | | | | | |
| | 13020700 | Medical Microbiology | Y | | | | | | |
| | 13020800 | Pathophysiology | Y | | | | | | |
| | 13023000 | Food Science | Y | | | | | | |
| | 13029500 | Forensic Science | Y | | | | | | |
| | 13036400-1 13036450-2 | Biotechnology I and II | Y | | | | | | |

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

| | | | | | | | | | |
|----------------|--|---|-----------------|--|---|---|---|--|-----------------|
| | 13037200-1 13037210-2 13037220-3 | Scientific Research and Design | Y | | | | | | |
| | 13037300 | Engineering Design and Problem Solving | Y | | | | | | |
| | 13037500 | Engineering Science | Y | | | | | | |
| Social Studies | SERVICE/ LOCAL | Chapter 74 (all classes will be included in GPA) | Yes OR No | SERVICE/ LOCAL | TEKS Chapter 113 Social Studies | | SERVICE/ LOCAL | CO 22 Table | Yes OR No |
| | 03340400 | World History | Y | 03350100 | Psychology | Y | 03380001-1 st 033800021-2 nd | Social Studies Advanced Studies (1 st and 2 nd time taken) | Y |
| | 03340100 | US History | Y | 03370100 | Sociology | Y | | | |
| | 03330100 | US Government | Y | 03380002-1 st 03380022-2 nd 03380032-3 rd 03380042-4 th | Special Topics in Social Studies (1 st , 2 nd , 3 rd , and 4 th , time taken) | Y | | | |
| | 03320100 | World Geography | Y | 03380003-1 st 03380023-2 nd 03380033-3 rd 03380043-4 th | Social Studies Research Methods (1 st , 2 nd , 3 rd , and 4 th , time taken) | Y | | | |
| | A3360100 | AP Human Geography | Y | 03380082 | Personal Financial Literacy | Y | | | |
| | 03310300 | Economics | Y | 03380084 | Ethnic Studies: Mexican American Studies | Y | | | |
| | | | | A3340200 | AP European History | Y | | | |
| | | | | A3330100 | AP Government and Politics | Y | | | |
| | | | | A3330200 | AP Comparative Government and Politics | Y | | | |
| | | | | A3350100 | AP Psychology | Y | | | |
| | | | | A3310100 | AP Microeconomics | Y | | | |
| | | | | A3310200 | AP Macroeconomics | Y | | | |
| | | | | 03310301-1 st 03310321-2 nd | Economics Advanced Studies (1 st and 2 nd time taken) | Y | | | |

State of Texas Diploma

After the completion of all graduation requirements students receive a high school diploma. All students receive the same diploma. Differences in graduation plans are reflected in the student transcript.

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

Local Graduation Honors

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank in accordance with the EIC (LOCAL) policy and administrative regulations by using grades available at the time of the calculation at the end of the fall semester of the senior year.

Students will be recognized using the Latin Honors System.

Latin Honors for WHS Graduates starting with students who entered 9th grade in 2019.2020:

- Summa: 100+ (no rounding)
- Magna: 95-99 (no rounding)
- Cum: 90-94 (no rounding)

For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class rank for the purpose of automatic admission under state law. [See EIC (LEGAL)] Students must complete the Foundation with Endorsement or Distinguished Level of Achievement Plan to be eligible for Honor recognition.

Earning College Credit While in High School

WISD provides multiple opportunities to acquire college credit. Credit may be obtained through College Board approved Advanced Placement (AP) Examinations; dual credit courses, and articulated courses. In all situations, students must verify how credits will be applied to both their high school transcript and their college transcript.

Pre-Advanced Placement (Pre-AP) or Honors (H)

Pre-AP or honors courses are designed to teach students study skills and learning strategies. Pre-AP courses are available to all students in all WISD middle and high schools. Courses vary from campus to campus based on course demand. These courses build on the strengths of students and prepare them to experience success in advanced courses.

Advanced Placement (AP)

Advanced Placement offers college-level curricula and exams. AP courses require students to study content with more depth and complexity at a more challenging pace. AP courses are available to all students in all WISD high schools. Courses vary from campus to campus based on course demand. Teachers of these courses have specialized training. AP exam scores of 3, 4, or 5 may be used by colleges to grant course credit or placement.

Dual Credit

High school and college credit can be earned at the same time by taking college courses while still in high school. Some approved dual credit courses may be offered on high school campuses, at higher education institutions where WISD has an agreement, or through an approved distance-learning program. For detailed information about the qualifications and enrollment in dual credit opportunities, consult your school high counselor. Students who qualify will be required to complete enrollment documentation, which may be unique to each dual credit institution/program.

The dual credit program requirements are listed below:

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

- Meet with a WISD counselor prior to beginning the dual credit process
- Be college ready by meeting TSI standards for courses with this requirement, and course prerequisites prior to enrolling in classes
- Complete the dual credit form and obtained the required approvals; and
- Be advised by college advisor

Students interested in taking college courses on their own, must first seek permission from the counselor and principal. If permission is not secured, then credit will not be transferred to the WISD records.

Dual Enrollment Courses Offered Through UT OnRamps

UT OnRamps is a dual enrollment program that also awards college credit upon successful completion of a course. Student coursework is graded by an WISD teacher and a UT professor. The student receives two separate grades. The grade issued by the WISD teacher will be recorded on the student's WISD transcript and the grade awarded by the UT professor determines the student's eligibility to earn the college credits for that course. If eligible to earn credit, the student has the option within the allowable window of time to accept the college credit or not.

Early College High School

Early College High Schools (ECHS) are innovative high schools that allow students least likely to attend college an opportunity to earn a high school diploma and 60 college credit hours. Early College High Schools:

- Provide dual credit at no cost to students
- Offer rigorous instruction and accelerated courses
- Provide academic and social support services to help students succeed
- Increase college readiness, and
- Reduce barriers to college access.

Students entering grades nine or 10 are eligible.

What is required?

- Satisfactory reading and writing scores on the TSI Assessment, SAT or ACT exams.
- Complete the institute of higher education's (IHE) enrollment process.
- Selection of and registration for IHE classes before the open registration deadline.

What is the TSI Assessment?

The Texas Success Initiative (TSI) Assessment is a program designed to help your institution determine if you are ready for college-level course work in the general areas of reading, writing and mathematics. This program will help determine what type of course or intervention will best meet your needs to help you become better prepared for college-level course work if you are not ready.

Some students are exempt from the TSI exam, provided they meet the following criteria:

- ACT: composite scores of 23, English 19, math 19;
- SAT: combined scores of 1070, critical reading 500 and math 500;
- TSI: math 350, reading 351, writing multiple-choice (MC) score of 340 with an essay score of 4 OR an essay score of 5 or higher, with a multiple-choice score below 340 (and ABE score of 4).

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

For more information about the TSI, visit the College Board website. Also, visit your campus College & Career Center for TSI test dates/information.

WISD encourages students to enroll in rigorous coursework to academically prepare for the rigor in higher education. Upon entering a college or university program, if a student does not meet specific criteria for the Texas College Readiness standards, students will be required to take developmental courses in Reading, Math, or Writing.

Why should it matter to me?

Upon high school graduation, students must meet the college readiness standard or they will be required to pay for developmental classes at the college they are attending.

How can my child graduate College Ready?

Many of our high schools offer free tutoring programs for TSI test preparation during the school day or before and after school. Students should ask their school counselor for assistance in meeting the College Readiness Standard. This link has more information regarding the TSI and test prep resources.

Top 10% Ruling

Students who are ranked in the top 10 percent of their graduating class are automatically admitted to a Texas public college or university of their choice. Students must apply for admission no later than two years after graduating from a Texas high school, and they must submit a completed application before the expiration of any filing deadline established by the college or university. Colleges and universities may require an essay, letters of recommendations, admission and placement tests, fees, and an official high school transcript. Colleges and universities may add additional requirements under this ruling. Check with the counselor at your high school.

Top Six Percent for UT at Austin for 2018

Senate Bill 175, passed by the 81st Texas Legislature allows The University of Texas at Austin to limit automatic admission to 75 percent of the university's enrollment capacity designated for first-time resident undergraduate students. The University has determined that it will automatically admit all eligible 2019 summer/fall freshman applicants who rank within the top six percent of their high school graduating classes, with remaining spaces to be filled through holistic review.

Credit Accrual Opportunities

In addition to regular enrollment in classes at the high schools, the following credit accrual opportunities are available:

Extended Day

Several high school courses are offered through self-paced programs such as Edmentum. Courses are offered to make up credits in English, Math, Social Studies, and Science.

Summer School

Courses are offered each summer to make up credit in English, Math, Science, Social Studies, and Technology Applications. Limited courses for advancement may be available.

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

Distance Learning

Students may earn high school credit for approved courses taken by correspondence from various colleges and universities. Students need counselor approval. When available, students may enroll in approved distance learning courses through the internet or interactive video.

Credit by Examination

Credit by exam for acceleration is offered during a testing window at secondary campuses in the fall and spring. Specific dates and information may be obtained through your counselor or registrar.

College Courses

Students enrolled in college courses at a high school or college campus while still enrolled in high school may receive college credit in addition to high school credit for the course. Approval must be secured before the student can enroll in the course. Students either must be TSI exempt or pass the TSI. See your counselor for details.

Dual Enrollment

Students taking these courses receive both college and high school credit.

Middle School Courses for High School Credit

Students taking Spanish I and/or Career Portals while in middle school will receive high school credit only. The grade will be excluded from G.P.A. and ranking calculations. Algebra 1 and Geometry grades will be included in G.P.A. and ranking calculations.

Texas Virtual School Network

Texas Virtual School Network (TxVSN) is a non-traditional, online program which was created by the 80th Texas Legislature through the passage of Senate Bill 1788 and codified in Chapter 30A. of the Texas Education Code (TEC). This authorization allows the Texas Education Agency to establish and administer a state virtual school network to provide education to students through electronic means.

The Texas Virtual School Network first offered courses to students in Texas districts. The course catalog offers courses for students in grades nine through 12 that have been reviewed to ensure 100 percent alignment with the Texas Essential Knowledge and Skills, as well as, the iNACOL National Standards for Quality Online Courses.

With written approval of the parent and the principal, a student in grades eight through 12 at secondary schools, who scores 70 percent or above on a correspondence, electronic or online course will receive credit for the academic course at the secondary level. Failing scores on correspondence, electronic, online courses will be recorded on the transcript. A passing grade on a correspondence, electronic or online course will be yearlong averaged with a failing grade on a correspondence, electronic, or online course for award of credit {see EHDE (Legal)}.

Financial Aid

Federal Student Aid is responsible for managing the student financial assistance programs authorized under Title IV of the Higher Education Act of 1965. These programs provide grants, loans, and work-study funds to students attending college or career school. They ensure students and their families can benefit from these programs by

- informing students and families about the availability of the *federal student aid programs* and the process for applying for and receiving aid from those programs;
- developing the *Free Application for Federal Student Aid (FAFSA®)*;
- accurately disbursing, reconciling, and accounting for all federal student aid funds that are delivered to students each year through more than 6,200 colleges and career schools;

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

- managing the outstanding *federal student loan* portfolio and securing repayment from federal student loan borrowers;
- providing oversight and monitoring of all program participants—schools, financial entities, and students—to ensure compliance with the laws, regulations, and policies governing the federal student aid programs

Financial Aid for post-secondary education is available for students who qualify. Students must fill out the Free Applications for Federal Student Aid (FASFA) during their senior year.

Federal regulations mandate that a student receiving financial assistance under Title IV programs maintain satisfactory academic progress in his/her course of study, regardless of whether or not financial aid is awarded for the semester enrolled. All students, including dual enrollment students must adhere to the Student Academic Progress policy to be eligible for financial aid upon enrolling as an entering college freshmen. The requirements of the policy mandate the following:

- Maintain an overall 2.0 Grade Point Average
- Complete 67% of courses attempted, cumulatively
- Graduate within the maximum time frame allowed for the student’s course of study

Course Offerings

Course Selection and Request for Changes

Students will select courses for the next school year during the spring semester. Factors to be considered in selecting courses are the following:

- requirements for graduation
- significance to the student’s overall program and education/career goals
- purpose of the course
- possible prerequisite for other courses
- Programs of study
- Graduation Plans and Endorsements

After pre-registration, requests for changes should be made to student’s current counselor before the last day of enrollment. Changes after the first day of school must be approved by campus principal. No schedule changes will be allowed after the third week of school.

Course Designations

Regular: All regular courses taken follow 100% of the Texas Essential Knowledge and Skill (TEKS) as required in the state curriculum.

Pre-Advanced Placement (Pre-AP or PAP): The Pre-AP program is a level of challenging courses designed to teach students strong study skills and learning strategies. Pre-AP courses are offered in graded 6-12 and are taught by teachers with specialized training. Pre-AP courses emphasize critical thinking, reading, research, and writing, and as appropriate, advanced performance expectations. Pre-AP courses carry weighted grade points.

Advanced Placement (AP): The Advanced Placement program is a sequence of college-level courses taught in high school by teachers with specialized training. AP courses require students to study content for a deeper understanding at a more cognitively complex level. Students have the opportunity to take AP Exams in May. AP exam results are used to grant college credit and course placement based on student performance based on policies of individual colleges and universities. AP courses carry weighted grade points.

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

Dual Enrollment: A dual credit course is a course taken in high school for the purposes of gaining high school and college credit simultaneously. The course can be taken at a high school campus or at a college campus. Dual credit provides advanced academic instruction beyond, or in greater depth than the Texas Essential Knowledge and Skills (TEKS).

The Dual Credit Program requirements are listed below:

- Student has completed the sophomore year of high school (unless they participate in the ECHS program); and
- Met with their assigned WISD counselor prior to beginning the Dual Credit process;
- Be college ready by meeting TSI standards, and course prerequisites prior to enrolling in class;

A student may also attend UT-RGV or STC as an independent student gaining college/university credit. To receive high school credit, the course must be listed in the approved district dual/credit course listing and must be approved by the assigned counselor.

Performance Acknowledgements

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

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

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

1. A student may earn a performance acknowledgment in bilingualism and biliteracy by demonstrating proficiency in accordance with local school district grading policy in two or more languages by:
 - a. Completing all English language arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100; and
 - b. Satisfying one of the following:
 - i. Completion of a minimum of three credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
 - ii. Demonstrated proficiency in the Texas Essential Knowledge and Skills for Level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
 - iii. Completion of at least three credits in foundation subject area courses in a language other than English with a minimum GPA of 80 on a scale of 100; or
 - iv. Demonstrated proficiency in one or more languages other than English through one of the following methods:
 1. A score of 3 or higher on a College Board AP exam for a language other than English; or
 2. A score of 4 or higher on an IB exam for a higher-level language other than English course; or
 3. Performance on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent
2. In addition to meeting the requirements to earn a performance acknowledgment in bilingualism and biliteracy, an English language learner must also have:
 - a. Participated in and met the exit criteria for a bilingual or English as a second language (ESL) program; and
 - b. Scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS).

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

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

- 3 or above on a College Board Advanced Placement examination; or
- 4 or above on an International Baccalaureate examination.

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

- A score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation;
- The college readiness benchmark score on at least two of the four subject tests on the ACT Aspire™ examination;
- A score of at least 1310 on the SAT® examination; or
- A composite score on the ACT® examination of 28 (excluding the writing subscore). A student may earn a performance acknowledgment on the student's transcript for earning a nationally or internationally recognized business or industry certification or license as follows:

A student may earn a performance acknowledgment with performance on an examination:

- a. Or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification; or
- b. Sufficient to obtain a government-required credential to practice a profession.

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

- a. National or international business, industry, or professional organization;
- b. State agency or other government entity; or
- c. State-based industry association.

3. Certifications or licensures for performance acknowledgements shall:

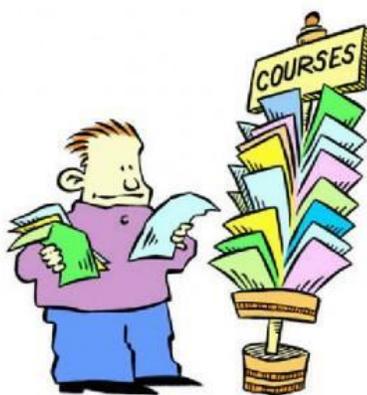
- a. Be age appropriate for high school students;
- b. Represent a student's substantial course of study and/or end-of-program knowledge and skills;
- c. Include an industry recognized examination or series of examinations, an industry validated skill test, or demonstrated proficiency through documented, supervised field experience; and
- d. Represent substantial knowledge and multiple skills needed for successful entry into a high-skill occupation.



NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will



DESCRIPTION OF COURSE



NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

SECTION IV: COURSE DESCRIPTIONS

English Language Arts

| <i>The following courses either meet a core graduation requirement on an elective requirement. Please see your counselor for details.</i> | | | | |
|---|-----------------------|--|------------------------------------|---------|
| Weslaco ISD | | | | |
| Course No. | | Subject | Grade | Credits |
| Course No. | | Subject | Grade | Credits |
| 03220100 | EN0130 | ENGLISH I | 8 th -9 th | 1 |
| 03220200 | EN0230 | ENGLISH II | 9 th -10 th | 1 |
| 03220300 | EN0330 | ENGLISH III | 10 th -11 th | 1 |
| 03220400 | EN0430 | ENGLISH IV | 11 th -12 th | 1 |
| 03200600 | EE1120 | ENGLISH I for Speakers of Other Languages | 9 th -10 th | .5-1 |
| 03200700 | EE1220 | ENGLISH II for Speakers of Other Languages | 9 th -10 th | .5-1 |
| 03221800/810/820 | EN0580 | INDEPENDENT STUDY IN ENGLISH | 11 th -12 th | .5-1 |
| A3220100 | EN0390 (11)EN1490(12) | AP ENGLISH LANGUAGE AND COMPOSITION | 10 th -12 th | 1 |
| A3220200 | EN1490 | AP ENGLISH LITERATURE AND COMPOSITION | 10 th -12 th | 1 |
| 03270700/800/900 | ER0130, ER0230, R0330 | READING I, II, III | 9 th -12 th | 1 |
| 03270100 | ER3035/6 | COLLEGE READINESS AND STUDY SKILLS | 10 th -12 th | .5-1 |
| 03221200 | 6035/6 | CREATIVE WRITING | 10 th -12 th | .5-1 |
| 03221300 | EW1030 | PRACTICAL WRITING SKILLS | 9 th -12 th | .5-1 |
| 03221100 | EW5035/36 | RESEARCH AND TECHNICAL WRITING | 9 th -12 th | .5-1 |
| 03241400 | VS1035/6 | COMMUNICATION APPLICATIONS | 9 th -12 th | .5 |
| 03240200/300/400 | VI0130 - VI0430 | ORAL INTERPRETATION I, II, III, IV | 9 th -12 th | 1 |
| 03240600/700 | VD0130 - VD0230 | DEBATE I, II, III | 9 th -12 th | 1 |
| 03230100 | VJ0130 | JOURNALISM | 10 th -12 th | 1 |
| 02321000/11/22 | VJ5080 | INDEPENDENT STUDY IN JOURNALISM | 10 th -12 th | 1 |
| 03231900/901/902 | | ADVANCED BROADCAST JOURNALISM I,II,III | 11 th -12 th | 1 |
| 03230800 | VJ1030 | PHOTOJOURNALISM | 10 th -12 th | .5-1 |
| 03230110 | VJ0230 - VJ0430 | ADVANCED JOURNALISM I, II, III (NEWSPAPER, YEARBOOK) | 10 th -12 th | 1 |
| 03221600 | HH1071 | HUMANITIES | 9 th -12 th | .5-1 |
| N1100013 | EN1530 | RESEARCH METHODS AND HUMANITIES (INNOVATIVE COURSE) INNOVATIVE COURSES ARE REVIEWED ANNUALLY | 9 th -12 th | .5-1 |
| CP110100 | ENP430 | ENGLISH PREPARATORY COURSE IN ENGLISH | 12 | 1 |
| N1280042 | EO1220 | Newcomers' English Language Development A (NELD) | 9 th -10 th | 1 |
| N1280043 | EO1320 | Newcomers' English Language Development B (NELD) | 9 th -10 th | 1 |

ENGLISH I EN0130

CREDIT (1) PREREQUISITE: NONE

Students enrolled in English I continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. In English I, students practice all forms of writing. An emphasis is placed on organizing logical arguments with clearly expressed related definitions, theses, and evidence. Students write to persuade and to report and describe. English I students read extensively in multiple genres from world literature such as reading selected stories, dramas, novels, and poetry originally written in English or translated to English from oriental, classical Greek, European, African, South American, and North American cultures. * **Pre-AP**

ENGLISH II EN0230

CREDIT (1) PREREQUISITE: NONE

Students enrolled in English II continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. In English II, students practice all forms of writing. An emphasis is placed on persuasive forms of writing such as logical arguments, expressions of opinion, and personal forms of writing. These personal forms of writing may include a response to literature, a reflective essay, or an autobiographical narrative. English II students read extensively in multiple genres from world literature such as reading selected stories, dramas, novels, and poetry originally written in English or translated to English from oriental, classical Greek, European, African, South American, and North American cultures. * **Pre-AP**

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

ENGLISH III EN0330***CREDIT (1) PREREQUISITE: NONE***

Students enrolled in English III continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. In English III, students practice all forms of writing. An emphasis is placed on business forms of writing such as the report, the business memo, the narrative of a procedure, the summary or abstract, and the résumé. English III students read extensively in multiple genres from American literature and other world literature. Periods from American literature may include the pre-colonial period, colonial and revolutionary periods, romanticism and idealism, realism and naturalism, early 20th century, and late 20th century. * **Pre-AP, AP Lang/Composition, DUAL**

ENGLISH IV EN0430***CREDIT (1) REQUIRED PREREQUISITE: Complete English I, II, and III.***

Students enrolled in English IV continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. In English IV, students are expected to write in a variety of forms, including business, personal, literary, and persuasive texts. English IV students read extensively in multiple genres from British literature and other world literature. Periods from British literature may include the old English period, medieval period, English renaissance, 17th century, 18th century, romantic period, Victorian period, and modern and post-modern period. * **AP Lang/ Composition, AP Lit/Composition, DUAL**

ENGLISH I for Speakers of Other Languages EE1120***CREDIT (1) REQUIRED PREREQUISITE: Official promotion to or placement in high school. Beginner or intermediate proficiency in English,; Recommended corequisite: English Language Development and Acquisition (ELDA).***

This is an intensive reading and writing course for recent immigrants whose native language is not English, and takes students from an intermediate to an advanced level of English proficiency. It is built on high-interest thematic content while reinforcing both vocabulary development and grammatical structures.

ENGLISH II for Speakers of Other Languages EE1220***CREDIT (1) REQUIRED PREREQUISITE: Official promotion to or placement in high school. Beginner or intermediate proficiency in English, Recommended corequisite: English Language Development and Acquisition (ELDA).***

This is an intensive reading and writing course for recent immigrants whose native language is not English, and takes students from an intermediate to an advanced level of English proficiency. It is built on high-interest thematic content while reinforcing both vocabulary development and grammatical structures.

INDEPENDENT STUDY IN ENGLISH EN0580***CREDIT (.5-1) RECOMMENDED PREREQUISITE: English I, II, III, IV***

This course focuses on a specialized area of study such as the work of a particular author or genre.

Students are expected to read and write in multiple forms for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written compositions on a regular basis and carefully examine their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. If the course is being taken as a requirement for the Distinguished Achievement Program, a student research/product must be presented before a panel of professionals or approved by the student's mentor. **DUAL**

AP ENGLISH LANGUAGE AND COMPOSITION EN0390 ⁽¹¹⁾ EN1490 ⁽¹²⁾***CREDIT (1) REQUIRED PREREQUISITE: Contract, Recommended prerequisite: English II***

This is a College Board Advanced Placement course, which may be taken in the junior year in place of English III or in the senior year in place of English IV. Students fulfill all TEKS requirements for those courses as well as complete more rigorous coursework, which prepares them for the College Board examination in May. This is considered a college level course, and students may obtain college credit depending on their AP exam score and university requirements.

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

AP ENGLISH LITERATURE AND COMPOSITION EN1490

CREDIT (1) REQUIRED PREREQUISITE: Contract/RECOMMENDED PREREQUISITE: English III or Advanced Placement (AP) English Language and Composition.

This is a College Board Advanced Placement course, which may be taken in the senior year in place of English IV. Students fulfill all TEKS requirements for that course as well as complete more rigorous coursework, which prepares them for the College Board examination in May. It is considered a college level course, and students may obtain college credit depending on their AP exam score and university requirements.

READING I, II, III ER0130, ER0230, ER0330

CREDIT (1) each year RECOMMENDED PREREQUISITE: Recommendation

Reading I, II, III offers students instruction in word recognition and comprehension strategies and vocabulary to ensure that high school students have an opportunity to read with competence, confidence, and understanding. Students 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 of these strategies are applied in texts that cross the subject fields.

COLLEGE READINESS AND STUDY SKILLS ER3035/36

CREDIT (.5) RECOMMENDED PREREQUISITE: Pass English EOC

High school students that require or request additional honing of the study skills, especially as the students prepare for the demands of college, may enroll in this course . In this course, students acquire techniques for learning from texts, including studying word meanings, identifying and relating key ideas, drawing and supporting inferences, and reviewing study strategies. In all cases, interpretations and understandings will be presented through varying forms, including through use of available technology. Students accomplish many of the objectives through wide reading as well as use of content texts in preparation for post-secondary schooling.

CREATIVE WRITING EW6035/6

CREDIT (.5- 1) RECOMMENDED PREREQUISITE: Pass English I and II EOC

This is a rigorous composition course which asks high school students to demonstrate their skill in such forms of writing as essays, short stories, poetry, and drama. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The student's evaluation of his/her own writing as well as the writing of others insures 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.

PRACTICAL WRITING SKILLS EW1030

CREDIT (.5-1) RECOMMENDED PREREQUISITE: Recommendation

The study of writing allows high school students to earn one-half to one credit while developing skills necessary for composing business letters and requests for information, as well as for completing job applications and résumés. This course emphasizes skill in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar, and the effective use of vocabulary. Students are expected to understand the recursive nature of the writing process.

RESEARCH AND TECHNICAL WRITING EW5035/36

CREDIT (.5-1) RECOMMENDED PREREQUISITE: Recommendation

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. 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.

VISUAL MEDIA ANALYSIS AND PRODUCTION

CREDIT (.5) PREREQUISITE: None

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

High school students enrolled in Analysis of Visual Media will interpret various media forms for a variety of purposes. In addition, students will critique and analyze the significance of visual representations and learn to produce media messages that communicate with others.

COMMUNICATION APPLICATIONS VS1035/6

CREDIT (.5) PREREQUISITE: None

Students enrolled in Communication Applications will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. This course must be taken to meet the speech graduation requirement.

ORAL INTERPRETATION I, II, III, IV VI0130 - VI0430

CREDIT (1) each year PREREQUISITE: preceding level

Students enrolled in Oral Interpretation I, II, III will select, research, analyze, adapt, interpret, and perform literary texts. Students focus on intellectual, emotional, sensory, and aesthetic levels of texts to attempt to capture the entirety of the author's work. Individual or group performances of literature will be presented and evaluated.

DEBATE I, II, III VD0130 - VD0230

CREDIT (1) RECOMMENDED PREREQUISITE: Communication applications; preceding level

Controversial issues arise in aspects of personal, social public, and professional life in modern society. Debate and argumentation are widely used to make decisions and reduce conflict. Students who develop skills in argumentation and debate become interested in current issues, develop sound critical thinking, and sharpen communication skills. They acquire life-long skills for intelligently approaching controversial issues and clashes of opinion.

JOURNALISM VJ0130

CREDIT (1) Grade Level (10-12)

PREREQUISITE: NONE

Students enrolled in Journalism write in a variety of forms for a variety of audiences and purposes. In Journalism, students are expected to write in a variety of forms and for a variety of audiences and purposes. Students will become analytical consumers of media and technology to enhance their communication skills. Students enrolled in Journalism will learn journalistic traditions, research self-selected topics, write journalistic texts, and learn the principles of publishing.

INDEPENDENT STUDY IN JOURNALISM VJ5080

CREDIT (1) Grade Level (12)

PREREQUISITE: NONE

Students enrolled in Independent Study in Journalism write in a variety of forms for a variety of audiences and purposes. Students create, clarify, critique, write, and produce effective communications. Students enrolled in this course will refine and enhance their journalistic skills, research self-selected topics, plan, organize, and prepare a project(s).

ADVANCED BROADCAST JOURNALISM I, II, III

CREDIT (1) Grade Level (10-12)

PREREQUISITE: NONE

Students need to be critical viewers, consumers, and producers of media. High school students enrolled in this course will apply and use their journalistic skills for a variety of purposes. Students will learn the laws and ethical considerations that affect broadcast journalism; learn the role and function of broadcast journalism; critique and analyze the significance of visual representations; and learn to produce by creating a broadcast journalism product.

PHOTOJOURNALISM VJ1030

CREDIT (1) Grade Level (10-12)

PREREQUISITE: NONE

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

Students enrolled in Photojournalism communicate in a variety of forms for a variety of audiences and purposes. High school students are expected to plan, interpret, and critique visual representation, carefully examining their product for publication. Students will become analytical consumers of media and technology to enhance their communication skills. High school students will study the laws and ethical considerations that impact photography. Technology, visual, and electronic media are used as tools for learning as students create, clarify, critique, and produce effective visual representations. Students enrolled in this course will refine and enhance their journalistic skills, plan, prepare, and produce photographs for a journalistic publication. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

ADVANCED JOURNALISM I, II, III VJ0230 - VJ0430

NEWSPAPER or YEARBOOK,

PREREQUISITE: NONE

CREDIT (1) Grade Level (10-12) PREREQUISITE: Journalism/Teacher Approval

Students may enroll in up to three levels of newspaper, yearbook or literary magazine courses. Students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. Students will apply their skills in producing the school paper, yearbook or magazine.

HUMANITIES HH1071

CREDIT (1) PREREQUISITE: None

Humanities is an interdisciplinary course in which students recognize writing as an art form. Students read widely to understand how various authors craft compositions for various aesthetic purposes. This course includes the study of major historical and cultural movements and their relationship to literature and the other fine arts. Students use written composition to show an in-depth understanding of creative achievements in the arts and literature and how these various art forms are a reflection of history.

COLLEGE PREPARATORY COURSE IN ENGLISH ENP430

CREDIT (1) REQUIRED PREREQUISITE: English I, II, II and PASS ALL EOCs

Students learn the necessary reading, writing, listening, speaking, and research skills for college level coursework.

NEWCOMERS ENGLISH LANGUAGE DEVELOPMENT (NELD) A EO1220

Credit (1) RECOMMENDED PREREQUISITE: NONE

This course is offered during the student's first semester and designed to provide instructional opportunities for secondary recent immigrant students with little or no English proficiency. These students are newcomers less than 12 months in U.S. schools and have scored at the negligible/very limited CALP level of the state approved English oral language proficiency tests. This course will be issued as an elective credit during a period of the student's first semester. This course will meet an elective course requirement and not an ELA course requirement.

NEWCOMERS ENGLISH LANGUAGE DEVELOPMENT (NELD) B EO1320

Credit (1) REQUIRED PREREQUISITE: NELD-A

NELD-B is a second semester course designed to provide educational opportunities for immigrants who have limited experience in the American school system. More rigorous than NELD-A, this course prepares students for a smooth transition and success with the ESOL/ELPS, and ELA TEKS leading to the College & Career Readiness Standards. This course enables students to become increasingly more proficient in English. This course will meet an elective course requirement and not an ELA course requirement.

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

CTE NOTE: Please see CTE portion to identify other courses that fulfill English requirement.



Social Studies

The following courses either meet a core graduation requirement on an elective requirement. Please see your counselor for details.

| WESLACO ISD | | | | |
|-------------|---------------|---|-------|---------|
| Course No. | | Subject | Grade | Credits |
| 03340100 | HU1030 | U.S. History | 10-12 | 1 |
| A03340100 | HU1090 | U.S. History AP | 10-12 | 1 |
| 03340400 | HW1030 | World History | 9 | 1 |
| 03340400 | HW1080 | World History PAP | 10-12 | 1 |
| A3370100 | HW1090 | World History AP | 10-12 | 1 |
| 03320100 | HW1230 | World Geography | 9-12 | 1 |
| 03320100 | HR1090 | World Geography Pre-AP | 9-12 | 1 |
| 03330100 | HG1035/HG1036 | U.S. Government | 11-12 | .5 |
| A3330100 | HG1095/HG1096 | U.S. Government and Politics AP | 11-12 | .5 |
| 03310300 | HE1035/HE1036 | Economics | 11-12 | .5 |
| A3310200 | HE1095/HE1096 | Economics (Macroeconomics) AP | 11-12 | .5 |
| 03380002 | HC1035/6 | Special Topics in Social Studies | 11-12 | 1 |
| 03350100 | HP1035/6 | Psychology | 11-12 | .5 |
| A3350100 | HP1095 | Psychology AP | 11-12 | .5 |
| 03370100 | HO1035/6 | Sociology | 11-12 | .5 |
| 03380082 | TBD | Personal Financial Literacy | 10-12 | .5 |
| 03380084 | EH0130 | Ethnic Studies: Mexican America Studies | 10-12 | 1 |
| A3360100 | HA1090 | HUMAN GEOGRAPHY AP | 9-12 | 1 |
| A3340200 | HI1090 | European History AP | 10-12 | 1 |

US HISTORY HU1030

Grade 10-12 Credit (1)

PREREQUISITE: NONE

Students will learn the history of the United States from 1876 (period following reconstruction) to the present, covering political, social, and economic trends in national events and the United States involvement in world affairs. Higher-level thinking and writing skills are emphasized.

U.S. HISTORY AP HU1090

Grade 11-12 Credit (1)

PREREQUISITE: NONE

This course is designed to provide a college-level experience and preparation for the Advanced Placement Exam. An emphasis is placed on interpreting documents, mastering a significant body of factual information, and writing critical essays. Topics include life and thought in colonial America, revolutionary ideology, constitutional development, Jeffersonian and Jacksonian democracy, nineteenth-century reform movements, and Manifest Destiny. Other topics include the Civil War and Reconstruction, immigration, industrialism, Populism, Progressivism, World War I, the Jazz Age, the Great Depression, the New Deal, World War

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

II, the Cold War, the post-Cold War era, and the United States at the beginning of the twenty-first century. This course will fulfill the United States history graduation requirement. *DUAL

WORLD HISTORY HW1030/HW10H0

Grade 9-12 Credit (1)

PREREQUISITE: NONE

Students will cover the history of the World from pre-historic times to the present. The students will study the social, economic, political, and religious forces that have shaped the world for five thousand years and the inventions, arts and wars that resulted from these events. High-level thinking and writing skills are emphasized.

WORLD HISTORY Pre-AP/Honors HW1080 HW10H0

Grade 9-11 Credit (1)

PREREQUISITE: NONE

This advanced course provides an overview of the history of humankind from 8000 BC to the present. This course includes the same elements of World History; however, this class is intended to challenge the ability and meet the needs of academically talented, college-bound students. Students explore an interdisciplinary view of the development of past and present cultures through the interpretation, evaluation and analysis of historical and literary materials. Emphasis will be on developing study skills for the student to be successful in an Advanced Placement social studies class.

WORLD HISTORY AP HW1090

Grade 9-12 Credit (1)

PREREQUISITE: NONE

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.

WORLD GEOGRAPHY HW1230

Grade 9-12 Credit (1)

PREREQUISITE: NONE

The course includes geographic concepts and information, civics, economics, multicultural and environmental issues. This will include teaching of tolerance, crime, and justice.

WORLD GEOGRAPHY Honors HW12H0

Grade 9-12 Credit (1)

PREREQUISITE: NONE

The same material is covered as in the regular course, but more critical thinking skills will be required. This will include teaching of tolerance, crime, and justice. Emphasis will be on developing study skills for the student to be successful in an Advanced Placement social studies class. This class will follow a format that emphasizes a more analytical approach.

U.S. GOVERNMENT HG1035/HG1036

Grade 11 or 12 Credit (1/2)

PREREQUISITE: NONE

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

A study of the American Constitutional Government system, of the origins, developments and present day problems of the national government and of the rights, privileges and obligations of U.S. citizens. Includes a short study of Texas government and requires higher-level thinking and writing skills.

U.S. GOVERNMENT and POLITICS AP HG1095/HG1096

Grade 11-12 Credit (1/2)

PREREQUISITE: NONE

Advanced Placement Government and Politics will give students an analytical perspective on government and politics in the United States. The course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. The program prepares students for the Advanced Placement United States Government Test by making demands upon them equivalent to those made by full-year introductory college courses. *DUAL

ECONOMICS HE1035/HE1036

Grade 11 -12 Credit (1/2)

PREREQUISITE: NONE

Economics is the study of the free market and effects of government policy upon it in a dynamic, competitive global economy. The concepts of international trade, the role of labor, the effects of government taxation as well as fiscal and monetary policy are emphasized in this course. Higher-level thinking and writing skills are emphasized.

ECONOMICS (Macroeconomics) AP HE1095/HE1096

Grade 11-12 Credit (1/2)

PREREQUISITE: NONE

Advance Placement Economics (Macroeconomics) is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price determination, and develops the students' familiarity with economic performance measures, economic growth, and international economics. The program prepares students for the Advanced Placement Economics Test by making demands upon them equivalent to those made by full-year introductory college courses.

SPECIAL TOPICS HC1035/6

CREDIT (.5) PREREQUISITE: None

In Special Topics in Social Studies, an elective course, students are provided the opportunity to develop a greater understanding of the historic, political, economic, geographic, multicultural, and social forces that have shaped their lives and the world in which they live. Students will use social science knowledge and skills to engage in rational and logical analysis of complex problems using a variety of approaches, while recognizing and appreciating diverse human perspectives. Students may take this course with different content for a maximum of two credits. *DUAL

PSYCHOLOGY HP1035/6

CREDIT (.5) PREREQUISITE: None

AP Psychology is a college-level introduction to the concepts and methods of psychology. The course content is presented in depth and at an accelerated pace. Students learn the principal theories of psychology and study factors that affect human behavior and development, perception and learning, memory and thought, motivation emotion personality disorders, and related topics. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

PSYCHOLOGY AP HP1095/6

CREDIT (.5) PREREQUISITE: None

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

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

SOCIOLOGY HO1035/6**CREDIT (.5) PREREQUISITE: None**

In Sociology, an elective course, students study 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. * **CC (dual)**

PERSONAL FINANCIAL LITERACY**CREDIT (.5) PREREQUISITE: None**

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

ETHNIC STUDIES: MEXICAN AMERICAN STUDIES**Credit (.5) PREREQUISITE: NONE**

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

AP Human Geography**Grade 9-12 (.5 to 1)****PREREQUISITE: NONE**

In AP Human Geography, students explore how humans have understood, used, and changed the surface of Earth. Students will use the tools and thinking processes of geographers to examine patterns of human population, migration, and land use.

AP European History**Grade 10-12 (.5 to 1) PREREQUISITE: NONE**

AP European History is a college-level survey of European history since 1450. The course emphasizes intellectual-cultural, political-diplomatic, and social-economic history. The content is presented in depth and at an accelerated pace. It includes the methods of historical analysis, college-level readings, document analysis, and interdisciplinary research and writing projects.



NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

Mathematics

| <i>The following courses either meet a core graduation requirement on an elective requirement. Please see your counselor for details.</i> | | | | |
|---|-----------------|---|------------------------------------|---------|
| WESLACO ISD | | | | |
| Course No. | | Subject | Grade | Credits |
| 03100500 | MA0130 | ALGEBRA I | 8 th -12 th | 1 |
| 03100700 | MG1030 03100700 | GEOMETRY | 9 th -12 th | 1 |
| 03100507 | MA0230 03100600 | ALGEBRA II | 9 th -12 th | .5-1 |
| 03102540 | MR1030 | ALGEBRAIC REASONING | 10 th -12 th | 1 |
| 03102400 | MM1030 | MATH MODELING with APPLICATIONS | 9 th -12 th | 1 |
| 03101100 | MC0130 | PRECALCULUS | 10 th -12 th | .5-1 |
| A3100101 | MC1190 A3100101 | AP CALCULUS AB | 10 th -12 th | .5-1 |
| A3100200 | MH2090 A3100200 | AP STATISTICS | 10 th -12 th | .5-1 |
| 03102500 | MI1930 | INDEPENDENT STUDY IN MATH | 10 th -12 th | .5-1 |
| N1110030 | VM0130 | STRATEGIC LEARNING MATH | 10 th -12 th | 1 |
| CP111200 | MAP430 | COLLEGE PREPARATORY COURSE IN MATH | 12 th | 1 |
| A3580110 | QW0990 | AP COMPUTER A SCIENCE A MATH | 10 th -12 th | 1 |
| 13036700 | QS1230 | ENGINEERING MATH | 10 th -12 th | 1 |
| 13016700 | QB4030 | ACCOUNTING II | 10 th -12 th | 1 |
| 13020970 | QB5730 | MATHEMATICS FOR MEDICAL PROFESSIONAL | 10 th -12 th | 1 |
| 13016900 | QB5030 | STATISTICS AND BUSINESS DECISION MAKING | 10 th -12 th | 1 |
| 13032950 | QZ44D0 | MANUFACTURING ENGINEERING TECH II | 10 th -12 th | 1 |

ALGEBRA I MA0130/MA0180

CREDIT (1) REQUIRED PREREQUISITE: Mathematics, Grade 8 or its equivalent

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

GEOMETRY MG1030 /MG1080

CREDIT (1) REQUIRED PREREQUISITE: Algebra I

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

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

ALGEBRA II MA0230/MA02H0***CREDIT (.5-1) REQUIRED PREREQUISITE: Algebra I***

In Algebra II, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods. * **Pre-AP**

ALGEBRAIC REASONING MA0130***CREDIT (1) REQUIRED PREREQUISITE: Algebra I***

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

MATH MODELING with APPLICATIONS MM1030***CREDIT (1) REQUIRED PREREQUISITE: Algebra I***

Mathematical Models with Applications is designed to build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. This mathematics course provides a path for students to succeed in Algebra II and prepares them for various post-secondary choices. Students learn to apply mathematics through experiences in personal finance, science, engineering, fine arts, and social sciences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, model information, solve problems, and communicate solutions. Students will select from tools such as physical objects; manipulatives; technology, including graphing calculators, data collection devices, and computers; and paper and pencil and from methods such as algebraic techniques, geometric reasoning, patterns, and mental math to solve problems

PRECALCULUS MC0130***CREDIT (.5-1) REQUIRED PREREQUISITE: Algebra I, Geometry, Algebra II***

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

AP CALCULUS AB MC1190***CREDIT (.5-1) REQUIRED PREREQUISITE: Precalculus***

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.* **AP, DUAL**

AP CALCULUS BC MC1290***CREDIT (.5-1) REQUIRED PREREQUISITE: Precalculus***

AP Calculus BC is roughly equivalent to both first and second semester college-calculus courses and explores all topics covered in AP Calculus AB plus additional topics including parametric, polar, and vector functions and polynomial approximations and

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

series. The course teaches students to approach calculus concepts and problems when represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. * AP, DUAL

AP STATISTICS MH2090

CREDIT (.5-1) RECOMMENDED PREREQUISITE: Algebra II & GEOMETRY

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data, sampling, and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. . * AP

INDEPENDENT STUDY IN MATH MI1930

CREDIT (.5-1) REQUIRED PREREQUISITE: Algebra II and Geometry.

In Independent Study in Math, students will extend their mathematical understanding in a specific area or areas of mathematics, such as theory of equations, number theory, non-Euclidean geometry, advanced survey of mathematics, or history of mathematics. *Dual

STRATEGIC LEARNING MATH VM0130

CREDIT (1) PREREQUISITE: None

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

COLLEGE PREPARATORY COURSE IN MATH MAP430

CREDIT (1) REQUIRED PREREQUISITE: PASSED ALL EOC EXAMS and MUST BE CLASSIFIED AS 12th Graders

College Preparatory 1: Topics include real numbers, rules of exponents, polynomials, factoring, linear equations, linear inequalities, graphing linear equations and inequalities, and rational expressions. Intermediate Algebra / College Preparatory 2: Topics include factoring techniques, radicals, algebraic fractions, complex numbers, graphing linear equations and inequalities, quadratic equations, systems of equations, graphing quadratic equations and an introduction to functions. Emphasis is placed on algebraic techniques in order to successfully complete College Algebra.

AP COMPUTER SCIENCE A

CREDIT (.5-1) RECOMMENDED PREREQUISITE: Computer Science I, Algebra II or student capable of using functional notations

This course prepares students to design and implement solutions to problems by writing, running, and debugging computer programs. It emphasizes programming methodology, procedural abstraction, and in depth study of algorithms, data structures, and data abstractions. Students code fluently in an object-oriented paradigm using Java.

ENGINEERING MATHEMATICS QS1230 (CTE COURSE)

CREDIT (1) PREREQUISITE: Algebra II

Engineering Mathematics is a course where students solve and model robotic design problems. Students use a variety of mathematical methods and models to represent and analyze problems involving data acquisition, spatial applications, electrical measurement, manufacturing processes, material engineering, mechanical drives, pneumatics, process control systems, quality control, and robotics with computer programming.

ACCOUNTING II (CTE COURSE)

CREDIT (1) REQUIRED PREREQUISITE: ACCOUNTING I

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

Students continue the investigation of the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in various managerial and cost accounting activities. Students formulate and interpret financial information for use in management decision-making.

MATH MEDICAL PROFESSIONS (CTE COURSE)

CREDIT (1) PREREQUISITE: Algebra II and recommended only for Grade 11 and 12

The Mathematics for Medical Professionals course is designed to serve as the driving force behind the Texas essential knowledge and skills for mathematics, guided by the college and career readiness standards. By embedding statistics, probability, and finance, while focusing on fluency and solid understanding in medical mathematics, students will extend and apply mathematical skills necessary for health science professions. Course content consists primarily of high school level mathematics concepts and their applications to health science professions.

STATISTICS BUSINESS DECISION MAKING (CTE COURSE)

CREDIT (1) PREREQUISITE: Algebra II and recommended only for Grade 11 and 12

Statistics and Business Decision Making is an introduction to statistics and the application of statistics to business decision making. Students will use statistics to make business decisions. Students will determine the appropriateness of methods used to collect data to ensure conclusions are valid.

MANUFACTURING ENGINEERING TECHNOLOGY (CTE COURSE)

CREDIT (1) REQUIRED PREREQUISITE: MFG Technology I for only Grade 11 and 12. RECOMMENDED PREREQUISITE: Algebra II, Computer Science I, or Physics

Manufacturing Engineering Technology II is a course where students will gain knowledge and skills in the application, design, production, and assessment of products, services, and systems and how those knowledge and skills are applied to manufacturing. The study of Manufacturing Engineering Technology II will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. *DUAL



NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

Science

| <i>The following courses either meet a core graduation requirement on an elective requirement. Please see your counselor for details.</i> | | | | |
|---|--------|----------------------------------|------------------------------------|----------------|
| WESLACO ISD | | | | |
| Course No. | | Subject | Grade | Credits |
| 03020000 | SI2030 | ENVIRONMENTAL SYSTEMS | 10 th -12 th | 1 |
| A3020000 | SI2090 | ENVIRONMENTAL SYSTEMS AP | 10 th -12 th | 1 |
| 03060201 | SP1130 | INTEGRATED PHYSICS AND CHEMISTRY | 9 th -12 th | 1 |
| 03210200 | SB1030 | BIOLOGY | 9 th -12 th | 1 |
| A3010200 | SB0290 | AP BIOLOGY | 10 th -12 th | 1 |
| 03040000 | SC0130 | CHEMISTRY | 10 th -12 th | 1 |
| A3040000 | SC0290 | AP CHEMISTRY | 10 th -12 th | 1 |
| 03050000 | SY0130 | PHYSICS | 10 th -12 th | 1 |
| 03050003 | SY2190 | AP PHYSICS I ALGEBRA BASED | 10 th -12 th | 1 |
| 03050004 | SY2290 | AP PHYSICS II ALGEBRA BASED | 10 th -12 th | 1 |
| 03060100 | SI1530 | ASTRONOMY | 10 th -12 th | 1 |
| 03030000 | SI1030 | AQUATIC SCIENCE | 10 th -12 th | 1 |
| 03060200 | SIROUD | ON RAMPS GEO SCIENCE | 10 th -12 th | 1 |
| 13020600 | QH1130 | ANATOMY AND PHYSIOLOGY | 10 th -12 th | 1 |

ENVIRONMENTAL SYSTEMS SI2030

CREDIT (1) RECOMMENDED PREREQUISITE: ONE UNIT OF HIGH SCHOOL LIKE SCIENCE, I UNIT OF PHYSICAL SCIENCE

In Environmental Systems, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include biotic and abiotic factors in habitats; ecosystems and biomes; interrelationship among resources and an environmental system; sources and flow of energy through environmental system; relationship between carrying capacity and changes in populations and ecosystems; and changes in environment. *AP

AP ENVIRONMENTAL SYSTEMS SI2090

CREDIT (1) RECOMMENDED PREREQUISITE: ALGEBRA I, TWO YEARS OF A HIGH SCHOOL LABORATORY SCIENCE INCLUDING ONE YEAR OF LIFE SCIENCE AND ONE YEAR OF PHYSICAL SCIENCE

AP Environmental Science is the equivalent to a college environmental science course. The course covers Earth systems and resources, the living world, population, land and water use, energy resources and consumption, pollution, and global change. Focuses on advanced inquiry-based laboratory investigations to apply scientific principles, concepts, and methodologies to better 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.

INTEGRATED PHYSICS & CHEMISTRY SP1130

CREDIT (1) PREREQUISITE: None

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

BIOLOGY SB0130

CREDIT (1) PREREQUISITE: None

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

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystems; and plants and the environment. * **Pre-AP**

AP BIOLOGY SB0290

CREDIT (1) RECOMMENDED PREREQUISITE: Biology Pre-AP AND CHEMISTRY

AP Biology is the study of general biological principles as well as of the more specialized biological sciences. Cytology, developmental biology, genetics, ecology, taxonomy, and various aspects adaptation are integrated within the course. Relationships and applications of concepts within and among various sciences are explored. Laboratory investigations emphasize accurate observations, collection of data, data analysis and the safe manipulation of laboratory apparatus and materials. Students will complete science fair projects. The course is designed to prepare the student to take the Advanced Placement Biology Exam in May.* **AP, DUAL**

CHEMISTRY SC0130

CREDIT (1) PREREQUISITE: Biology, Algebra I

In Chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: characteristics of matter; energy transformations during physical and chemical changes; atomic structure; periodic table of elements; behavior of gases; bonding; nuclear fusion and nuclear fission; oxidation-reduction reactions; chemical equations; solutes; properties of solutions; acids and bases; and chemical reactions. Students will investigate how chemistry is an integral part of our daily lives. * **Pre-AP**

AP CHEMISTRY SC0290

CREDIT (1) RECOMMENDED PREREQUISITE: Pre-AP Chem./Algebra II

AP Chemistry is an in-depth study of chemical concepts and principles encountered in Chemistry I along with specialized areas of chemistry such as organic chemistry, quantitative and qualitative analysis, and nuclear chemistry. Extensive laboratory investigations emphasize accurate observations, collection of data, data analysis, and the operational definition of the concepts and principles of traditional chemistry. Students will complete science fair project. A strong math background is required. This course is designed to prepare the student to take the Advanced Placement Chemistry Exam in May.* **AP, DUAL, OnRAMPS**

PHYSICS SY0130

CREDIT (1) RECOMMENDED PREREQUISITE: ALGEBRA I, Bio/Chem./Algebra 1 & 2

In Physics, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include laws of motion; changes within physical systems and conservation of energy and momentum; force; thermodynamics; characteristics and behavior of waves; and quantum physics. This course provides students with a conceptual framework, factual knowledge, and analytical and scientific skills. * **Pre-AP, OnRamps Physics I**

PHYSICS I AP ALGEBRA BASED SY2190

CREDIT (1) RECOMMENDED PREREQUISITE: ALGEBRA I, GEOMETRY, PHYSICS, ALGEBRA II

AP Physics I: Algebra-Based 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; mechanical waves and sound. It will also introduce electric circuits. Focuses on inquiry-based learning and the ability to reason about physical phenomena using important science process skills such as explaining causal relationships, applying and justifying the use of mathematical routines, designing experiments, analyzing data and making connections across multiple topics within the course and in other science disciplines.

PHYSICS II AP ALGEBRA BASED SY2290

CREDIT (1) RECOMMENDED PREREQUISITE: ALGEBRA I, GEOMETRY, PHYSICS, and ALGEBRA II

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

AP Physics II: Algebra-Based is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. Focuses on inquiry-based learning and the ability to reason about physical phenomena using important science process skills such as explaining causal relationships, applying and justifying the use of mathematical routines, designing experiments, analyzing data and making connections across multiple topics within the course and in other science disciplines

ASTRONOMY SI1530

CREDIT (1) PREREQUISITE: one other science

In Astronomy, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study the following topics: information about the universe; scientific theories of the evolution of the universe; characteristics and the life cycle of stars; exploration of the universe; role of the Sun in our solar system; planets; and the orientation and placement of the Earth.

AQUATIC SCIENCE SI1030

CREDIT (1) REQUIRED PREREQUISITE: BIOLOGY RECOMMENDED PREREQUISITE: CHEMISTRY

In Aquatic Science, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include components of an aquatic ecosystem; relationships among aquatic habitats and ecosystems; roles of cycles within an aquatic environment; adaptations of aquatic organisms; changes within aquatic environments; geological phenomena and fluid dynamics effects; and origin and use of water in a watershed.

EARTH AND SPACE SCIENCE: OnRamps GeoSci SI3030

CREDIT (1) PREREQUISITE: Three units of science, one of which may be taken concurrently, and three units of mathematics, one of which may be taken concurrently.

Earth and Space Science (ESS). ESS is a capstone course designed to build on students' prior scientific and academic knowledge and skills to develop an understanding of Earth's system in space and time through strands of systems, energy, and relevance. Units of study include Earth & Space in time as they relate to cosmology, theories of the origin, evolution, and structures of the universe and the development of the Earth and Moon System, including geologic, atmospheric and chemical evidence and analysis. Students will apply scientific and mathematical investigations in understanding course concepts. Texas law requires at least 40 percent lab and field investigations.

ANATOMY AND PHYSIOLOGY QH1130

CREDIT (1) REQUIRED PREREQUISITE: Biology and a second science credit.

In Anatomy and Physiology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decision using critical thinking and scientific problem solving. Students in Anatomy and Physiology study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis. Texas law requires at least 40 percent lab and field investigations.



NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

Technology Applications

| WESLACO ISD | | | | |
|-------------|--------|--------------------------------------|-------|---------|
| Course No. | | Subject | Grade | Credits |
| 03580200 | QW06HO | COMPUTER SCIENCE I | 9-12 | 1 |
| 03580140 | | FUNDAMENTALS OF COMPUTER SCIENCE II | 9-12 | 1 |
| A3580300 | QW0790 | AP COMPUTER SCIENCE PRINCIPLES | 10-12 | 1 |
| 03580300 | QW9130 | COMPUTER SCIENCE II | 9-12 | 1 |
| A3580300 | QW0790 | AP COMPUTER SCIENCE PRINCIPLES | 9-12 | 1 |
| 03580500 | ND1030 | DIGITAL ART AND ANIMATION | 9-12 | 1 |
| 03580820 | NW1030 | WEB DESIGN | 9-12 | 1 |
| 13011400 | QB6030 | BUSINESS INFORMATION MANAGEMENT | 9-12 | 1 |
| 13011500 | QB1530 | BUSINESS INFORMATION MANAGEMENT II | 9-12 | 1 |
| 13027800 | QW4930 | DIGITAL INTERACTIVE MEDIA | 9-12 | 1 |
| 13012100 | QB1630 | BUSINESS MANAGEMENT | 9-12 | 1 |
| 13027400 | QT2630 | TELECOMMUNICATIONS NETWORKING | 9-12 | 1 |
| 13027200 | QT4630 | PRINCIPLES OF INFORMATION TECHNOLOGY | 9-12 | 1 |

COMPUTER SCIENCE I

CREDIT (.5-1) RECOMMENDED PREREQUISITE: Algebra I or student capable of using functional notations

Computer Science provides students with an opportunity to study foundational technology applications. Students will practice the use of technology-related concepts and terms as well as data input strategies such as exploration of LAN and WAN networks, search terminology, and basic coding to make informed decisions about technologies and their applications. Students will work individually and collaboratively to evaluate information, apply technology as a tool for problem solving, and communicate information in a variety of formats to a diverse audience. Ethical implications for the misuse of technology will be discussed regarding its effects on systems and societies.

FUNDAMENTALS OF COMPUTER SCIENCE II

CREDIT (.5-1) RECOMMENDED PREREQUISITE: Proficiency and knowledge and skills relating to technology applications

The Fundamentals of Computer Science course is intended as a first course for those students just beginning the study of computer science. Students will learn about the computing tools that are used every day through creative and innovative opportunities to use problem-solving and reasoning skills to design, implement, debug, and present solutions to real-world situations. Students will gain an understanding of the principles of computer science through the study of technology operations and concepts. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Ethical implications for the misuse of technology will be discussed regarding its effects on systems and societies.

AP COMPUTER SCIENCE PRINCIPLES

CREDIT (.5-1) RECOMMENDED PREREQUISITE: Algebra I

AP Computer Science Principles is designed to attract a greater diversity of students to the field, focusing on creative problem-solving, computational practices, programming, the internet and real-world applications to better prepare them for college and career. Students will collaborate to build creative applications such as mobile apps, digital music files and animations. This course is designed to support students' interest in a variety of careers fields such as graphic design, medicine, political science, engineering and other STEAM fields. Students do not need previous computer science experience to take this course.

AP COMPUTER SCIENCE II

Credit 1 Prerequisite: Algebra 2 and AP Computer Science A

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

In Computer Science II students will continue their study of technological applications. Students will extend best practices regarding the use of technology-related concepts and terms as well as data input strategies such as exploration of deeper algorithmic applications (e.g., greedy algorithms) and artificial intelligence/robotics. Students will work individually and collaboratively to evaluate information, apply technology as a tool for problem solving, and communicate information in various formats to a diverse audience. Ethical implications for the misuse of technology will be discussed regarding its effects on systems and societies.

AP COMPUTER SCIENCE PRINCIPLES

AP Computer Science Principles is designed to attract a greater diversity of students to the field, focusing on creative problem-solving, computational practices, programming, the internet and real-world applications to better prepare them for college and career. Students will collaborate to build creative applications such as mobile apps, digital music files and animations. This course is designed to support students' interest in a variety of careers fields such as graphic design, medicine, political science, engineering and other STEAM fields. Students do not need previous computer science experience to take this course.

DIGITAL ART AND ANIMATION

CREDIT 1 REQUIRED PREREQUISITE: PROFICIENCY IN THE KNOWLEDGE AND SKILLS RELATING TO TECHNOLOGY APPLICATIONS, GRADES 6TH-8TH. RECOMMENDED ART LEVEL I

Digital Art and Animation fosters student learning in the use of computer images and animations created with digital imaging software. Students in this course produce various real-world projects and animations. Through this foundation, student learning can be applied in many careers, with topics such as graphic design, advertising, web design, animation, corporate communications, illustration, character development, script writing, storyboarding, directing, producing, inking, project management, editing. This course satisfies the high school fine arts graduation requirement.

WEB DESIGN NW1030

CREDIT (1) PREREQUISITE: None

Web Design provides students with the opportunity to use digital media and environments to analyze and implement the proper and acceptable use of digital/virtual communications technologies; identify and discuss emerging technologies and their impact; and understand Internet history and structure. Students investigate how these areas impact current use as well as acquire, evaluate, and use various web standards as World Wide Web. Make informed decisions and implement standards in original work. Students also summarize the technical needs of a World Wide Web server; develop proficiency in the use of a variety of electronic input devices by incorporating such components while publishing web pages as well as learn basic design principles when creating a website.

BUSINESS INFORMATION MANAGEMENT SYSTEMS QB6030

CREDIT (1) RECOMMENDED PREREQUISITE: TOUCH DATA ENTRY OR DIGITAL APPLICATION SKILLS ASSESSMENT

In Business Information Management I, students put into use the ability to get along well with others, to strengthen individual performance at work and in the world, and to make successful changes in the workplace and in further education. Students apply abilities to do particular job-related tasks well, to address new business computer programs and technologies, to create word-processing documents, to create and edit spreadsheets, to create and edit databases, and to make electronic presentations using appropriate software.

BUSINESS INFORMATION MANAGEMENT SYSTEMS II QB1530

CREDIT (1) PREREQUISITE: BUSINESS INFORMATION MANAGEMENT I

In Business Information Management II, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software.

DIGITAL INTERACTIVE MEDIA QW4930

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

CREDIT (1) PREREQUISITE: TOUCH SYSTEMS DATA ENTRY

In Digital Media, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students will enhance reading, writing, computing, communication, and critical thinking and apply them to the IT environment.

BUSINESS MANAGEMENT SYSTEMS QB1630**CREDIT (1) PREREQUISITE: None**

In Business Information Management I, students put into use the ability to get along well with others, to strengthen individual performance at work and in the world, and to make successful changes in the workplace and in further education. Students apply abilities to do particular job-related tasks well), to address new business computer programs, and new technologies, to create word-processing documents, to create and edit spreadsheets, to create and edit databases, and to make electronic presentations using appropriate software.

TELECOMMUNICATIONS NETWORKING QT2630**CREDIT (1) PREREQUISITE: None**

In Networking, students will develop knowledge of the concepts and skills related to data networking technologies and practices to apply them to personal or career development. To prepare for success, students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

PRINCIPLES OF INFORMATION TECHNOLOGY QT4630**CREDIT (1) PREREQUISITE: TOUCH SYSTEMS DATA ENTRY**

In Principles of Information Technology, students will develop computer abilities and skills to use existing and new technologies found in schools, and in the worldwide workplace. Students will learn to use skills to get along well with others, and to prepare for changes in workplace conditions. Students will improve reading, writing, math/calculating, communication, and thinking skills and apply them to better use computers and information technology in school, and in the workplace.

VIDEO TECHNOLOGY VV1030 03580700**CREDIT (1) PREREQUISITE: None**

Through the study of technology applications foundations, including technology-related terms, concepts, and data input strategies, students learn to make informed decisions about technologies and their applications. Students learn to create television programs, live and animated. Students communicate information in different formats and to diverse audiences. A variety of technologies will be used. Students will analyze and evaluate the results. Satisfies the technology applications graduation requirement



NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

FINE ARTS

| WESLACO ISD | | | | |
|--------------------|----------|--|------------------------------------|----------------|
| Course No. | | Subject | Grade | Credits |
| 03150100/PES00012 | AB0130 | MUSIC BAND I MARCHING/CONCERT | 9 th | 1 |
| 03150200 | AB0230 | MUSIC BAND II MARCHING/CONCERT | 10 TH | 1 |
| 03150300 | AB0330 | MUSIC BAND III MARCHING/CONCERT | 11 TH | 1 |
| 03150100 | AB0430 | MUSIC BAND IV MARCHING/CONCERT | 12 TH | 1 |
| 03150100/PES00012 | AB0170 | MUSIC I ADVANCED MARCHING/CONCERT BAND CP | 9 th | 1 |
| 03150200 | AB0270 | MUSIC II ADVANCED MARCHING/CONCERT BAND CP | 10 TH | 1 |
| 03150300 | AB0370 | MUSIC III ADVANCED MARCHING/CONCERT BAND CP | 11 TH | 1 |
| 03150100 | AB0870 | MUSIC IV ADVANCED MARCHING/CONCERT BAND CP | 12 TH | 1 |
| 03150500 | AE0130 | MUSIC I STRING ORCHESTRA | 9 th | 1 |
| 03150600 | AE0230 | MUSIC II STRING ORCHESTRA | 10 TH | 1 |
| 03150700 | AE0330 | MUSIC III STRING ORCHESTRA | 11 TH | 1 |
| 03150800 | AE0430 | MUSIC IV STRING ORCHESTRA | 12 TH | 1 |
| 03150900 | AC0130 | MUSIC I CHOIR | 9 th | 1 |
| 03151000 | AC0230 | MUSIC II CHOIR | 10 TH | 1 |
| 03151100 | AC0330 | MUSIC III CHOIR | 11 TH | 1 |
| 03151200 | AC0430 | MUSIC IV CHOIR | 12 TH | 1 |
| 03153800 | AO1530 | MUSIC I MARIACHI | 9 th | 1 |
| 03153900 | AO1630 | MUSIC II MARIACHI | 10 TH | 1 |
| 03154000 | AO1730 | MUSIC III, MARIACHI | 11 TH | 1 |
| 03154100 | AO1830 | MUSIC IV MARIACHI | 12 TH | 1 |
| 03830100 | AD0130 | DANCE I BEGINNER | 9 th | 1 |
| 03830200 | AD0230 | DANCE II BEGINNER | 10 TH | 1 |
| 03830300 | AD0330 | DANCE III BEGINNER | 11 TH | 1 |
| 03830400 | AD0430 | DANCE IV BEGINNER | 12 TH | 1 |
| 03830100 | AD0130 | DANCE I ADVANCED | 9 th | 1 |
| 03830200 | AD0230 | DANCE II ADVANCED | 10 TH | 1 |
| 03830300 | AD0330 | DANCE III ADVANCED | 11 TH | 1 |
| 03830400 | AD0430 | DANCE IV ADVANCED | 12 TH | 1 |
| PES00014 | PP1035 | COLOR GUARD I MARCHING BAND 1 ST SEMESTER | 9 th | 1 |
| PES00015 | PP1135 | COLOR GUARD II MARCHING BAND 1 ST SEMESTER | 10 TH | 1 |
| PES00016 | PP1235 | COLOR GUARD III MARCHING BAND 1 ST SEMESTER | 11 TH | 1 |
| PES00017 | PP1335 | COLOR GUARD IV-MARCHING BAND 1 ST SEMESTER | 12 TH | 1 |
| 03830100 | AD0136 | COLOR GUARD I WINTER BAND 2 ND SEMESTER | 9 th | 1 |
| 03830200 | AD0216 | COLOR GUARD II WINTER BAND 2 ND SEMESTER | 10 TH | 1 |
| 03830300 | AD0336 | COLOR GUARD III WINTER BAND 2 ND SEMESTER | 11 TH | 1 |
| 03830400 | AD0436 | COLOR GUARD IV WINTER BAND 2 ND SEMESTER | 12 TH | 1 |
| 03830100 | ADP131 | DANCE I DRILL TEAM | 9 th | 1 |
| 03830200 | ADP231 | DANCE II DRILL TEAM | 10 TH | 1 |
| 03830300 | ADP331 | DANCE III DRILL TEAM | 11 TH | 1 |
| 03830400 | ADP431 | DANCE IV DRILL TEAM | 12 TH | 1 |
| A3150200 | AM1190 | AP MUSIC HISTORY | 10 TH -12 TH | 1 |
| A3500100 | AR5090 | AP ART HISTORY | 10 TH -12 TH | 1 |
| A35500400 | AR3090 | AP ART STUDIO | 10 TH -12 TH | 1 |
| 03500100 | AR0130 | ART I | 9 th | 1 |
| 03500200 | AR0230 | ART II | 10 TH | 1 |
| 03500300 | AR0330 | ART III | 11 TH | 1 |
| 03500400 | AR0430 | ART IV | 12 TH | 1 |
| 03250100 | AH0131/2 | THEATRE ARTS I | 9 th | 1 |
| 03250200 | AH0231/2 | THEATRE ARTS II | 10 TH | 1 |
| 03250300 | AH0331/2 | THEATRE ARTS III | 11 TH | 1 |
| 03250400 | AH0431/2 | THEATRE ARTS IV | 12 TH | 1 |
| 03250700 | AP0130 | THEATRE PRODUCTION I | 9 th | 1 |
| 03250800 | AP0230 | THEATRE PRODUCTION II | 10 TH | 1 |
| 03250900 | AP0330 | THEATRE PRODUCTION III | 11 TH | 1 |
| 03251000 | AP0430 | THEATRE PRODUCTION IV | 12 TH | 1 |

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

| | | | | |
|----------|--------|---------------------------|------------------|---|
| 03250500 | AT0130 | TECHNICAL THEATRE I | 9 th | 1 |
| 03250600 | AT0230 | TECHNICAL THEATRE II | 10 TH | 1 |
| 03250700 | AT0330 | TECHNICAL THEATRE III | 11 TH | 1 |
| 03250800 | AT0430 | TECHNICAL THEATRE IV | 12 TH | 1 |
| 03580500 | QQ1130 | DIGITAL ART AND ANIMATION | 9-12 | |

MUSIC BAND I, II, III, IV – MARCHING/CONCERT BAND

CREDIT (1.0) each year PREREQUISITE: DIRECTOR APPROVAL

MARCHING BAND-Students will learn marching fundamentals, drill execution, marching performance techniques, instrument pedagogy, music performance techniques, and other elements of the marching band. All band students are required to participate in the marching band. Open to all students with director approval. Band is a full year course. Students may receive PE / fine arts credit for this course. Out-of-school rehearsals and performances are required.

CONCERT BAND-Students will learn music fundamentals, instrument pedagogy, music performance techniques, ensemble performance, and standard wind band literature. This ensemble performs high school level literature and studies basic methods of wind band performance. All band students are required to participate in one of the concert bands. Open to all students with director approval. An audition is required for appropriate placement. Band is a full year course. Students receive a fine arts credit for this course. Out-of-school rehearsals and performances are required. **CP*

MUSIC BAND I, II, III, IV – ADVANCED CONCERT/MARCHING BAND – (CP)

CREDIT (.05) each year PREREQUISITE: DIRECTOR APPROVAL

Students will learn music fundamentals, instrument pedagogy, music performance techniques, ensemble performance, and standard wind band literature. This ensemble performs collegiate level literature and studies advanced methods of wind band performance. All band students are required to participate in the concert band class. Open to all students with director approval. An audition is required for appropriate placement. Band is a full year course. Students receive a fine arts credit for this course. Out-of-school rehearsals and performances are required.

MUSIC I, II, III, IV – STRING ORCHESTRA

CREDIT (1) each year PREREQUISITE: DIRECTOR APPROVAL

Students will learn music fundamentals, instrument pedagogy, music performance techniques, ensemble performance, and standard orchestral literature. This ensemble performs high school level literature and studies basic methods of orchestral performance. All string students are required to participate in the string orchestra. Open to all students with director approval. An audition is required for appropriate placement. Orchestra is a full year course. Students receive a fine arts credit for this course. Out-of-school rehearsals and performances are required.

MUSIC I, II, III, IV – CHOIR

CREDIT (1) each year PREREQUISITE: DIRECTOR APPROVAL

Students will learn the fundamentals of choral ensemble performance. (mixed or like voices: soprano, alto, tenor and bass). This course involves the study and performance of choral literature from early time periods to the present. Proper vocal and ensemble techniques are also taught. Open to all students with director approval. An audition is required for appropriate placement. Choir is a full year course. Students receive a fine arts credit for this course. Out-of-school rehearsals and performances are required.

MUSIC I, II, III, IV – MARIACHI

CREDIT (1) each year PREREQUISITE: DIRECTOR APPROVAL

Students will learn mariachi music through instrumental and vocal performance. This course involves the study of various traditional musical styles from the different regions in Mexico. All students enrolled in this course will play guitar and sing. Open to all students with director approval. Mariachi is a full year course. Students receive a fine arts credit for this course. Out-of-school rehearsals and performances are required.

DANCE I, II, III, IV - BEGINNER

CREDIT (1) each year PREREQUISITE: NONE

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

Students will learn the basic elements of dance. Students will be introduced to various styles and genres of dance including ballet, jazz, tap, modern, and cultural. Open to all students. Dance is a full year course. Students receive a fine arts credit for this course. Out-of-school rehearsals and performances are required.

DANCE I, II, III, IV - ADVANCED

CREDIT (1) each year PREREQUISITE: TEACHER APPROVAL

Students will focus on the advanced elements of dance. They continue learning and perfecting the genres of dance including ballet, jazz, tap, modern, and cultural. Open to all students with teacher approval. Dance is a full year course. Students receive a fine arts credit for this course. Out-of-school rehearsals and performances are required.

COLOR GUARD I, II, III, IV – MARCHING BAND – 1st SEMESTER

CREDIT (.05) each year PREREQUISITE: AUDITION / DIRECTOR APPROVAL

Students will learn color guard fundamentals in a marching band setting. They learn marching fundamentals, drill execution, marching performance techniques and color guard fundamentals. This includes all choreography, flag work, rifles / sabre techniques and other props. Open to all students through audition and director approval. Color guard is not a full year course, however, it is recommended that students take the winter guard course second semester. Students may receive a PE credit for this course. Out-of-school rehearsals and performances are required.

COLOR GUARD I, II, III, IV – WINTER GUARD – 2nd SEMESTER

CREDIT (.05) each year PREREQUISITE: AUDITION / DIRECTOR APPROVAL

Students will learn color guard fundamentals in a winter guard setting. They learn dance choreography, flag work, rifles / sabre techniques and other props. Staging area is a gym floor. Open to all students through audition and director approval. Winter guard is not a full year course; however, it is recommended that students take the color guard course first semester. Students may receive a PE / fine arts credit for this course. Out-of-school rehearsals and performances are required.

DANCE I, II, III, IV – DRILL TEAM

CREDIT (.05) each year PREREQUISITE: AUDITION / DIRECTOR APPROVAL

Students will learn drill team dance fundamentals. They will learn various dance styles including; jazz, kick, pom, prop, military, lyrical and novelty-character. They will learn performance etiquette, showmanship and stage presence. Open to all students through audition and director approval. Drill team is not a full year course; however, it is recommended that students take both 1st & 2nd semester courses. Students may receive a PE / dance credit for this course. Out-of-school rehearsals and performances are required.

MUSIC THEORY

CREDIT (1) each year PREREQUISITE: Approval

Final preparation for students interested in pursuing a career in music class - AP concurrent Enrollment.

ART I AR0130 03500100

CREDIT (1) PREREQUISITE: None

An introduction to art basics such as perspective, color, and drawing of still life, landscapes and the human body. Art history and the development of various art styles are studied as well. This course is a pre-requisite to all other art courses, and satisfies the fine arts requirement for graduation.

ART II, III, IV

CREDIT (1) each year PREREQUISITE: Art I

Students continue the depth and complexity of the study of art and its applications into various media. The current courses in Art II, III, and IV focus primarily on a continuation of drawing, but may instead specialize in other areas such as ceramics, sculpture, painting, and printmaking.

AP ART (HISTORY OR PORTFOLIO)

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

LANGUAGES OTHER THAN ENGLISH

| WESLACO ISD | | | | |
|-------------|-----------------|---------------------------------|------------------------------------|---------|
| Course No. | | Subject | Grade | Credits |
| 03440100 | FN0130 | SPANISH I, NON-NATIVE | 8-12 | 1 |
| 03440200 | FN0230 | SPANISH II, NON-NATIVE | 8-12 | 1 |
| 03440300 | FN0330 | SPANISH III, NON-NATIVE | 8-12 | 1 |
| 03440110 | FS0130 | SPANISH I, NATIVE | 9-12 | 1 |
| 03440220 | FS0230 | SPANISH II, NATIVE | 9-12 | 1 |
| 03440330 | FS0330 | SPANISH III, NATIVE | 9-12 | 1 |
| 03440110 | FS0180 | SPANISH I, NATIVE PAP | 9-12 | 1 |
| 03440220 | FS0280 | SPANISH II, NATIVE PAP | 9-12 | 1 |
| A3440100 | FS0390 | AP SPANISH LANGUAGE & CULTURE | 9-12 | 1 |
| A3440200 | FS1090 | AP SPANISH LITERATURE & CULTURE | 9-12 | 1 |
| 03410100 | FF0130 | FRENCH I | 9-12 | 1 |
| 03410200 | FF0230 | FRENCH II | 9-12 | 1 |
| 03410300 | FF0330 | FRENCH III | 9-12 | 1 |
| A3410100 | FF0490 | AP FRENCH LANGUAGE & CULTURE | 9-12 | 1 |
| 03580200 | QWL6H0 | COMPUTER SCIENCE I (LOTE) | 9-12 | 1 |
| A3580300 | QWL790 | AP COMPUTER SCIENCE PRINCIPLES | 10-12 | 1 |
| A3100101 | QWL790 | AP CALCULUS A (LOTE) | 10 th -12 th | .5-1 |
| 03580300 | QWL91D0, 30, H0 | COMPUTER SCIENCE II (LOTE) | 9-12 | 1 |

SPANISH I, II, III NON-NATIVE FN0130 - FN0330

CREDIT (1) each year PREREQUISITE: Placement & preceding levels

The development of Spanish listening, speaking, reading and writing proficiencies. Basic vocabulary is expanded, as well as grammatical structure, and cultural studies. For students at a basic proficiency level.

SPANISH I, II, III NATIVE FS0130 - FS0330

CREDIT (1) each year PREREQUISITE: Placement & preceding levels

Courses offer sequential Spanish language arts instruction with LOTE requirements. Students will engage in conversations, present information to an audience, and interpret culturally authentic materials in the Spanish language. Students will also use the language to connect with other content areas, make comparisons with their own language and culture, and participate in communities beyond the classroom. Students should perform at novice-med-to- high proficiency by the end of the year. Students can earn 1.0 high school credit for each SSS course they pass that applies to the LOTE requirement in the WISD's Foundation High School Program.

SPANISH I AND II NATIVE PAP

Courses offer sequential Spanish language instruction. The overarching goal is communication. Students will engage in conversations, present information to an audience, and interpret culturally authentic materials in the target language. Students will also use the language to connect with other content areas, make comparisons with their own language and culture, and participate in communities beyond the classroom.

AP SPANISH LANGUAGE & COMPOSITION

FS0390FS03D0 A3440100

CREDIT (1) PREREQUISITE: Placement & preceding levels

Description: This course offers Spanish language arts instruction in the integrated skills of speaking, listening, reading and writing. Students focus on communication in the target language and should perform at intermediate-mid proficiency by the end of the year. Students also learn about the culture of the country or countries where the language is spoken. Students will engage in conversations, present information to an audience, and interpret culturally authentic materials in the target language. Students will also use the language to connect with other content areas, make comparisons with their own language and culture, and participate in communities beyond the classroom. Students are able to earn 1.0 high school credit, which applies to the LOTE requirement in WISD is Foundation High School Program and have the opportunity to take the AP test for college credit. Languages

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

Other Than English develops higher-level student proficiency via world language instruction of which the overarching goal is communication. Whether weighted or AP, students should perform at intermediate-mid to intermediate-high proficiency by the end of the year, with the exception of other LOTEs that follow different proficiency targets. Exclusive use of the target language by both teacher and student is expected at this fourth stage of language learning. Students study more advanced grammatical concepts as appropriate and delve even deeper into the analysis of the products, practices and perspectives of the target culture(s). At this level, it is crucial that students are exposed to a wide array of authentic materials such as audio and video resources as well as written and literary texts. Curriculum is based on guidelines from the College Board, which advocates for advanced placement best practices and strategies that will prepare students for college and career. In May, students may opt to take the College Board Advanced Placement examination in their target language. These exams provide a measure of a student's ability to communicate in the target language via tasks that allow them to demonstrate their skills in the interpretive, interpersonal and presentational modes of communication. The exam also assesses a student's familiarity with the target culture. An incentive for taking the exam is the potential for receiving a sufficient score that will grant college credit hours. In general, these exams are taken at the end of the level IV course, although some students may wait until the fifth-year of language study to take the examination. ***CC (dual)**

AP SPANISH LITERATURE & COMPOSITION FS1090

CREDIT (1) PREREQUISITE: preceding levels

A college level course in Spanish. Students take the AP Spanish literature and composition exam in May and can receive college credit hours depending on their score. ***AP, CC (dual)**

FRENCH I, II, III FF0130

03410300

CREDIT (1) PREREQUISITE: None

The development of French listening, speaking, reading and writing proficiencies. Basic vocabulary is expanded, as well as grammatical structure, and cultural studies.

AP FRENCH LANGUAGE & FF0490

COMPOSITION

CREDIT (1) PREREQUISITE: French III Pre-AP

A college level course in French. Students take the AP French language and composition exam in May and can receive college credit hours depending on their score.

COMPUTER SCIENCE I (LOTE)

CREDIT (.5-1) RECOMMENDED PREREQUISITE: Algebra I or student capable of using functional notations

Computer Science provides students with an opportunity to study foundational technology applications. Students will practice the use of technology-related concepts and terms as well as data input strategies such as exploration of LAN and WAN networks, search terminology, and basic coding to make informed decisions about technologies and their applications. Students will work individually and collaboratively to evaluate information, apply technology as a tool for problem solving, and communicate information in a variety of formats to a diverse audience. Ethical implications for the misuse of technology will be discussed regarding its effects on systems and societies.

AP COMPUTER SCIENCE PRINCIPLES (LOTE)

CREDIT (.5-1) RECOMMENDED PREREQUISITE: Algebra I

AP Computer Science Principles is designed to attract a greater diversity of students to the field, focusing on creative problem-solving, computational practices, programming, the internet and real-world applications to better prepare them for college and career. Students will collaborate to build creative applications such as mobile apps, digital music files and animations. This course is designed to support students' interest in a variety of careers fields such as graphic design, medicine, political science, engineering and other STEAM fields. Students do not need previous computer science experience to take this course.

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

AP COMPUTER SCIENCE A (LOTE)

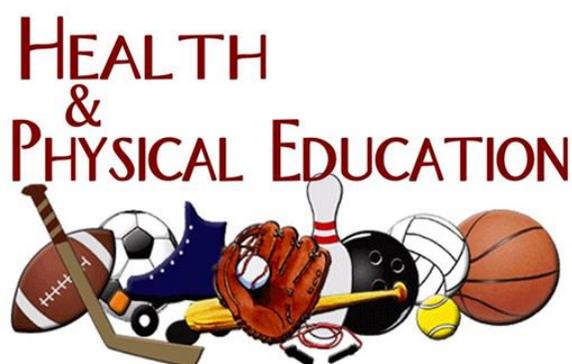
CREDIT (.5-1) RECOMMENDED PREREQUISITE: Computer Science I, Algebra II or student capable of using functional notations

This course prepares students to design and implement solutions to problems by writing, running, and debugging computer programs. It emphasizes programming methodology, procedural abstraction, and in depth study of algorithms, data structures, and data abstractions. Students code fluently in an object-oriented paradigm using Java.

AP COMPUTER SCIENCE II (LOTE)

Credit 1 Prerequisite: Algebra 2 and AP Computer Science A

In Computer Science II students will continue their study of technological applications. Students will extend best practices regarding the use of technology-related concepts and terms as well as data input strategies such as exploration of deeper algorithmic applications (e.g., greedy algorithms) and artificial intelligence/robotics. Students will work individually and collaboratively to evaluate information, apply technology as a tool for problem solving, and communicate information in various formats to a diverse audience. Ethical implications for the misuse of technology will be discussed regarding its effects on systems and societies.

*Health and Physical Education*

| WESLACO ISD | | | | |
|--------------------|----------|---------------------------------|--------------|----------------|
| Course No. | | Subject | Grade | Credits |
| 03810100 | PH1035/6 | HEALTH I | 9-12 | .5 |
| 03820101 | PF1135/6 | FOUNDATIONS OF PERSONAL FITNESS | 9-12 | .5 |
| 03860105/15/25 | PT1131/2 | TEAM SPORTS | 9-12 | .5 |
| 03850104/14 | PI1135/6 | INDIVIDUAL SPORTS | 9-12 | .5 |
| 03840103/13 | PR1135/6 | AEROBIC ACTIVITIES | 9-12 | .5 |
| 03830102 | PO1135/6 | ADVENTURE/OUTDOOR ED. | 9-12 | .5 |

HEALTH I PH1035/6

CREDIT (.5) PREREQUISITE: None

In Health I, students develop skills that will make them health-literate adults. Students gain a deeper understanding of the knowledge and behaviors they use to safeguard their health, particularly pertaining to health risks. Students learn how to access accurate information that they can use to promote health for themselves and others. Health I is required for graduation.

FOUNDATIONS OF PERSONAL FITNESS PF1135/6

CREDIT (.5) PREREQUISITE: None

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

Foundations of Personal Fitness represents a new approach in physical education and the concept of personal fitness. The basic purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class. Required for graduation; waivers or equivalents may be substituted in some cases.

TEAM SPORTS PT1131/2

CREDIT (.5) PREREQUISITE: FPF

Students enrolled in Team Sports are expected to develop health-related fitness and an appreciation for team work and fair play. Like the other high school physical education courses, Team Sports is less concerned with the acquisition of physical fitness during the course than reinforcing the concept of incorporating physical activity into a lifestyle beyond high school.

INDIVIDUAL SPORTS PI1135/6

CREDIT (.5) PREREQUISITE: FPF

Students in Individual Sports are expected to participate in a wide range of individual sports that can be pursued for a lifetime. The continued development of health-related fitness and the selection of individual sport activities that are enjoyable is a major objective of this course.

AEROBIC ACTIVITIES PR1135/6

CREDIT (.5) PREREQUISITE: FPF

Students in aerobic activities are exposed to a variety of activities that promote health-related fitness. A major expectation of this course is for the student to design a personal fitness program that uses aerobic activities as a foundation.

ADVENTURE/OUTDOOR ED. PO1135/6

CREDIT (.5) PREREQUISITE: FPF

Students enrolled in adventure outdoor education are expected to develop competency in outdoor education activities that provide opportunities for enjoyment and challenge. Emphasis is placed upon student selection of activities that also promote a respect for the environment and that can be enjoyed for a lifetime.

Physical Education Substitutions

Athletics

Physical Education substitutions allow a student to use approved physical activities to meet the state physical education graduation requirement. Students must earn 1.0 Physical Education graduation credit by participating in various physical education substitutions.

These courses may be taken multiple times provided that a different TEA number is used in sequence each time. No more than 4.0 PE substitution credits may be earned through any combination of allowable substitutions for state credit. Students may earn additional elective credits through Physical Education based on their graduation plan.

| WESLACO ISD | | | | |
|----------------------|-----------------------------|---------------------|--------------|----------------|
| Course No. | | Subject | Grade | Credits |
| PES00000, 01, 02, 03 | PA9530 | WRESTING 1, 2, 3, 4 | 9-12 | .5 |
| PES00000, 01, 02, 03 | PA1530 | BASEBALL 1, 2, 3, 4 | 9-12 | .5 |
| PES00000, 01, 02, 03 | BOYS-PA2530 GIRLS-PA2130 | BASKETBALL | 9-12 | .5 |
| PES00000, 01, 02, 03 | BOYS-PA7530 GIRLS-PA7130 | TRACK/FIELD SPRING | 9-12 | .5 |
| PES00000, 01, 02, 03 | BOYS PA3535 GIRLS-PA3130 | CROSS COUNTRY FALL | 9-12 | .5 |
| PES00000, 01, 02, 03 | GIRLS-PA9130 | VOLLEYBALL | 9-12 | .5 |
| PES00000, 01, 02, 03 | BOYS-PA5530 GIRLS-PA5130 | GOLF | 9-12 | .5 |
| PES00000, 01, 02, 03 | PA0130 | SWIMMING | 9-12 | .5 |
| PES00000, 01, 02, 03 | PA6130 | TENNIS | 9-12 | .5 |

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

| | | | | |
|----------------------|-----------------------------|--------------|------|----|
| PES00000, 01, 02, 03 | PA4130 | FOOTBALL | 9-12 | .5 |
| PES00000, 01, 02, 03 | BOYS-PA8530 GIRLS-PA8130 | SOCCER | 9-12 | .5 |
| PES00000, 01, 02, 03 | PA1130 | SOFTBALL | 9-12 | .5 |
| PES00000, 01, 02, 03 | PA1530 | BASEBALL | 9-12 | .5 |
| PES00000, 01, 02, 03 | BOYS-PA6560 GIRLS-PA4530 | POWERLIFTING | 9-12 | .5 |

Activity-based Courses for Physical Education Substitutions

MARCHING BAND/COLOR GUARD FALL ONLY PES00012 AB0130

0.5 PE CREDIT

GRADE 9-12

APPROVED BY MARCHING BAND DIRECTOR

CHEERLEADING PES00013 PC1135

1.0 PE CREDIT

GRADED 9-12

APPROVED BY CAMPUS CHEERLEADING SPONSOR

DRILL TEAM PES00014 PP1335

1.0 PE CREDIT

GRADED 9-12

APPROVED BY DRILL TEAM SPONSOR

JROTC PES00004 PJ0130

1.0 PE CREDIT

GRADED 9-12

APPROVED BY CAMPUS CHEERLEADING SPONSOR



Military Science

| WESLACO ISD | | | | |
|----------------------|----------------|--|--------------|----------------|
| Course No. | | Subject | Grade | Credits |
| 03160100/200/300/400 | PJ0130 -PJ0430 | RESERVE OFFICERS TRAINING CORPS (ROTC) I, II, III, IV | | 1 |

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

RESERVE OFFICERS

TRAINING CORPS (ROTC) I, II, III, IV PJ0130 -PJ0430

CREDIT (1) each year PREREQUISITE: Approval

The Reserve Officers Training Corps is a cooperative effort between the U.S. Army and school districts to provide a character and leadership developmental program of military science. It instills the student with an enhanced sense of self-esteem, teamwork, and self-discipline that can be applied to any post-secondary situation. Studies include topics such as military history, geography, service learning, first aid, citizenship, duty, responsibility, communications, leadership, drill and ceremony. Satisfactory completion can lead to advanced placement in the active Army, Army Reserves, or National Guard.

SECTION V: CAREER AND TECHNICAL EDUCATION



Headquarters: Joe Cavillo, Jr. Career & Technology Complex

Sandra Avila, CTE Director

Ivanelle Guerra, CTE Supervisor

3601 N Mile 5 ½ West

Rosie C. Perez, CTE Career Development Advisor

William Brewer, CTE Technology Coordinator



Weslaco ISD's Career & Technical Education (CTE) programs are "*Changing Lives and Building Futures*". Our teachers and students have been recognized at the regional, state, and national levels for their accomplishments in the classroom, in our community, and in the various competitive events associated with their respective CTE student organizations. We credit this success to strong support by parents, business and postsecondary partners, Weslaco ISD's Board of Trustees, and the Superintendent in providing the resources necessary for quality Career and Technical education programs for Weslaco ISD students.

CTE establishes "extended learning" through project-based activities, work-based learning opportunities such as Career Preparation or Practicum courses and Job Shadowing participation. Furthermore, Career Technical Student Organizations, or CTSO's, exist for every student to participate in to acquire leadership skills that are vital and essential to their over-all career development.

Employers are demanding that their future employees be able to apply academic and technical skills to real-world problems that are encountered in the workplace. According to the U. S. Department of Labor, 85% of all jobs will require students to further their education beyond high school. CTE is critical in meeting this demand.

In addition, we are part of a tremendous statewide initiative known as **Achieve Texas**, a college and career pathway system designed to prepare students for high school and postsecondary education, work life and citizenship while acquiring industry certifications. The goal of WISD Career & Technical Education (CTE) is for students to begin taking courses in high school that will serve as the foundation for a postsecondary education and a preparation for entry-level opportunities while acquiring industry certifications for a world-class workforce. When schools integrate academic and technical education, students can see the "usefulness" of what they are learning. This system also facilitates a seamless transition from secondary to postsecondary;

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

for example, Pre-Advanced Placement courses, Advanced Placement courses, Advanced Technical Credit courses (ATC), and Dual credit courses.

Through Achieve Texas' 16 federally defined "career clusters", WISD Career & Technical Education (CTE) is at the forefront in education as it integrates academics with relevant career education through its Small Learning Communities. This initiative uses the sixteen federally defined Career Clusters of the States' Career Clusters initiative (www.careerclusters.org) as the foundation for restructuring how schools arrange their instructional programs. Career clusters are groups of similar occupations and industries developed by the U.S. Department of Education as a way to organize educational planning for students for future careers. Each of the career clusters has an associated Program of Study detailing a recommended sequence of coursework for secondary and postsecondary education based on a student's interest or career goal. Programs of Study (POS) have been developed for each of the Career Clusters. The POS represent a recommended sequence of coursework based on a student's interest or career goal.

Several programs of study contain courses that allow for the awarding of college credit through completion of courses articulated with South Texas College or Texas State Technical College. The majority of CTE Programs of Study prepare students for industry recognized credentials, certifications and/or licensure.

CTE Cluster Areas:

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, Audio/Video Technology and Communications
- Business Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections and Security
- Manufacturing
- Marketing
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution and Logistics

Other Career Courses:

- Career Preparation I, Career Preparation II
- Additional Career Related Courses



NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). We will honor the changes from the state. If no changes occur, you will graduate with the course requirements in place when you entered your first year in high school. WISD will

CTE CLUSTERS



Processing, production, distribution and development of agricultural commodities and natural resources - Occupations involved in this pathway are related to agriculture, the environment, and natural resources, including earth science, environmental science, marine science, plant science, and animal science. These may include horticulturist, fish/game warden, conservationist, biological scientist, geologist, veterinarian, and production agriculture.



Designing, managing, building, and maintaining the built environment. Occupations include construction manager, architect, mechanical drafter, construction and building inspector, painter, stucco mason, tile and marble setter, surveyor and cost estimator.



Creating, exhibiting, performing and publishing multimedia content. Occupations include art director, producer, sound engineering technician, multimedia artist and animator, editor, graphic designer, music director and composer, public relations specialist, choreographer and musician and singer.



Organizing, directing, and evaluating functions essential to productive business operations. Occupations include chief executive, public relations manager, accountant, auditor, customer service representative, human resource assistant, receptionist and clerk, employment specialist and budget analyst.



Providing education and training services, and related learning support services. Occupations include teaching in the following disciplines: law, health specialties, anthropology, archaeology, art, drama, music, career and technical education, foreign languages, kindergarten, library science and communications.



Financial and investment planning, banking, insurance, and business financial management – Occupations include financial manager, actuary, economist, financial analyst, market research analyst, insurance sales agent, credit analyst, personal financial advisor, loan officer, loan counselor, tax preparer and bill and account collector.



Executing governmental functions at the local, state, and federal levels – Occupations include Judge, magistrate, administrative services manager, tax examiner and agent, urban and regional planner, emergency management specialist, substance abuse and behavioral disorders counselor, animal control worker, mediator, hazardous materials removal worker, social and community service manager.



Providing diagnostic and therapeutic services, health informatics, support services, and biotechnology research – Occupations include general dentist, family and general practitioner, physician assistant, physical therapist, respiratory therapy technician, physician assistant, registered nurse, medical records and health information technician, pharmacy technician, nuclear medicine technologist and medical and health services manager.



Managing restaurants and other food services, lodging, attractions, recreation events, and travel-related services – Occupations include food service manager, meeting and convention planner, athlete and sports competitor, host/hostess, waiter/waitress, customer service representative, chef and head cook, coach and scout, umpire, referee and other sports official and amusement and recreation attendant.



Providing for families and serving human needs – Occupations include rehabilitation counselor, mental health counselor, marriage and family therapist, preschool teacher, personal and home care aide, social and human services assistant, medical and public health social worker, financial manager, sales manager, clergy, educational administrator, and personal financial advisor.



Designing, supporting, and managing hardware, software, multimedia, and systems integration – Occupations include network systems and data communications analyst, computer and information systems manager, electrical engineer, computer hardware engineer, computer programmer, security and fire alarm systems installer, database administrator, computer support specialist and computer science teacher.



Providing legal, public safety, protective, and homeland security services – Occupations include police and sheriff's patrol officer, detective and criminal investigator, correctional officer and jailer, lawyer, judge, court reporter, fire inspector, hearing officer, mediator firefighter, paralegal and legal assistant and bailiff.



Processing materials into intermediate or final products – Occupations include general and operations manager, environmental engineer, industrial engineering technician, mechanical engineering technician, avionics technician, welder, cabinetmaker, mobile home installer, medical equipment repairer, electromechanical technician, commercial and industrial designer, purchasing agent and electronic home entertainment equipment installer.



Performing marketing activities to reach organizational objectives – Occupations include sales manager, marketing manager, sales engineer, public relations specialist, real estate broker, market research analyst, appraiser and assessor of real estate, advertising and promotions manager, exhibit designer, cashier, sales worker, counter clerk, retail salesperson and real estate sales agent.



Performing scientific research and professional and technical services – Occupations include biomedical engineer, civil engineer, biochemist, biophysicist, nuclear technician, petroleum engineer, agricultural engineer, environmental science & protection technician, forensic science technician, surveying & mapping technician, biological technician, surveying & mapping technician and physicist.



Managing movement of people, materials, and goods by road, pipeline, air, rail, and water – Occupations include commercial airline pilot, aerospace engineering & operations technician, aircraft mechanic & service technician, automotive service technician, postal service mail carrier, captain of water vessels, postmaster, ship loader, truck driver, traffic technician, sailor and marine oiler, flight attendant, cargo/freight agent and motorboat operator.



NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). Your counselor will communicate any changes that are required. Otherwise, you will graduate with the course requirements in place when you entered your first year in high school. In addition, courses in this catalog may not be available on all campuses or may not be offered in a given year.

2019-2020 Career & Technical Education

Programs of Study



Career Clusters

All Pathways are categorized by Career Cluster



NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). Your counselor will communicate any changes that are required. Otherwise, you will graduate with the course requirements in place when you entered your first year in high school. In addition, courses in this catalog may not be available on all campuses or may not be offered in a given year.

SLC: Design & Engineering, Health Science, Criminal Justice, Health Science & Education, The Arts, Media Communications, Business & Finance

Endorsement: Business & Industry



Agriculture, Food, and Natural Resources

Livestock



Plant Science



Agricultural Mechanics



SLC: Business & Finance, Health Science & Education

Endorsement: Business & Industry



Agriculture, Food, and Natural Resources

Wildlife



Teachers: Juan Cadena, Alonzo Garza, Rolando Gonzalez, TBD

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). Your counselor will communicate any changes that are required. Otherwise, you will graduate with the course requirements in place when you entered your first year in high school. In addition, courses in this catalog may not be available on all campuses or may not be offered in a given year.

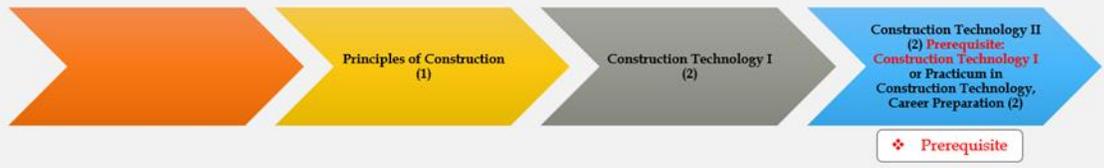
SLC: Design & Engineering Endorsement: Business & Industry

Architecture and Construction

Architecture - Oscar Garcia, Instructor, STC DE



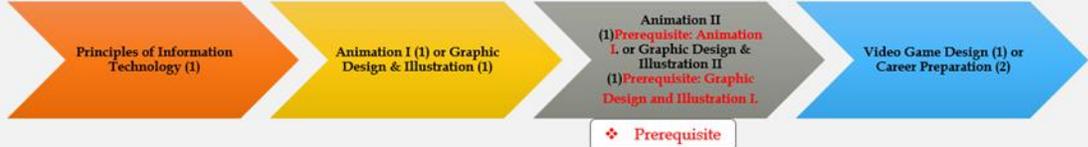
Construction - John Whittier



SLC: Media Communications & Technology Endorsement: Business & Industry

Arts, A/V Technology & Communications

Video Game Design - Weslaco East- Max Mata, Instructor



Video Production - Weslaco High- Gabriel Cruz, Instructor, TSTC DE



Video Production - Weslaco East- Gabriel Cruz, Instructor, TSTC DE



NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). Your counselor will communicate any changes that are required. Otherwise, you will graduate with the course requirements in place when you entered your first year in high school. In addition, courses in this catalog may not be available on all campuses or may not be offered in a given year.

SLC: Media Communications & Technology

Endorsement: Business & Industry

Arts, A/V Technology & Communications



NEW - Commercial Photography- Andres Rodriguez, Instructor



SLC: Business & Finance

Endorsement: Business & Industry

Business Management & Administration



Multimedia Certificate



❖ Prerequisite

Computer Applications Certificate



❖ Prerequisite

Marco Alvarez, Amanda Rodriguez, Enrique Gonzalez - Instructors, STC DE

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). Your counselor will communicate any changes that are required. Otherwise, you will graduate with the course requirements in place when you entered your first year in high school. In addition, courses in this catalog may not be available on all campuses or may not be offered in a given year.

SLC: Business & Finance

Endorsement: Business & Industry

Business Management & Administration



Business



Instructors: Carmen Villarreal, Kim Rainbolt, Ruby Silva, *Stephanie Garcia-*STC DE, Sylvia Cardenas, William Kromer, Noel Villarreal, *Maggie Oliva -*STC DE

SLC: Business & Finance

Endorsement: Public Services

Education & Training

WESLACO EAST- Yolanda Sanchez, Instructor



❖ Prerequisite

WESLACO HIGH- Guadalupe Carranza, Instructor, STC DE



❖ Prerequisite

NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). Your counselor will communicate any changes that are required. Otherwise, you will graduate with the course requirements in place when you entered your first year in high school. In addition, courses in this catalog may not be available on all campuses or may not be offered in a given year.

Finance



ACCOUNTING



Health Science

CERTIFIED NURSE AIDE - Laura Zavala, Instructor



PHARMACY TECHNICIAN- Maggie Ramirez - Instructor



NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). Your counselor will communicate any changes that are required. Otherwise, you will graduate with the course requirements in place when you entered your first year in high school. In addition, courses in this catalog may not be available on all campuses or may not be offered in a given year.

SLC: Health Science

Endorsement: Public Services

Health Science

CERTIFIED NURSE AIDE - Laura Zavala, Instructor



PHARMACY TECHNICIAN- Maggie Ramirez - Instructor



SLC: Health Science

Endorsement: Public Services

Health Science

MEDICAL BILLING - Maggie Ramirez, Instructor



HEALTH PROFESSIONAL - Health Science Instructors



NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). Your counselor will communicate any changes that are required. Otherwise, you will graduate with the course requirements in place when you entered your first year in high school. In addition, courses in this catalog may not be available on all campuses or may not be offered in a given year.

SLC: Health Science

Endorsement: Public Services

Health Science

EKG - ELECTROCARDIOGRAM/PHLEBOTOMY - Maggie Ramirez,
Instructor



SLC: The Arts

Endorsement: Business & Industry

Hospitality & Tourism



CULINARY ARTS- Melba Tijerina - Instructor, TSTC DE



NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). Your counselor will communicate any changes that are required. Otherwise, you will graduate with the course requirements in place when you entered your first year in high school. In addition, courses in this catalog may not be available on all campuses or may not be offered in a given year.

SLC: Business & Finance and Arts

Endorsement: Public Services

Human Services



Human Services @ WESLACO EAST- Guadalupe Gonzalez- Instructor



Human Services @ WESLACO HIGH- Mary Martin, TBD, Instructors



COSMETOLOGY- TBD, Sandra De La Garza and Alyssa Duran - Instructors



SLC: Media Communications & Technology

Endorsement: Business & Industry

Information Technology



Information Technology & Cyber Security -Mario Palacios, Instructor, STC DE



Game Art & Design - Weslaco High - Veronica Galvan, Instructor



NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). Your counselor will communicate any changes that are required. Otherwise, you will graduate with the course requirements in place when you entered your first year in high school. In addition, courses in this catalog may not be available on all campuses or may not be offered in a given year.

SLC: Criminal Justice Community

Endorsement: Public Services

Law, Public Safety, Corrections, and Security



WESLACO HIGH

Eleazar Mendez, STC DE, TBD- Instructors



WESLACO EAST

Marco Siller, Ricardo Orozco - Instructors



SLC: Design & Engineering

Endorsement: Business & Industry

Manufacturing



Welding Technology

Brandon Hernandez, STC DE Instructor



NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). Your counselor will communicate any changes that are required. Otherwise, you will graduate with the course requirements in place when you entered your first year in high school. In addition, courses in this catalog may not be available on all campuses or may not be offered in a given year.

SLC: Design & Engineering Endorsement: Business & Industry

Manufacturing



CTE ECHS Advanced Manufacturing Technology
(sample of courses)



CTE ECHS Welding Technology (sample of courses)



SLC: Business & Finance Endorsement: Business & Industry

Marketing



WESLACO HIGH Alicia Ginez, STC DE, Yolanda Martinez, STC DE - Instructors



WESLACO EAST Maggie Oliva, STC DE - Instructor



NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). Your counselor will communicate any changes that are required. Otherwise, you will graduate with the course requirements in place when you entered your first year in high school. In addition, courses in this catalog may not be available on all campuses or may not be offered in a given year.

SLC: Design & Engineering, Health Science, Criminal Justice, Health Science & Education, The Arts, Media Communications, Business & Finance

Endorsement: STEM

Science, Technology, Engineering, & Mathematics

ENGINEERING

Jose Balderas, Instructor



STEM



SLC: Design & Engineering

Endorsement: Business & Industry

Transportation, Distribution & Logistics



Automotive Technology

Carlos Perez - STC DE Instructor, Jorge Rivas- Intro. Instructor



Collision Repair

Manuel Carmona TSTC DE Instructor, Jorge Rivas- Intro. Instructor



CTE ECHS Diesel Technology (sample of courses)



NOTE: Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). Your counselor will communicate any changes that are required. Otherwise, you will graduate with the course requirements in place when you entered your first year in high school. In addition, courses in this catalog may not be available on all campuses or may not be offered in a given year.

Weslaco ISD Career & Technical Education



Career & Technical Education *Dual Enrollment Opportunities*

South Texas College:

- **Architectural Drafting**— Oscar Garcia @ Calvillo CTE Complex
- **Automotive Technology**—Carlos Perez @ Calvillo CTE Complex
- **Computer & Advanced Technology (Comp Maint)** - Voice & Data Technician Level I Certificate Mario Palacios @Calvillo CTE Complex
- **Welding Technology**—Brandon Hernandez @ Calvillo CTE Complex
- **Criminal Justice**—Eleazar Mendez @ WHS
- **Business Information Management II**—Computer Applications Specialist Level I Certificate OR Multimedia Level I Certificate —Amanda Rodriguez @ WHS and Enrique Gonzalez @ WEHS
- **Digital Media**—Amanda Rodriguez @ WHS and Enrique Gonzalez @ WEHS
- **Marketing**—Maggie Oliva @ WEHS

Texas State Technical College:

- **Culinary Arts**—Melba Tijerina @ Weslaco Culinary Arts Center

For more information on these dual enrollment programs, please see your High School Counselor at WHS or WEHS. For dual enrollment programs at the Calvillo CTE Complex or Culinary Arts Center, please contact Rosie C. Perez, Career Development Advisor at 969-6703.

Weslaco ISD Career & Technical Education



Career & Technical Education *Dual Enrollment Opportunities*

South Texas College:

- **Architectural Drafting**— Oscar Garcia @ Calvillo CTE Complex
- **Automotive Technology**—Carlos Perez @ Calvillo CTE Complex
- **Computer & Advanced Technology (Comp Maint)** - Voice & Data Technician Level I Certificate Mario Palacios @Calvillo CTE Complex
- **Welding Technology**—Brandon Hernandez @ Calvillo CTE Complex
- **Criminal Justice**—Eleazar Mendez @ WHS
- **Business Information Management II**—Computer Applications Specialist Level I Certificate OR Multimedia Level I Certificate —Amanda Rodriguez @ WHS and Enrique Gonzalez @ WEHS
- **Digital Media**—Amanda Rodriguez @ WHS and Enrique Gonzalez @ WEHS
- **Marketing**—Maggie Oliva @ WEHS

Texas State Technical College:

- **Culinary Arts**—Melba Tijerina @ Weslaco Culinary Arts Center

For more information on these dual enrollment programs, please see your High School Counselor at WHS or WEHS. For dual enrollment programs at the Calvillo CTE Complex or Culinary Arts Center, please contact Rosie C. Perez, Career Development Advisor at 969-6703.



Why the High-Achievers Have Moved to 'Shop' Class

Higher-achieving students are flocking to career-technical-education classes, a new study says, and their participation could help erase the stigma that...

edweek.org

CTE Middle School Courses

| Course | TOUCH SYSTEMS DATA ENTRY |
|---------------|--|
| Course number | QB1835 and QB1836 |
| Credit | 0.5 high school elective credit |
| Grade level | 9 th – 10 th |
| Description | In Touch System Data Entry, students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students will need to apply touch system data entry skills for production of business documents |
| Prerequisites | None |

| Course | INVESTIGATING CAREERS |
|---------------|---|
| Course number | QB5075 AND QB5076 |
| Credit | Middle school elective credit |
| Grade level | 7 TH – 8 TH |
| Description | The goal of this course is to create a foundation for success in high school, future studies, and careers such as Science, Technology, Engineering, and Mathematics; Business and Industry; Public Service; Arts and Humanities; and Multidisciplinary Studies. The students research labor market information, learn job -seeking skills, and create documents required for employment. Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions |
| Prerequisites | None |

| Course | DIGITAL DESIGN & MEDIA PRODUCTION |
|---------------|---|
| Course number | QX1035 and QX1036 |
| Credit | 1.0 high school elective credit |
| Grade level | 9 th – 12 th |
| Description | Digital Design and Media Production will allow students to demonstrate creative thinking, develop innovative strategies, and use communication tools in order to work effectively with others as well as independently. Students will gather information electronically, which will allow for problem solving and making informed decisions regarding media projects. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will demonstrate a thorough understanding of digital design principles that is transferable to other disciplines. |
| Prerequisites | None |



Level I - College Certificates:

- Voice & Data Technician
- Computer Applications Specialist
- Multimedia Specialist
- Diesel Technology – CTE ECHS
- Combination Welding – CTE ECHS
- Precision Manufacturing – CTE ECHS
- Precision Manufacturing FAST Start – CTE ECHS
- Basic Firefighter

Please see counselor for additional information regarding CTE Level I and II certificates.

CTE Certificate and Licensure Opportunities

| Certification | Course Offering Certification | Aligned to a Program of Study | Program of Study Average Salary | Aligned Occupation | Median Salary |
|---|---|---|---------------------------------|---|---------------|
| Texas State Floral Association Level One Floral Certification | Floral Design | Plant Science | \$42,890 | Floral Designers | \$ 24,024 |
| Autodesk Certified Professional or User in AutoCAD | Architectural Design II | Architectural Design | \$59,082 | Architects, Except Landscape and Naval | \$ 77,043 |
| NCCER Core Curriculum | Agricultural Mechanics and Metal Technologies, Construction Technology II | All Architecture and Construction Programs of Study | \$49,930 | Construction Laborers | \$ 28,787 |
| Adobe Certified Associate (ACA) - Animate (Multiplatform Animations using Adobe Animate CC) | Animation II | Graphic Design and Multimedia Arts | \$52,052 | Graphic Designers | \$44,824 |
| Adobe Certified Associate (ACA) - InDesign (Print & Digital Media Publication using Adobe InDesign) | Animation I, Digital Media | Graphic Design and Multimedia Arts | \$52,052 | Graphic Designers | \$44,824 |
| Adobe Certified Associate (ACA) - Photoshop (Visual Design using Adobe Photoshop) | Commercial Photography I, Commercial Photography II | Graphic Design and Multimedia Arts | \$52,052 | Film and Video Editors | \$47,382 |
| Adobe Certified Associate (ACA) - Premiere Pro (Digital Video using Adobe Premiere Pro) | Audio/Video Production II | Graphic Design and Multimedia Arts | \$52,052 | Film and Video Editors | \$47,382 |
| Entrepreneurship and Small Business (ESB) | Entrepreneurship | Entrepreneurship | \$102,801 | General and Operations Managers | \$49,109 |
| Intuit QuickBooks Certified User (QBCU) | Accounting I | Accounting and Financial Services | \$74,990 | Accountants | \$71,469 |
| Microsoft Office Specialist Excel | Business Information Management I, Business Information Management II, Principles of Information Technology | Business Management | \$76,686 | Computer User Support Specialists | \$49,109 |
| Microsoft Office Specialist Word | Business Information Management I, Business Information Management II, Principles of Information Technology | Business Management | \$76,686 | Computer User Support Specialists | \$49,109 |
| Certified EKG/ECG Technician | Practicum in Health Science II EKG | Healthcare Diagnostics | \$58,383 | Cardiovascular Technologists and Technicians | \$52,104 |
| Certified Nurse Aide/Assistant (CNA) | Practicum in Health Science II CAN | Nursing | \$55,134 | Healthcare Practitioners and Technical Workers, All Other | \$46,530 |
| Certified Pharmacy Technician | Practicum in Health Science II | Healthcare Therapeutic | \$89,412 | Pharmacy Technicians | \$32,739 |

| Certification | Course Offering Certification | Aligned to a Program of Study | Program of Study Average Salary | Aligned Occupation | Median Salary |
|--|---|---|---------------------------------|--|---------------|
| ServSafe Manager | Practicum in Culinary Arts | Culinary Arts | \$58,383 | Food and Beverage | \$55,619 |
| Community Health Worker Certification | Family and Community Services | Family and Community Services | \$58,383 | Social and Community | \$65,146 |
| Cosmetology Operator License | Cosmetology II | Cosmetology and Personal Care Services | \$28,372 | Hairdressers, Hairstylists, and Cosmetologists | \$21,507 |
| CompTIA IT Fundamentals+ | Computer Maintenance | Information Technology Support and Services | \$58,383 | Computer Systems Analysts | \$87,568 |
| Microsoft Technology Associate (MTA) Introduction to Programming Using Java | Computer Programming II | Programming and Software Development | \$122,071 | Computer Programming - Programmer General | \$79,893 |
| Microsoft Technology Associate (MTA) Networking Fundamentals | Computer Maintenance | Networking Systems | \$122,071 | Computer Network Support Specialists | \$68,037 |
| Microsoft Technology Associate (MTA) Windows Operating System Fundamentals | Computer Maintenance | Information Technology Support and Services | \$93,201 | Computer Systems Analysts | \$87,568 |
| Oracle Certified Associate (OCA), JAVA SE 8 Programmer (1Z0-808) | Computer Programming II | Programming and Software Development | \$93,201 | Computer Programming - Programmer General | \$79,893 |
| Unity Certified Programmer | Video Game Design | Programming and Software Development | \$122,071 | Computer Programming - Programmer General | \$79,893 |
| International Academy of Emergency Dispatch Emergency Telecommunicator | Law Enforcement II | Emergency Services | \$53,919 | Police, Fire, and Ambulance Dispatchers | \$35,922 |
| Non-Commissioned Security Officer Level II | Law Enforcement II | Law Enforcement | \$48,057 | Correctional Officer and Jailers | \$40,186 |
| AWS D1.1 Structural Steel | Welding I, Welding II | Welding | \$52,910 | Welders, Cutters, Solderers, | \$41,350 |
| Certified SolidWorks Associate (CSWA) | Engineering Design and Presentation II | Engineering | \$88,159 | Mechanical Engineers | \$91,707 |
| NIMS (National Institute for Metal Working Skills) Machining Level I - CNC Milling: Programming Setup & Operations | Manufacturing Engineering Technology I | Manufacturing Technology | \$52,910 | Electrical and Electronics Engineering Technicians | \$60,382 |
| ASE Engine Repair (A1) | Automotive Technology II: Automotive Service | Automotive | \$46,722 | Automotive Service Technicians and Mechanics | \$38,459 |
| ASE Brakes (A5) | Automotive Technology I: Maintenance and Light Repair | Automotive | \$46,722 | Automotive Service Technicians and Mechanics | \$38,459 |
| ASE Electronic/Electrical Systems (A6) | Automotive Technology II: Automotive Service | Automotive | \$46,722 | Automotive Service Technicians and Mechanics | \$38,459 |
| ASE Painting and Refinishing (B2) | Collision Repair, Paint and Refinishing | Automotive | \$46,722 | Automotive Body and Related Repairers | \$40,144 |
| ASE Suspension and Steering (A4) | Automotive Technology II: Automotive Service | Automotive | \$46,722 | Automotive Service Technicians and Mechanics | \$38,459 |
| FAA (Federal Aviation Administration) Part 107 Remote Drone Pilot | Forensic Science | Flight | \$58,906 | Avionics Technicians | \$59,114 |

RGVLEAD scholars program

To graduate as an RGV LEAD Scholar, a student must meet all four of these requirements:

1. Complete all courses required for the Foundation High School Program (FHSP).
2. Complete at least one endorsement from a CTE option.
3. Earn an industry-based certificate or license through the selected CTE option or earn a passing grade for at least two college-level courses through the selected CTE option.
4. Complete a declaration of intent to be an RGV LEAD Scholar.



or



what are the requirements

THE FOUNDATION HIGH SCHOOL PROGRAM (FHSP)

- English: 4 credits (English I, II, III and one Advanced English course)
- Mathematics: 3 credits (Algebra I, Geometry, and one Advanced Math course)
- Science: 3 credits (Biology, IPC or Advanced Science, plus one Advanced Science)
- Social Studies: 3 credits (U.S. History, U.S. Government (1/2 credit), Economics (1/2 credit) and World Geography, World History, or Combined World History/Geography)
- Physical Education: 1 credit
- Languages Other Than English: 2 credits
- Fine Arts: 1 credit
- Electives: 5 credits

COMPLETE AT LEAST ONE ENDORSEMENT FROM CTE OPTION IN:

- Science, Technology, Engineering & Mathematics (STEM)
- Business and Industry
- Public Services or
- Multi-disciplinary

Endorsements vary from school district to school district.

EARN AN INDUSTRY-BASED CERTIFICATE or LICENSE THROUGH SELECTED CTE OPTION or EARN A PASSING GRADE FROM TWO COLLEGE-LEVEL COURSES

- Each college-level course must meet all of the following requirements:
- a. Must be a career and technical education course taken for high school credit.
 - b. Must be a dual credit course for which the student has earned a passing grade.

who offers scholars program

RGV LEAD Scholars programs are aligned with the Foundation High School Graduation Program and the AchieveTexas program. These school districts are participating:

- **Cameron County:** Brownsville ISD, Harlingen CISD, La Feria ISD, Los Fresnos CISD, Point Isabel ISD, Rio Hondo ISD, San Benito CISD, Santa Maria ISD, Santa Rosa ISD, and South Texas ISD.
- **Hidalgo County:** Donna ISD, Edcouch-Elsa ISD, Edinburg CISD, Hidalgo ISD, La Joya ISD, La Villa ISD, McAllen ISD, Mercedes ISD, Mission CISD, Monte Alto ISD, PSJA ISD, Progreso ISD, Sharyland ISD, Valley View ISD, and Weslaco ISD.
- **Starr County:** Rio Grande City CISD, Roma ISD, and San Isidro ISD.
- **Willacy County:** Lasara ISD, Lyford CISD, Raymondville ISD, and San Perlita ISD.

Check with your high school counselor to see

- which Endorsement(s) are available at your school district
- which certificates qualify as an industry-based certificate or license and
- which of your courses will qualify as college-level courses meeting the requirements for the RGV LEAD Scholars program.

**Pending final review – Sept. 2019*

CTE Agriculture, Food and Natural Resources Cluster

Livestock

| Year 1 | Year 2 | Year 3 | Year 4 |
|--|---|---|--|
| Principles of Ag, Food & Natural Resources | Equine Science and Small Animal Management | Advanced Animal Science or Livestock Production | Advanced Animal Science or Practicum in Ag, Food & Natural Resources or Career Preparation |

Plant Science

| Year 1 | Year 2 | Year 3 | Year 4 |
|--|----------------------------------|---|--|
| Principles of Ag, Food & Natural Resources | Floral Design (Fine Arts Credit) | Turf Grass Management and Landscape Design & Management or Horticulture Science | Horticulture Science or Advanced Plant & Soil Science or Practicum in Ag, Food & Natural Resources or Career Preparation |

Agricultural Mechanics

| Year 1 | Year 2 | Year 3 | Year 4 |
|--|-------------------------------------|------------------------------------|--|
| Principles of Ag, Food & Natural Resources | Ag Mechanics and Metal Technologies | Ag Structures Design & Fabrication | Agricultural Equipment Design & Fabrication or Practicum in Ag, Food & Natural Resources or Career Preparation |

Wildlife

| Year 1 | Year 2 | Year 3 | Year 4 |
|--|--|---|--|
| Principles of Ag, Food & Natural Resources | Wildlife, Fisheries and Ecology Management | Food Processing or Range Ecology and Management | Range Ecology and Management or Career Preparation |

The Agriculture, Food, and Natural Resources Career Cluster focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

| Course | PRINCIPLES OF AGRICULTURE, FOOD AND NATURAL RESOURCES |
|---------------|--|
| Course number | QA3830 |
| Credit | 1.0 elective credit |
| Grade level | 9-12 |
| Description | Principles of Agriculture, Food, and Natural Resources will allow students to develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. |
| Prerequisites | None |

| Course | LIVESTOCK PRODUCTION |
|---------------|--|
| Course number | QA1830 QA18Y0 |
| Credit | 1.0 elective credit |
| Grade level | 10-12 |
| Description | In Livestock Production, students will acquire knowledge and skills related to livestock and the livestock production industry. Livestock Production may address topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry. To prepare for careers in the field of animal science, students must attain academic skills and knowledge, acquire knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. |
| Prerequisites | Recommended: Principles of Agriculture, Food and Natural Resources , Equine Science/Small Animal Management |

| Course | SMALL ANIMAL MANAGEMENT |
|---------------|---|
| Course number | QA2936 |
| Credit | 0.5 elective credit |
| Grade level | 10-12 |
| Description | In Small Animal Management, students will acquire knowledge and skills related to small animals and the small animal management industry. Small Animal Management may address topics related to small mammals such as dogs and cats, amphibians, reptiles, and birds. To prepare for careers in the field of animal science, students must enhance academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. |
| Prerequisites | Recommended: Principles of Agriculture, Food and Natural Resources. |

| Course | EQUINE SCIENCE |
|---------------|--|
| Course number | QW1035 |
| Credit | 0.5 elective credit |
| Grade level | 10-12 |
| Description | In Equine Science, students will acquire knowledge and skills related to equine animal systems and the equine industry. Equine Science may address topics related to horses, donkeys, and mules. |
| Prerequisites | Recommended: Principles of Agriculture, Food and Natural Resources |

| Course | ADVANCED ANIMAL SCIENCE |
|---------------|---|
| Course number | QA1030 QA10Y0 |
| Credit | 1.0 science credit |
| Grade level | 11-12 |
| Description | Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. To prepare for careers in the field of animal science, students must attain academic skills and knowledge, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards. By Texas law this course must contain 40 percent lab and field investigations. Note: This course satisfies a science credit requirement for students on the Foundation High School Program. |
| Prerequisites | Biology and Chemistry or Integrated Physics and Chemistry; Algebra I and Geometry; and either Small Animal Management, Equine Science or Livestock Production. Recommended Veterinary medical Applications. |

| Course | WILDLIFE, FISHERIES, AND ECOLOGY MANAGEMENT |
|---------------|--|
| Course number | QA1530 |
| Credit | 1.0 elective credit |
| Grade level | 9-12 |
| Description | Wildlife, Fisheries, and Ecology Management examines the management of game and non-game wildlife species, fish, and aquacrops and their ecological needs as related to current agricultural practices. To prepare for careers in natural resource systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. |
| Prerequisites | Recommended: Principles of Agriculture, Food and Natural Resources |

| Course | FLORAL DESIGN |
|---------------|--|
| Course number | QW1130 |
| Credit | 1.0 fine arts credit |
| Grade level | 9-12 |
| Description | Floral Design is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students will develop respect for the traditions and contributions of diverse cultures. Students will respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations. To prepare for careers in floral design, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. Note: This course satisfies a fine arts credit requirement for students on the Foundation High School Program. |
| Prerequisites | Recommended: Principles of Agriculture, Food and Natural Resources |

| Course | LANDSCAPE DESIGN AND MANAGEMENT |
|---------------|--|
| Course number | QW1336 QW13Y6 |
| Credit | 0.5 elective credit |
| Grade level | 10-12 |
| Description | Landscape Design and Management is designed to develop an understanding of landscape design and management techniques and practices. To prepare for careers in horticultural systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. |
| Prerequisites | Recommended: Principles of Agriculture, Food and Natural Resources, Floral Design, Turf Grass Management |

| Course | RANGE ECOLOGY AND MANAGEMENT |
|---------------|--|
| Course number | QW1730 QW17Y0 |
| Credit | 1.0 elective credit |
| Grade level | 10-12 |
| Description | Range Ecology and Management is designed to develop students' understanding of rangeland ecosystems and sustainable forage production. |
| Prerequisites | Recommended: Principles of Agriculture, Food & Natural Resources, Wildlife, Fisheries & Ecology Management |

| Course | TURF GRASS MANAGEMENT |
|---------------|--|
| Course number | QW1235 QW12Y5 |
| Credit | 0.5 elective credit |
| Grade level | 10-12 |
| Description | Turf Grass Management is designed to develop an understanding of turf grass management techniques and practices. To prepare for careers in horticultural systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. |
| Prerequisites | Recommended: Principles of Agriculture, Food and Natural Resources, Floral Design |

| Course | HORTICULTURAL SCIENCE |
|---------------|-----------------------|
| Course number | QA3130 QA31Y0 |
| Credit | 1.0 elective credit |

| | |
|---------------|---|
| Grade level | 10-12 |
| Description | Horticultural Science is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production. To prepare for careers in horticultural systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticulture and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. |
| Prerequisites | Recommended: Principles of Agriculture, Food and Natural Resources, Floral Design, Turf Grass Management, Landscape Design & Management |

| | |
|---------------|---|
| Course | FOOD PROCESSING |
| Course number | QW1630 QW16Y0 |
| Credit | 1.0 elective credit |
| Grade level | 10-12 |
| Description | Food Processing focuses on the food processing industry with special emphasis on the handling, processing, and marketing of food products. To prepare for careers in food products and processing systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. |
| Prerequisites | Recommended : Principles of Agriculture, Food and Natural Resources, Wildlife, Fisheries and Ecology Management |

| | |
|---------------|--|
| Course | AGRICULTURAL MECHANICS AND METAL TECHNOLOGIES |
| Course number | QA1330 QA13Y0 |
| Credit | 1.0 elective credit |
| Grade level | 10-12 |
| Description | Agricultural Mechanics and Metal Technologies is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal working techniques. To prepare for careers in agricultural power, structural, and technical systems, students must attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations. |
| Prerequisites | Principles of Agriculture, Food, and Natural Resources |

| | |
|---------------|--|
| Course | ADVANCED PLANT & SOIL SCIENCE |
| Course number | QW2530 QW25Y0 |
| Credit | 1.0 science credit |
| Grade level | 11-12 |
| Description | Advanced Plant and Soil Science provides a way of learning about the natural world. Students should know how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science. To prepare for careers in plant and soil science, students must attain academic skills and knowledge, acquire technical knowledge and skills related to plant and soil science and the workplace. Note: This course satisfies a science credit requirement for students on the Foundation High School Program. Note: This course satisfies a science credit requirement for students on the Foundation High School Program |
| Prerequisites | Recommended: Biology, Integrated Physics and Chemistry, Chemistry, or Physics and a minimum of one credit from the courses in the Agriculture, Food, and Natural Resources Career Cluster |

| Course | AGRICULTURAL STRUCTURES DESIGN AND FABRICATION |
|---------------|--|
| Course number | QW1430 QW14Y0 |
| Credit | 1.0 elective credit |
| Grade level | 11-12 |
| Description | In Agricultural Structures Design and Fabrication, students will explore career opportunities, entry requirements, and industry expectations. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural structures design and fabrication. |
| Prerequisites | Recommended: Principles of Agriculture, Food & Natural Resources, Agricultural Mechanics and Metal Technologies |

| Course | AGRICULTURAL EQUIPMENT DESIGN AND FABRICATION |
|---------------|---|
| Course number | QW1930 QW19Y0 |
| Credit | 1.0 elective credit |
| Grade level | 11-12 |
| Description | In Agricultural Equipment Design and Fabrication, students will acquire knowledge and skills related to the design and fabrication of agricultural equipment. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural equipment design and fabrication. |
| Prerequisites | Recommended: Principles of Agriculture, Food & Natural Resources, Agricultural Mechanics and Metal Technologies |

| Course | PRACTICUM IN AGRICULTURE, FOOD, & NATURAL RESOURCES I |
|---------------|--|
| Course number | QA8530 QA85Y0 |
| Credit | 2.0 elective credits |
| Grade level | 11-12 |
| Description | Practicum in Agriculture, Food, and Natural Resources is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories areas of specialized study could include Horticulture, Vet Med, Ag Mechanics. To prepare for careers in agriculture, food and natural resources, students must attain academic skills and knowledge, acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. |
| Prerequisites | Recommended: A minimum of one credit from the courses in the Agriculture, Food, and Natural Resources Career Cluster. |

| Course | PRACTICUM IN AGRICULTURE, FOOD, AND NATURAL RESOURCES II |
|---------------|---|
| Course number | QA8130 QA81Y0 |
| Credit | 2.0 elective credits |
| Grade level | 11-12 |
| Description | Practicum in Agriculture, Food, and Natural Resources is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. |
| Prerequisites | Recommended: A minimum of one credit from the courses in the Agriculture, Food, and Natural Resources Career Cluster. |

| Course | CAREER PREPARATION - AG |
|---------------|-------------------------|
| Course number | QA9530 QA95Y0 |
| Credit | 2.0 elective credits |
| Grade level | 11-12 |

| | |
|---------------|---|
| Description | Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success. |
| Prerequisites | None |

| | |
|---------------|---|
| Course | CAREER PREPARATION II- AG |
| Course number | QA9630 QA9670 |
| Credit | 2.0 elective credits |
| Grade level | 11-12 |
| Description | Career Preparation II develops essential knowledge and skills through advanced classroom instruction with business and industry employment experiences. Career Preparation II maintains relevance and rigor, supports student attainment of academic standards, and effectively prepares students for college and career success. |
| Prerequisites | Career Preparation I |

CTE Architecture and Construction Cluster

Architecture

| Year 1 | Year 2 | Year 3 | Year 4 |
|--------|------------------------|-------------------------|---|
| | Architectural Design I | Architectural Design II | Practicum in Architectural Design or Career Preparation |

Construction

| Year 1 | Year 2 | Year 3 | Year 4 |
|--------|----------------------------|---------------------------|--|
| | Principles of Construction | Construction Technology I | Construction Technology II or Practicum in Construction Technology or Career Preparation |

The Architecture and Construction Career Cluster focuses on designing, planning, managing, building, and maintaining the built environment.

| | |
|---------------|---|
| Course | ARCHITECTURAL DESIGN I |
| Course number | QW2030 |
| Credit | 1.0 elective credit |
| Grade level | 10-12 |
| Description | In Architectural Design I, students will gain knowledge and skills needed to enter a career in architecture or construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, or landscape architecture. Architectural Design I include the knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for nonresidential or residential architectural purposes. |
| Prerequisites | Algebra I and English I. Recommended Prerequisites: Geometry |

| | |
|---------------|-----------------------------------|
| Course | PRINCIPLES OF CONSTRUCTION |
| Course number | QW3030 |
| Credit | 1.0 elective credit |
| Grade level | 9-12 |

| | |
|---------------|--|
| Description | Principles of Construction is intended to provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools. For safety and liability considerations, limiting course enrollment to 15 students is recommended. This course also provides communication and occupation skills to assist the student in obtaining and maintaining employment |
| Prerequisites | None |

| Course | CONSTRUCTION TECHNOLOGY I |
|---------------|--|
| Course number | QW3130 QW31Y0 |
| Credit | 2.0 elective credits |
| Grade level | 10-12 |
| Description | In Construction Technology I, students will gain knowledge and skills needed to enter the workforce as carpenters or building maintenance supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will acquire knowledge and skills in safety, tool usage, building materials, codes, and framing. For safety and liability considerations, limiting course enrollment to 15 students is recommended |
| Prerequisites | Recommended: Principles of Construction or Principles of Architecture. |

| Course | CONSTRUCTION TECHNOLOGY II |
|---------------|---|
| Course number | QW3230 QW32Y0 |
| Credit | 2.0 elective credits |
| Grade level | 10-12 |
| Description | In Construction Technology II, students will gain advanced knowledge and skills needed to enter the workforce as carpenters, building maintenance technicians, or supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will build on the knowledge base from Construction Technology I and are introduced to exterior and interior finish out skills. For safety and liability considerations, limiting course enrollment to 15 students is recommended. |
| Prerequisites | Construction Technology I |

| Course | PRACTICUM IN CONSTRUCTION TECHNOLOGY |
|---------------|--|
| Course number | QW3830 QW38Y0 |
| Credit | 2.0 elective credits |
| Grade level | 12 |
| Description | In Extended Practicum in Construction Technology, students will be challenged with the application of gained knowledge and skills from Construction Technology I and II. In many cases students will be allowed to work at a job (paid or unpaid) outside of school or be involved in local projects the school has approved for this class. |
| Prerequisites | Construction Technology II; Building Maintenance Technology II; Electrical Technology II; Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology II; Plumbing Technology I; or Mill and Cabinetmaking Technology. |

| Course | ARCHITECTURAL DESIGN II |
|---------------|--|
| Course number | QW2130 QW21Y0 QW21D0 |
| Credit | 2.0 elective credits |
| Grade level | 12 |
| Description | In Extended Practicum in Construction Technology, students will be challenged with the application of gained knowledge and skills from Construction Technology I and II. In many cases students will be allowed to work at a job (paid or unpaid) outside of school or be involved in local projects the school has approved for this class. |
| Prerequisites | Architectural Design I or Advanced Interior Design and Geometry. Recommended Prerequisites: Principles of Architecture and Principles of Construction |

| Course | PRACTICUM IN ARCHITECTURAL DESIGN |
|--------|-----------------------------------|
|--------|-----------------------------------|

| | |
|---------------|--|
| Course number | QW2230 QW22Y0 QW22D0 |
| Credit | 2.0 elective credits |
| Grade level | 12 |
| Description | In Extended Practicum in Construction Technology, students will be challenged with the application of gained knowledge and skills from Construction Technology I and II. In many cases students will be allowed to work at a job (paid or unpaid) outside of school or be involved in local projects the school has approved for this class. |
| Prerequisites | Architectural Design II |

| | |
|---------------|---|
| Course | CAREER PREPARATION I |
| Course number | QT9530 QT95Y0 |
| Credit | 2.0 elective credits |
| Grade level | 12 |
| Description | Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success. |
| Prerequisites | Recommended: Construction technology I & II or Architectural Design II |

| | |
|---------------|---|
| Course | CAREER PREPARATION II |
| Course number | QT9630 QT96Y0 |
| Credit | 2.0 elective credits |
| Grade level | 11-12 |
| Description | Career Preparation II develops essential knowledge and skills through advanced classroom instruction with business and industry employment experiences. Career Preparation II maintains relevance and rigor, supports student attainment of academic standards, and effectively prepares students for college and career success. |
| Prerequisites | Career Preparation I |

CTE Arts, Audio/Video Technology, and Communications Cluster

Video Production

| Year 1 | Year 2 | Year 3 | Year 4 |
|--------|---|--------------------------------|--|
| | Principles of Arts, A/V Technology & Communications | Audio Video Production I w/Lab | Audio/Video Production II w/Lab or Practicum in Audio Video Production I or Career Preparation |

Video Game Design

| Year 1 | Year 2 | Year 3 | Year 4 |
|---|--|--|-------------------|
| Principles of Arts, A/V Technology & Communications | Animation I or Graphic Design & Illustration I | Animation II or Graphic Design & Illustration II | Video Game Design |

Commercial Photography

| Year 1 | Year 2 | Year 3 | Year 4 |
|--------|--------|--------|--------|
| | | | |

| | | | |
|--|---|--------------------------------|--|
| | Principles of Arts, A/V Technology & Communications | Commercial Photography I w/Lab | Commercial Photography II w/Lab or Practicum in Commercial Photography |
|--|---|--------------------------------|--|

The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

| | |
|---------------|---|
| Course | PRINCIPLES OF ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS |
| Course number | QT5030 |
| Credit | 1.0 elective credit |
| Grade level | 9 |
| Description | The goal of this course is for the student understands arts, audio/video technology, and communications systems. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities. |
| Prerequisites | None |

| | |
|---------------|--|
| Course | ANIMATION I |
| Course number | QW4030 |
| Credit | 1.0 elective credit |
| Grade level | 10-12 |
| Description | In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the history and techniques of the animation industry. |
| Prerequisites | Recommended: Art I or Principles of Art, Audio/Video Technology, and Communications |

| | |
|---------------|--|
| Course | ANIMATION II |
| Course number | QW4230 QW42Y0 |
| Credit | 1.0 elective credit |
| Grade level | 11-12 |
| Description | In addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to create two- and three-dimensional animations. The instruction also assists students seeking careers in the animation industry. |
| Prerequisites | Animation I Recommended: Principles of Information Technology |

| | |
|---------------|---|
| Course | VIDEO GAME DESIGN |
| Course number | QW4430 QW44Y0 |
| Credit | 1.0 elective credit |
| Grade level | 9-12 |
| Description | Video Game Design will allow students to explore one of the largest industries in the global marketplace and the new emerging careers it provides in the field of technology. Students will learn gaming, computerized gaming, evolution of gaming, artistic aspects of perspective, design, animation, technical concepts of collision theory, and programming logic. Students will participate in a simulation of a real video game design team while developing technical proficiency in constructing an original game design. |
| Prerequisites | Recommended: Principles of Art, Audio/Video Technology, and Communications, Animation II or Graphic Design & Illustration II, Animation I or Graphic Design & Illustration I |

| | |
|---------------|---|
| Course | AUDIO/VIDEO PRODUCTION I |
| Course number | QW4630 QW46Y0 |
| Credit | 2.0 (1 blk) elective credits |
| Grade level | 9-12 |
| Description | In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video products. |
| Prerequisites | Recommended: Principles of Art, Audio/Video Technology, and Communications. |

| | |
|---------------|--|
| Course | AUDIO/VIDEO PRODUCTION II |
| Course number | QW4730 QW47Y0 |
| Credit | 2.0 (1 blk) elective credits |
| Grade level | 10-12 |
| Description | Building upon the concepts taught in Audio/Video Production, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post- production products. This course may be implemented in an audio format or a format with both audio and video. |
| Prerequisites | Audio/Video Production I Recommended: Principles of Arts, Audio/Video Technology & Communications |

| | |
|---------------|---|
| Course | PRACTICUM IN AUDIO/VIDEO PRODUCTION I |
| Course number | QW4830 QW48Y0 |
| Credit | 2.0 elective credits |
| Grade level | 11-12 |
| Description | Building upon the concepts taught in Audio/Video Production II, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre- production, production, and post-production audio and video products in a professional environment. |
| Prerequisites | Audio/Video Production II and Audio/Video Production II Lab |

| | |
|---------------|---|
| Course | PRACTICUM IN AUDIO/VIDEO PRODUCTION II |
| Course number | QT6130 |
| Credit | 2.0 elective credits |
| Grade level | 11-12 |
| Description | Building upon the concepts taught in Practicum Audio/Video Production II students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video products in a professional environment. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities |
| Prerequisites | Audio/Video Production II and Audio/Video Production II Lab |

| | |
|---------------|--|
| Course | GRAPHIC DESIGN AND ILLUSTRATION I |
| Course number | QW4130 |
| Credit | 2.0 (1 blk) elective credits |
| Grade level | 10-12 |
| Description | Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design. |
| Prerequisites | Recommended: Principles of Art, Audio/Video Technology, and Communications |

| Course | GRAPHIC DESIGN AND ILLUSTRATION II |
|---------------|--|
| Course number | QW4330 QW43Y0 |
| Credit | 2.0 (1 blk) elective credits |
| Grade level | 10-12 |
| Description | Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design. |
| Prerequisites | Recommended: Principles of Art, Audio/Video Technology & Communications, Graphic Design and Illustration I or Graphic Design and Illustration I/Lab |

| Course | PROFESSIONAL COMMUNICATIONS |
|---------------|---|
| Course number | QF1335 and QF1336 QF13D5 and QF13D6 |
| Credit | 0.5 elective credit |
| Grade level | 9-12 |
| Description | Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research. |
| Prerequisites | None |

| Course | COMMERCIAL PHOTOGRAPHY I |
|---------------|---|
| Course number | QW3430 QW34Y0 |
| Credit | 2.0 (1 blk) elective credit |
| Grade level | 9-12 |
| Description | In addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs. Districts are encouraged to offer this lab in a consecutive block with Commercial Photography I to allow students sufficient time to master the content of both courses. |
| Prerequisites | Recommended: Principles of Arts, Audio/Video Production & Communications |

| Course | COMMERCIAL PHOTOGRAPHY II |
|---------------|---|
| Course number | QW3530 QW35Y0 |
| Credit | 2.0 (1 blk) elective credit |
| Grade level | 10-12 |
| Description | In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs. |
| Prerequisites | Commercial Photography I |

| Course | PRACTICUM IN COMMERCIAL PHOTOGRAPHY |
|---------------|---|
| Course number | QW4530 QW45Y0 |
| Credit | 2.0 (1 blk) elective credit |
| Grade level | 10-12 |
| Description | In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs. |
| Prerequisites | Commercial Photography I or Commercial Photography I/Lab |

| | |
|---------------|--|
| Course | PRACTICUM IN COMMERCIAL PHOTOGRAPHY II |
| Course number | QW6530 QW65y0 |
| Credit | 2.0 (1 blk) elective credit |
| Grade level | 10-12 |
| Description | In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs |
| Prerequisites | Commercial Photography I or Commercial Photography I/Lab |

| | |
|---------------|---|
| Course | CAREER PREPARATION |
| Course number | QT9530 QT95Y0 |
| Credit | 2.0 elective credits |
| Grade level | 12 |
| Description | Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success. |
| Prerequisites | None |

| | |
|---------------|---|
| Course | CAREER PREPARATION II |
| Course number | QT9630 QT96Y0 |
| Credit | 2.0 elective credits |
| Grade level | 11-12 |
| Description | Career Preparation II develops essential knowledge and skills through advanced classroom instruction with business and industry employment experiences. Career Preparation II maintains relevance and rigor, supports student attainment of academic standards, and effectively prepares students for college and career success. |
| Prerequisites | Career Preparation I |

CTE Business Management and Administration Cluster

Multimedia Specialist Certificate (South Texas College)

| Year 1 | Year 2 | Year 3 | Year 4 |
|---|------------------------|---|--|
| Principles of Business, Marketing & Finance | Business Information I | Business Information Management II (MM) | Digital Media (MM) or Career Preparation |

Computer Applications Specialist (South Texas College)

| Year 1 | Year 2 | Year 3 | Year 4 |
|---|------------------------|---|--|
| Principles of Business, Marketing & Finance | Business Information I | Business Information Management II (CA) | Digital Media (CA) or Career Preparation |

Business

| Year 1 | Year 2 | Year 3 | Year 4 |
|--------|--------|--------|--------|
|--------|--------|--------|--------|

| | | | |
|---|------------------------|------------------|--|
| Principles of Business, Marketing & Finance | Business Information I | Entrepreneurship | Practicum in Business Management or Career Preparation |
|---|------------------------|------------------|--|

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

| Course | PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE |
|---------------|--|
| Course number | QB1230 |
| Credit | 1.0 elective credit |
| Grade level | 9-11 |
| Description | In Principles of Business, Marketing, and 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. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance |
| Prerequisites | None |

| Course | BUSINESS INFORMATION MANAGEMENT I |
|---------------|---|
| Course number | QB6030 |
| Credit | 1.0 elective credit |
| Grade level | 9-12 |
| Description | In Business Information Management I, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word- processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software. |
| Prerequisites | Recommended: Touch Systems Data Entry |

| Course | BUSINESS INFORMATION MANAGEMENT II (Multimedia) |
|---------------|---|
| Course number | QB1530 QB65Do |
| Credit | 1.0 elective credit |
| Grade level | 10-12 |
| Description | In Business Information Management II, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software |
| Prerequisites | Business Information Management I Recommended: Touch Systems Data Entry |

| Course | BUSINESS INFORMATION MANAGEMENT II (Computer Applications) |
|---------------|--|
| Course number | QB1530 QB55Do |
| Credit | 1.0 elective credit |
| Grade level | 10-12 |
| Description | In Business Information Management II, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software. |
| Prerequisites | Business Information Management I Recommended: Touch Systems Data Entry |

| Course | DIGITAL & INTERACTIVE MEDIA (Computer Applications) |
|---------------|--|
| Course number | QW4930 QW49Y0 QW49D0 |
| Credit | 1.0 elective credit |
| Grade level | 10-12 |
| Description | In Digital Media, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students will enhance reading, writing, computing, communication, and critical thinking and apply them to the IT environment. |
| Prerequisites | Recommended: Business Information Management I and II |

| Course | DIGITAL & INTERACTIVE MEDIA (Multimedia) |
|---------------|--|
| Course number | QW5030 QW50Y0 QW50D0 |
| Credit | 1.0 elective credit |
| Grade level | 10-12 |
| Description | In Digital Media, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students will enhance reading, writing, computing, communication, and critical thinking and apply them to the IT environment. |
| Prerequisites | Recommended: Business Information Management I and II |

| Course | ENTREPRENEURSHIP |
|---------------|--|
| Course number | QM1030 QM10Y0 QM10D0 |
| Credit | 1.0 elective credit |
| Grade level | 10-12 |
| Description | Students will learn the principles necessary to begin and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services |
| Prerequisites | None Recommended: Principles of Business, Marketing, & Finance, Business Information Management I |

| Course | PRACTICUM IN BUSINESS MANAGEMENT |
|---------------|--|
| Course number | QB8530 QB85Y0 QB85D0 |
| Credit | 2.0 elective credit |
| Grade level | 11-12 |
| Description | Practicum in Business Management is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies. Students develop a foundation in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students incorporate a broad base of |

| | |
|---------------|--|
| | knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions. |
| Prerequisites | Recommended: Touch System Data Entry and Business Management or Business Information Management II |

| Course | CAREER PREPARATION |
|---------------|---|
| Course number | QB9030 QB90Y0 |
| Credit | 2.0 elective credits |
| Grade level | 12 |
| Description | Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success. |
| Prerequisites | None |

| Course | CAREER PREPARATION II |
|---------------|---|
| Course number | QB9130 QB91Y0 |
| Credit | 2.0 elective credits |
| Grade level | 11-12 |
| Description | Career Preparation II develops essential knowledge and skills through advanced classroom instruction with business and industry employment experiences. Career Preparation II maintains relevance and rigor, supports student attainment of academic standards, and effectively prepares students for college and career success. |
| Prerequisites | Career Preparation I |

CTE Education and Training Cluster

Education & Training

| Year 1 | Year 2 | Year 3 | Year 4 |
|------------------------------------|----------------------------|--|---|
| Principles of Education & Training | Human Growth & Development | Child Development or Instructional Practices | Practicum in Education & Training or Career Preparation |

The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.

| Course | PRINCIPLES OF EDUCATION AND TRAINING |
|---------------|---|
| Course number | QE3030 |
| Credit | 1.0 elective credit |
| Grade level | 9-10 |
| Description | Principles of Education and Training is designed to introduce learners to the various careers available within the Education and Training Career Cluster. Students use self-knowledge as well as educational and career information to analyze various careers within the Education and Training Career Cluster. Students will develop a graduation plan that leads to a specific career choice in the student's interest area. |
| Prerequisites | None |

| Course | HUMAN GROWTH AND DEVELOPMENT |
|---------------|---|
| Course number | QE7030 |
| Credit | 1.0 elective credit |
| Grade level | 10-12 |
| Description | Human Growth and Development is an examination of human development across the lifespan with emphasis upon research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. The course covers material that is generally taught in a postsecondary, one-semester introductory course in developmental psychology or human development. |
| Prerequisites | Recommended: Principles of Education and Training |

| Course | CHILD DEVELOPMENT |
|---------------|--|
| Course number | QE1030 QE10Y0 |
| Credit | 1.0 elective credit |
| Grade level | 10-12 |
| Description | Child Development is a technical laboratory course that addresses knowledge and skills related to child growth and development from prenatal through school -age children, equipping students with child development skills. Students use these skills to promote the well -being and healthy development of children and investigate careers related to the care and education of children. |
| Prerequisites | None Recommended: Principles of Human Services. |

| Course | INSTRUCTIONAL PRACTICES |
|---------------|--|
| Course number | QW5130 QW51Y0 |
| Credit | 2.0 elective credits |
| Grade level | 11-12 |
| Description | Instructional Practices is a field-based (practicum) internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators or trainers in direct instructional roles with elementary-, middle-school-, and high-school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel. |
| Prerequisites | Recommended: Principles of Education, Human Growth and Development |

| Course | PRACTICUM IN EDUCATION AND TRAINING |
|---------------|---|
| Course number | QE6430 QE64Y0 |
| Credit | 2.0 elective credits |
| Grade level | 12 |
| Description | This course is a continuation of the teacher education program. Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood education and exemplary educators in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to 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, or other educational personnel. |
| Prerequisites | Instructional Practices |

| Course | CAREER PREPARATION |
|---------------|----------------------|
| Course number | QE9030 QE90Y0 |
| Credit | 2.0 elective credits |

| | |
|---------------|---|
| Grade level | 12 |
| Description | Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success. |
| Prerequisites | None |

| | |
|---------------|---|
| Course | CAREER PREPARATION II |
| Course number | QE9130 QE91Y0 |
| Credit | 2.0 elective credits |
| Grade level | 11-12 |
| Description | Career Preparation II develops essential knowledge and skills through advanced classroom instruction with business and industry employment experiences. Career Preparation II maintains relevance and rigor, supports student attainment of academic standards, and effectively prepares students for college and career success. |
| Prerequisites | Career Preparation I |

CTE Finance Cluster

Accounting

| Year 1 | Year 2 | Year 3 | Year 4 |
|---|-----------------------------------|--------------|-------------------------------------|
| Principles of Business, Marketing & Finance | Business Information Management I | Accounting I | Accounting II or Career Preparation |

The Finance Career Cluster focuses on planning, services for financial and investment planning, banking, insurance, and business financial management.

| | |
|---------------|---|
| Course | Principles of Business, Marketing & Finance |
| Course number | QB1230 |
| Credit | 1.0 elective credit |
| Grade level | 10-12 |
| Description | Students investigate the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students formulate and interpret financial information for use in management decision-making. |
| Prerequisites | None |

| | |
|---------------|---|
| Course | ACCOUNTING I |
| Course number | QB3730 QB37Y0 QB37Y0 |
| Credit | 1.0 elective credit |
| Grade level | 10-12 |
| Description | Students investigate the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students formulate and interpret financial information for use in management decision-making. |
| Prerequisites | Recommended: Principles of Business, Marketing, and Finance |

| | |
|---------------|----------------------------|
| Course | ACCOUNTING II |
| Course number | QB4030 QB40Y0 QB40Do |

| | |
|---------------|--|
| Credit | 1.0 mathematics credit |
| Grade level | 11-12 |
| Description | In Accounting II, students will continue the investigation of the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students will reflect on this knowledge as they engage in various managerial, financial, and operational accounting activities. Students will formulate, interpret, and communicate financial information for use in management decision making. Students will use equations, graphical representations, accounting tools, spreadsheet software, and accounting systems in real-world situations to maintain, monitor, control, and plan the use of financial resources. Note: This course satisfies a math credit requirement for students on the Foundation High School Program |
| Prerequisites | Accounting I |

| | |
|---------------|---|
| Course | CAREER PREPARATION |
| Course number | QB9030 QB90Y0 |
| Credit | 2.0 elective credits |
| Grade level | 12 |
| Description | Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success. |
| Prerequisites | None |

| | |
|---------------|---|
| Course | CAREER PREPARATION II |
| Course number | QB9130 QB91Y0 |
| Credit | 2.0 elective credits |
| Grade level | 11-12 |
| Description | Career Preparation II develops essential knowledge and skills through advanced classroom instruction with business and industry employment experiences. Career Preparation II maintains relevance and rigor, supports student attainment of academic standards, and effectively prepares students for college and career success. |
| Prerequisites | Career Preparation I |

CTE Government and Public Administration Cluster

The Government and Public Administration Career Cluster focuses on planning and performing governmental functions at the local, state, and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.

CTE Health Science Cluster

Certificate in Emergency Medical Technician at CTE Early College High School through South Texas College

The Emergency Medical Technology program will prepare students to deliver out-of-hospital emergency care at the scene of an accident or a medical emergency. EMTs typically serve as vital members of the Emergency Medical Services team who can, with competence, use their medical skills to relieve suffering, reduce injury severity, and prevent death

Certified Nurse Aide – C.N.A.

| Year 1 | Year 2 | Year 3 | Year 4 |
|------------------------------|-----------------------|---|---|
| Principles of Health Science | Health Science Theory | Practicum in Health Science I-Clinical Rotations or Medical Terminology or Anatomy & Physiology or Pathophysiology or Medical Microbiology | Practicum in Health Science II – C.N.A. |

Pharmacy Technician

| Year 1 | Year 2 | Year 3 | Year 4 |
|------------------------------|-----------------------|--|---|
| Principles of Health Science | Health Science Theory | Pharmacology and/or Medical Terminology and/or Mathematics for Medical Professionals and/or Practicum in Health Science Clinical Rotations | Practicum in Health Science II – Pharmacy Technician and Anatomy & Physiology |

Electrocardiogram – EKG

| Year 1 | Year 2 | Year 3 | Year 4 |
|------------------------------|-----------------------|---|--|
| Principles of Health Science | Health Science Theory | Medical Terminology and/or Anatomy & Physiology or Practicum in Health Science – Clinical Rotations | Practicum in Health Science II – EKG - Electrocardiogram |

Medical Billing & Coding

| Year 1 | Year 2 | Year 3 | Year 4 |
|------------------------------|-----------------------|---|---|
| Principles of Health Science | Health Science Theory | Practicum in Health Science I – Clinical Rotations or Medical Terminology or Health Informatics or Anatomy & Physiology | Practicum in Health Science II – Medical Billing & Coding |

Health Science Professional

| Year 1 | Year 2 | Year 3 | Year 4 |
|------------------------------|-----------------------|--|--|
| Principles of Health Science | Health Science Theory | Anatomy & Physiology or Forensic Science or Practicum in Health Science I – Clinical Rotations | Medical Terminology or Medical Microbiology or Pathophysiology or Forensic Science or Career Preparation |

The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development.

| Course | PRINCIPLES OF HEALTH SCIENCE |
|---------------|---|
| Course number | QH1030 |
| Credit | 1.0 health credit |
| Grade level | 9-10 |
| Description | Principles of Health Science is designed to provide an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry. |
| Prerequisites | None |

| Course | MEDICAL TERMINOLOGY |
|---------------|--|
| Course number | QW5230 QW52Y0 |
| Credit | 1.0 elective credit |
| Grade level | 9-12 |
| Description | The Medical Terminology course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology |
| Prerequisites | Recommended: Principles of Health Science |

| Course | HEALTH SCIENCE THEORY |
|---------------|-----------------------|
| Course number | QW5630 |
| Credit | 1.0 health credit |
| Grade level | 11-12 |

| | |
|---------------|--|
| Description | The Health Science Theory course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development. |
| Prerequisites | Biology |

| | |
|---------------|---|
| Course | PRACTICUM IN HEALTH SCIENCE I – Clinical Rotations |
| Course number | QH8030 QH80Y0 |
| Credit | 2.0 elective credits |
| Grade level | 11-12 |
| Description | The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience |
| Prerequisites | Health Science Theory and Biology Recommended: Principles of Health Science |

| | |
|---------------|--|
| Course | PRACTICUM IN HEALTH SCIENCE II – Certified Nurse Aide (C.N.A.) |
| Course number | QH8130 QH81Y0 |
| Credit | 2.0 elective credits |
| Grade level | 11-12 |
| Description | The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. |
| Prerequisites | Health Science Theory and Biology Recommended: Principles of Health Science. |

| | |
|---------------|---|
| Course | PRACTICUM IN HEALTH SCIENCE II – Pharmacy Technician |
| Course number | QH8230 QH82Y0 |
| Credit | 2.0 elective credits |
| Grade level | 11-12 |
| Description | The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience |
| Prerequisites | Health Science Theory and Biology. Recommended: Principles of Health Science. |

| | |
|---------------|---|
| Course | PRACTICUM IN HEALTH SCIENCE II – EKG - Electrocardiogram |
| Course number | QH8730 QH87Y0 |
| Credit | 2.0 elective credits |
| Grade level | 11-12 |
| Description | The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience |
| Prerequisites | Health Science Theory and Biology Recommended: Principles of Health Science. |

| | |
|---------------|--|
| Course | PRACTICUM IN HEALTH SCIENCE II – Medical Billing & Coding |
|---------------|--|

| | |
|---------------|--|
| Course number | QH8430 QH84Yo |
| Credit | 2.0 elective credits |
| Grade level | 11-12 |
| Description | The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. |
| Prerequisites | Health Science Theory and Biology Recommended: Principles of Health Science. |

| | |
|---------------|--|
| Course | ANATOMY AND PHYSIOLOGY |
| Course number | QH1130 QH11Yo |
| Credit | 1.0 science credit |
| Grade level | 10-12 |
| Description | In Anatomy and Physiology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem-solving. Students in Anatomy and Physiology study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis. Texas law requires at least 40 percent lab and field investigations. Note: This course satisfies a science credit requirement for students on the Foundation High School Program |
| Prerequisites | Biology and a second science credit. Recommended: One course from Health and Science Career Cluster. |

| | |
|---------------|---|
| Course | MEDICAL MICROBIOLOGY |
| Course number | QW5330 QW53Yo |
| Credit | 1.0 science credit |
| Grade level | 10-12 |
| Description | Medical Microbiology is designed to explore the microbial world, studying topics such as pathogenic and non- pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases. Texas law requires at least 40 percent lab and field investigations. Note: This course satisfies a science credit requirement for students on the Foundation High School Program |
| Prerequisites | Biology and Chemistry. Recommended: One course from Health and Science Career Cluster. |

| | |
|---------------|---|
| Course | PATHOPHYSIOLOGY |
| Course number | QW5430 QW54Yo |
| Credit | 1.0 science credit |
| Grade level | 11-12 |
| Description | The Pathophysiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Pathophysiology will study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of disease. Students will differentiate between normal and abnormal physiology. Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable. Note: This course satisfies a science credit requirement for students on the Foundation High School Program. |
| Prerequisites | Biology and Chemistry. Recommended: One course from Health and Science Career Cluster. |

| | |
|---------------|---------------------|
| Course | PHARMACOLOGY |
| Course number | QW5530 QW55Yo |
| Credit | 1.0 elective credit |
| Grade level | 11-12 |

| | |
|---------------|---|
| Description | Pharmacology is designed to provide an introduction to the rapidly changing pharmaceutical industry. Students learn how natural and synthetic chemical agents in drugs affect biological systems such as the human body, animal testing, and the environment in a therapeutic and nontherapeutic way. |
| Prerequisites | Biology and Chemistry. Recommended: One course from Health and Science Career Cluster. |

| Course | HEALTH INFORMATICS |
|---------------|--|
| Course number | QW5830 QW58Y0 |
| Credit | 1.0 elective credit |
| Grade level | 11-12 |
| Description | The Health Informatics course is designed to provide knowledge of one of the fastest growing areas in both academic and professional fields. The large gap between state of the art computer technologies and the state of affairs in health care information technology has generated demand for information and health professionals who can effectively design, develop, and use technologies such as electronic medical records, patient monitoring systems, and digital libraries, while managing the vast amount of data generated by these systems. |
| Prerequisites | Business Management I and Medical Terminology |

| Course | BIOTECHNOLOGY I |
|---------------|--|
| Course number | QW3330 QW33Y0 |
| Credit | 1.0 science credit |
| Grade level | 11-12 |
| Description | In Biotechnology I, students will apply advanced academic knowledge and skills to the emerging fields of biotechnology such as agricultural, medical, regulatory, and forensics. Students will have the opportunity to use sophisticated laboratory equipment, perform statistical analysis, and practice quality-control techniques. Students will conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Biotechnology I will study a variety of topics that include structures and functions of cells, nucleic acids, proteins, and genetics. Students must meet the 40% laboratory and fieldwork requirement. This course satisfies a high school science graduation requirement. Note: This course satisfies a science credit requirement for students on the Foundation High School Program |
| Prerequisites | Biology. Recommended: Chemistry, and Principles of Biosciences |

| Course | MATHEMATICS FOR MEDICAL PROFESSIONALS |
|---------------|---|
| Course number | QW5730 QW57Y0 |
| Credit | 1.0 mathematics credit |
| Grade level | 11-12 |
| Description | The Mathematics for Medical Professionals course is designed to serve as the driving force behind the Texas essential knowledge and skills for mathematics, guided by the college and career readiness standards. By embedding statistics, probability, and finance, while focusing on fluency and solid understanding in medical mathematics, students will extend and apply mathematical skills necessary for health science professions. Course content consists primarily of high school level mathematics concepts and their applications to health science professions. Note: This course satisfies a math credit requirement for students on the Foundation High School Program |
| Prerequisites | Geometry and Algebra II |

| Course | CAREER PREPARATION |
|---------------|--|
| Course number | QH9530 QH95Y0 |
| Credit | 2.0 elective credits |
| Grade level | 12 |
| Description | Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, |

| | |
|---------------|--|
| | supports student attainment of academic standards, and effectively prepares students for college and career success. |
| Prerequisites | None |

| Course | CAREER PREPARATION II |
|---------------|---|
| Course number | QH9630 QH96Y0 |
| Credit | 2.0 elective credits |
| Grade level | 11-12 |
| Description | Career Preparation II develops essential knowledge and skills through advanced classroom instruction with business and industry employment experiences. Career Preparation II maintains relevance and rigor, supports student attainment of academic standards, and effectively prepares students for college and career success. |
| Prerequisites | Career Preparation I |

CTE Hospitality and Tourism Cluster

Culinary Arts

| Year 1 | Year 2 | Year 3 | Year 4 |
|--------|-------------------------------|---------------|--|
| | Introduction to Culinary Arts | Culinary Arts | Advanced Culinary Arts or Practicum in Culinary Arts or Career Preparation |

The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services as well as lodging, attractions, recreation events, and travel-related services.

| Course | INTRODUCTION TO CULINARY ARTS |
|---------------|--|
| Course number | QW6030 |
| Credit | 1.0 elective credit |
| Grade level | 9-10 |
| Description | Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide insight into food production skills, various levels of industry management and hospitality. |
| Prerequisites | None |

| Course | CULINARY ARTS |
|---------------|--|
| Course number | QE25Y0 QE25D0 |
| Credit | 2.0 elective credits |
| Grade level | 10-12 |
| Description | Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification or other appropriate industry certification. |
| Prerequisites | Recommended: Introduction to Culinary Arts |

| Course | ADVANCED CULINARY ARTS |
|---------------|----------------------------|
| Course number | QW2330 QW23Y0 QW23D0 |
| Credit | 2.0 elective credits |

| | |
|---------------|--|
| Grade level | 10-12 |
| Description | Advanced Culinary Arts will extend content and enhance skills introduced in Culinary Arts by in-depth instruction of industry-driven standards to prepare students for success in higher education, certifications, and/or immediate employment. |
| Prerequisites | Culinary Arts |

| | |
|---------------|---|
| Course | PRACTICUM IN CULINARY ARTS |
| Course number | QE8530 QE85Yo QE85Do |
| Credit | 2.0 elective credits |
| Grade level | 11-12 |
| Description | This course is a continuation of Culinary Arts. This course is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with laboratory-based actual business and industry career experiences. |
| Prerequisites | Culinary Arts |

| | |
|---------------|---|
| Course | CAREER PREPARATION |
| Course number | QT9530 QT95Yo |
| Credit | 2.0 elective credits |
| Grade level | 12 |
| Description | Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success. |
| Prerequisites | None |

| | |
|---------------|---|
| Course | CAREER PREPARATION II |
| Course number | QT9630 QT96Yo |
| Credit | 2.0 elective credits |
| Grade level | 11-12 |
| Description | Career Preparation II develops essential knowledge and skills through advanced classroom instruction with business and industry employment experiences. Career Preparation II maintains relevance and rigor, supports student attainment of academic standards, and effectively prepares students for college and career success. |
| Prerequisites | Career Preparation I |

CTE Human Services Cluster

Human Services- WHS

| Year 1 | Year 2 | Year 3 | Year 4 |
|------------------------------|----------------------------|--|---|
| Principles of Human Services | Human Growth & Development | Child Development or Lifetime Nutrition & Wellness and Dollars & Sense | Family & Community Services or Child Guidance or Career Preparation |

Human Services- WEHS

| Year 1 | Year 2 | Year 3 | Year 4 |
|--------|------------------------------|--|---|
| | Principles of Human Services | Lifetime Nutrition & Wellness and Dollars & Sense or Family & Community Services | Practicum in Human Services or Career Preparation |

Cosmetology

| | | | |
|--------|--------|---------------------|----------------------|
| Year 1 | Year 2 | Year 3 | Year 4 |
| | | Cosmetology I & Lab | Cosmetology II & Lab |

The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.

| | |
|---------------|--|
| Course | PRINCIPLES OF HUMAN SERVICES |
| Course number | QE1330 |
| Credit | 1.0 elective credit |
| Grade level | 9-12 |
| Description | Principles of Human Services is a laboratory course that will enable students to investigate careers in the Human Services Career Cluster, including counseling and mental health, early childhood development, family and community, personal care, and consumer services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers. |
| Prerequisites | None |

| | |
|---------------|---|
| Course | DOLLARS AND SENSE |
| Course number | QW6235 and QW6236 QW62Y5 and QW62y6 |
| Credit | 0.5 elective credit |
| Grade level | 11-12 |
| Description | Dollars and Sense focuses on consumer practices and responsibilities, the money management process, decision-making skills, impact of technology, and preparation for human services careers. |
| Prerequisites | Recommended: Principles of Human Services |

| | |
|---------------|--|
| Course | LIFETIME NUTRITION AND WELLNESS |
| Course number | QW6135 and QW6136 QW61Y5 and QW61Y6 |
| Credit | 0.5 elective credit |
| Grade level | 9-12 |
| Description | Lifetime Nutrition and Wellness is a laboratory course that allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences. |
| Prerequisites | Recommended: Principles of Human Services, Principles of Hospitality or Principles of Health Science |

| | |
|---------------|--|
| Course | CHILD DEVELOPMENT |
| Course number | QE1030 QE10Y0 |
| Credit | 1.0 elective credit |
| Grade level | 10-12 |
| Description | This technical laboratory course addresses knowledge and skills related to a technical laboratory course that addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children. |
| Prerequisites | Recommended: Principles of Human Services |

| | |
|---------------|--------------------------------------|
| Course | FAMILY AND COMMUNITY SERVICES |
| Course number | QW6330 QW63Y0 |
| Credit | 1.0 elective credit |
| Grade level | 10-12 |

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

| Course | CHILD GUIDANCE |
|---------------|---|
| Course number | QE2130 |
| Credit | 2.0 elective credit |
| Grade level | 10-12 |
| Description | Child Guidance is a technical laboratory course that addresses the knowledge and skills related to child growth and guidance equipping students to develop positive relationships with children and effective caregiver skills. Students use these skills to promote the well being and healthy development of children, strengthen a culturally diverse society, and pursue careers related to the care, guidance, and education of children, including those with special needs. Instruction may be delivered through school -based laboratory training or through work -based delivery arrangements such as cooperative education, mentoring, and job shadowing. |
| Prerequisites | Recommended: Principles of Human Services , Recommended Co-requisite: Child Development |

| Course | PRACTICUM IN HUMAN SERVICES |
|---------------|---|
| Course number | QF8130 QF81Y0 |
| Credit | 2.0 elective credits |
| Grade level | 11-12 |
| Description | Practicum in Human Services provides background knowledge and occupation-specific training that focuses on the development of consumer services, early childhood development and services, counseling and mental health services, and family and community-services careers. Content for Practicum in Human Services is designed to meet the occupational preparation needs and interests of students and should be based upon the knowledge and skills selected from two or more courses in a coherent sequence in the human services cluster. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations. |
| Prerequisites | None |
| Course | CAREER PREPARATION |
| Course number | QE9030 QE90Y0 |
| Credit | 2.0 elective credits |
| Grade level | 12 |
| Description | Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success. |
| Prerequisites | None |

| Course | COSMETOLOGY I |
|---------------|--|
| Course number | QE1630 QE16Y0 |
| Credit | 3.0 elective credits |
| Grade level | 10-11 |
| Description | In Cosmetology I, students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the Texas Department of Licensing and Regulation (TDLR) requirements for licensure upon passing the state examination. Analysis of career opportunities, license requirements, knowledge and |

| | |
|---------------|--|
| | skills expectations, and development of workplace skills are included. |
| Prerequisites | None |

| | |
|---------------|--|
| Course | COSMETOLOGY II |
| Course number | QW0230 QW02Y0 |
| Credit | 3.0 elective credits |
| Grade level | 11-12 |
| Description | In Cosmetology II, students will demonstrate proficiency in academic, technical, and practical knowledge and skills. The content is designed to provide the occupational skills required for licensure. Instruction includes advanced training in professional standards/employability skills; Texas Department of Licensing and Regulation (TDLR) rules and regulations; use of tools, equipment, technologies and materials; and practical skills. |
| Prerequisites | Cosmetology I |

CTE Information Technology Cluster

Information Technology & Cyber Security

| Year 1 | Year 2 | Year 3 | Year 4 |
|--------------------------------------|----------------------|------------|---|
| Principles of Information Technology | Computer Maintenance | Networking | Computer Technician Practicum or Career Preparation |

Game Art & Design

| Year 1 | Year 2 | Year 3 | Year 4 |
|--------------------------------------|-------------|------------------|---|
| Principles of Information Technology | Animation I | Web Technologies | Video Game Design or Career Preparation |

The Information Technology (IT) Career Cluster focuses on building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services.

| | |
|---------------|---|
| Course | PRINCIPLES OF INFORMATION TECHNOLOGY |
| Course number | QT4630 |
| Credit | 1.0 elective credit |
| Grade level | 9-10 |
| Description | In Principles of Information Technology, students will develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students will enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment. |
| Prerequisites | None |

| | |
|---------------|-----------------------------|
| Course | COMPUTER MAINTENANCE |
| Course number | QT2230 |
| Credit | 1.0 elective credit |
| Grade level | 10-12 |

| | |
|---------------|--|
| Description | In Computer Maintenance, students will acquire knowledge of computer maintenance and creating appropriate documentation. Students will analyze the social responsibility of business and industry regarding the significant issues relating to the environment, ethics, health, safety, and diversity in society and in the workplace as related to computer maintenance. Students will apply technical skills to address the IT industry and emerging technologies. |
| Prerequisites | Recommended: Principles of Information Technology |

| Course | NETWORKING |
|---------------|---|
| Course number | QW6730 QW67Yo QW67Do |
| Credit | 1.0 elective credit |
| Grade level | 10-12 |
| Description | In Networking, students will develop knowledge of the concepts and skills related to data networking technologies and practices to apply them to personal or career development. To prepare for success, students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. |
| Prerequisites | Recommended: Principles of Information Technology and Computer Maintenance |

| Course | COMPUTER TECHNICIAN PRACTICUM I |
|---------------|---|
| Course number | QW6830 QW68Yo QW68Do |
| Credit | 2.0 elective credits |
| Grade level | 11-12 |
| Description | Students gain knowledge and skills in computer technologies, including 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. Proper use of analytical skills and application of information technology concepts and standards are essential to prepare students for success in a technology-driven society. Critical thinking, IT experience, and product development may be conducted in a classroom setting with an instructor, with an industry mentor, or both |
| Prerequisites | Recommended: Principles of Information Technology, Computer Maintenance, Networking |

| Course | DIGITAL MEDIA |
|---------------|--|
| Course number | QW4930-CA (Computer Applications) QW49Yo-CA QW49Do-CA QW5030-MM (Multimedia) QW50Yo-MM QW50Do-MM |
| Credit | 1.0 elective credit |
| Grade level | 9-12 |
| Description | In Digital Media, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students will enhance reading, writing, computing, communication, and critical thinking and apply them to the IT environment. |
| Prerequisites | None |

| Course | WEB TECHNOLOGIES |
|---------------|---------------------|
| Course number | QT8530 QT85Yo |
| Credit | 1.0 elective credit |

| | |
|---------------|---|
| Grade level | 10-12 |
| Description | In Web Technologies, students will learn to make informed decisions and apply the decisions to the field of IT. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology- driven society. Students will enhance reading, writing, computing, communication, and critical thinking and apply them to the IT environment. |
| Prerequisites | Recommended: Principles of Information Technology |

| | |
|---------------|--|
| Course | ANIMATION I |
| Course number | QW4030 |
| Credit | 1.0 elective credit |
| Grade level | 10-12 |
| Description | In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the history and techniques of the animation industry. |
| Prerequisites | Recommended: Art I, Principles of Art, Audio/Video Technology and Communications, Principles of Information Technology |

| | |
|---------------|---|
| Course | VIDEO GAME DESIGN I |
| Course number | QW4430 QW44Y0 |
| Credit | 1.0 elective credit |
| Grade level | 10-12 |
| Description | Video Game Design will allow students to explore one of the largest industries in the global marketplace and the new emerging careers it provides in the field of technology. Students will learn gaming, computerized gaming, evolution of gaming, artistic aspects of perspective, design, animation, technical concepts of collision theory, and programming logic. Students will participate in a simulation of a real video game design team while developing technical proficiency in constructing an original game design. |
| Prerequisites | Recommended: Principles of Information Technology |

| | |
|---------------|---|
| Course | CAREER PREPARATION |
| Course number | QT9530 QT95Y0 |
| Credit | 2.0 elective credits |
| Grade level | 12 |
| Description | Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success. |
| Prerequisites | None |

CTE Law, Public Safety, Corrections, and Security Cluster

60-Hour Associate's Degree in Criminal Justice at CTE-Early College High School through South Texas College

Criminal Justice careers can encompass a variety of jobs. The employment possibilities within the traditional police courts and corrections areas are being expanded with opportunities in private business. From police officers to private detectives, youth care workers to security guards, these people help our society run smoothly and within the realms of the law. Graduates of a criminal justice program find employment opportunities in law enforcement at the federal, state and local level, adult and juvenile correctional facilities, community correctional programs, child advocacy, juvenile agencies, victim advocacy, protective services and other service agencies.

Criminal Justice - WHS

| Year 1 | Year 2 | Year 3 | Year 4 |
|--|-------------------|--|--|
| Principles of Law, Public Safety, Corrections & Security | Law Enforcement I | Court Systems & Practices or Criminal Investigations | Law Enforcement II or Federal Law Enforcement & Protective Services and Forensic Science or Career Preparation |

Criminal Justice - WEHS

| Year 1 | Year 2 | Year 3 | Year 4 |
|--------|--|---|---|
| | Principles of Law, Public Safety, Corrections & Security and Law Enforcement I | Court Systems & Practices and Criminal Investigations | Law Enforcement II and/or Federal Law Enforcement & Protective Services and/or Forensic Science or Career Preparation |

The Law, Public Safety, Corrections, and Security Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services.

| Course | PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY P |
|---------------|---|
| Course number | QL3530 |
| Credit | 1.0 elective credit |
| Grade level | 9-12 |
| Description | Principles of Law, Public Safety, Corrections, and Security introduces students to professions in law enforcement, security, corrections, and fire and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services. The course provides students with an overview of the skills necessary for careers in law enforcement, fire service, security, and corrections. |
| Prerequisites | None. |

| Course | LAW ENFORCEMENT I |
|---------------|--|
| Course number | QL4530 QL45Do |
| Credit | 1.0 elective credit |
| Grade level | 10-12 |
| Description | Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. This course includes the role of constitutional law, the United States legal system, criminal law, law enforcement terminology, and the classification and elements of crime. |
| Prerequisites | Recommended: Principles of Law, Public Safety, Corrections and Security |

| Course | LAW ENFORCEMENT II |
|---------------|--------------------|
| Course number | QL3430 QL34Yo |

| | |
|---------------|--|
| | QL34Do |
| Credit | 1.0 elective credit |
| Grade level | 10-12 |
| Description | Law Enforcement II provides the knowledge and skills necessary to prepare for a career in law enforcement. Students will understand ethical and legal responsibilities, patrol procedures, first responder roles, telecommunications, emergency equipment operations, and courtroom testimony. |
| Prerequisites | Recommended: Law Enforcement I |

| | |
|---------------|--|
| Course | FORENSIC SCIENCE |
| Course number | QL9630 QL96Yo |
| Credit | 1.0 science credit |
| Grade level | 11-12 |
| Description | Forensic Science is a course that introduces students to the application of science to connect a violation of law to a specific criminal, criminal act, or behavior and victim. Students will learn terminology and procedures related to the search and examination of physical evidence in criminal cases as they are performed in a typical crime laboratory. Using scientific methods, students will collect and analyze evidence such as fingerprints, bodily fluids, hairs, fibers, paint, glass, and cartridge cases. Students will also learn the history and the legal aspects as they relate to each discipline of forensic science. Methods of investigation can be experimental, descriptive, or comparative. The method chosen should be appropriate to the question being asked. Note: This course satisfies a science credit requirement for students on the Foundation High School Program. |
| Prerequisites | Biology and Chemistry Recommended or Corequisite: Any Law, Public Safety, Corrections, and Security Career Cluster course. |

| | |
|---------------|--|
| Course | CRIMINAL INVESTIGATIONS |
| Course number | QW7030 QW70Yo QW70Do |
| Credit | 1.0 elective credit |
| Grade level | 10-12 |
| Description | Criminal Investigation is a course that introduces students to the profession of criminal investigations by introducing students will understand basic functions of criminal investigations and procedures how to investigate or follow up during investigations. Students will learn terminology and investigative procedures related to criminal investigation, crime scene processing, evidence collection, fingerprinting, and courtroom presentation. Through case studies and simulated crime scenes, students will collect and analyze evidence such as fingerprint analysis, bodily fluids, hairs, fibers, shoe and tire impressions, bite marks, drugs, tool marks, firearms and ammunition, blood spatter, digital evidence and other types of evidence. |
| Prerequisites | Recommended: Principles of Law, Public Safety, Corrections and Security |

| | |
|---------------|---|
| Course | COURT SYSTEMS AND PRACTICES |
| Course number | QL3330 QL33Yo |
| Credit | 1.0 elective credit |
| Grade level | 10-12 |
| Description | Court Systems and Practices is an overview of the federal and state court systems. The course identifies the roles of judicial officers and the trial processes from pretrial to sentencing and examines the types and rules of evidence. Emphasis is placed on constitutional laws for criminal procedures such as search and seizure, stop and frisk, and interrogation. |
| Prerequisites | Recommended: Law Enforcement I |

| | |
|---------------|--|
| Course | FEDERAL LAW ENFORCEMENT AND PROTECTIVE SERVICES |
|---------------|--|

| | |
|---------------|---|
| Course number | QW6930 QW69yo QW69Do |
| Credit | 1.0 elective credit |
| Grade level | 10-12 |
| Description | Federal Law Enforcement and Protective Services provides the knowledge and skills necessary to prepare for certification in security services for federal law enforcement and protective services. The course provides an overview of security elements and types of organizations with a focus on security measures used to protect lives, property, and proprietary information, to ensure computer security, to provide information assurance, and to prevent cybercrime |
| Prerequisites | Recommended: Principles of Law, Public Safety, Corrections and Security |

| Course | PRACTICUM IN LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY |
|---------------|--|
| Course number | QL8030 QL80Yo |
| Credit | 2.0 elective credits |
| Grade level | 11-12 |
| Description | The practicum course is designed to give students supervised practical application of previously studied knowledge and skills in law, public safety, corrections, and security. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations. |
| Prerequisites | None |

| Course | CAREER PREPARATION |
|---------------|---|
| Course number | QT9530 QT95Yo |
| Credit | 2.0 elective credits |
| Grade level | 12 |
| Description | Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success. |
| Prerequisites | None |

CTE Manufacturing Cluster

60 Hour Associate's Degree in Advanced Manufacturing Technology at CTE ECHS – through South Texas College

The Advanced Manufacturing Technology program is the first in the State of Texas to earn NIMS accreditation. The program provides an environment to develop technical skills that are highly marketable to the area's industries. Most of the courses are set up to simulate actual working environments.

60 Hour Associate's Degree in Welding Technology at CTE ECHS – through South Texas College

The Welding Technology Program will prepare students for entry level positions. Students will learn four processes (Shielded Metal Arc Welding, Gas Metal Arc Welding, Gas Tungsten Arc Welding, Flux Cored Arc Welding). Students will perform fillet and V-groove welds in the Flat, Horizontal, Vertical and Overhead positions. Students will gain knowledge in Lay-out and Fabrication as well as blueprint reading, safety and metallurgy. Graduate candidates will be eligible to take a welding performance qualification test in accordance with American Welding Society (AWS) standards, as used in industry.

Welding Technology

| Year 1 | Year 2 | Year 3 | Year 4 |
|--------|-------------------------|-----------|--|
| | Introduction to Welding | Welding I | Welding II or Practicum in Manufacturing or Career Preparation |

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

| Course | INTRODUCTION TO WELDING |
|---------------|--|
| Course number | QW7330 |
| Credit | 1.0 elective credit |
| Grade level | 9-12 |
| Description | Introduction to Welding will introduce welding technology with an emphasis on basic welding laboratory principles and operating procedures. Students will be introduced to the three basic welding processes. Topics include: industrial safety and health practices, hand tool and power machine use, measurement, laboratory operating procedures, welding power sources, welding career potentials, and introduction to welding codes and standards. Introduction to Welding will provide students with the knowledge, skills, and technologies required for employment in welding industries. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills will prepare students for future success. |
| Prerequisites | Recommended: Algebra I |

| Course | WELDING I |
|---------------|---|
| Course number | Qw7430 QW74Yo QW74Do |
| Credit | 2.0 elective credit |
| Grade level | 10-12 |
| Description | Welding I provide the knowledge, skills, and technologies required for employment in metal technology systems. Students will develop knowledge and skills related to this system and apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for future success. |
| Prerequisites | Recommended: Algebra 1, Introduction to Welding |

| Course | WELDING TECHNOLOGY II |
|---------------|---|
| Course number | QW7530 QW75Yo QW75Do |
| Credit | 2.0 elective credit |
| Grade level | 11-12 |
| Description | Welding II builds on the knowledge and skills developed in Welding I. Students will develop advanced welding concepts and skills as related to personal and career development. Students will integrate academic and technical knowledge and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. |
| Prerequisites | Recommended : Introduction to Welding, Welding I |

| Course | PRACTICUM IN MANUFACTURING |
|---------------|--|
| Course number | QW71Yo |
| Credit | 2.0 elective credit |
| Grade level | 12 |
| Description | The Practicum in Manufacturing course is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. |
| Prerequisites | Recommended: Welding I and II |

| Course | CAREER PREPARATION |
|---------------|--------------------|
| Course number | QT9530 |

| | |
|---------------|---|
| | QT95Yo |
| Credit | 2.0 elective credits |
| Grade level | 12 |
| Description | Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success. |
| Prerequisites | None |

CTE Marketing Cluster

The Marketing Career Cluster focuses on planning, managing, and performing marketing activities to reach organizational objectives.

Marketing at Weslaco High School

| Year 1 | Year 2 | Year 3 | Year 4 |
|--|---|--|--|
| Business Information Technology I or Principles of Business, Marketing & Finance | Business Information Management I and Principles of Business, Marketing & Finance | Social Media Marketing/Sports & Entertainment Marketing OR Entrepreneurship or Fashion Marketing/Advertising | Advanced Marketing or Practicum in Marketing or Career Preparation |

Marketing at Weslaco East High School

| Year 1 | Year 2 | Year 3 | Year 4 |
|--------|---|------------------|--|
| | Business Information Management I and Principles of Business, Marketing & Finance | Entrepreneurship | Social Media Marketing/Sports & Entertainment Marketing and/or Fashion Marketing/Advertising or Career Preparation |

| Course | ENTREPRENEURSHIP |
|---------------|---|
| Course number | QM1030 QM10Yo QM10Do |
| Credit | 1.0 elective credit |
| Grade level | 10-12 |
| Description | Students will learn the principles necessary to begin and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services. |
| Prerequisites | Recommended: Principles of Business, Marketing and Finance |

| Course | SOCIAL MEDIA MARKETING |
|---------------|---|
| Course number | Qw7635 QW76Y5 |
| Credit | .5 elective credit |
| Grade level | 9-12 |
| Description | Social Media Marketing is designed to look at the rise of social media and how marketers are integrating social media tools in their overall marketing strategy. The course will investigate how the marketing community measures success in the new world of social media. Students will manage a successful social media presence for an organization, understand techniques for gaining customer and consumer buy-in to achieve marketing goals, and properly select social media platforms to engage consumers and monitor and measure the results of these efforts |
| Prerequisites | Recommended: Principles of Business, Marketing and Finance or any Marketing course |

| Course | Sports & Entertainment Marketing |
|---------------|---|
| Course number | QW7236 QW72Y6 |
| Credit | .5 elective credit |
| Grade level | 9-12 |
| Description | Sports and Entertainment Marketing will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and entertainment. The areas this course will cover include basic marketing concepts, publicity, sponsorship, endorsements, licensing, branding, event marketing, promotions, and sports and entertainment marketing strategies. |
| Prerequisites | Recommended: Principles of Business, Marketing and Finance |

| Course | Fashion Marketing |
|---------------|--|
| Course number | QW7835 QW78Y5 QW78D5 |
| Credit | .5 elective credit |
| Grade level | 9-12 |
| Description | Fashion Marketing is designed to provide students with knowledge of the various business functions in the fashion industry. Students in Fashion Marketing will gain a working knowledge of promotion, textiles, merchandising, mathematics, selling, visual merchandising, and career opportunities. |
| Prerequisites | Recommended: Principles of Business, Marketing and Finance |

| Course | Advertising |
|---------------|--|
| Course number | QW7736 QW77Y6 QW77D6 |
| Credit | .5 elective credit |
| Grade level | 9-12 |
| Description | Advertising is designed as a comprehensive introduction to the principles and practices of advertising. Students will gain knowledge of techniques used in current advertising, including print, broadcast, and digital media. The course explores the social, cultural, ethical, and legal issues of advertising, historical influences, strategies, media decision processes as well as integrated marketing communications, and careers in advertising and sales promotion. The course provides an overview of how communication tools can be used to reach target audiences and increase consumer knowledge. |
| Prerequisites | Recommended: Principles of Business, Marketing and Finance |

| Course | Advanced Marketing |
|---------------|--|
| Course number | QW7930 QW79Y0 QW79D0 |
| Credit | 2.0 elective credit |
| Grade level | 11-12 |
| Description | In Advanced Marketing, students will gain knowledge and skills that help them become proficient in one or more of the marketing functional areas. Students will illustrate appropriate management and research skills to solve problems related to marketing. This course covers technology, communication, and customer-service skills. |
| Prerequisites | One credit from the courses in the Marketing Career Cluster. Recommended: Practicum in Marketing |

| Course | Practicum in Marketing |
|--------|------------------------|
|--------|------------------------|

| | |
|---------------|--|
| Course number | QW8030 QW80Y0 QW80Do |
| Credit | 2.0 elective credit |
| Grade level | 11-12 |
| Description | Practicum in Marketing is a series of dynamic activities that focus on the customer to generate a profitable exchange. Students will gain knowledge and skills that help them to be proficient in one or more of the marketing functional areas associated with distribution, financing, marketing information management, pricing, product planning, promotion, purchasing, risk management, and selling skills. Students will integrate skills from academic subjects, information technology, interpersonal communication, and management training to make responsible decisions. The practicum course is a paid or unpaid experience for students participating in a coherent sequence of career and technical courses in marketing. |
| Prerequisites | Recommended: Principles of Business, Marketing & Finance |

| Course | CAREER PREPARATION |
|---------------|---|
| Course number | QB9030, QB90Y0, QB9130, QB91Y0, |
| Credit | 2.0 elective credits |
| Grade level | 12 |
| Description | Career Preparation provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success. |
| Prerequisites | None |

CTE Science, Technology, Engineering and Mathematics (STEM) Cluster

Engineering

| Year 1 | Year 2 | Year 3 | Year 4 |
|--------|-----------------------------------|--------------------------------------|--|
| | Principles of Applied Engineering | Engineering Design & Problem Solving | Engineering Design & Presentation or Practicum in Science, technology, Engineering & Mathematics |

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

| Course | PRINCIPLES OF APPLIED ENGINEERING |
|---------------|--|
| Course number | QW8130 |
| Credit | 1.0 elective credit |
| Grade level | 9-10 |
| Description | Principles of Applied Engineering provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will develop engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will understand the various fields of engineering and will be able to make informed career decisions. Further, students will have worked on a design team to develop a product or system. Students will use multiple software applications to prepare and present course assignments.. |
| Prerequisites | None |

| Course | ENGINEERING DESIGN AND PRESENTATION I |
|---------------|---|
| Course number | QW82Y6 |
| Credit | 1.0 elective credit |
| Grade level | 10-12 |
| Description | Engineering Design and Presentation I is a continuation of knowledge and skills learned in Principles of Applied Engineering. Students enrolled in this course will demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain employment in these areas. |
| Prerequisites | Algebra 1 Recommended: Principles of Applied Engineering |

| Course | ENGINEERING DESIGN AND PRESENTATION II |
|---------------|---|
| Course number | QW8330 QW83Y0 |
| Credit | 2.0 elective credit |
| Grade level | 10-12 |
| Description | Engineering Design and Presentation II is a continuation of knowledge and skills learned in Engineering Design and Presentation I. Students enrolled in this course will demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Emphasis will be placed on using skills from ideation through prototyping. |
| Prerequisites | Algebra 1 and Geometry Recommended: Principles of Applied Engineering or Engineering Design & Presentation I |

| Course | ENGINEERING DESIGN AND PROBLEM SOLVING |
|---------------|---|
| Course number | QS60Y5 |
| Credit | 1.0 Science credit |
| Grade level | 11-12 |
| Description | The Engineering Design and Problem-Solving course is the creative process of solving problems by identifying needs and then devising solutions. The solution may be a product, technique, structure, or process depending on the problem. Science aims to understand the natural world, while engineering seeks to shape this world to meet human needs and wants. Engineering design takes into consideration limiting factors or "design under constraint." Various engineering disciplines address a broad spectrum of design problems using specific concepts from the sciences and mathematics to derive a solution. The design process and problem solving are inherent to all engineering disciplines. This course satisfies a high school science graduation requirement. Students shall be awarded one credit for successful completion of this course. Note: This course satisfies a science credit requirement for students on the Foundation High School Program. |
| Prerequisites | Algebra 1 and Geometry Recommended: TWO Science, Technology Engineering & Mathematics Career Cluster CREDITS |

| Course | ENGINEERING MATHEMATICS |
|---------------|-------------------------------|
| Course number | QS1230 QS12Y0 |
| Credit | 1.0 mathematics credit |
| Grade level | 11-12 |

| | |
|---------------|--|
| Description | Engineering Mathematics is a course where students solve and model design problems. Students will use a variety of mathematical methods and models to represent and analyze problems that represent a range of real-world engineering applications such as robotics, data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and computer programming. This course satisfies a high school mathematics graduation requirement. Note: This course satisfies a math credit requirement for students on the Foundation High School Program. |
| Prerequisites | Algebra II |

| Course | SCIENTIFIC RESEARCH AND DESIGN I, II or III |
|---------------|--|
| Course number | QS1030, QS10Y0 QS1130, QS11Y0 QS1380 |
| Credit | 1.0 science credit |
| Grade level | 11-12 |
| Description | Scientific Research and Design is a broad-based course designed to allow districts and schools considerable flexibility to develop local curriculum to supplement any program of study or coherent sequence. The course has the components of any rigorous scientific or engineering program of study from the problem identification, investigation design, data collection, data analysis, formulation, and presentation of the conclusions. These components are integrated with the career and technical education emphasis of helping students gain entry-level employment in high-skill, high-wage jobs and/or continue their education. Students must meet the 40% laboratory and fieldwork requirement. This course satisfies a high school science graduation requirement. Students may take this course with different course content for a maximum of three credits. Note: This course satisfies a science credit requirement for students on the Foundation High School Program |
| Prerequisites | Biology, Chemistry, Integrated Physics and Chemistry (IPC), or Physics |

| Course | PRACTICUM IN SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS S |
|---------------|---|
| Course number | QT3230 QT32Y0 |
| Credit | 2.0 elective credits |
| Grade level | 12 |
| Description | Practicum in STEM is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience |
| Prerequisites | Algebra I and Geometry. Recommended: Two Science, Technology, Engineering & Mathematics (STEM) Cluster Credits |

| Course | CAREER PREPARATION |
|---------------|---|
| Course number | QB9030, QB90Y0, QB9130, QB91Y0, |
| Credit | 2.0 elective credits |
| Grade level | 12 |
| Description | Career Preparation provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success. |
| Prerequisites | None |

CTE Transportation, Distribution, and Logistics Cluster

Automotive Technology

| | | | |
|--------|--------|--------|--------|
| Year 1 | Year 2 | Year 3 | Year 4 |
|--------|--------|--------|--------|

| | | | |
|--|--|--|---|
| | Energy and Power of Transportation Systems | Automotive Technology I – Maintenance & Light Repair | Automotive Technology II – Automotive Service or Practicum in Transportation Systems or Career Prep |
|--|--|--|---|

Collision Repair

| | | | |
|--------|--|------------------|--|
| Year 1 | Year 2 | Year 3 | Year 4 |
| | Energy and Power of Transportation Systems | Collision Repair | Paint & Refinishing or Career Preparation or Practicum in Transportation Systems |

Diesel Technology Associate's Degree – CTE Early College High School through South Texas College

The Diesel Technology industry is a rapidly growing industry which is requiring a growing number of qualified technicians. The Diesel Technology student will acquire the knowledge and skills necessary for the repair of diesel engines, electrical and electronic control systems, hydraulic systems, air brakes, suspension, steering, and transmissions through a combination of lecture and lab work, to include troubleshooting and diagnostic procedures

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

| Course | ENERGY AND POWER OF TRANSPORTATION SYSTEMS |
|---------------|--|
| Course number | QT0130 |
| Credit | 1.0 elective credit |
| Grade level | 10-12 |
| Description | Energy and Power of Transportation Systems will prepare students to meet the expectations of employers in this industry and to interact and relate to others. Students will learn the technologies used to provide products and services in a timely manner. The businesses and industries of the Transportation, Distribution, and Logistics Career Cluster are rapidly expanding to provide new career and career advancement opportunities. Performance requirements will include academic and technical skills. Students will need to understand the interaction between various vehicle systems, including engines, transmissions, brakes, fuel, cooling, and electrical. Students will also need to understand the logistics used to move goods and services to consumers, as well as the components of transportation infrastructure. |
| Prerequisites | None |

| Course | AUTOMOTIVE TECHNOLOGY I: MAINTENANCE AND LIGHT REPAIR |
|---------------|---|
| Course number | QW8430 QW84Yo QW84Do |
| Credit | 2.0 elective credits |
| Grade level | 9-12 |
| Description | Automotive Technology I: Maintenance and Light Repair includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. This course includes applicable safety and environmental rules and regulations. In Automotive Technology I: Maintenance and Light Repair, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability |
| Prerequisites | Recommended: Energy & Power of Transportation Systems |

| Course | AUTOMOTIVE TECHNOLOGY II: AUTOMOTIVE SERVICE |
|---------------|--|
| Course number | QW8530 QW85Yo QW85Do |
| Credit | 2.0 elective credits |

| | |
|---------------|---|
| Grade level | 11-12 |
| Description | Automotive Technology II: Automotive Service includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. Automotive Technology II: Automotive Service includes applicable safety and environmental rules and regulations. In this course, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability |
| Prerequisites | Automotive Technology I: Maintenance and Light Repair |

| | |
|---------------|--|
| Course | COLLISION REPAIR |
| Course number | QT1030 QT10Y0 QT10D0 |
| Credit | 2.0 elective credits |
| Grade level | 10-12 |
| Description | Collision Repair includes knowledge of the processes, technologies, and materials used in the reconstruction of vehicles. This course is designed to teach the concepts and theory of systems related to automotive collision repair and refinishing |
| Prerequisites | Recommended: Energy & Power of Transportation Systems |
| Course | PAINT AND REFINISHING |
| Course number | QW8730 QW87Y0 QW87D0 |
| Credit | 2.0 elective credits |
| Grade level | 10-12 |
| Description | Paint and Refinishing includes knowledge of the processes, technologies, and materials used in the reconstruction of vehicles. This course is designed to teach the concepts and theory of systems related to automotive paint and refinishing. |
| Prerequisites | Collision Repair |

| | |
|---------------|--|
| Course | PRACTICUM IN TRANSPORTATION SYSTEMS |
| Course number | QT8830 QT88Y0 QT88D0 |
| Credit | 2.0 elective credits |
| Grade level | 11-12 |
| Description | Practicum in Transportation Systems is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, independent study, or laboratories. The Practicum can be either school lab based or worked based. |
| Prerequisites | Recommended: Automotive Technology II- Automotive Service or Paint & Refinishing |

| | |
|---------------|---|
| Course | CAREER PREPARATION |
| Course number | QB9030, QB90Y0, QB9130, QB91Y0, |
| Credit | 2.0 elective credits |
| Grade level | 12 |
| Description | Career Preparation provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success. |
| Prerequisites | None |
| | |

Have a question? Just call us!

Need help finding a phone number? Call WISD at 956-969-6500 or check our website at www.wisd.us



WESLACO INDEPENDENT SCHOOL DISTRICT

319 West 4th Street
Weslaco, Texas 78596
(956) 969-6500
www.wisd.us

WESLACO HIGH SCHOOL

1005 West Pike
Weslaco, Texas 78596
(956) 969-6700

WESLACO EAST HIGH SCHOOL

810 South Pleasantview Drive
Weslaco, Texas 78596
(956) 969-6950

WESLACO CTE ECHS

700 S. Bridge
Weslaco, Texas 78596
(956) 969-6742

SOUTH PALM GARDENS HIGH SCHOOL

2607 Camino Real
Mercedes, Texas 78570
(956) 565-6810

JOE CALVILLO, JR. CAREER AND TECHNICAL EDUCATION COMPLEX

3601 North Mile 5 West
Weslaco, Texas 78596
(956) 969-6703

W.I.S.D. STUDENT SUPPORT SERVICES

400 S. Oklahoma
Weslaco, Texas 78596
(956) 969-6747

Revised 09.07.2020

