

**One Goal... One Purpose... STUDENT SUCCESS!!!**

# **Everman Independent School District**

## **High School Course Selection Guide**

**Grades 9th - 12th**



# **2021 - 2022**



EVERMAN INDEPENDENT SCHOOL DISTRICT

**THE PLACE TO BE**

### **BOARD OF EDUCATION**

Gary Balch-President, Place 3  
Ricky Burgess-Vice President, Place 2  
Earnestine Palos-Member, Place 1  
Linda Lutrick-Secretary, Place 4  
Woodman Dawson-Member, Place 5  
Alayah Cooper-Member, Place 6 at Large  
Daniela Soria-Member, Place 7 at Large

### **EVERMAN INDEPENDENT SCHOOL DISTRICT ADMINISTRATION**

Superintendent of Schools  
Assistant Superintendent  
Chief Academic Officer  
Chief Financial Officer  
Chief of Assessment & Accountability  
Chief of Federal Programs & Bilingual Education  
Executive Director of Public Relations  
Director of Technology & Instructional Media  
Director of Truancy & Safety Compliance  
Director of Athletics  
Director of Student Services  
Director of Human Services  
Director of Special Education  
Director of Early Childhood  
Director of Elementary Education  
Director of Secondary Education  
Coordinator of College & Career Readiness  
Coordinator of Special Education

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Michelle Salazar  
Jennifer Samuel  
Colette Kotula  
Nikita Russell, Ed.D.  
Susan Geye  
James King  
Dale Matlock  
Hubert Pickett  
Gina Sanderson  
Ginna Marks  
Pam McCoy

Susan Alvey  
DaNell Johnson

### **EVERMAN JOE C. BEAN HIGH SCHOOL ADMINISTRATION**

Principal  
Dean of Instruction Science/Math  
Dean of Instruction Social Studies/English  
ECHS/P-TECH/DC Assistant Principal  
12<sup>th</sup> Grade Assistant Principal  
11<sup>th</sup> Grade Assistant Principal  
9<sup>th</sup>/10<sup>th</sup> Grade Assistant Principal  
9<sup>th</sup>/10<sup>th</sup> Grade Assistant Principal  
9<sup>th</sup>/10<sup>th</sup> Grade Assistant Principal

Mario Layne, Ed.D  
Antoniette Jackson  
Michelle Guerrero  
Sean Milligan, Ed.D  
Darriel Ervin  
Logan Jones  
Joy Avery  
Tamiko Ellis  
Christopher Rose

### **High School Counselors**

ECHS/P-TECH/DC Counselor  
12<sup>th</sup> Grade Counselor  
11<sup>th</sup> Grade Counselor  
10<sup>th</sup> Grade Counselor  
9<sup>th</sup> Grade Counselor

Lora Macaulay  
Mia Thurman  
Sabrah Beaird  
Jennifer Cockerell  
Maria Cruz

### **Everman Academy High School Administration**

Principal  
Assistant Principal  
Counselor

Shalonder D. Cooper  
Antoine Sherfield  
Sherletrice Johnson-Berry

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# PORTRAIT OF AN EVERMAN GRADUATE

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*The portrait of a graduate presents a set of high expectations that reflect Everman Independent School District's commitment to excellence, prekindergarten through graduation and beyond. It serves as a guide for creating a set of competencies in each curricular area and maintaining a coherent and dynamic curriculum so that all students can demonstrate success in society, college and the workforce.*

## **Critical Thinker & Problem-Solver**

- Possesses the academic knowledge in all subjects necessary for problem solving, communicating, and reasoning on a personal, professional, and global level.
- Accurately defines problems, assesses current situations, and identifies desired outcomes.

## **Technologically Literate**

- Is able to ethically and effectively use technology as a tool to evaluate information, accomplish tasks, and create products.
- Demonstrates proficiency in technology skills relevant to individual requirements.
- Demonstrates appropriate use of electronic resources such as personal blogs, Internet and e-mail to ensure personal safety and proper etiquette.

## **Effective Communicator**

- Reads proficiently from a variety of sources for knowledge and enjoyment.
- Exchanges ideas and information through writing and speaking in an appropriate, effective, and fluent manner for a variety of audiences and purposes.
- Employs a variety of resources to acquire relevant information for personal and professional use.
- Demonstrates interpersonal skills through critical listening, collaboration and teamwork.

## **Collaborative Team Member**

- Works successfully and collaboratively with team members including those with different beliefs, interests, and backgrounds.
- Demonstrates leadership attributes and is able to motivate others.
- Develops positive relationships.
- Appreciates cultural and linguistic diversity.

## **Individually and Socially Responsible**

- Accepts responsibility for his or her own actions.
- Understands and demonstrates an interest in the global nature of many current social problems and their impact on various human communities.
- Values an individual's rights and responsibilities both as a citizen of the United States and as a member of a global community and participates in the democratic process.

## **Career & College Ready**

- Pursues a pathway towards a selected career or post-secondary education.
- Is able to identify career pathways and have a plan of action for achieving his or her career/college goals.

# GENERAL HIGH SCHOOL INFORMATION

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## PUBLIC NOTICES

### **Public Notification of Non-Discrimination in Career and Technology Education Programs**

The Everman Independent School District offers high school career and technology education programs in the following Career Clusters: Cyber Security, Education and Training, Electrician, Emergency Medical Technician, Engineering and Robotics, Engineering, Electrician, Health Science, and Construction Management through Pathways to Technology Early College High School (P-TECH). Admission to these programs is based on interest and aptitude, age appropriateness, and class space availability.

Everman ISD does not discriminate on the basis of race, color, religion, national origin, sex, handicap, disability, sexual orientation, age, gender identity and expression, military/veteran status, in its career and technical education programs, services and activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

The Everman Independent School District will take steps to assure that the lack of English language skills will not be a barrier to admission and participation in all educational and career and technical education programs.

### **Minimum State Vaccine Requirements for Texas School Entrance/Attendance**

All immunization records are required to be uploaded during the registration process. Please contact your school nurse or call Everman ISD Health Services Department, 817.568.3500 if you have any questions.

## COLLEGE AND CAREER PREPARATION

Middle School students receive guidance from a school counselor to develop a six-year graduation plan. This plan assists students in monitoring their progress toward graduation goals and post-secondary opportunities. As students enter high school, they should annually review and revise the plan as necessary.

Gr 6 – 7 Begin to investigate college/career goals and objectives and to discuss interests, possible careers, Career and Technical Education (CTE) Programs of Study, high school offerings, and college options.

Gr 7 – 8 Work with parents and counselors as you create a six-year progression plan and investigate the various offerings within each of the 6 career clusters. Select high school courses based on your chosen pathway. Review college catalogs, publications and websites. Take advantage of district programs and scholarships. Start researching scholarships and financial requirements.

Gr 9 Review and revise your six-year progression plan with parents and counselors. The online course progression mapping will assist students in completing necessary course work to earn certifications or licensures, where such options exist. Begin building a high school transcript. Research colleges and universities of interest. Attend the District College Night to learn more about your opportunities.

Gr 10 Review and revise your six-year progression plan with parents and counselors. Participate in an individual academic conference with parent(s) and counselors to decide on courses for the 11<sup>th</sup> grade. Research colleges and universities of interest. Attend Fort Worth ISD College Night to learn more about your opportunities. Students will take the PSAT during 10<sup>th</sup> grade.

Gr 11 Review academic plans and narrow college choices. Participate in an individual academic conference with parent(s) and the senior high school counselor to decide on courses for your senior year and to discuss post-graduation plans. Fort Worth ISD College Night. Take the PSAT in OCTOBER (National Merit Qualifying Test) Take the SAT (school wide) or ACT in the late spring. Explore scholarship opportunities.

Gr 12 Review post-secondary options. Confer with counselor in early fall. Fort Worth ISD College Night. Take the SAT or ACT in the early fall. Send college applications early in the fall semester. Be mindful of college application deadlines. Submit a housing application in the early fall. Attend financial aid programs. Send federal financial aid applications in October.

## **PLANNING YOUR HIGH SCHOOL CAREER**

Your high school years will be a time to explore your interests for future career directions as well as building a solid foundation of knowledge and skills through the courses you take. High school is an exciting time as you investigate who you are and what you like to do. You have control over your future. Will you make good choices? You will if you take advantage of opportunities to explore your areas of interest and to develop skills that prepare you for success in high school and beyond.

Some suggestions for beginning your plan now are:

- Discuss your interests, career possibilities, and goals with your parents, teachers, and school counselors;
- Develop good study habits and keep your grades up;
- Take core courses at the most challenging level you can handle to build on and extend your skills in reading, writing, listening, speaking, and thinking analytically;
- Take electives that will help you learn new skills and explore different career areas;
- Learn about the many different high school options available and begin to consider which one is right for you;
- Get involved in school and community activities that will help you learn;
- Talk to high school students and graduates to find out what they have learned about the future;
- Investigate colleges and universities that offer programs relating to your interests; and
- Start a savings plan to help you meet your goals.

Decisions made about courses taken in middle school are important. By paying careful attention to your course choices, students and parents can ensure that a wide range of options are available in high school. You may be asking, “Why do I need to be involved in making an Educational Plan?” That’s a great question! Think about this. You gain knowledge and learn skills you will use for the rest of your life during high school. You don’t have a choice about most of the courses you take; they are requirements necessary for graduation from high school. An educational plan that includes electives based on your interests can help you become whatever YOU want to become.

Core courses provide you with an academic foundation that you will use in any career you choose. Electives provide you with a variety of opportunities and experiences so you can discover where your talents and abilities lie. Career and Technical Education (CTE) courses provide you with opportunities to learn concepts and skills needed for success in your chosen career fields. You will also learn to make good decisions and set goals for your future.

## **EARNING COURSE CREDIT**

A student in grades 9 - 12, or in a lower grade when a student is enrolled in a high school credit-bearing course, will earn credit for a course only if the final grade is 70 or above.

## **WEIGHTED GRADING SYSTEM**

The District shall categorize and weight eligible courses as Weighted and Regular in accordance with the provisions of this policy

### **Weighted Courses**

Eligible AP, Honors, and dual credit courses designated in the course catalog shall be categorized and weighted as Weighted Courses.

## Regular Courses

All other eligible courses shall be designated as Regular courses.

## WEIGHTED GRADE POINT AVERAGE

The following provisions shall apply to students who enter grade 9 in the 2014-2015 school year. The District shall categorize and weight eligible courses as Level III - Level I in accordance with the provisions of this policy.

**Level III** courses include Advanced Placement (AP) courses and designated dual credit courses.

**Level II** courses include high school Honors courses, and designated CTE dual credit courses.

**Level I** courses include all other courses not designated as a Level III or Level II courses.

The District converts semester grade points and calculates a weighted GPA in accordance with the following chart:

Grade	Level III	Level II	Level I
97 and above	5.0	4.5	4.0
94-96	4.8	4.3	3.8
91-93	4.6	4.1	3.6
87-90	4.4	3.9	3.4
84-86	4.2	3.7	3.2
81-83	4.0	3.5	3.0
77-80	3.8	3.3	2.8
74-76	3.6	3.1	2.6
71-73	3.4	2.9	2.4
70	3.0	2.5	2.0
69 or below	0	0	0

## LOCAL GRADUATION HONORS

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank using grades available at the time of calculation at the end of the fall semester of the senior year. No grades from the spring semester of the senior year shall be used in the calculation.

For the purpose of applications to institutions of higher education, the District shall also calculate class ranking 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 ranking for the purpose of automatic admission under state law. [See EIC (LEGAL)]

For the purpose of reporting class rankings to colleges/universities, the District shall include grades from all semesters completed at the time of the request.



## **CLASS RANK EXCLUSIONS, LATIN HONORS, HIGHEST RANKING GRADUATE, VALEDICTORIAN AND SALUTATORIAN, BREAKING TIES, HONOR GRADUATES, EARLY GRADUATES, REPORTING CLASS RANKING**

### **Class Rank Exclusions**

The District includes in the calculation of class rank all grades earned in high school credit courses taken in grades 9 – 12. Except grades earned in or by:

- A local credit course;
- A course for which a pass/fail grade is assigned;
- Credit by examination, with, or without prior instruction;
- Grades earned prior to grade 9 with the exception of eligible advanced placement (AP) courses taken prior to 9th grade;
- Distance learning and traditional correspondence courses;
- Dual credit courses taken through a college with which the District does not have a partnership agreement;
- Dual Credit courses taken prior to the summer before junior year, and;
- ECHS/P-TECH dual credit taken in the freshman and sophomore years of the program.

### **Latin Honors**

Latin honors at the high school are awarded to students completing the foundation program with the distinguished level of achievement as follows:

- **Summa Cum Laude:** The top highest two percent of the graduating class.
- **Magna Cum Laude:** The next highest three percent of the graduating class.
- **Cum Laude:** The next five percent of the graduating class.

### **Highest Ranking Graduate**

The highest-ranking graduate is a graduating student at the high school with the highest rank after all six-week grades have been posted. This student will receive a Highest-Ranking Graduate Certificate and free tuition to a Texas public college or university during both semesters of the first regular session immediately following the students high school graduation [See §54.301 of the Texas Education Code]

### **Valedictorian and Salutatorian**

The valedictorian and salutatorian shall be eligible students with the highest and second highest ranking, respectively. To be eligible for such recognition, a student must:

1. Have been continuously enrolled in a District high school for the two full school years immediately preceding graduation;
2. Have completed the Distinguished Level of Achievement Program for graduation;
3. Be enrolled in a minimum of five classes; and
4. Be graduating after exactly eight semesters of enrollment in high school.

### **Breaking Ties**

In case of a tie in weighted GPA's after calculation to the thousandths place, the District shall apply the following methods, in this order, to determine recognition as valedictorian or salutatorian:

1. Compare SAT composite scores if the SAT was taken by all students involved in the tie.
2. Calculate the highest number of documented school leadership positions and the number of documented volunteer hours.
3. If the tie is not broken after applying these methods, the district shall recognize all students involved in the tie as sharing the honor and title.

### **Honor Graduates**

The District shall recognize as honor graduates all students whose weighted GPAs comprise the top ten percent of the students in the graduating class. To be eligible for recognition as an honor graduate, a student shall be enrolled in a minimum of five classes. And beginning in 2014-2015 a student shall have completed and earned the Distinguished Level of Achievement Plan.

## Early Graduates

No student opting for earlier graduation shall be eligible to receive the title of valedictorian, salutatorian, or honor graduate. However, such students shall be recognized at graduation.

## Reporting Class Ranking

For the purpose of reporting class rankings to colleges/universities, all semesters completed at the time of the request shall be included, and the District's weighted class system shall be used to determine honor graduates. For the purpose of applications to institutions of higher education, the District shall also calculate class ranking 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 ranking for the purpose of automatic admission under state law. [See EIC (LEGAL)] STUDENTS ENTERING

## CLASSIFICATION OF STUDENTS

Changes in grade-level classification shall be made at the beginning of the fall semester and may be made again at the beginning of the spring semester. High school students shall be classified annually on the basis of earned credits and course completion, as follows:

Grade level	Credits Earned
9 <sup>th</sup>	0-5.5
10 <sup>th</sup>	6-12.5
11 <sup>th</sup>	13-18.5
12 <sup>th</sup>	19 or more

## TRANSCRIPTS FOR SENIORS

Transcripts for current seniors are calculated at the end of January for graduation class rank.

Students can request a transcript that includes the GPA and class rank by submitting a form to the school's registrar.

# HIGH SCHOOL ASSESSMENTS

## HIGH SCHOOL TESTING REQUIREMENTS

In addition to the high school graduation course requirements, the state has mandated testing requirements.

### Texas English Language Proficiency Assessment System (TELPAS)

TELPAS requires teachers of English learners (ELs) to monitor and rate these students according to indicators set by the state in the following domains of English language in Grades K – 12: reading, writing, listening, and speaking. Based on state law passed in 1999 and new State Board of Education rules, all students in grades 2 – 12 who are identified as an English learner will take the TELPAS reading, listening, and speaking tests online. This includes ELs whose parents have denied the program. LEP students served through special education will also participate unless their Admission, Review, and Dismissal (ARD) committee exempts them on the basis that their disability prevents appropriate measurement in one or more domains.

English learners will participate until they meet the English Proficiency exit criteria.

## High School STAAR End of Course (EOC) Requirements

The following high school courses require a STAAR EOC exam:

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

### ALTERNATIVE METHODS FOR EARNING CREDIT EHD CREDIT

**BY EXAMINATION WITH PRIOR INSTRUCTION (LOCAL) DATE ISSUED: 5/8/2017 ADOPTED: 1 of 1 UPDATE 89 EHDB (LOCAL)- A**

The principal or designee or the attendance committee, as applicable, shall have authority to offer a student the opportunity to demonstrate mastery in a subject or to earn course credit by examination when the student has had prior instruction in a subject and when:

1. The student is enrolling in the District from a non-accredited school [see FD];
2. The student has failed a subject or course; or
3. The student has earned a passing grade in a subject or course but has failed to earn credit because of excessive absences [see FEC]. Examinations shall assess the student's mastery of the essential knowledge and skills and shall be administered according to established District procedures. Prior to offering a student an opportunity to demonstrate mastery or earn credit by this method, an appropriate District employee shall review the students' educational records to determine whether the student has had prior instruction in the subject or course.

**ALTERNATIVE METHODS FOR EARNING CREDIT EHDB CREDIT BY EXAMINATION WITH PRIOR INSTRUCTION UPDATE 100 7/23/2014 EHDB (LEGAL) - P**

In accordance with local policy, a student in any of grades 6-12 may be given credit in an academic subject in which he or she has some prior instruction, if the student scores 70 percent on a criterion-referenced test for the applicable courses. 19 TAC 74.24(C)(12)

**ALTERNATIVE METHODS FOR EARNING CREDIT EHDC CREDIT BY EXAMINATION WITHOUT PRIOR INSTRUCTION DATE ISSUED: 1/4/2019 ADOPTED: 1 of 1 UPDATE 112 EHDC (LEGAL)-P**

A district shall give a student in grades 6–12 credit for an academic subject in which the student has received no prior instruction if the student scores: 1. A three or higher on a College Board advanced placement examination that has been approved by the board for the applicable course; 2. A scaled score of 50 or higher on an examination administered through the College-Level Examination Program (CLEP) and approved by the board for the applicable course; or 3. Eighty percent or above on any other criterion-referenced test approved by the board for the applicable course.

The Superintendent or designee shall establish a schedule of dates, in accordance with law, when examinations for acceleration shall be administered and shall ensure that the dates are published in appropriate District publications or on the District's Web site.

The District may deny a parent's or student's request for an alternative examination or alternative date. However, the student's parents shall pay for an alternative examination approved by the District. The Superintendent or designee shall award course credit or approve acceleration on the basis of an examination for acceleration, in accordance with State Board rules.

# EISD GRADING GUIDELINES

The EISD Grading Guidelines document is a collection of existing district grading standards, procedures, and policies. It is the document that teachers and staff will utilize as a central resource regarding grading policies.

In addition to this guideline, you may check Campus Student Handbooks and EISD Board Policies for more in-depth answers to questions and regulations.

There are some variances in particular courses such as Advanced Placement, Dual Credit, and Career Tech programs as well as with guidelines specific to special populations such as Special Education and ESL/Bilingual.

Every teacher is required to keep an electronic grade book. Please be reminded that these guidelines apply to all teachers. There are no exceptions. Grades, according to the law, are for the purpose of assessing the TEKS and reflect mastery of grade level standards.

## **Everman ISD Grading Guidelines [EIA Local adopted 11-5-13]**

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects student achievement and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

## **Communication to Students and Parents of Redo Policy**

The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade. Campus grade level teachers and or departments will communicate their Redo policy at the beginning of the school year to parents and students. Secondary campuses will also send communication again at the beginning of the second semester.

## **Academic Dishonesty**

Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.

## **Attendance 90 Percent Rule [FEC Local]**

Except as provided below, a student shall not be given credit for a class unless the student is in attendance 90 percent of the days the class is offered. This restriction does not affect a student's right to excused absences to observe religious holy days. [See FEB]

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

If the student fails to successfully complete the plan, or when a student's attendance drops below 75 percent of the days the class is offered, the student, parent, or representative may request award of credit by submitting a written petition to the appropriate attendance committee. Petitions for credit may be filed at any time the student receives notice but, in any event, no later than 30 days after the last day of classes.

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

Students who have lost credit because of excessive absences may regain credit by fulfilling the requirements established by the attendance committee. When a student's absence for personal illness exceeds five consecutive days, the student shall present a statement from a physician or health clinic verifying the illness or condition that caused the student's extended absence from school. If the student has established a questionable pattern of absences, the attendance committee may also require a physician's or clinic's statement of illness after a single day's absence as a condition of classifying the absence as one for which there are extenuating circumstances.

### **Attendance Committee-Parental Notice of Excessive Absences Methods for Regaining Credit [FEC LOCAL]**

The attendance committee shall adhere to the following guidelines to determine attendance for credit:

- All absences shall be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for religious holy days, required court appearances, and health care appointments shall be considered days of attendance for this purpose. [See FEB]
- A transfer or migrant student incurs absences only after his or her enrollment in the District.
- In reaching consensus regarding a student's absences, the committee shall attempt to ensure that its decision is in the best interest of the student.
- The Superintendent or designee shall develop administrative regulations addressing the committee's documentation of the decision.
- The committee shall consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee shall consider whether the absences were for reasons out of the student's or parent's control.
- The committee shall consider whether or not the student has completed assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent shall be given an opportunity to present any information to the committee about the absences and to discuss ways to earn or regain credit.

The committee may impose any of the following conditions for receiving credit lost because of excessive absences:

1. Completing additional assignments, as specified by the committee or teacher.
2. Satisfying time-on-task requirements before and/or after school.
3. Attending tutorial sessions as scheduled.
4. Attending Saturday and or summer school classes.
5. Maintaining the attendance standards for the rest of the semester.
6. Taking an examination to earn credit. In all cases, the student must also earn a passing grade in order to receive credit. A parent or student may appeal the decision of the attendance committee in accordance with FNG (LOCAL).

### **Student Absences and Makeup of Assignments/Tests [EIAB Local]**

Students shall be expected to make up assignments and tests after absences. Students shall receive a zero for any assignment or test not made up within the allotted time. Students shall be permitted to take tests administered in any class missed because of absence. For any class missed, the teacher may assign the student make-up work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements. Students shall be responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher. Teachers may assign a late penalty to any project turned in after the due date in accordance with previously established guidelines approved by the principal and disseminated to students. The District shall not impose a grade penalty for make-up work after an unexcused absence. The District shall not impose a grade penalty for make-up work after an absence because of suspension.

## **Progress Reports (EIA LEGAL)**

The District requires at least once every three weeks written notice to be given to a parent if a student's performance in a foundation curriculum subject [see EHAA] is consistently unsatisfactory, as determined by the District. This notice requires parents to sign and return the document to the District. The electronic schedule is sent out to all personnel and posted on the EISD website.

## **High School Awards Recognitions**

A one time award of \$70.00 in value, i.e. a letter jacket, may be given to a student during that student's high school enrollment. The year that the award is given, that student may not receive another gift for the same activity, but may receive additional awards, i.e. medals, trophies, certificates, patches, etc., for participating in any extracurricular or co-curricular activity, not to exceed \$20.00. Everman ISD follows award distribution guidelines based on The Constitution and Contest Rules published by the University Interscholastic League (UIL)-A division of The University of Texas at Austin.

All grades are final and are based on the decisions of the teacher of record.

## **Conduct**

The district does not impose a grade penalty for student work as a result of student misconduct, with the exception of academic dishonesty.

Districts are not permitted to set a Designated Minimum Grade

SB 2033 legislation states that a district: May not require a classroom teacher to assign a minimum grade for an assignment without regard to the student's quality. As of fall 2009, EISD policy was changed to reflect no minimum numeric grade would be established for cycle, semester exams, semester averages, or report card grades.

## **High School Minimum Number of Grades [3 weeks, 6 weeks]**

Teachers will record at least 2 grades per week in core subjects. In a six weeks' period, a student should have 12 or more grades recorded in the core subjects. All other subjects will have a minimum of 1 grade entered each week. In a six-week period, a minimum of 6 grades must be recorded for students. At the three week grading period, students should have received half of the number of grades required for a six weeks' period.

## **Incomplete Given as Grade at the End of Six Weeks**

High School Campus-students may receive [I] Incomplete only for extenuating circumstances [example: severe medical problem]. Teachers must post grades into SKYWARD no later than 5 school days from the day the assignment(s) were completed or turned in, with the exception of major projects or essays which must be posted no later than 10 school days.

## **Semester Exams**

- Elementary/Powell/Johnson –semester exams are not administered.
- Junior High/High School-for classes that do not administer a semester exam, teachers are to enter an E in the column for semester exam.
- Junior High/High School-semester exam grades range from 0-100

## **Grading Changes [EIA Legal Education Code 28.0214]**

An examination or course grade issued by a classroom teacher is final and may not be changed unless the grade is arbitrary, erroneous, or not consistent with the District grading policy applicable to the grade, as determined by the Board. A determination by the Board is not subject to appeal.

## **Transfer Grades [EIC Local - X]**

When a student transfers semester grades for courses that would be eligible under the Level I 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 a similar or an equivalent course is offered to the same class of students in the District.

## **Transfer Students: All Campuses**

Students who enter EISD without withdrawal grades or missing six week grades from their previous district, will have no grades or/and "I" recorded. Once grades are received from the previous district, corrections will be made.

Students', who transfer with grades from their previous district, shall have grades entered as part of the enrollment process by an assigned campus member. In the teachers' gradebook program, teachers will accept the transfer grades and assign a weight accordingly.

## **Grades Assigned for Special Circumstances Enrollees**

Students who have not been enrolled in school or were at a campus for a limited time and did not accumulate any grades still need to have grades entered for each six weeks in grades 1-8. The principal or designee would determine and average grades (from existing grades) then post them accordingly into the six weeks with missing grades.

Example: in the fall a student has no cycle one grades, no cycle 2 grades, then a 70. The spring cycle grades are 72, 75, & 70. You would average them all to get a composite grade to complete the missing six week for the first semester cycle 1 and 2 grades.

If the report card has no grades because the transferring school has not sent them, then a report card cannot be issued for the student until the grades are received and recorded.

## **Grade Reporting Process for Long Term Substitutes**

When a teacher is out for several days or long term, in SKYWARD the District can set up gradebook access for the long term. Teacher login/passwords are never shared with substitute teachers.

## **Grading Considerations for Bilingual/ELL Students**

### **EVERMAN INDEPENDENT SCHOOL DISTRICT BILINGUAL/ESL DEPARTMENT**

#### **GUIDELINES FOR GRANTING COURSE CREDIT FROM FOREIGN SCHOOLS**

### **EVALUATING STUDENT TRANSCRIPTS**

This policy only applies to current & new incoming students to Everman ISD starting with the 2019-2020 school year.

The Bilingual Education department, in conjunction with campus counselors, evaluates student transcripts or any other documents brought in by the student at the time of registration.

A student, who has successfully earned a high school diploma in another country as demonstrated on their official transcripts, shall not be considered eligible for admission to the EISD high school program [Tex. Educ. Code § 42.003(a)]. A student who has received a high school equivalency certificate is entitled to enroll in a

public school as authorized by Section 25.001 and is entitled to the benefits of the Foundation School Program under Section 42.003 in the same manner as any other student who has not received a high school diploma. Tex. Educ. Code § 29.087(h).

### **GUIDELINES FOR AWARDING CREDIT**

A campus may not create an arbitrary minimum or maximum of credits that may be accepted from a foreign country or state. Each student must receive credits in accordance with their educational history.

Credits are awarded based on successful completion of a complete academic year and are to be reduced accordingly for partial year enrollment.

- a. In accordance with local district policy, students who are able to successfully complete only one semester of a two-semester course can be awarded credit proportionately. TAC §74.26 (d).
- b. The district may award one foreign language credit for each year of successful completion of a language course in the student's language of instruction for grades 7 through 9 as reflected on the student's transcript.
- c. The grade scale on the student's transcript from the country of origin will be honored.
- d. Credit can be awarded to students for courses with failing grades if the student successfully completed a credit recovery course in the country of origin. Students may also recover credits through completion of credit recovery in Everman ISD. For courses with failing grades that the student has not completed credit recovery in the country of origin the student may recover the credit by completing a local credit recovery course. However, if the equivalent course in Everman ISD is a STAAR tested subject the student must retake the course.
- e. For students whose country of origin determines credit through the administration of an exam in place of course grades, passing exam scores will be honored and the student can be awarded credit. The grade on the student's transcript will be the grade earned on the exam.
- f. Students may be awarded credit for grades 7 through 9 by obtaining a certificate of completion from their country of origin alternative educational completion system or credit by exam in accordance to EIC (Local). Credit is awarded based on the grade earned on the exam.

### **STANDARD OPERATING PROCEDURES FOR FOREIGN TRANSCRIPTS**

The entire process of awarding credit to students will be completed within 10 school days. Extenuating circumstances to complete this process must be documented and placed in the student's cumulative folder.

1. When a student registers with a foreign transcript the registrar will send copies of the transcript to the Bilingual Coordinator, Secondary English Learner Specialist and the lead counselor. The original should be placed in the student's cumulative folder. If a student does not come with a transcript reasonable attempts by the campus and/or district office should be made to obtain the student's academic records and should be documented by the registrar or Secondary English Learner Specialist.
2. The registrar shall notify the lead counselor, LPAC chair, Campus Testing Coordinator and Secondary English Learner Specialist regarding enrollment status of the new student.
3. The Secondary English Learner Specialist will complete the Transcript Evaluation Worksheet utilizing curriculum documents from the student's previous school (if available), TEA and ESC guidance, and other relevant resources as indicated by Texas Administrative Code [19 TAC 74.26(a)(2)]. Completed Transcript Evaluation Worksheet will be reviewed by the Bilingual Coordinator to verify and approve credit assignment.
4. Upon verification, the completed transcript evaluation will be sent via email to the registrar, campus testing coordinator, grade-level counselor, and LPAC chair.
5. Counselor will review the Transcript Evaluation Worksheet and complete the AAR form within two (2) school days to reflect his/her earned credit. The signed Transcript Evaluation Worksheet and AAR should be placed in the student's cumulative folder.



## **GRADE LEVEL PLACEMENT TIMELINE**

1. Upon meeting enrollment eligibility as determined by the school registrar, a student should be assigned a temporary grade at their current age-level pending receipt and review of appropriate documentation.
2. A preliminary transcript evaluation is completed by the counselor while awaiting completion of district credit evaluation to award credit and ensure appropriate grade-level and course placement.
3. All foreign transcripts will be evaluated according to the Standard Operating Procedures for Foreign Transcripts. Once this process has been completed the student's grade level will be finalized.
4. The parent(s)/guardian(s) will be advised of the grade level placement of their son/daughter at a meeting scheduled by the grade-level counselor or assistant principal, and shall have the opportunity to voice any questions or concerns. Students and parent complaints may be presented in accordance with FNG (Local).

## **Grades 9-12**

Students are required to master at least 70 percent of the objectives on District-approved tests. Grade-level advancement for students in grades 9-12 shall be earned by course credits. [See EI]

## **Students with Disabilities**

Promotion standards, as established by the individual education plan (IEP), or grade-level classification of students eligible for special education, shall be determined by the ARD committee.

## **English Learner Student**

In assessing students of limited English proficiency for mastery of the essential knowledge and skills, the District shall be flexible in determining methods to allow the students to demonstrate knowledge or competency independent of their English language skills in the following ways:

1. Assessment in the primary language.
2. Assessment using ESL methodologies.
3. Assessment with multiple varied instruments. [See EHBE]

## **High School Promotion**

Students are not retained in high schools. Students are awarded credit that determines classification as a freshman, sophomore, junior or senior. A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level. Education Code 28.021(a) [See EI] In addition to local policy relating to grade advancement, students in grades 5 and 8 must demonstrate grade level proficiency by meeting the passing standard on the appropriate assessment instrument listed at GRADE ADVANCEMENT TESTING or on a state-approved alternate assessment.

A student who does not demonstrate proficiency may advance to the next grade only if the student's grade placement committee (GPC) determined 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. 19 TAC 101.2001(b)

The District is not precluded from retaining, in accordance with state law or Board policy, a student who performs satisfactorily on a grade advancement test. Education Code 28.0211(g)

Students who have been retained in Grade 8, in accordance with the grade advancement testing requirements, may earn course credit for high school graduation during the next school year in subject areas other than the required courses or in the subject area which caused the student to be retained. 19 TAC 101.2019(a)

### **High School Mandatory Interventions [EIE(LOCAL) - X]**

Mandatory intervention shall be required during the following year if a student does not meet promotion standards at the end of the spring semester. Potential intervention may include, but shall not be limited to:

- Small group instruction (30–45 minutes) with progress monitoring.
- One-on-one tutorials.
- Use of varied texts and supplementary materials.
- Multiple and flexible grouping activities for differentiated instruction.
- Use of technology to allow students to access and manipulate content in multiple ways.
- Opportunities for students to respond to assignments in a variety of ways.
- Instructional assignments broken down into smaller chunks to focus on mastery.
- Additional assignments that address student needs based on data for more time on tasks.
- Double-blocked class for extensive instruction.
- State-mandated assessment preparation during or after school.
- Peer tutoring.
- Mentors assigned to students.
- Computer-based instruction on campus.

## **HIGH SCHOOL ACADEMIC PROGRAMS**

### **OPPORTUNITIES TO EARN HIGH SCHOOL CREDIT**

#### **Credit Recovery**

Credit Recovery is a computer-based intervention designed to help Everman High School students retrieve academic credit lost as a result of failing grades or lack of attendance. Most credit recovery sessions take place after school or during the summer. Special sessions may be scheduled in the morning and during the regular school day. SPACE IS LIMITED. See the counseling office for details and registration information. EHS students may enroll in these classes with the approval of their counselor.

#### **Successful Completion of Credit Recovery Courses**

Students must complete all computer-based lessons and achieve a minimum of 70% on their final credit recovery assessment to earn academic credit. If a student is retrieving credit for a class that they previously failed during direct classroom instruction they will receive a 70 on their academic record once they successfully complete the class in credit recovery. If a student is retrieving credit lost due to lack of attendance their academic record will be updated and reflect the grade previously earned during direct classroom instruction once they successfully complete the class in credit recovery.

#### **Accelerated Credit**

Accelerated Credit is a computer-based intervention that allows students to earn academic credit for a class in which they have not previously received direct classroom instruction. Sessions will be scheduled in conjunction with credit recovery. SPACE IS LIMITED. See the counseling office for details and registration information. The grade level administrator and counselor will approve applications on an individual basis. Sessions are offered in the summer.

#### **Successful Completion of Accelerated Credit Courses**

Students must complete all computer-based lessons and achieve a minimum of 80% on their final assessment to earn academic credit. A grade of “passing” will be reflected on a student’s academic record for courses successfully completed in accelerated credit. Credits earned during accelerated credit will not be included in a student’s grade point average.

#### **Student Expectations for Credit Recovery and Accelerated Credit**

Regular attendance is mandatory. Students must report on time and are expected to follow all school rules. Poor attendance, excessive tardies, and failure to comply with school rules will be grounds for dismissal from participation in accelerated credit.

## **TxVSN COURSES**

The Texas Virtual School Network (TxVSN) offers online courses for grades nine through twelve. These courses have been reviewed against the National Standards for Quality of Online Courses endorsed by the International Association for K-12 Online Learning ([www.inacol.org](http://www.inacol.org)) and for alignment with the Texas Essential Knowledge and Skills. EHS students may enroll in these classes with the approval of their counselor. SPACE IS LIMITED. See the counseling office for details and registration information.

### **Requirements to be considered for enrollment in TxVSN courses:**

- Student must have passed all high school courses attempted
- Student must have passed all EOC exams required for their grade level
- Student must have reviewed TxVSN course requirements with their family and be willing to comply with all rules and regulations related to the course they wish to pursue

### **TxVSN Course Fees and Expenses**

Fees vary depending on the specific courses. All fees must be paid before a TxVSN course will be activated. Textbooks may be required. Students will be responsible for course costs for materials and textbooks.

Successful Completion of TxVSN Courses:

- TxVSN courses must be dropped by the prescribed date in order to avoid a failing grade on the student's academic record.
- TxVSN final grades will be applied to a student's high school transcript and will be included in a student's grade point average.

### **Grade Advancement by Testing**

The District shall test eligible students in accordance with the grade advancement requirements set forth below. An eligible student is subject to all grade advancement requirements, including the automatic retention component, if the following two criteria are met:

- The student is enrolled in a District or charter school on any day between January 1 and April 15 of the school year during which the grade advancement test is administered; and
- The student is eligible for enrollment in a Texas public school (as defined by legal residence in the state) during the week of the first general grade advancement test administration as established in the assessment calendar by the Commissioner.

An eligible student who does not meet the criteria specified above but enrolls in the District at any time after the week of the first general grade advancement test administration is subject to all grade advancement requirements except for automatic retention and shall not be automatically retained if the student does not demonstrate proficiency on any of the grade advancement tests.

**Alternative Methods for Earning Credit EHDB Credit by Examination with Prior Knowledge [EHDB (LEGAL)-P]**

**Alternative Methods for Earning Credit EHDB Credit by Examination without Prior Knowledge [EHDC (LEGAL)-P]**

**Alternate Method for Earning Credit College Course Work/Dual Credit Partnership Program**

Eligible students may enroll in a partnership program with a Texas college or University in accordance with an agreement between the District and the college or University.

The District shall award credit toward high school graduation in accordance with the agreement between the District and the college or University

## **UNIVERSITY INTERSCHOLASTIC LEAGUE (UIL) NO PASS, NO PLAY SUSPENSION**

A student shall be suspended from participation in any extracurricular activity sponsored or sanctioned by the District or the UIL after a grade evaluation period in which the student received a grade lower than the equivalent of 70 on a scale of 100 in any academic class other than a course described below as an EXEMPT COURSES. A suspension continues for at least three weeks and it is not removed during the school year until the conditions of REINSTATEMENT, described below, are met.

A suspension shall not last beyond the end of a school year. "Grade evaluation period" means:

1. The six-week grade reporting period; or
2. The first six weeks of a semester and each grade reporting period thereafter, in the case of a district with a grade reporting period longer than six weeks.

### **Exempt Courses**

The suspension and reinstatement provisions of Education Code 33.081(c) and (d) do not apply to an advanced placement or international baccalaureate courses, or to an honors or dual credit course in the subject areas of English language arts, mathematics, science, social studies, economics, or a language other than English. Education Code 33.081(d-1)

The following are honors classes for purposes of eligibility to participate in extracurricular activities: All College Board Advanced Placement courses; and high school/college dual or concurrent enrollment classes.

### **Advanced Level Courses**

The District provides an array of appropriately challenging learning experiences for students. Secondary students who are formally identified as gifted/talented and those with the potential to achieve at higher levels are expected to take advanced level courses that are commensurate with their abilities and interests. All students enrolled in these advanced courses must be enrolled in the course no later than 10 days from the first day of class or within 10 days of the student enrolling in the school.

### **Exit Procedures for Advanced Level Courses**

Prior to the end of the first six weeks of the course, a student-parent-teacher conference must be held for students failing to maintain a passing grade of 70. Options to be discussed at the conference include:

- Developing a plan for the improvement of the student's performance that includes alternative instructional strategies, tutorials, and specific target dates for progress reports to student and parent; or
- Exiting the student from the course and placing the student in another appropriate course.

Any recommendations to remove students from honors or AP courses after the first six weeks of instruction are to be made only after a conference which includes student, teacher, parent, counselor, and administrator.

### **Student Schedule Change**

Students may request a course change within the first ten days of school if on a traditional schedule. For extenuating circumstances, a course request may be made after the deadline, with or without penalty, as determined by the principal.

A request made after the tenth day of class will result in a grade of 60 being recorded on the transcript and calculated into the GPA unless there are extenuating circumstances approved by the school principal.

## Opportunities for College Credit

Students have opportunities to earn college credit through the following methods:

- Advanced Placement (AP);
- Enrollment in academic dual credit courses or CTE dual credit courses;
- Enrollment in Early College High School (ECHS);
- Enrollment in Pathways to Technology Early College High School (P-TECH)

All of these methods have eligibility requirements and must be approved prior to enrollment in the course. Depending on the student's grade level and the course, a state-mandated end-of-course assessment may be required for graduation.

It is important to keep in mind that not all colleges and Universities accept credit earned in all AP or dual credit courses taken in high school for college credit. Students and parents should check with the prospective college or University to determine if a particular course will count toward the student's desired degree plan.

## Advanced Placement

The District offers 4 College Board Advanced Placement courses. Upon completion of an AP course, the student will take a College Board Advanced Placement exam over the contents of the course. Students who score a 3, 4, or 5 on the College Board AP Exam may receive college credit upon enrollment at a college or University. AP course offerings vary by high school. For general information about the Advanced Placement program, students and parents are encouraged to visit <http://student.collegeboard.org/>.

## Everman Collegiate High School

Everman Collegiate High School, in partnership with Tarrant County College South Campus, is a school within a school model at Everman Joe C. Bean High School. Everman Collegiate consists of dual credit, Early College High School (ECHS), and Pathways to Technology Early College High School (P-TECH). Dual credit allows juniors and seniors to take 6 academic college credit hours per semester. In addition, seniors who participate in the Career and Technology Dual Credit Academy at TCC have the opportunity to earn Level 1 certifications in Auto Technologies, Heating, Ventilation, and Air Conditioning, or Welding.

## Dual Credit

High school students may be eligible to earn college credit while still in high school by enrolling in dual credit courses. A variety of dual credit and CTE dual credit course options are available. Dual credit courses may be offered at the high school campus with the courses taught by an approved high school or college instructor or at Tarrant County College sites.

## Early College High School (ECHS) and Pathways to Technology Early College High School (P-TECH)

Early College High School allows for students to earn up to 60 college credit hours and their associate degree in one of the following: Associate of Arts, Associate of Arts in Teaching, Associate of Applied Science in CADD, or Associates of Applied Science in Construction Management. All dual credit courses are taught by TCC faculty, and are weighted for GPA purposes. There is an enrollment application process to get into ECHS or P-TECH.

To be eligible for enrollment in college courses and also be awarded credit toward high school state graduation requirements, a student must meet qualifications set by the District and the participating institution. The high school campus dual credit coordinator will provide students with current information regarding approved dual credit courses. Grades earned in dual credit courses are used in the calculation of the high school grade point average.

## High School Diploma Program and College Scholarships

Informed decisions regarding the development of a student's academic portfolio towards a graduation program and successful completion of course work will assist students in qualifying for college scholarships. The Foundation High School Graduation Program completed with the required endorsements may qualify a student for a variety of academic and athletic scholarships at colleges and Universities. Additional information is available at these websites [www.collegeforalltexas.com](http://www.collegeforalltexas.com) and [www.gentx.org](http://www.gentx.org).

## National Collegiate Athletic Association (NCAA) Eligibility

National Collegiate Athletic Association (NCAA) eligibility standards specify core courses that students must have successfully completed. Each individual high school has a list of the courses that qualify for the Division I (16 Core-Course Rule) and Division II (16 Core-Course Rule). Talk with your counselor or find your school list on the NCAA website. High school classes taken in Grade 8 may also qualify to count as a core course. Only NCAA core courses are used in the calculation of the student's grade point for NCAA eligibility; SAT or ACT test scores are also required.

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## Foundation Graduation Plans

Every student in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. The foundation graduation program also allows for a “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

Everman ISD offers three (3) Graduation Plans for students entering high school in or after 2014:

1. Distinguished Level of Achievement (DLA) – 26 Credits (recommended for all students)
  - a. You are required to take at least 3 courses for 4 or more credits in a sequence specific to one Endorsement.
  - b. You are required to take Algebra II
  - c. You may also earn Performance Acknowledgements.
2. Foundation High School Program + Endorsements (FHSP Endorsement) – 26 credits
  - a. You are required to take at least 3 or more courses for 4 or more credits in a sequence specific to at least one endorsement.
  - b. You may also earn Performance Acknowledgements.
3. Foundation High School Program

## Endorsements and Performance Acknowledgements

Endorsements are made up of three or more courses for four or more credits taken in a coherent sequence providing advanced or more in-depth knowledge and skills in a curriculum area. Middle school students should explore career information related to the endorsement areas listed below so they may begin to think about what areas they will want to take a more in-depth coursework during their educational career in high school.

Note: High school courses needed to satisfy an endorsement may also be used to satisfy foundation named course subject requirements. Students may enroll in courses under more than one endorsement before the student's junior year.

**Performance Acknowledgements** will be noted on the student's transcript and diploma to note a student's outstanding performance in areas such as Dual Credit; Bilingualism and Biliteracy; AP or; PSAT, ACT-Aspire, SAT or ACT testing; or Certifications and Licensures.

## Required Courses for Each Graduation Plan

Discipline	Distinguished Achievement	Foundation w/ Endorsement
English Language Arts	Four Credits English I English II English III English IV	Four Credits English I English II English III English IV
Mathematics	Four Credits Algebra I Geometry Algebra II Advanced Math	Four Credits Algebra I Geometry Algebra II Advanced Math
Science	Four Credits Biology IPC or Chemistry Chemistry or Physics Advanced Science	Four Credits Biology IPC or Chemistry Chemistry or Physics Advanced Science
Social Studies	Four Credits World Geography World History US History Government/Economics	Four Credits World Geography World History US History Government/Economics
Physical Education	One Credit	One Credit
Language Other than English	Two credits of the same language	Two credits of the same language
Fine Arts	One Credit in the same fine art	One Credit in the same fine art
Elective	6 Credits	6 Credits

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## Academic Preparatory Programs

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### Path College/Career I - IV

N1290051

N1290052

N1290053

N1290054

Grade level: 9 - 12

H.S Credit(s): 1.0

College Hours(s): N/A

Level I

Prerequisites: N/A

All students deserve academic and social support to help prepare them for the challenges they must face after high school graduation. The Path-College/Career Prep courses are the final stage of the multi-level College/Career Readiness System of Study (CCR-SOS) implemented district-wide that advances intellectual curiosity, conscientiousness, dependability, emotional stability, and perseverance through tasks that foster

deeper levels of thinking and reasoning in the four core content areas. The Path secondary course series focuses on developing the habits and skills that are expected in college study and the workforce. High school Path students enhance the skill sets previously learned in Path-First Step (Elementary) and Path-Next Step (Intermediate/Middle School) and continue to develop personal/interpersonal and cognitive skills that are essential to productivity in both the collegiate and business worlds.

## ENGLISH LANGUAGE ARTS GRADUATION REQUIREMENTS

### ALL STUDENTS ARE REQUIRED to take English I (EOC) & English II (EOC)

The 3rd English credit may be selected from the following:

- English III
- DC English Composition

The 4<sup>th</sup> English credit may be selected from the following:

- College Prep English
- Independent Study in English
- DC English Composition
- DC English Literature

Possible Endorsement Opportunities:

- Business & Industry
- Arts & Humanities

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## English Language Arts

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### English I

03220100

Grade 9

Credit(s): 1

College Hour(s): N/A

Level I

Prerequisites: None

Provides students opportunities to continue increasing and refining their written and oral communication skills. Students read and learn from world literature that represents a variety of cultures. Students address reading, writing, research, listening, speaking, oral and written conventions that are reflected in the TEKS.

What's Next? English II or Honors English II

*Student's will take the English I EOC*

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**Honors English I**

03220100

Grade 9

Credit(s): 1

College Hour(s): N/A

Level II

Prerequisites: Summer reading required

As required by the state, this course goes beyond the TEKS in depth and complexity vertically aligned to the Advanced Placement courses of English Language, Literature and SAT skills. This course includes enrichment opportunities such as research, projects and independent study.

What's Next? English II or Honors English II

*Student's will take the English I EOC*

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**English II**

03220200

Grades: 9 -10

Credit(s): 1

College Hours(s): N/A

Level I

Prerequisites: English I or Honors English I

Provides students opportunities to continue increasing and refining their communication skills. Students read and write literary and informational genres. Students read and learn from world literature that represents a variety of cultures while also learning literary forms and terms from the selections read. Students address the writing, reading, research, listening, speaking, oral, and written conventions that are reflected in the TEKS.

What's Next? English III or Dual Credit English Composition

*Student's will take the English II EOC*

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**Honors English II**

03220200

Grades: 9-10

Credit(s): 1

College Hour(s): N/A

Level II

Prerequisites: English I or Honors English I

As required by the state, this course goes beyond the TEKS in depth and complexity vertically aligned to the Advanced Placement courses of English Language and Literature and SAT skills. This course includes enrichment opportunities such as research, projects, and independent study.

What's Next? English III or Dual Credit English Composition

*Student's will take the English II EOC*

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### **English III**

03220300

Grades: 10-11

Credit(s): 1

College Hour(s): N/A

Level I

Prerequisites: English II or Honors English II

Provides opportunities for students to continue increasing and refining their communication skills. Students read and write literary and informational genres. Students read extensively in multiple genres from American and World Literature while learning literary forms and terms from the selections read. Students address the writing, reading, speaking, listening, viewing and representing skills that are reflected in the TEKS.

What's Next? College Prep English, Independent Study in English, Dual Credit English Composition, Dual Credit English Literature

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### **Dual Credit English Composition**

TCC Course: English Composition I (ENGL 1301)

03220300

Grades: 11 -12 ECHS: grades 11-12

Credit(s): .5

College Hour(s): 3 hours

Level III

Prerequisites: English II & TSI compliant in writing and reading

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

What's Next? ENGL 1302

*Course taught by an approved adjunct instructor.*

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### **DUAL CREDIT ENGLISH Composition**

TCC Course: English Composition II (ENGL 1302)

03220400

Grades: 11 -12 ECHS 11 – 12

Credit(s): 0.5

College Hour(s): 3 hours

Level III

Prerequisites: English 1301

Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

What's Next? ENGL LIT

*Course taught by an approved adjunct instructor.*

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**College Prep English**

CP110100

Grades: 11-12

Credit(s): 1

College Hour(s): N/A

Level I

Prerequisites: English III

Provides students opportunities to continue to increase and refine their communication skills. Students use the writing process to practice a variety of forms of writing including business, personal, literary, and persuasive texts. Students read extensively in multiple genres from British and other world literature while learning literary forms and terms from the selections being read. Students address the writing, reading, speaking, listening, viewing, and representing skills that are reflected in the TEKS. All students will take the TSI at the end of the course.

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**DUAL CREDIT British Literature I**

TCC Course: British Literature I to 1800 ENGL

03220400

Grades: 11 – 12 ECHS 11 – 12

Credit(s): 0.5

College Hour(s): 3 hours

Level III

Prerequisites: English 1302

A survey of the development of British literature from the Anglo-Saxon period to the Eighteenth Century. Students will study works of prose, poetry, drama, and fiction in relation to their historical, linguistic, and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

What's Next? ENGL 2323

*Course taught by an approved adjunct instructor.*

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**DUAL CREDIT BRITISH LITERATURE II**

TCC Course: British Literature II since 1800 (ENGL 2323)

03220400

Grades: 11 – 12 ECHS 11 – 12

Credit(s): 0.5

College Hour(s): 3 hours

Level III

Prerequisites: English 1302

A survey of the development of British literature from the Romantic period to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

*Course taught by an approved adjunct instructor.*

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**DUAL CREDIT AMERICAN LITERATURE I**

TCC Course: American Literature I to 1865 (ENGL 2327)

03220400

Grades: 11 – 12

Credit(s): 0.5

College Hour(s): 3 hours

Level III

Prerequisites: English 1302

A survey of American literature from the period of exploration and settlement through the Civil War. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character.

What's Next? ENGL 2328

*Course taught by an approved adjunct instructor.*

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**DUAL CREDIT AMERICAN LITERATURE II**

TCC Course: American Literature II since 1865 (ENGL 2328)

03220400

Grades: 11 – 12

Credit(s): 0.5

College Hour(s): 3 hours

Level III

Prerequisites: English 1302

A survey of American literature from the Civil War to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character.

*Course taught by an approved adjunct instructor.*

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**JOURNALISM I**

03230100

Grades: 9 – 12

Credit(s): 0.5 – 1.0

College Hour(s): N/A

Level I

Prerequisites: English I

Students will become critical consumers of media and technology to enhance their communication skills. Writing, technology, visual and electronic media are used as tools for learning as students create, clarify, critique, write and produce effective communications. Students will learn journalistic traditions, research self-selected topics, write journalistic texts and learn the principles of publishing.

What's Next? Advanced Journalism: Newspaper| Advanced Journalism: Yearbook

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**ADVANCED JOURNALISM/YEARBOOK I**

03230110

Grades: 10 – 12

Credit(s): 0.5 – 1.0

College Hour(s): N/A

Level I

Prerequisites: Taken in sequence

Students will 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 while learning ethics and standards. Writing, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write and produce effective communications. Students refine and enhance journalistic skills, research self-selected topics, plan, organize and prepare project(s).

What's Next? Advanced Journalism: Yearbook II

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**ADVANCED JOURNALISM/YEARBOOK II**

03230120

Grades: 10 – 12

Credit(s): 0.5 – 1.0

College Hour(s): N/A

Level I

Prerequisites: Taken in sequence

Students will 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 while learning ethics and standards. Writing, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write and produce effective communications. Students refine and enhance journalistic skills, research self-selected topics, plan, organize and prepare project(s).

What's Next? Advanced Journalism: Yearbook III

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**PROFESSIONAL COMMUNICATIONS**

Grades: 9 – 12

Credit(s): .5

College Hour(s): N/A

Level I

Prerequisites: None

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.

What's Next? NA

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## **READING**

Reading I – III

Grades: 9 – 12

Credit(s): .5 – 1.0

College Hour(s): N/A

Level I

Prerequisites: Counselor Approval Required

This course is designed to develop students' reading skills. The course may be designed to meet the needs of general education populations or special populations such as ESOL students. **This course is for elective credit only. The course does not substitute for English credit.**

All students who enroll in EISD will complete a home language survey. If this survey indicates that a language other than English is primarily spoken in the home or is primarily spoken by the student, the student will be referred to the ESOL Teacher for a language proficiency evaluation. Tests will be administered and students who are found to be limited English proficient (LEP) may enroll in ESOL classes. ESOL classes focus on intensive development of listening, speaking, reading, and writing skills in English. For students who are classified as immigrant and LEP two credits of ESOL may count as English I and II credits required for high school graduation. For non-immigrant LEP students any credit earned in ESOL may be counted as elective credit to meet graduation requirements. All English language learners must complete English III or English IV. If needed both classes are offered in Sheltered English format.

What's Next? NA

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## **MATHEMATICS GRADUATION REQUIREMENTS**

**ALL STUDENTS ARE REQUIRED to take Algebra I (EOC) & Geometry**

**The 3<sup>rd</sup> Math Credit options:**

- Algebra II
- Honors Algebra II
- Precalculus
- Honors Precalculus

**The 4<sup>th</sup> Math Credit options:**

- Algebra II
  - DC College Algebra
  - Robotics Programming & Design
  - Precalculus
  - Honors Precalculus
  - Accounting II
  - Robotics II
  - AP Calculus
  - AP Statistics
-

**Algebra I**

03100500

Grade(s): 9

Credit(s): 1.0

College Hour(s): N/A

Level I

Prerequisites: Mathematics, Grade 8 or its equivalent

Students will study linear, quadratic, and exponential functions and their transformations, equations, and 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. **Algebra I is required for graduation.**

What's Next? Geometry or Honors Geometry

***Students will take the STAAR Algebra I EOC.***

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**Honors Algebra I**

03100500

Grade(s): 9

Credit(s): 1.0

College Hour(s): N/A

Level II

Prerequisites: Mathematics, Grade 8 or its equivalent

Extends and builds on the foundation for a college placement program. Includes all of the regular Algebra I course with extensions, both independent and guided, in the application of algebraic concepts, the analysis of historical development of algebra, and the relationships of the major ideas of algebra and geometry. *Course is taught by a locally certified gifted teacher.*

What's Next? Geometry or Honors Geometry

***Students will take the STAAR Algebra I EOC.***

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**Geometry**

03100700

Grade(s): 9 – 10

Credit(s): 1.0

College Hour(s): N/A

Level I

Prerequisites: Algebra or Honors Algebra

Students will begin to focus on more precise terminology, symbolic representation, and the development of proofs. Students will explore concepts covering coordinate and transformational geometry; logical arguments 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. Geometry is required for graduation.

What's Next? Algebra II or Honors Algebra II

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**Honors Geometry**

03100700

Grade(s): 9 – 10

Credit(s): 1.0

College Hour(s): N/A

Level II

Prerequisites: Algebra or Honors Algebra

Extends and builds on the foundation for a college placement program. Includes all of regular geometry course with extensions, both independent and guided, from advanced topics. Instruction focuses on the use of higher levels of understanding, such as relationships of ideas, analysis of investigations, and prediction of results. Geometry is required for graduation.

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What's Next? Algebra II or Honors Algebra II

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**Algebra II**

03100600

Grade(s): 9 – 12

Credit(s): 1.0

College Hour(s): N/A

Level I

Prerequisites: Algebra I or Honors Algebra I

Students build on their previous algebraic skills. Students will broaden their knowledge of quadratic functions and exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations, inverses in both mathematical and real-world situations.

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What's Next? Precalculus or Honors Precalculus

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**Honors Algebra II**

03100600

Grade(s): 9 -12

Credit(s): 1.0

College Hour(s): N/A

Level II

Prerequisites: Geometry or Honors Geometry

Extends and builds on the foundation for the college placement program. Includes the entire regular Algebra II course with extensions, both independent and guided, in the areas of probability, trigonometry functions, triangle problems, and arithmetic sequences and series with emphasis on real-world situations.

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What's Next? Precalculus or Honors Precalculus

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**Precalculus**

01301100

Grade(s): 10 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: Algebra I or Honors Algebra I, Geometry or Honors Geometry and Algebra II or Honors Algebra II



Precalculus deepens students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at high levels in both mathematical and real-world situations. This course provides the necessary foundation for advanced placement or college calculus.

What's Next: AP Calculus or AP Statistics

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### **Honors-Precalculus**

03101100

Grade(s): 10 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: II

Prerequisites: Algebra I or Honors Algebra I, Geometry or Honors Geometry and Algebra II or Honors Algebra II

Extends and builds on the foundation for the Advanced Placement program. Includes the entire regular Precalculus course with extensions, both guided and independent, in the areas of symbolic logic, linear programming, and applications of polar coordinates, and topics from discrete mathematics. This course provides the necessary foundation for advanced placement or college calculus

What's Next?: AP Calculus or AP Statistics

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### **Advanced Placement Calculus:**

A3100102

Grade(s): 11- 12

Credit(s): 1

College Hour(s): N/A

Level: III

Prerequisites: Precalculus or AP Calculus

Prepares eligible students for the Calculus AB Advanced Placement Examination given by the College Entrance Examination Board

What's Next? AP Statistics

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### **AP Statistics**

A3100200

Grade(s): 9 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: III

Prerequisites: Geometry or Pre-AP Geometry and Algebra II or Per-AP Algebra II

Introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns in advance, and statistical inference. This course is equivalent to an introductory, non-calculus based, college course in statistics.

What's Next?: AP Calculus

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**College Prep Math**

CP111200

Grade(s): 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: Geometry, Honors Geometry, Algebra II or Honors Algebra II

This course will study topics in mathematics such as arithmetic operations, basic algebraic concepts and notation, geometry, and real and complex number systems. This course follows the TCC grading guidelines. The TSI Assessment must be taken before a student will be allowed to enroll in this course.

What's Next?: N/A

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**Mathematical Models with Applications**

Grade(s): 10 – 11

Credit(s): 1.0

College Hour(s): N/A

Level I

Prerequisites: Algebra I

Students, in preparation for taking Algebra II, continue to build on Algebra I and Geometry foundations as they expand their understanding through mathematical experiences involving money, data, probability, patterns, music, design, and science. Students solve problems from a wide variety of advanced applications using multi- representations, tools, and technology.

What's Next?: N/A

*Students will be placed in this course with counselor recommendation.*

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**SCIENCE GRADUATION REQUIREMENTS****ALL STUDENTS ARE REQUIRED to Pass Biology EOC Exam****One Credit:****Biology****One Credit:****Chemistry****3<sup>rd</sup> & 4<sup>th</sup> Science Credit may be selected from:****Physics****Principles of Technology****Environmental Systems****CTE: Anatomy & Physiology****Principles of Technology****Integrated Physics & Chemistry****Chemistry****CTE: Forensic Science**

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**Integrated Physics & Chemistry**

03060201

Grade(s): 9 – 10

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: Counselor Approval

In Integrated Physics and Chemistry students conduct laboratory and field investigations, use scientific inquiry 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: force, motion, energy, and matter.

What's Next?: Biology if IP&C was taken as the first high school Science or any advanced science course if Biology has been successfully completed.

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### **Biology**

03010200

Grade(s): 9 – 11

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: None

In Biology, students conduct laboratory and field investigations, use scientific inquiry during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Biology study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; ecosystems and the environment; and homeostasis. One credit for Biology is required for graduation. Students entering Grade 9 in 2011-2012 and thereafter are required to take the STAAR End of Course (EOC) exam in this course.

***All students will take the Biology EOC***

What's Next?: Chemistry, Physics or any advanced Science course

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### **Honors Biology**

03010200

Grade(s): 10 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: II

Prerequisites: Advanced rating on the 8<sup>th</sup> grade STAAR

In addition to the Biology course requirements; this course prepares students for success in AP Biology by exposing them to deeper biological concepts and skills. More in-depth study is made of cell structure and processes, including transport, energy transformations, protein production, and reproduction. Comprehensive learning concerning hierarchy and interdependence of living systems, development of organisms, inheritance, evolution, and ecology is required. Independent research is a mandatory component of this honors course. One credit in Biology is required for graduation.

What's Next?: Chemistry, Honors Chemistry or any advanced Science course

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### **Chemistry**

03040000

Grade(s): 10 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: One unit of high school science and Algebra I

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

What's Next?: Physics or any advanced Science course

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### **Honors Chemistry**

03040000

Grade(s): 10 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: II

Prerequisites: One unit of High School Science and Algebra I

The course prepares students for success in AP Chemistry by exposing them to deeper concepts and skills, utilizing laboratory experiences. It includes extensive coverage of chemical principles and concepts beyond on-level chemistry. Requires an independent research project.

What's Next?: Physics, Honors Physics, or any advanced Science course.

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### **Physics**

03050000

Grade(s): 9 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: Recommended completion of or concurrent enrollment in Algebra I

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

What's Next?: Any advance Science course

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### **Honors Physics**

03050000

Grade(s): 9 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: II

Prerequisites: Recommended completion of or concurrent enrollment in Algebra I

The course prepares students for success in AP Physics by exposing them to deeper concepts and skills used in that course. It includes extensive coverage of Newton's Laws of Motion, energy, thermodynamics, waves, and quantum physics. Mathematical formulation of concepts and solutions to problems are stressed. Independent research is a required component of Honors/ Honors Physics.

What's Next? Any advanced science course

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## **Environmental Systems**

03020000

Grade(s): 10 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: AP Environmental Science or any advanced science course

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; interrelationships among resources and an environmental system; sources and flow of energy through an environmental system; relationship between carrying capacity and changes in populations and ecosystems; and changes in environments.

What's Next? Any advanced science course

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## **SCIENCE CTE**

### **Anatomy and Physiology**

13020600

Grade(s): 11 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: Biology or Honors Biology and Chemistry or Honors Chemistry

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.

***Anatomy and Physiology may be taught by any CTE teacher certified in Health Science Technology Education or Vocational Health Occupations with a baccalaureate degree.***

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### **Forensic Science**

13029500

Grade(s) 11 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: Two units of science (Biology, Chemistry or Physics) one of which may be taken concurrently.

Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood spatter analysis. Students will learn the history, legal aspects, and career options for forensic science.

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**Principles of Technology**

13037100

Grade(s): 10 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: Chemistry or Biology, and Algebra I

In Principles of Technology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Various systems will be described in terms of space, time, energy, and matter. Students will study a variety of topics that include laws of motion, conservation of energy, momentum, electricity, magnetism, thermodynamics, and characteristics and behavior of waves. Students will apply physics concepts and perform laboratory experimentations for at least 40% of instructional time using safe practices.

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**SOCIAL STUDIES GRADUATION REQUIREMENTS****ALL STUDENTS ARE REQUIRED to Pass the US History EOC Exam****4 credits must consist of:**

- **World Geography or Honors World Geography**
- **World History or Honors World History**
- **Dual Credit U.S. History Before and Since 1877**
- **U.S. Government (.5 credit)**
- **Economics (.5 credit)**

**Possible Endorsement Opportunities:**

- **Multidisciplinary**
  - **Arts & Humanities**
- 

**World Geography**

03320100

Grade(s): 9 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: None

This course is a comprehensive examination of people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. A significant portion of this course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; and the distribution and movement of world population. This course meets the state recommended graduation requirements.

What's Next? World History or Honors World History

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**Honors World Geography**

03320100

Grade(s): 9

Credit(s): 1.0

College Hour(s): N/A

Level: II

Prerequisites: Student Interest

Description of course: Honors World Geography will present the student with a general understanding of cultural geography, physical geography, and human geography while preparing the student for some geography-driven content. This course meets the state recommended graduation requirements.

What's Next? World History or Honors World History

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**World History**

03340400

Grade(s): 9 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: None

Examines human history with emphasis on early civilizations (non-western), Western, and other regions. Focuses on cultural experiences as related to history, literature, art, music, and philosophy. Students compare and analyze ways of life and cultural patterns that reflect the diversity and commonality of human experiences and develop an understanding of how these patterns occur.

What's Next? United States History or Dual Credit United States History

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**Honors World History**

03340400

Grade(s): 9 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: II

Prerequisites: Student Interest

Examines human history with emphasis on early civilizations (non-western), Western, and other regions. Focuses on cultural experiences as related to history, literature, art, music, and philosophy. Students compare and analyze ways of life and cultural patterns that reflect the diversity and commonality of human experiences and develop an understanding of how these patterns occur. Problem-solving skills are also emphasized.

What's Next? United States History, Dual Credit United States History

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**United States History**

03340100

Grade(s): 9 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: World Geography and World History

Students study the history of the United States since Reconstruction to the present. Content focuses on the political, economic, and social events and issues related to policies of the Cold War and post-Cold War eras; and reform movements including civil rights. Students examine the impact of geographic factors on major events; analyze causes and effects of the Great Depression and examine the dynamic relationship of the three branches of the federal government. Students will be required to take the U.S. History End of Course (EOC) exam in this course.

What's Next? Government and Economics

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**Government**

03330100

Grade(s): 11 – 12

Credit(s): 0.5

College Hour(s): N/A

Level: I

Prerequisites: World History Studies or Honors World History Studies and United States History or AP United States History

The focus of this course is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. Major emphasis is given to the U.S. Constitution, its underlying principles, beliefs, and the form of government it created.

What's Next? Economics if Government was taken first and any elective Social Studies course that can be applied toward a Humanities endorsement

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**Economics**

03310300

Grade(s): 11 – 12

Credit(s): 0.5

College Hour(s): N/A

Level: I

Prerequisites: World History Studies or Pre-AP World History Studies and United States History or AP United States History

The focus and Content of this course is on the basic principles concerning production, consumption, and distribution of goods and services in the United States and a comparison with those principles and practices in other world economies. Students analyze the interaction of supply, demand, and price and study the role of financial institutions in a free enterprise system. Students examine various types of business ownership and market structures, the rights and responsibilities of consumers and businesses, and basic concepts of consumer economics.

What's Next? Government if Economics was taken first, and any elective Social Studies course that can be applied toward a Humanities endorsement.

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**Sociology**

03370100

Grade(s): 10 – 12

Credit(s): 0.5

College Hour(s): N/A

Level: I

Prerequisites: None

Offers students opportunities to study individual and group social patterns as a means for gaining insight into the interrelations among people and societal institutions.

What's Next? Psychology

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**Psychology**

03350100

Grade(s): 10 – 12

Credit(s): 0.5

College Hour(s): N/A

Level: I

Prerequisites: None

Involves an exploration into human behavior with the understanding that individual adjustment in a compact and complex world is essential.

What's Next? Any elective social studies course that can be applied toward a humanities endorsement.

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**Social Studies Advanced Studies**

Grade Placement: 11 - 12

Credits: .5 -1

College Hour(s): N/A

Level: I

Prerequisite: None

In Social Studies Advanced Studies, an elective course, students conduct in-depth research, prepare a product of professional quality, and present their findings to appropriate audiences. Students, working independently or in collaboration with a mentor, investigate a problem, issue, or concern; research the topic using a variety of technologies; and present a product of professional quality to an appropriate audience.

What's Next? Any elective social studies course that can be applied toward a humanities endorsement.

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**FINE/VISUAL & PERFORMING ARTS GRADUATION REQUIREMENTS****ALL STUDENTS ARE REQUIRED to take ONE Fine Arts credit**

**Fine Arts (1 credit) may be selected from the following categories (see chart on next page for all courses available within each category):**

- Art Level I, II, III, IV
- Color Guard Level I, II, III, IV
- Music Level I, II, III, IV
- Theatre Level I, II, III, IV
- Technical Theater Level I, II
- Choir Level I, II, III, IV
- Select Choir Level I, II, III, IV
- Gospel Choir Level I, II, III, IV

A student must take both semesters of the same course to satisfy the one credit required for graduation.

Under the state Endorsement category for the Arts and Humanities a Fine Arts Endorsement may be completed by a coherent sequence of four credits by selecting course from one or two categories or disciplines in Fine Arts. The course taken to complete the fine Arts I credit requirement may also count as a course within an Endorsement.

	Level I	Level II	Level III	Level IV
<b>Art</b>	<ul style="list-style-type: none"> <li>Art I</li> </ul>	<ul style="list-style-type: none"> <li>Art II</li> </ul>	<ul style="list-style-type: none"> <li>Art III</li> </ul>	<ul style="list-style-type: none"> <li>Art IV</li> </ul>
<b>Dance</b>	<ul style="list-style-type: none"> <li>Color Guard I</li> </ul>	<ul style="list-style-type: none"> <li>Color Guard II</li> </ul>	<ul style="list-style-type: none"> <li>Color Guard III</li> </ul>	<ul style="list-style-type: none"> <li>Color Guard IV</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>Band I</li> <li>Choir I</li> <li>Jazz Ensemble I</li> </ul>	<ul style="list-style-type: none"> <li>Band II</li> <li>Choir II</li> <li>Jazz Ensemble II</li> </ul>	<ul style="list-style-type: none"> <li>Band III</li> <li>Choir III</li> <li>Jazz Ensemble III</li> </ul>	<ul style="list-style-type: none"> <li>Band IV</li> <li>Choir IV</li> <li>Jazz Ensemble IV</li> </ul>
<b>Theatre</b>	<ul style="list-style-type: none"> <li>Theatre Arts I</li> <li>Theatre Production I</li> </ul>	<ul style="list-style-type: none"> <li>Theatre Arts II</li> <li>Theatre Production II</li> </ul>	<ul style="list-style-type: none"> <li>Theatre III</li> <li>Theatre Production III</li> </ul>	<ul style="list-style-type: none"> <li>Theater Arts IV</li> <li>Theatre Production IV</li> </ul>
<b>Technical Theatre</b>	<ul style="list-style-type: none"> <li>Technical Theatre I</li> </ul>	<ul style="list-style-type: none"> <li>Technical Theatre II</li> </ul>	<ul style="list-style-type: none"> <li>Technical Theatre III</li> </ul>	

## FINE ARTS

### Art I

03500110

Grade(s): 9 – 12

Credit(s): 1.0

College Hour(S): N/A

Level: I

Prerequisite: None

Art I is an introduction to the use of the elements and principles of design, and the different materials used for self-expression. The student will be given opportunities to design and create original works of art. This course may require an Art fee. **\* Art I is a prerequisite for all other art classes.**

What's Next? Art II

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### Art II

03500200

Grade(s): 10 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: Art I

This course is a continuation of the use of the elements and principles of design. Students will be provided an opportunity to work in drawing, painting, mixed media, and more while gaining an understanding of self and others through creative expression. **This course may require an art fee.**

#### What's Next? Art III

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##### **Art III**

03500300

Grade(s): 10 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: Art I & II

Art III introduces painting, basic tools, materials, techniques and elements of color, composition and value. Projects will involve observational painting and its relationship to volume and form on a two-dimensional plane. Students will critique, evaluate and appreciate the visual arts from a combined personal, historic and cultural point of view. Art III provides opportunities to develop visual literacy and communication skills. This course is a prerequisite for AP Studio Art.

#### What's Next? Art IV

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##### **Art IV**

03500400

Grade(s) 11 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisite: Art I, II, & III

Through more individualized instruction, greater independence, and an increased knowledge of media and techniques, students will continue to develop artwork that reflects a personal style of artistic expression and build a portfolio. Further study of art criticism and aesthetics will continue to be part of the curriculum.

#### What's Next? Advanced Placement Art Studio Art 3D design Portfolio

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##### **CHOIR**

**Choir I** – 03150900

**Choir II** – 03151000

**Choir III** – 03151100

**Choir IV** – 03151200

Grade(s): 9 – 12

Credit(s): 1.0

College Hour(s):

Level: I

Prerequisite: Taken sequence

This choir is open to any interested student. Members of this performing group will study basic singing technique and music reading skills. The variety of music performed will provide students' knowledge of music in a historical and cultural context. Students will be required to participate in all concerts during the school year and all rehearsals in preparation for them. **\*Choir I is a prerequisite for all Choir courses.**

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**Select Choir I – 03152100**

**Select Choir II – 03152200**

**Select Choir III – 03152300**

**Select Choir IV – 03152400**

Grade(s): 9 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisite: Taken in Sequence

This choir is open to any interested student. Members of this performing group will study basic singing technique and music reading skills. The variety of music performed will provide students' knowledge of music in a historical and cultural context. Students will be required to participate in all concerts during the school year and all rehearsals in preparation for them. **\*Choir I is a prerequisite for all Choir courses.**

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**Gospel Choir—03152100**

**Gospel Choir – 03152200**

**Gospel Choir – 03152300**

**Gospel Choir – 03152400**

Grade(s): 9 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisite: Taken in Sequence

Students must have a basic knowledge of sight-singing and vocal technique. Students will study advanced choral singing technique and sight-singing fundamentals. The variety of music performed will provide students' knowledge of music in a historical and cultural context. Through participation in performances, the student will improve creative self-expression and represent this campus in the community as well as at group and individual competitions. **\*Choir I is a prerequisite for all Choir courses.**

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## **Instrumental Music**

**Band I—03150100**

**Band II – 03150200**

**Band III – 03150300**

**Band IV – 03150400**

Grade(s): 9 – 12

Credit(s): 1.0

College Hour(s): 0

Level: I

Prerequisite: Previous Band experience required. Band I is required for Band II - IV

Through large group, small group, and individual instruction, students are taught instrumental technique, creative self-expression, perception skills, and historical/cultural heritage in a performance-based classroom. Enrollment in this class includes participation in marching band, summer band camp, early morning rehearsals, and extracurricular performances (football games, marching contests, parades, etc.). Students' grades are based on musical performance on their instrument. **Students receive ½ Physical Education credit (fall semester only), and 1 Fine Arts credit. PE credit will be awarded on a Pass/Fail basis.** Band I - an audition is required for class placement.

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**Jazz Band I—03151300**

**Jazz Band II – 03151400**

**Jazz Band III – 03151500**

**Jazz Band IV – 03151600**

Grade(s): 9 – 12

Credit(s): 1.0

College Hour(s): 0

Level: I

Prerequisite: Audition and concurrent enrollment in band or orchestra (exceptions to this requirement are only made for students who play electric bass, guitar or piano)

Jazz Band is an advanced level performance-oriented instrumental ensemble. The course content provides for reinforcement of the Texas Essential Knowledge and Skills for band. Special emphasis is placed on jazz styles and rhythms and other similarly related musical idioms. The study of improvisation, music theory and history are a vital part of the stage band curriculum. After-school rehearsals and performances as scheduled by the director are required. An audition is required for participation in this class.

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### **Theatre Arts I**

03250100

Grade(s): 9 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisite: None

Introduces students to the basic concepts of theatre and creative expression including improvisation, script and character analysis, beginning playwriting, theatre safety, interdependence of technical areas, theatre appreciation, and audience etiquette. Emphasizes the exploration of theatrical convention and historical styles.

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### **Theatre Arts II**

03250200

Grade(s): 10 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: Theatre Arts I

Continues theatrical studies including molding individual creativity into cooperative group efforts. Provides for the development of playwriting, acting, and technical production skills such as auditioning, rehearsal, and performance techniques. Explores theatrical genres throughout history.

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### **Theatre Arts III**

03250300

Grade(s): 11 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: Theatre Arts I & II

Includes cultural contributions of theatrical styles, playwriting, acting, directing, technical design concepts, and career opportunities available in this field. Examines the differences between theatre, film, television, and electronic media.

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**Theatre Arts IV**

03250400

Grade(s): 11 – 12

Credit(s): 1.0

College Hour(S): N/A

Level: I

Prerequisites: Theatre Arts I, II &amp; III

Focuses on a variety of theatrical production skills such as playwriting, script and character analysis for acting and technical purposes, evaluation of directors, actors, designers, and technician's production responsibilities and their effective execution. Examines career and vocational opportunities in theatre, film, television, and other electronic media.

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**Technical Theatre I**

032505000

Grade(s): 10 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: Theatre Arts I or Theatre Appreciation

Offers instruction in a laboratory setting in makeup, costuming, design, set design and construction, business and theatre management, and other technical areas needed for play production. Examines careers in theatre. Studies the technical side of theatre by providing instruction in stage lighting, sound production, and theatre relationships involved in play production.

What's Next? Theatre Arts taken in sequence

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**Technical Theatre II**

03250600

Grade(s): 10 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: Theatre Arts I or Theatre Appreciation

This course extends and builds on Technical Theatre I AB. Course provides instruction in a laboratory and practical settings, in makeup, costuming design, set design and construction, lighting and sound design, business and theatre management, and other technical areas needed for theatrical and performing arts productions. This course examines careers in theatre and other performing arts and emphasizes studies and practical application, of the technical side of theatre.

What's Next? Theatre Arts taken in sequence

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**Technical Theatre III**

03251100

Grade(s): 10 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: Theatre Arts I or Theatre Appreciation

This course extends and builds on Technical Theatre II AB. Course provides instruction in a laboratory and practical settings, in makeup, costuming design, set design and construction, lighting and sound design, business and theatre management, and other technical areas needed for theatrical and performing arts productions. This course examines careers in theatre and other performing arts and emphasizes studies and practical application, of the technical side of theatre. This course requires successful completion of at least one classroom/public performance, writing activity, or technical project per six weeks approved and monitored by the teacher.

---

**Theatre Production I**

03250700

Grade(s): 10 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: Theatre Arts I, student interest

Offers a laboratory setting for students to engage in public performances and receive both audience appreciation and constructive criticism. Students enrolled in this course will continue their theatrical study will explore the relevance of theater-related activities to everyday living. Emphasis will be placed on strengthening the individual's knowledge and skills of all aspects of performing arts production, through the learning and practice of performing arts (Theatre), through the continued study and practicum of all areas of house productions. This will include, stage, back stage and front of house duties. As well as the continued study of various acting techniques, technical theater, play production, voice, acting, performance, movement, and drama as literature.

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**Theatre Production II**

03250800

Grade(s): 10 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: Theatre Arts I, OR Technical Theatre I

Students enrolled in this course will continue their theatrical study will explore the relevance of theater-related activities to everyday living. Emphasis will be placed on strengthening the individual's knowledge and skills of all aspects of performing arts production, through the learning and practice of performing arts (Theatre), through the continued study and practicum of all areas of house productions. This will include, stage, back stage and front of house duties. As well as the continued study of various acting techniques, technical theater, play production, voice, acting, performance, movement, and drama as literature. This course requires successful completion of at least one classroom/public performance, writing activity, or technical project per six weeks approved and monitored by the teacher.

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**Color Guard****Color Guard I** – 03150100**Color Guard II** – 03150200**Color Guard III** – 03150300**Color Guard IV** – 03150400

Grade(s): 9-12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: Audition

Students are taught the fundamentals of dance, flags, and rifles in preparation for performance with the marching band. Students enrolling in this class must be available for outside of school rehearsals, all marching performances, football games and competitions as scheduled by the band department. This class fulfills credit for Fine Arts or Physical Education equivalency. **PE credit will be awarded on a Pass/Fail basis for Color Guard I and II in the fall semester only.**

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**WORLD LANGUAGE****ALL STUDENTS ARE REQUIRED to take 2 Credits of the SAME Language****Spanish I**

03440100

Grade(s): 9 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: Taken in Sequence

Offers everyday conversational patterns in culturally authentic situations and introduces reading and writing. Offers practice in using learned material to carry on very simple conversations and to read and write familiar material. Fosters awareness of Spanish culture and of the importance of accuracy of expression.

What's Next? Spanish II

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**Spanish II**

03440200

Grade(s): 9 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: Spanish I

Expands oral and written skills into more challenging constructions, increased reading comprehension, and a variety of cultural experiences in the Spanish-speaking world. Offers practice in understanding and producing sentence- length utterances and brief, connected texts using recombination of learned material. Promotes recognition of the role of culture and language components in communication.

What's Next? Spanish III

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**Spanish III**

03440300

Grade(s): 9 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: II

Prerequisites: Spanish I &amp; II

Emphasizes creative self-expression in the spoken language. Expands aural comprehension to improve guessing from context. Includes short passages of literature in the reading practice and some creative writing. Promotes increased knowledge of the Spanish culture and components of the language.

What's Next: AP Spanish IV Language

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**Spanish IV/AP Spanish IV Language**

03440400

Grade(s): 9 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: III

Prerequisites: Spanish III

In today's global community, competence in more than one language is an essential part of communication and cultural understanding. Study of another language not only provides individuals with the ability to express thoughts and ideas for their own purposes, but also provides them with access to perspectives and knowledge that is only available through the language and culture. The proficiencies acquired through the study of languages and literatures endow language learners with cognitive, analytical, and communication skills that carry over into many other areas of their academic studies. The three modes of communication (Interpersonal, Interpretive, and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century and described in more detail in the ACTFL Performance Descriptors for Language Learners, are foundational to AP World Languages and Cultures courses. **The district's expectation is that the student will take the appropriate AP test.**

What's Next: AP Spanish V Literature & Culture

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**Spanish V/AP Spanish Literature & Culture**

A3440100

Grade(s): 12

Credit(s): 1.0

College Hour(s): N/A

Level: III

Prerequisites: Spanish III or AP Spanish IV Language,

Affords an opportunity for students to participate fully in connected discourse; to communicate successfully in problematic situations; to explain, narrate, and describe in present, past, and future time; to analyze and interpret literary texts; and to write original compositions on a variety of topics. Fosters accuracy of expression and cultural behavior and the use of Spanish for future careers and personal enrichment.

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**Spanish II for Spanish Speakers**

03440110/03440220

Grade(s): 9 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: Spanish oral fluency and written fluency - there is a placement test required.

This course is specifically designed for the student who has demonstrated competence in both oral and written work. Students who enroll are expected to continue studies in Spanish on the AP track. The content of this course concentrates heavily on Spanish grammar, reading and analyzing high levels of Spanish literature, writing grammatically correct essays with the use of advanced vocabulary, and studying the cultures of Hispanic countries.

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**PHYSICAL EDUCATION****ALL STUDENTS ARE REQUIRED to take 1 credit of Physical Education & .5 credit of Health Education****PE substitution courses may be permitted in any of the following, earning up to one credit.**

Color Guard

Marching Band

Cheerleading

Show Choir II

Technical Theatre II

Musical Theatre II

**PE substitution courses may be permitted in any of the following, earning up to four credits.****Athletics/UII Athletics**

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**Cheerleading I- IV**

Grade(s): 9 – 10

Credit(s): First year 1 PE credit, years 2 – 4 local credit

College Hour(s): N/A

Level: I

Prerequisites: Audition and director approval

This is a select group of students who perform at community and athletic events. They are spirit representatives of the school.

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**Girls/Boys PE**

PE00052

Grade(s): 9 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisite: None

This course is designed to investigate and apply the basic concepts and principles of lifetime physical fitness and other health-related factors. Emphasis is placed on wellness through the study of nutrition, weight control, stress management, and consumer facts on exercise and fitness. Upon completion, students should be able to plan a personal, lifelong fitness program based on individual needs, abilities, and interests.

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## **ATHLETICS**

### **Girls Basketball I – IV (Fall/Spring)**

Grade(s): 9 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: None

Positions on the team are determined through competitive tryouts. A schedule change is required in the event a student does not make the team. The season runs from October through the first week in March.

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### **Girls Volleyball (Fall/Spring)**

Grade(s): 9 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: None

Positions on the team are determined through competitive tryouts. A schedule change is required in the event a student does not make the team. The season runs from the first Monday in August through November.

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### **Girls Soccer (Fall/Spring)**

Grade(s): 9 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: None

Positions on the team are determined through competitive tryouts. A schedule change is required in the event a student does not make a team. The season runs from the Monday after Thanksgiving through April.

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### **Girls Tennis (Fall/Spring)**

Grade(s): 9 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: None

Tennis is practiced year-round outside of and during the school day. Positions on the team are determined through competitive tryouts. Students making a team will be placed into the class period once tryouts are complete in August. The competitive season for team tennis is from August 1st through the first week in November. The spring competitive tennis season is from January through the first week in May.

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### **Girls Softball (Fall/Spring)**

Grade(s): 9 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: None

Positions on the team are determined through competitive tryouts. A schedule change is required in the event a student does not make a team. The season runs from January through June.

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**Girls Track (Fall/Spring)**

Grade(s): 9 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: None

Track is practiced year-round outside of and during the school day. The class period is for those students who specialize in track and field and do not participate in a team sport. The season runs from late November through May.

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**Boys Basketball (Fall/Spring)**

Grade(s): 9 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: None

Positions on the team are determined through competitive tryouts. A schedule change is required in the event a student does not make the team. The season runs from October through the second week in March.

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**Boys Soccer (Fall/Spring)**

Grade(s): 9 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: None

Positions on the team are determined through competitive tryouts. A schedule change is required in the event a student does not make a team. The season runs from the Monday after Thanksgiving through April.

---

**Boys Tennis (Fall/Spring)**

Grade(s): 9 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: None

Tennis is practiced year-round outside of and during the school day. Positions on the team are determined through competitive tryouts. Students making a team will be placed into the class period once tryouts are complete in August. The competitive season for team tennis is from August 1st through the first week in November. The spring competitive tennis season is from January through the first week in May.

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**Boys Baseball (Fall/Spring)**

Grade(s): 9 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: None

Positions on the team are determined through competitive tryouts. A schedule change is required in the event a student does not make a team. The season runs from January through June.

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**Boys Football (Fall/Spring)**

Grade(s): 9 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: None

Football meets daily during fall and spring semesters. The season runs from August through December.

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**Boys Track (Fall/Spring)**

Grade(s): 9 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: None

Track is practiced year-round outside of and during the school day. The class period is for those students who specialize in track and field and do not participate in a team sport. The season runs from late November through May.

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## **Career and Technical Education**

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### **Public Notification of Non-Discrimination in CTE Programs**

Everman ISD offers CTE Programs in the following Career Areas”

Architecture and Construction;

Arts, A/V Technology and Communications;

Business Management and Administration, Finance, and Information Technology;

Education and Training;

Health Science

Hospitality and Tourism

Science, Technology, Engineering and Mathematics (STEM)

Admission to these programs is based on interest and aptitude, age appropriateness and class space.

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

Everman Independent School District will take steps to assure that the lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

Everman Independent School District does not discriminate on the basis of race, color, religion, national origin, sex, disability, sexual orientation, age, gender identity and expression, military/veteran status, in its programs and activities. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies: Assistant Superintendent Felica Donaldson, 1520B Everman Parkway, Everman, Tx 76140. 817.568.3500

EISD Career & Technical Education offers a variety of Career Focuses. Each Career Focus has a developed coherent sequence of courses to provide students with an option to receive an Endorsement with their high school diploma based on House Bill 5 Foundation Graduation Program Requirements. Each Career Focus begins with foundation courses that allow students to explore careers and learn basic concepts and skills needed within that focus. As students move forward in the Career Focus, they will begin to take technical courses that provide them with advanced knowledge and skills in preparation for postsecondary education and/or for jobs in their chosen career field. Many Career Focuses also prepare students to complete industry certifications that will allow them to become more employable with higher starting wages and provide them with a Performance Acknowledgement in an Endorsement.

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## What is a career focus?

*Did you know that there are thousands of different careers in the United States?* To help organize the thousands of careers, the

The U.S. Department of Labor has organized them into 16 career areas with occupations and broad industries that share certain features. In EISD Career and Technical Education (CTE), the many available career focuses provide you with a developed coherent sequence that can lead to an industry endorsement with your high school diploma. Think of a career focus as being like a college major. Each career focus begins with foundation courses that allow you to explore the careers within the focus and to learn basic concepts and skills needed for careers within that focus. As you move forward in the career focus, you will begin to take technical courses that provide you with advanced knowledge and skills in preparation for postsecondary training and/or for jobs in your chosen career field. **Many career focuses will prepare you to complete industry certifications that allow you to graduate with a performance acknowledgement on your diploma.** It will also make you more employable with **higher starting salaries**. This could be an avenue to **assist in paying your way through college** and/or to place you in a business or industry that will provide financial assistance with your college education.

## Business and Industry Endorsement

**Architecture & Construction** careers focus on designing, planning, managing, building and maintaining the built environment.

The **Electrical** program of study explores the occupations and education opportunities associated with installing, maintaining, and repairing electrical wiring, equipment, and fixtures. This program of study may also include exploration into installing a repairing telecommunications cable including fiber optics.

**Education & Training** careers focus on planning, managing and providing education and training services, and related learning support services such as administrative support, and professional support services.

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

The **Emergency Services** program of study focuses on training students to respond to emergency situations, namely medical emergencies and fire-based emergencies. Students may learn how to prevent emergencies, respond appropriately and in accordance with rules and regulations during crises, and investigate and delineate the source of the emergency.

## STEM Endorsement

Careers in **Science, Technology, Engineering & Mathematics (STEM)** involve planning, managing, problem solving, and providing scientific research and professional and technical services (e.g. physical science, social science, engineering) including laboratory and testing services, and research and development services.

## What is the difference between a Program of Study and an industry endorsement?

A *program of study* is a sequence of courses within a career cluster and links what students learn in school with the knowledge and skills they need for success in college and careers. *Industry Endorsements* require that students take four courses from basic skills to advanced courses in the sequence to receive the endorsement when the student graduates from high school.

### **What is a coherent sequence?**

A coherent sequence is a series of courses that relate to a student's career interest and career focus. A coherent sequence builds from foundation and/or exploratory courses to courses that include higher level skills and knowledge to courses that allow the student to practice the high-level skills they have learned either in a lab setting or in the workplace.

### **Why is it important to have a coherent sequence of courses?**

A coherent sequence of classes helps you focus your education on courses that will prepare you for your career goals both at the secondary and postsecondary level. The sequence lets you build your knowledge and skills from the basic level to a more technical and advanced level and provides you with the opportunity to take any industry certification offered in that career area and receive the industry endorsement when they graduate from high school.

### **How do you know if you have a coherent sequence?**

A coherent sequence of courses builds from foundation-level to workplace-level skills and knowledge. If you follow one of the career focuses listed in this CTE section of the course catalog, you will be participating in a coherent sequence.

### **Is a career focus flexible?**

Yes, a career focus can be very flexible. Since there are a variety of jobs and job levels within each occupational group, the courses you take for one career focus may be the same as the courses needed for another career focus within that general career area. Therefore, you have the opportunity to explore a variety of occupations within a career focus and to learn a variety of occupational skills that allow you room for flexibility within your education and career goals.

### **What if you change your mind?**

You always need to take the basic courses before jumping into the higher-level courses, and career focuses are very flexible. If you take a principles class in one cluster, you may be able to move forward in a different cluster without repeating the principles class. Many courses can transition from one career focus to another. However, you should get guidance from your counselor and CTE teacher if you decide to transition from one career focus to another. Even if you have to start over at the basic course level, you really have not lost anything since you will have gained knowledge and skills from your last career focus that you can use throughout your life.

### Guidance for Reading CTE Career Focus Charts

Career Focus	Health Science
9 <sup>th</sup> Grade	Principles of Health Science 1 credit
10 <sup>th</sup> Grade	Medical Terminology 1 credit
11 <sup>th</sup> Grade	Anatomy & Physiology 1 credit
12 <sup>th</sup> Grade	Health Science Theory & Health Science Clinical (double blocked) 1 credit per course (total of 2)

As you move through the CTE career endorsement areas, you will find a table that depicts each of the CTE Career Focuses offered under that Career Area. The following is presented to guide you through understanding each chart.

The example above is taken from the Health Science career focus. You can see the grade level where certain courses are to be taken along with the number of credits that can be earned.

Students qualify for certain Practicum Experiences as they near graduation. Each Endorsement will vary in the availability and content of these experiences.

Finally, we know the options can quickly become overwhelming. You are therefore urged to contact the CTE office for any questions you may have at **817.568.3500 ext. 4047**

**New for the 2020 - 2021 school year: All 9th grade students will be required to take the Path College/Career IV course. This course will help prepare you for the Program of Study you choose to follow for the remainder of your high school career by focusing on one POS each 6 weeks. PCC will also help you prepare for the many entrance exams colleges and universities require, such as the SAT, ACT and TSI exams. PCC will also prepare you for work after high school. The course will teach employability skills, for example, how to ace an interview, building a resume, conflict resolution just to name a few.**

#### CTE ELECTIVE COURSES

##### Animation & Lab

13008310

Grade(s): 9 - 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: No

Careers in animation span all aspects of motion graphics. Within this context, in addition to developing technical knowledge and skills needed for creating motion graphics, students will be expected to develop an understanding of the history and techniques of the animation industry. This course includes a co-requisite lab, which affords necessary time devoted to master the content in Animation I through projects and take the Adobe certification to become an Adobe Certified Associate in Animate. This industry certification provides a performance acknowledgement for the Business and Industry Endorsement. Course will be double blocked. representatives of the school.



**Business Information Management & Lab (BIMI)**

13011400

Grade(s): 9 – 11

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: None

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.

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**Money Matters**

13016200

Grade(s): 9 – 11

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: None

In Money Matters, students will investigate money management from a personal financial perspective. Students will apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will gain knowledge and skills necessary to establish short-term and long-term financial goals. Students will examine various methods of achieving short-term and long-term financial goals through various methods such as investing, tax planning, asset allocation, risk management, retirement planning, and estate planning.

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**Child Development**

13024700

Grade(s): 9 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: None

This technical laboratory course addresses knowledge and skills related to child growth and development from prenatal through school-age children. Students are equipped with child development skills necessary to promote the well-being and healthy development of children and to investigate careers related to the care and education of children. Students explore the principles and procedures for promoting the physical, emotional, social, and intellectual development of young children, including those with special needs. Topics include characteristics of quality child care and career options related to the care and education of children.

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**Introduction to Culinary Arts**

13022550

Grade(s): 9 - 10

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites:

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 skills. This is an entry level course for students interested in pursuing a career in the food service industry. This course is offered as a classroom and laboratory-based course.

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**Fashion Design**

13009300

Grade(s): 9 - 10

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: None

Careers in fashion span all aspects of the textile and apparel industries. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio Video Technology, and Communications career cluster, students will be expected to develop an understanding of fashion and the textile and apparel industries. Students learn to manage a clothing budget, to construct, repair and alter apparel, to plan and maintain an appropriate wardrobe, and to identify quality apparel construction.

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**Video Game Design**

13009970

Grade(s): 9 - 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: None

In Video Game Design, the student will be provided the opportunity to design, program, and create a functional video game. The course will introduce basic programming language and skills that are essential to developing a video game. Topics covered are math, physics, design, and computer programming. This course will instruct students on how to apply the design or problem-solving process in order to create a real world solution and learn the basics of programming structure and functions.

## Education-Public Service

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

Career Focus	Education & Training
9 <sup>th</sup> Grade	Principles of Education & Training 1 Credit
10 <sup>th</sup> Grade	Human Growth & Development 1 Credit
11 <sup>th</sup> Grade	Instructional Practices (double blocked) 2 credits
12 <sup>th</sup> Grade	Practicum in Education & Training (double blocked) 2 credits
Certification Options	Counted Towards Performance Acknowledgement Child Development Associate Certification OSHA 30 hour Educational Aide Certification

### Principles of Education & Training

13014200

Grade(s): 9 – 10

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: None

The course, Principles of Education and Training, is designed to introduce students to the various careers available within the education and training career cluster. Students use self-knowledge and educational and career information to analyze various careers within the education and training career cluster. They will also gain an understanding of the basic knowledge and skills essential to careers within the education and training career cluster.

What's Next? Human Growth & Development

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### Human Growth & Development

13014300

Grade(s): 10 - 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: Principles of Education & Training

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.

What's Next? Instructional Practices

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**Instructional Practices in Education & Training (Double blocked)**

13014400

Grade(s): 11 - 12

Credit(s): 2.0

College Hour(s): N/A

Level: I

Prerequisites: Principles of Education &amp; Training, Human Growth &amp; Development or Child Development

Instructional Practices in Education and Training is a field-based internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. In this double-period course, students work under the joint direction and supervision of both a teacher with knowledge of early childhood education and exemplary educators or trainers in direct instructional roles with elementary and middle school 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.

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What's Next? Practicum in Education & Training

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**Practicum in Education & Training (Double Blocked)**

13014500

Grade(s): 12

Credit(s): 2.0

College Hour(s): N/A

Level: I

Prerequisites: Principles of Education &amp; Training, Human Growth &amp; Development or Child Development and Instructional practices.

Unpaid Practicum in Education and Training is an unpaid field-based internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. In this double-period course, students work under the joint direction and supervision of both a teacher with knowledge of early childhood education and exemplary educators or trainers in direct instructional roles with elementary and middle school 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. Upon completion of this course students will be prepared to take the certification exam for the Child Development Associate certification to provide a performance acknowledgement for the Public Services Endorsement.

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## Emergency Medical Technician - Public Services Endorsement

The EMT program is new to EISD for the 20 - 21 school year. The Emergency Services program of study focuses on training students to respond to emergency situations, namely medical emergencies and fire-based emergencies. Students may learn how to prevent emergencies, respond appropriately and in accordance with rules and regulations during crises, and investigate and delineate the source of the emergency.

Career Focus	Emergency Services (EMT)
9 <sup>th</sup> Grade	Disaster Response 1 Credit
10 <sup>th</sup> Grade	Counseling and Mental Health 1 Credit
11 <sup>th</sup> Grade	Anatomy and Physiology 1 Credit
12 <sup>th</sup> Grade	Emergency Medical Technician - Basic 2 credits
Certification Options	Counted towards Performance Acknowledgment OSHA 30 Hour Not Counted towards Performance Acknowledgment CPR certification

### Disaster Response

N1303011

Grade(s): 9 - 10

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: None

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

What's Next? Counseling & Mental Health

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### Counseling & Mental Health

13024600

Grade(s): 10 - 11

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: None

In Counseling and Mental Health, students model the knowledge and skills necessary to pursue a counseling and mental health career through simulated environments. Students are expected to apply knowledge of ethical and legal responsibilities, limitations on their actions and responsibilities, and the implications of their actions. Students understand how professional integrity in counseling and mental health care is dependent on acceptance of ethical and legal responsibilities.

What's Next?: Anatomy and Physiology

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**Anatomy and Physiology**

13020600

Grade(s): 11 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: Biology or Pre-AP Biology and Chemistry or Pre-AP Chemistry

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.

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**Emergency Medical Technician - Basic**

N1303015

Grade(s): 11 – 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: Biology

Emergency Medical Technician (EMT)—Basic instructs students to meet and exceed standard knowledge needed to be a valid Emergency Medical Technician. The curriculum includes skills necessary for a student to provide entry level emergency medical care, life support, and ambulance service.

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## Health Science Technology-Public Services Endorsement

The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

Career Focus	Healthcare Therapeutic (Nursing)
9 <sup>th</sup> Grade	Principles of Health Science 1 Credit
10 <sup>th</sup> Grade	Medical Terminology 1 Credit
11 <sup>th</sup> Grade	Health Science Theory/ Clinical (Double Blocked) 2 Credits
12 <sup>th</sup> Grade	Practicum in Health Science I (Double Blocked) 2 Credits
Certification Options	<p>Counted towards Performance Acknowledgment</p> <p>Patient Care Technician (PCT)</p> <p>Certified Nurse's Aide (CNA)</p> <p>OSHA 30 Hour</p> <p>Not Counted towards Performance Acknowledgment</p> <p>CPR certification</p>

### Principles of Health Science

13020200

Grade(s): 9 - 10

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: None

Principles of Health Science provides an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the healthcare industry. Students learn that to pursue a career in the health science industry, they must be able to reason, think critically, make decisions, solve problems, and communicate effectively. They learn that quality health care depends on the ability to work well with others. Students identify and research employment opportunities, technology, and safety requirements of the different systems within the health science field. They apply knowledge and skills needed to pursue a health science career. Students are expected to employ their ethical and legal responsibilities, identify limitations, as well as understand the implications of their actions. This course will also introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations.

What's Next? Medical Terminology

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**Medical Terminology**

13020300

Grade(s): 9 - 12

Credit(s): 1.0

College Hour(s): N/A

Level I

Prerequisites: None

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.

What's Next? Health Science Theory

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**Health Science Theory/Clinical (Double Blocked)**

13020400

Grade(s): 10 - 11

Credit(s): 2.0

College Hour(s): N/A

Level: I

Prerequisites: Principles of Health Science

This course allows students to gain the knowledge and skills necessary for employment or continuing education in the healthcare industry. 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.

What's Next? Practicum in Health Science

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**Practicum in Health Science (Double Blocked)**

13020500

Grade(s): 11 - 12

Credit(s): 2.0

College Hour(s): N/A

Level: I

Prerequisites: Health Science Theory

The Practicum is designed to give students practical application of previously studied knowledge and skills. In this double period course, students will gain knowledge and skills that will prepare them for their senior clinical certification course. In this course the student will learn to perform skills that will prepare them to work in the hospital setting, including taking vitals, assisting with activities of daily living, and providing comfort care. The student will gain basic knowledge of medical terms, ethics, legal issues, and anatomy and physiology.

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## Engineering-STEM

Career Focus	Engineering
9 <sup>th</sup> Grade	Introduction to Engineering Design (Project Lead the Way) 1 Credit
10 <sup>th</sup> Grade	Principles of Engineering (Project Lead the Way) 1 credit
11 <sup>th</sup> Grade	Civil Engineering & Architecture (Project Lead the Way) 1 credit
12 <sup>th</sup> Grade	Engineering Design & Development (Project Lead the Way) 1 credit
Certification Options	Autodesk Certified User OSHA 30 Hour – General Certification

### Intro to Engineering Design (PLTW)

N1303742

Grade(s): 9 - 10

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: None

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software, and use an engineering notebook to document their work.

What's Next? Engineering Science (Principles of Engineering PLTW)

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### Engineering Science (PLTW's Principles of Engineering)

13037500

Grade(s) 10 - 12

Credit(s): 1

College Hour(s): N/A

Level I

Prerequisites: None

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

What's Next? Civil Engineering & Architecture (PLTW)

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**Civil Engineering & Architecture (PLTW)**

N1303747

Grade(s): 9 - 10

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: Algebra I and Principles of Applied Engineering

Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3-D architectural design software.

What's Next? Engineering Design &amp; Development (PLTW)

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**Engineering Design & Development (PLTW)**

N1303749

Grade(s): 11 - 12

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: Engineering Design I, Algebra I and Geometry

Students identify a real-world challenge and then research, design, and test a solution, ultimately presenting their unique solutions to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing Engineering Design and Development ready to take on any post-secondary program or career.

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## Information Technology Support and Services – STEM

Career Focus	Information Technology Support and Services
9 <sup>th</sup> Grade	Principles of Information Technology 1 credit
10 <sup>th</sup> Grade	Computer Maintenance & Lab Double Blocked 1 credit
10 <sup>th</sup> OR 11 <sup>th</sup> Grade	Computer Technician Practicum 2 credits
11 <sup>th</sup> OR 12 <sup>th</sup> Grade	Computer Technician Practicum 2nd time taken 2 credits
Certification Options	Microsoft Technology Associate Windows operating System Fundamentals OSHA 30 Generalist

### Principles of Information Technology

13027200

Grade(s): 9 - 10

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites: None

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.

What's Next? Computer Maintenance & Lab

### Computer Maintenance & Lab

13027300

Grade(s): 10th - 12th

Credit(s): 1.0

College Hour(s): N/A

Level: III

Prerequisites: None

In **Computer Maintenance**, students will acquire knowledge of computer maintenance and create 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.

In the **Computer Maintenance Lab**, students will acquire knowledge of computer maintenance and create 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. Districts are encouraged to offer this course in a consecutive block with computer Maintenance to allow students sufficient time to master the content of both courses.

What's Next? Computer Technician Practicum

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### **Computer Technician Practicum**

13027500

Grade(s): 11th - 12th

Credit(s): 1.0

College Hour(s): N/A

Level: III

Prerequisites:

In the **Computer Technician Practicum**, students will 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 IT 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.

What's Next? **Computer Technician Practicum 2nd time take**

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### **Computer Technician Practicum 2nd time take**

13027505

Grade(s): 12th

Credit(s): 1.0

College Hour(s): N/A

Level: I

Prerequisites:

In the **Extended Computer Technician Practicum**, students will 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 IT concepts and standards are essential to prepare students for success in a technology-driven society.

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## Electrician-Architecture and Construction

Career Focus	Electrician
<b>9<sup>th</sup> Grade</b>	<b>Principles of Construction 1 credit</b>
<b>10<sup>th</sup> Grade</b>	<b>Electrical Technology I 1 credit</b>
<b>10<sup>th</sup> OR 11<sup>th</sup> Grade</b>	<b>Electrical Technology II 2 credits</b>
<b>11<sup>th</sup> OR 12<sup>th</sup> Grade</b>	<b>Career Prep 2 credits</b>
<b>Certification Options</b>	<b>Electrical Apprenticeship Certificate Level 1 OSHA 30 Generalist</b>

### Principles of Construction

13004220

Grades(s) 9 - 10

Credits: 1.0

College Hour(s): N/A

Level I

Prerequisites: None

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.

What's Next? Electrical Technology I

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### Electrical Technology I

13005600

Grade(s): 10 - 11

Credits: 1.0

College Hour(s): N/A

Level I

Prerequisites: None

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

What's Next? Electrical Technology II

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**Electrical Technology II**

13005700

Grade(s): 11 - 12

Credits: 2

College Hour(s): N/A

Level I

Prerequisites: Electrical Technology I

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

What's Next? Career Prep I

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**Career Preparation I**

12701300

Grade(s): 11- 12

Credit(s): 2.0 – 3.0

College Hour(s): N/A

Level: I

Prerequisites: None

Career Preparation I provides opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences. It supports strong partnerships among school, business, and community stakeholders. The goal is to prepare students with a variety of skills for a fast-changing workplace. Students are taught employability skills, which include job-specific skills applicable to their training station, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success. Students will make a full year commitment to this course. To remain in this practicum, a student must be employed for ten hours per week at an approved training station within ten days of the beginning of the course.

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**ENGL – 130I Composition I**

03220400

Grade(s): 11 - 12

Credit(s): 0.5

College Hour(s): 3

Level: III

Prerequisites: TSI Compliant in writing and reading

Intensive study of and practice in writing processes, from invention and researching to drafting, revising and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement and style. Focus on writing the academic essay as a vehicle for learning, communicating and critical analysis.

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**ENGL – 1302 Composition II**

03220400

Grade(s): 11 - 12

Credit(s): 0.5

College Hour(s): 3

Level: III

Prerequisites: ENGL 1301

Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual and multimedia texts; systematic evaluation, synthesis and documentation of information sources and critical thinking about evidence and conclusions.

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**ENGL 2322 – British Literature**

03220400

Grade(s): 11 - 12

Credit(s): 0.5

College Hour(s): 3

Level: III

Prerequisites: ENGL 1302

A survey of the development of British literature from the Anglo-Saxon period to the 18th Century. Students will study works of prose, poetry, drama and fiction in relation to their historical, linguistic and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

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**ENGL-2328 American Literature**

03220400

Grade(s): 11 - 12

Credit(s): 0.5

College Hour(s): 3

Level: III

Prerequisites: ENGL 1302

A survey of American literature from the Civil War to the present. Students will study works of prose, poetry, drama and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character.

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**Math – 1314 College Algebra**

03102500

Grade(s): 11 – 12

Credit(s): 1.0

College Hour(s): 3

Level: III

Prerequisites: Algebra II and TSI compliant in Mathematics

In-depth study and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series, probability and conics may be included. Computer software materials fee charged for some sections.

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**Biology – 1409 Biology for Non-Science Majors II (Lecture + Lab)**

13020600

Grade(s): 11 – 12

Credit(s): 1.0

College Hour(s): 4

Level: III

Prerequisites: TSI Compliant in writing and reading

This course will provide a survey of biological principles with an emphasis on humans, including evolution, ecology, plant and animal diversity and physiology. Laboratory activities will reinforce a survey of biological principles with an emphasis on humans, including evolution, ecology, plant and animal diversity and physiology.

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**Geology – 1403 Physical Geology (Lecture + Lab)**

13037200

Grade(s): 11 – 12

Credit(s): 1.0

College Hour(s): 4

Level: III

Prerequisites: TSI Compliant in writing and reading

Introduction to the study of the materials and processes that have modified and shaped the surface and interior of Earth over time. These processes are described by theories based on experimental data and geologic data gathered from field observations. Laboratory activities will cover methods used to collect and analyze earth science data.

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**GEOL-1305 Environmental Science**

03020000

Grade(s): 11

Credit(s): 1.0

College Hour(s): 3

Level: III

Prerequisites: TSI Compliant in writing and reading

A survey of the forces, including humans, which shape our physical and biologic environment, and how these affect lives on Earth. Introduction to the science and policy of global and regional environmental issues, including pollution, climate change, and sustainability of land, water, and energy resources.

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**GOVT – 2305 Federal Government (Federal Constitution & Topics)**

03310300

Grade(s): 11 - 12

Credit(s): 0.5

College Hour(s): 3

Level: III

Prerequisites: ENGL 1301 with a grade of “C” or TSI compliant in Reading

Origin and development of the U.S. Constitution, structure and powers of the Tarrant County College 2016-2017 Catalog 318 national government including legislative, executive and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights.

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**GOVT – 2306 Texas Government (Federal Constitution & Topics)**

03380002

Grade(s): 11 - 12

Credit(s): 0.5

College Hour(s): 3

Level: III

Prerequisites: ENGL 1301 with a grade of “C” or TSI compliant in Reading

Origin and development of the Texas Constitution, structure and powers of state and local government, federalism and intergovernmental relations, political participation, the election process, public policy and the political culture of Texas.

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**HIST – 1301 United States History I (To 1876)**

03340100

Grade(s): 11 - 12

Credit(s): 0.5

College Hour(s): 3

Level: III

Prerequisites: ENGL 1301 with a grade of "C" or TSI compliant in Reading

A survey of the social, political, economic, cultural and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism and the Civil War/Reconstruction eras. Themes that may be addressed include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration and creation of the federal government.

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**ECON-2301 Principles of Microeconomics**

03310300

Grade(s): 11 - 12

Credit(s): 0.5

College Hour(s): 3

Level: III

Prerequisites: ENGL 1301 with a grade of "C" or TSI compliant in Reading

An analysis of the economy as a whole including measurement and determination of Aggregate Demand and Aggregate Supply, national income, inflation, and unemployment. Other topics include international trade, economic growth, business cycles, and fiscal policy and monetary policy. Emphasis on the U.S. economy. Required for business and economics majors.

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**HIST – 1302 United States History II (Since 1876)**

03340100

Grade(s): 11 - 12

Credit(s): 0.5

College Hour(s): 3

Level: III

Prerequisites: ENGL 1301 with a grade of "C" or TSI compliant in Reading

A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, the Cold War and post-Cold War eras. Themes that may be addressed include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government and the study of U.S. foreign policy.

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**KINE – 1164 Introduction to Physical Fitness and Wellness**

PES00052

Grade(s): 9

Credit(s): 1.0

College Hour(s): 1

Level: III

Prerequisites: None

This course will provide an overview of the lifestyle necessary for fitness and health. Students will participate in physical activities and assess their fitness status. Students will be introduced to proper nutrition, weight management, cardiovascular health, flexibility and strength training. Includes 1. Scientific information concerning values and preventive medical benefits of exercise. 2. Individual (personal) evaluations and experiments to determine present health fitness status. 3. Development of a personal exercise program based on student's needs.

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**MUSI – 1306 Music Appreciation**

03155600

Grade(s): 10

Credit(s): 1.0

College Hour(s): 3

Level: III

Prerequisites: None

Understanding music through the study of cultural periods, major composers and musical elements. Illustrated with audio recordings and live performances. Does not apply to a music major degree.

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**SPCH-1315 Public Speaking**

03240900

Grade(s): 9

Credit(s): 0.5

College Hour(s): 3

Level: III

Prerequisites: None

Application of communication theory and practice to the public speaking context, with emphasis on audience analysis, speaker delivery, ethics of communication, cultural diversity and speech organizational techniques to develop students' speaking abilities as well as ability to effectively evaluate oral presentations.

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**HUMA-1301 Introduction to Humanities I**

03221600

Grade(s): 10

Credit(s): 0.5

College Hour(s): 3

Level: III

Prerequisites: None

This stand-alone course is an interdisciplinary survey of cultures focusing on the philosophical and aesthetic factors in human values with an emphasis on the historical development of the individual and society and the need to create.

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**TECA-1303 Families, School and Community**

13014500

Grade(s): 11

Credit(s): 0.5

College Hour(s): 3

Level: III

Prerequisites: Criminal background check required prior to enrolling.

A study of the child, family, community, and schools, including parent education and involvement, family and community lifestyles, child abuse and current family life issues. Course content is aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities Standards and coincide with the National Association for the Education of Young Children position statement related to developmentally appropriate practices for children from birth through age eight. Requires students to participate in field experiences with children from infancy through age 12 in a variety of settings with varied and diverse populations. Course includes a minimum of sixteen hours of field experiences. Criminal background check required prior to enrolling.

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**TECA-1354 Child Growth and Development**

13014500

Grade(s): 11

Credit(s): 0.5

College Hour(s): 3

Level: III

Prerequisites: None

A study of the physical, emotional, social and cognitive factors impacting growth and development of children through adolescence.

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**EDUC-1301 Introduction to the Teaching Profession**

13014500

Grade(s): 12

Credit(s): 2.0

College Hour(s): 3

Level: III

Prerequisites: Criminal background check required prior to enrolling.

An enriched, integrated pre-service course and content experience that provides active recruitment and institutional support of students interested in a teaching career, especially in high-need fields. The course provides students with opportunities to participate in early field observations at all levels of P-12 schools with varied and diverse student populations and provides students with support from college and school faculty, preferably in small cohort groups, for the purpose of introduction to analysis of the culture of schooling and classrooms. Course content should be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards. Course must include a minimum of 16 contact hours of field experience in P-12 classrooms. Criminal background check required prior to enrolling. Field experience required.

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**EDUC-2301 Introduction to Special Populations**

13014510

Grade(s): 12

Credit(s): 2.0

College Hour(s): 3

Level: III

Prerequisites: EDUC 1301

An enriched, integrated pre-service course and content experience that provides a Tarrant County College 2016-2017 Catalog 299 overview of schooling and classrooms from the perspectives of language, gender, socioeconomic status, ethnic and academic diversity and equity with an emphasis on factors that facilitate learning. The course provides students with opportunities to participate in early field observations of P-12 special populations and should be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards. Must include a minimum of 16 contact hours of field experience in P-12 classrooms with special populations. Criminal background check required prior to enrolling.

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**SOCI-1301 Introduction to Sociology**

03370100

Grade(s): 11 – 12

Credit(s): 0.5

College Hour(s): 3

Level: III

Prerequisites: ENGL – 1301 with a minimum grade of “C” or TSI compliant in Reading

The scientific study of human society, including ways in which groups, social institutions and individuals affect each other. Causes of social stability and social change are explored through the application of various theoretical perspectives, key concepts and related research methods of sociology. Analysis of social issues in their institutional context may include topics such as social stratification, gender, race/ethnicity and deviance.

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**PHIL-1304 Introduction to World Religions**

03380001

Grade(s): 11 – 12

Credit(s): 0.5

College Hour(s): 3

Level: III

Prerequisites: None

A comparative study of world religions, including but not limited to Hinduism, Buddhism, Judaism, Christianity and Islam. A one-semester survey course.

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**PSYC-2301 General Psychology**

03350100

Grade(s): 11 – 12

Credit(s): 0.5

College Hour(s): 3

Level: III

Prerequisites: TSI compliant in Reading

A survey of the major psychological topics, theories and approaches to the scientific study of behavior and mental processes.

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**KINE-1304 Personal and Community Health**

03810200

Grade(s): 11 – 12

Credit(s): 0.5

College Hour(s): 3

Level: III

Prerequisites: None

This course introduces the fundamentals, concepts, strategies, applications and contemporary trends related to understanding personal and/or community health issues. This course also focuses on empowering various populations with the ability to practice healthy living, promote healthy lifestyles and enhance individual well-being.

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**KINE-1306 First Aid**

PES00015

Grade(s): 11 – 12

Credit(s): 0.5

College Hour(s): 3

Level: III

Prerequisites: None

Instruction and practice for emergency care. Designed to enable students to recognize and avoid hazards within their environment, to render intelligent assistance in case of accident or sudden illness and to develop the skills necessary for the immediate and temporary care of the victim. Successful completion of the course may enable the student to receive a certificate from a nationally recognized agency.

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**HECO-1322 Nutrition and Diet Therapy**

N1150043

Grade(s): 11 – 12

Credit(s): 0.5

College Hour(s): 3

Level: III

Prerequisites: None

This course introduces general nutritional concepts in health and disease and includes practical applications of that knowledge. Special emphasis is given to nutrients and nutritional processes including functions, food sources, digestion, absorption and metabolism. Food safety, availability and nutritional information including food labels, advertising and nationally established guidelines are addressed.

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**DFTG-1305 Technical Drafting**

13004700

Grade(s): 10

Credit(s): 1.0

College Hour(s): 3

Level: II

Prerequisites: None

Introduction to the principles of drafting to include terminology and fundamentals, including size and shape descriptions, projection methods, geometric construction, sections and auxiliary views.

**DFTG 1409 Basic Computer-Aided Drafting**

13004700

Grade(s): 10

Credit(s):1.0

College Hour(s): 4

Level: II

Prerequisites: DFTG 1305

An introduction to computer-aided drafting. Emphasis is placed on setup; creating and modifying geometry; storing and retrieving predefined shapes; placing, rotating and scaling objects; adding text and dimensions; using layers, coordinate systems and plot/print to scale.

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**DFTG - 2427 Landscape Drafting**

N1300421

Grade(s): 11

Credit(s): 1.0

College Hour(s): 4

Level: II

Prerequisites: DFTG 1305 and DFTG 1409

Perform a site analysis; develop a layout for plant materials and site amenities; explain plant material selection; design an irrigation system; apply codes and standards; develop a cost estimate for a landscape project; and develop project specifications.

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**DFTG-2440 Solid Modeling and Design**

13004700

Grade(s): 11

Credit(s): 1.0

College Hour(s): 4

Level: II

Prerequisites: DFTG 1409

A computer-aided modeling course. Development of three-dimensional drawings and models from engineering sketches and orthographic drawings and utilization of three dimensional models in design work.

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**DFTG-1445 Parametric Modeling and Design**

13004700

Grade(s): 11

Credit(s): 1.0

College Hour(s): 4

Level: II

Prerequisites: DFTG 1305

Parametric-based design software for 3D design and drafting

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**DFTG-2402 Machine Drafting**

13004700

Grade(s): 11

Credit(s): 1.0

College Hour(s): 4

Level: II

Prerequisites: DFTG 1305

Production of detail and assembly drawings of machines, threads and gears, utilizing tolerances, limit dimensioning and surface finishes.

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**DFTG-2423 Pipe Drafting**

13004700

Grade(s): 11

Credit(s): 1.0

College Hour(s): 4

Level: II

Prerequisites: DFTG 1305 and DFTG 1409

A study of pipe fittings, symbols, specifications and their applications to a piping process system. Creation of symbols and their usage in flow diagrams, plans, elevations and isometrics.

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**DFTG-1458 Electrical and Electronics Drafting**

13004700

Grade(s): 12

Credit(s): 1.0

College Hour(s): 4

Level: II

Prerequisites: DFTG 1305

Electrical and electronic drawings stressing modern representation used for block diagrams, schematic diagrams, logic diagrams, wiring/assembly drawings, printed circuit board layouts, motor control diagrams, power distribution diagrams and electrical one-line diagrams.

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**DFTG-2458 Advanced Machine Design**

13004700

Grade(s): 12

Credit(s): 1.0

College Hour(s): 4

Level: II

Prerequisites: DFTG 1305

Design process skills for the production of complete design package, which includes jig and fixture design, extrusion dies and injection mold design.

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**DFTG-2430 Civil Drafting**

13004700

Grade(s): 12

Credit(s): 1.0

College Hour(s): 4

Level: II

Prerequisites: DFTG 1305

An in-depth study of drafting methods and principles used in civil engineering.

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**DFTG-2419 Intermediate Computer-Aided Drafting**

13004700

Grade(s): 12

Credit(s): 1.0

College Hour(s): 4

Level: II

Prerequisites: DFTG 1305

A continuation of practices and techniques used in basic computer-aided drafting including the development and use of prototype drawings, construction of pictorial drawings, extracting data and basics of 3D.

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**DFTG-2438 Final Project in Advanced Drafting**

13004800

Grade(s): 12

Credit(s): 1.0

College Hour(s): 4

Level: II

Prerequisites: All DFTG Courses

A drafting course in which students participate in a comprehensive project from conception to conclusion.

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**CNBT-1110 Basic Construction Safety**

13004220

Grade(s): 9

Credit(s): 0.5

College Hour(s): 1

Level: II

Prerequisites: None

Basic job site construction safety in residential, commercial, and industrial construction.

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**ARCH 1315 Architectural Computer Graphics**

13004600

Grade(s): 9

Credit(s): 0.5

College Hour(s): 3

Level: II

Prerequisites: None

Effective use of representational media, computer aided design, and digital media to engage formal, organizational, and environmental principles. Emphasis on the appropriate media to inform two-dimensional and three-dimensional design based upon the conventions of architectural graphic communication. Course is intended to fulfill all or part of the following National Architectural Accrediting Board (NAAB). Student Performance Criteria: A.1 Professional Communication Skills A.4 Architecture Design Skills.

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**CNBT-1302 Mechanical, Plumbing, and Electrical Systems in Construction I**

13005600

Grade(s): 10

Credit(s): 1.0

College Hour(s): 3

Level: II

Prerequisites: None

A presentation of the basic mechanical, plumbing, and electrical components in construction and their relationship to residential and light commercial buildings.

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**CNBT-1311 Construction Method and Material I**

13004900

Grade(s): 10

Credit(s): 1.0

College Hour(s): 3

Level: II

Prerequisites: None

Introduction to construction materials and methods and their applications.

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**CNBT-1300 Residential and Light Commercial Blueprint Reading**

N1303684

Grade(s): 10

Credit(s): 1.0

College Hour(s): 3

Level: II

Prerequisites: None

Introductory blueprint reading for residential and light commercial construction.

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**CNBT-1346 Construction Estimating I**

13005000

Grade(s): 10

Credit(s): 1.0

College Hour(s): 3

Level: II

Required Requisite(s): CNBT 1300

Fundamentals of estimating materials and labor costs in construction.

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