

2023-2024 Educational Planning Guide



Santa Fe High School

IMPORTANT NOTE: The information in this book can be extremely valuable to secondary school students and their parents/guardians. Charting a course through high school and beyond is of critical importance to the individual and should be attended to with the utmost care. Thus, it is important to keep this material for future reference. Be aware that, because this material is published early in the preceding school year, changes in procedure, policy, administration, and course offerings may be required.

Also available online at: <https://sfhs.sfisd.org/about/sfhs-education-planning-guide>

Table of Contents

Principal's Message.....	4
Campus and District Administration/SFISD Board of Trustees.....	5
Planning Your High School Program.....	6
Diplomas.....	6
Preparing a 4-Year Program.....	7
How to Choose Your Program.....	7
Know About High School Programs.....	7
Four-Year Graduation Plan.....	8
Benefits of the Foundation High School Program [FHSP] with Endorsement.....	9
FHSP Endorsement Pathways.....	10
STEM Endorsement Pathways.....	10
Business & Industry Endorsement Pathways.....	11
Public Service Endorsement Pathways.....	12
Arts & Humanities Endorsement Pathways.....	13
Multidisciplinary Endorsement Pathways.....	14
Benefits of the Distinguished Level of Achievement for Graduation.....	15
Performance Acknowledgements.....	16
Student Success Initiate [SSI].....	17
State Assessment Graduation Requirements.....	17
Focus on the Future [Creating a Personalized Plan for High School].....	18
Course Selection & Schedule Change.....	18
Plan Your Program of Study and Develop Your Personal Graduation Plan.....	19
Preparing College and Career-Ready Graduates.....	20
Choosing a Career.....	21
Career Clusters & The Four-Year Plan.....	21
Grade Point Average, Rank & Classification.....	23
Grade Point Average.....	23
Rank in Class.....	24
Valedictorian/Salutatorian.....	25
Honor Graduates.....	25
Top 10 Percent Rule for College Admissions.....	26
Classification of Credits.....	26
Credit Validation from Accredited/Non-Accredited Schools.....	27
Accelerated Graduation Options.....	28
Three-Year Graduation.....	28
Early [December] Graduation.....	28

Credit by Examination.....	29
Alternative Credit Options.....	29
Texas Virtual School Network [TxVSN].....	29
Correspondence Courses.....	30
Credit by Examination for Remediation [With Prior Instruction].....	30
Credit by Examination for Acceleration [Without Prior Instruction].....	31
Dual Credit.....	31
Concurrent Enrollment.....	32
College of the Mainland [Collegiate High School].....	33
Protocol for Collegiate High School Application.....	34
Summer School.....	34
Credit Recovery Program.....	35
Indian Success Academy [ISA].....	35
Requirements for Students Enrolling in Public Colleges and Universities in Texas.....	35
Texas Success Initiative Assessment [TSI-A].....	35
TSI-A Exemptions.....	36
Course Placement Recommendations.....	37
Advanced Courses and Advanced Placement Programs.....	37
Special Education/Section 504 Accommodations.....	39
Special Education Placement & Accommodations.....	39
Section 504 Placement & Accommodations.....	39
Special Education/504 Accommodations for Advanced Courses.....	39
Testing for Students with Disabilities.....	40
Educational Planning: Suggested College Timelines.....	41
College Timeline Grades 8 th – 10 th	41
College Timeline for 11 th	42
College Timeline for 12 th	44
A Guide for College-Bound Student Athletes & Their Parents.....	47
NCAA Division I Board Rule Changes.....	48
NCAA Division II Board Rule Changes.....	50
Technical or Business School.....	51
Military Service-College & Recruitment Options.....	51
English/Language Arts.....	52
Guidelines for Advanced/AP English/Language Arts Courses.....	52
English/ Language Arts Courses.....	53
Mathematics Guidelines & Courses.....	54
Science Guidelines & Courses.....	58
Social Studies Guidelines & Courses.....	62
Languages Other than English [LOTE] Courses.....	66

Technology Applications.....	68
Fine Arts Eligibility & Courses.....	69
Art Courses.....	69
Theater Arts Courses.....	71
Dance Courses.....	73
Band Courses.....	74
Choir Courses.....	76
Physical Education Courses.....	77
Physical Education Courses.....	77
Physical Education Substitutes.....	78
Athletics [Interscholastic Competitive Sports/Courses].....	78
Elective Courses.....	79
General Elective Courses.....	79
Career & Technical Education [CTE] Courses.....	81
Public Notification of Nondiscrimination	81
Courses Taught at COM's Secondary Career Center.....	82
CTE Pathways.....	83
Agriculture, Food & Natural Resources.....	86
Architecture & Construction Career Cluster.....	89
Arts, Audio/Video Technology & Communications Career Cluster.....	91
Business Management & Administration Career Cluster.....	93
Education and Training.....	94
Health Science Career Cluster.....	96
Hospitality and Tourism.....	97
Human Services.....	98
Information Technology Career Cluster.....	100
Law, Public Safety, Corrections & Security Career Cluster.....	103
Manufacturing.....	104
Additional CTE Electives.....	105



Santa Fe High School

16000 Highway 6
P. O. Box 370
Santa Fe, Texas 77510
[409] 925-3100



Karlee Custer, Principal

Dear Parents,

As partners in your child's growth and development, we understand the importance of providing them with the best opportunities for success. That is why we have our comprehensive Educational Planning Guide, designed to help you map out your student's desired program of study and create a graduation plan that aligns with their goals and aspirations. Our Educational Planning Guide simplifies the process by offering step-by-step guidance and resources to ensure a smooth and well-informed academic path. Here is how your child can benefit from using this guide:

Personalized Pathway: Our guide considers your child's interests, strengths, and goals to help them create a personalized educational pathway. Whether they are passionate about STEM subjects, arts, humanities, or any other field, the guide will help tailor their academic journey accordingly.

Clarity and Focus: By using the guide, your child will have a clear roadmap of the courses they need to take each semester to achieve their graduation goals. This eliminates confusion and ensures that they remain on track toward their desired program.

Optimal Course Selection: The guide provides insights into recommended courses, prerequisites, and elective options that align with your child's chosen field. This ensures that they make informed decisions when selecting courses that contribute to their academic and career objectives.

Goal Setting: Encouraging your child to actively engage with the planning guide helps them set short-term and long-term goals. This sense of purpose fosters motivation, discipline, and a proactive approach to their studies.

Early Preparation: Starting early with the planning process allows your child to explore various options and potentially discover new interests. It also enables them to allocate ample time for advanced coursework, internships, and extracurricular activities that enhance their overall learning experience.

Parent-Student Collaboration: This guide is a valuable tool for fostering productive conversations between parents and students. You can work together to evaluate choices, address concerns, and make well-informed decisions about your child's academic future.

Your involvement plays a pivotal role in shaping your child's educational journey, and together, we can set them up for success. If you have any questions, please contact your student's professional school counselor.

Sincerely,

Karlee Custer
SFHS Principal

This material is published early in the preceding school year, so some changes in procedure, policy, or course offerings may be required. Students and parents may access updates [HERE](#).

SANTA FE HIGH SCHOOL ADMINISTRATORS AND COUNSELORS

Karlee Custer
Principal

Administrators

Nikolette Cook
Tammi Pickering
Beth Yorlano
Cris Richardson - Associate Principal

Counselors

Holly Bankston
Sarah Luna
Rhonda Price
Kerri Duggan

SANTA FE INDEPENDENT SCHOOL DISTRICT ADMINISTRATION

Dr. Kevin Bott
Jenny Davenport
Alex Sanchez
Rachel Harris
Blake Ryder
Renea Dillion

Superintendent of Schools
Assistant Superintendent for Human Resources/Public Relations
Chief Financial Officer
Chief Academic Officer
Athletic Director
Executive Director of Career and Technical Education (CTE)

SANTA FE INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

J. R. "Rusty" Norman
President

Eric Davenport
Vice President

James Grassmuck
Secretary

Matt Crable
Trustee

Clay Hertenberger
Trustee

Patrick Kelly
Trustee

Angie Lambert
Trustee

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

PLANNING YOUR HIGH SCHOOL PROGRAM

Planning a four-year high school program is a serious undertaking. Although many of your courses will be determined by the graduation plan you select, you will still have many other choices to make during your years of school. The courses you select will be guided largely by your plans for the future. Will you continue your education in college or in a trade or technical school? Do you want to learn a career skill in order to enter the full-time work force immediately after school? Are you interested in a technical field? Are you thinking of entering a profession that requires many years of specialized education? The answers to these questions are extremely important for making decisions about your course selections for all four years in high school. Your interests and abilities should also guide these answers.

Santa Fe High School offers a wide range of programs that prepare students for post-high school experiences: college, business school, technical school, military service, fine arts participation, full-time employment, and other areas. The programs offered allow a student to choose the high school program best for him/her, whether that program is the traditional college preparatory, tech-prep, or career preparatory program.

Following the presentation of possible graduation plans is an important section of this Educational Planning Guide: Preparing College and Career Ready Graduates. This section of the guide explains future career options in terms of your interest areas and suggests courses and activities that will help you arrive at your goal in life.

Outlined on the following pages are the graduation requirements for each of the state's possible graduation programs [Foundation, Foundation with Endorsement Plans and DLA Foundation with Endorsement Plans] for all students, including the requirements as outlined in House Bill 5. Also included in this booklet are descriptions of all courses offered with accompanying information regarding prerequisites and grade level placement. There are practical suggestions for planning your high school course of studies, considerations for career planning and information about other post-high school options, as well. By planning wisely, you can create the future that is most appropriate for you.

The EPG is designed to provide curriculum information for the 2023-2024 school year. This handbook will assist in course selections that will meet goals for the future as well as satisfy graduation requirements. It reflects a curriculum that is designed to provide students with skills and knowledge needed to meet the challenging and increasing demands of the work force and the colleges and universities. It is the responsibility of the student and parents to ensure that all graduation requirements are met.

The counseling staff at Santa Fe High School encourages you to utilize this handbook to its fullest potential. Feel free to contact us if you need assistance. It is extremely important for students and parents to read and understand the guidelines and regulations set forth in this handbook. The decisions made during the registration process may be binding and will affect each student's entire schedule for the 2023-2024 school year. Careful and thoughtful planning on the student's and parent's part should be done when making these decisions. The master schedule for the 2023-2024 school year is built around course selections made by the students, as is the hiring of personnel.

DIPLOMAS

All students who graduate from Santa Fe ISD are awarded the same type of diploma. The academic achievement record [transcript], rather than the diploma, records individual accomplishments, achievements, and courses completed. It also displays appropriate graduation seals. The date of the diploma shall reflect the academic year in which all graduation requirements are satisfied.

A report card and letter of attendance will be given to foreign exchange students to validate enrollment at Santa Fe High School for one or two semesters.

PREPARING FOR A FOUR-YEAR PROGRAM

How to Choose Your Program

This section serves as a planning guide as you make decisions about your four-year high school program. You are urged to consider each decision carefully. In selecting a program of study, you will want to consider all the possibilities- realizing, however, that this is one of the most important decisions you will make during the next several years. There are certain steps to follow that can help you make your choices.

- ✓ Find out all you can about the programs of studies offered.
- ✓ Compare the programs. Think about yourself and how each program might help you.
- ✓ Consider the advantages and disadvantages of each program. Weigh these carefully.
- ✓ Choose the program of study, which seems to have the most advantages for you. To follow these steps, you will need to know about high school programs of studies, about yourself, and about careers.

Know About High School Programs

Your counselor and teachers will be helpful in specifically advising you about the high school programs of studies offered. Find out the following:

- ✓ The graduation plan you wish to pursue [see graduation requirements outlined in the next several pages].
- ✓ The number of units of credit in specific subject areas needed for graduation under each plan.
- ✓ The courses that are required to begin certain high school sequences of courses.
- ✓ The elective courses you may take.
- ✓ The kinds of education or work for which the program can prepare you. As you think about this, look at the section on Preparing College and Career-Ready Graduates.

FOUR-YEAR GRADUATION PLAN

Junior High		9 th Grade		10 th Grade		11 th Grade		12 th Grade	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Total Credits _____		Total Credits 8		Total Credits 8		Total Credits 8		Total Credits 8	

Benefits of the Foundation High School Plan with Endorsement

College Readiness – Many colleges and universities minimally require the Foundation High School Plan with Endorsement [FHSP with Endorsement] for admission. In addition, students ranked in the top 10% of their graduating class from an accredited Texas public high school are eligible for automatic admission to most Texas public universities if they have completed the FHSP with Endorsement or Distinguished Level of Achievement [DLA].

Texas Education Code requires that all students meet one of the following college readiness standards in order to be eligible to be considered for admission at a Texas Four-Year Public Institution.

- ✓ Successfully complete the FHSP with Endorsement or DLA, or complete the portion of the program that was available to them; or
- ✓ Successfully complete a curriculum that is equivalent in content and rigor to the FHSP with Endorsement or DLA at a high school that is exempt from offering such programs; or
- ✓ Satisfy the College Readiness Benchmarks on the SAT or ACT assessment.

Recognition –The FHSP with Endorsement seal will be affixed to the Academic Achievement Record [AAR], or transcript of students graduating under the FHSP with Endorsement Plan.

Test Results—Results suggests that students who take additional English, math, social studies and science courses make higher scores on the SAT or ACT college entrance exams. The Multidisciplinary Endorsement requires four credits in each of these core courses.

Financial Aid—Students graduating on the FHSP with Endorsement or DLA, who qualify for financial assistance, become eligible for a grant program passed by the Texas Legislature: the Texas Grant Program. This may provide all tuition and fees for public colleges and universities in Texas; however, grant funds are administered on a first-come, first-serve basis.

NCAA Eligibility—Students taking approved courses on the FHSP with Endorsement or DLA will meet the number of core course requirements for NCAA eligibility. Additional criteria may apply.

The State Board of Education’s Foundation Plan with Endorsement and Distinguished Level of Achievement has been adopted as the standard graduation plan for any student planning to continue formal study beyond high school at the college/university level or in a vocational/technical institute.

The 2020 [Graduation Toolkit](#) provides details about the FHSP with Endorsement, benefits, and an explanation of the Distinguished Level of Achievement option, endorsement choices, checklists, and resources.

FHSP ENDORSEMENT PATHWAYS

STEM Endorsement Pathways

<p style="text-align: center;">Science, Technology, Engineering & Math [STEM]</p> <p style="text-align: center;">Includes courses directly related to: Science; Technology; Engineering; and Advanced Mathematics</p>	CURRICULUM REQUIREMENTS Below is a comprehensive listing of options made available by the State; however, not all options may be available in SFISD.
	<p>Students must complete Algebra II, Chemistry, Physics, and one of the following options for the STEM Endorsement:</p> <ul style="list-style-type: none">[A] A coherent sequence of courses for four or more credits in career and technical education [CTE] that consists of at least two courses in the same career cluster, including at least one advanced CTE course, which includes any course that is the third or higher course in a sequence. The final course in the sequence must be obtained from one of the following CTE career clusters:<ul style="list-style-type: none">a. STEM; or[B] *A coherent sequence of four courses in computer science; or[C] Three credits in mathematics by successfully completing Algebra II and two additional mathematics courses for which Algebra II is a prerequisite; or[D] Four credits in science by successfully completing chemistry, physics, and two additional science courses by selecting courses; or[E] A coherent sequence of three additional credits from no more than two of the categories or disciplines represented by subparagraphs [A], [B], [C], and [D] of this paragraph.

Business & Industry Endorsement Pathways

BUSINESS & INDUSTRY

Includes courses directly related to:
Database Management; Information Technology; Communications; Accounting; Finance; Marketing; Graphic Design; Architecture; Construction; Welding; Logistics; Automotive Technology; Agricultural Science; and HVAC.

*SFHS pathways and offerings are located on page 84-89.

CURRICULUM REQUIREMENTS

Below is a comprehensive listing of options made available by the State; however, not all options may be available in SFISD.

Students must complete one of the following options for the B & I Endorsement:

- [A] A coherent sequence of courses for four or more credits in career and technical education [CTE] that consists of at least two courses in the same career cluster, including at least one advanced CTE course, which includes any course that is the third or higher course in a sequence. The final course in the sequence must be obtained from one of the following CTE career clusters:
 - a. Agriculture, Food & Natural Resources; or
 - b. Architecture & Construction; or
 - c. Arts, Audio/Visual Technology & Communications; or
 - d. Business Management & Administration; or
 - e. Finance; or
 - f. Hospitality & Tourism; or
 - g. Information Technology; or
 - h. Manufacturing; or
 - i. Marketing; or
 - j. Transportation, Distribution & Logistics; or
- [B] Four English elective credits to include three levels in one of the following areas;
 - a. Public Speaking; or
 - b. Debate; or
 - c. Advanced broadcast journalism; or
 - d. Advanced journalism: newspaper; or
 - e. Advanced journalism: yearbook; or
- [C] Four technology applications credits by selecting from the following:
 - a. Digital Design and Media Production; or
 - b. Digital Art and Animation; or
 - c. 3-D Modeling and Animation; or
 - d. Digital Communications in the 21st Century; or
 - e. Digital Video and Audio Design; or
 - f. Web Communications; or
 - g. Web Design; or
 - h. Web Game Development; or
 - i. Independent Study in Evolving/Emerging Technologies; or
- [D] A coherent sequence of four credits from subparagraph [A], [B], or [C] of this paragraph.

Public Service Endorsement Pathways

<h1>PUBLIC SERVICES</h1> <p>Includes courses directly related to: Health Sciences and occupations; Education and Training; Law Enforcement; Culinary Arts; and Hospitality.</p> <p>*SFHS pathways and offerings are located on page 84-89.</p>	CURRICULUM REQUIREMENTS Below is a comprehensive listing of options made available by the State; however, not all options may be available in SFISD.
	Students must complete one of the following options for the Public Services Endorsement: <ul style="list-style-type: none">[A] A coherent sequence of courses for four or more credits in career and technical education [CTE] that consists of at least two courses in the same career cluster, including at least one advanced CTE course, which includes any course that is the third or higher course in a sequence. The final course in the sequence must be obtained from one of the following CTE career clusters:<ul style="list-style-type: none">a. Education and Training; orb. Government and Public Administration; orc. Health Science; ord. Human Services; ore. Law, Public Safety, Corrections and Security; or[B] Four courses in Junior Reserve Officer Training Corps [JROTC].

Arts & Humanities Endorsement Pathways

<p style="text-align: center;">ARTS & HUMANITIES</p> <p style="text-align: center;">Includes courses directly related to: Political Science; Languages Other than English; Cultural Studies; English Literature; History; Fine Arts.</p>	CURRICULUM REQUIREMENTS Below is a comprehensive listing of options made available by the State; however, not all options may be available in SFISD.
	<p>A student pursuing an Arts & Humanities Endorsement who has the written permission of the student's parent may substitute the fourth science credit [substitutions in core curriculum will prevent students from earning DLA and the recognitions of Honor Graduate] with an elective credit selected from English Language Arts, Social Studies, Languages Other than English or Fine Arts. Students must complete one of the following options for the Arts & Humanities Endorsement:</p> <ul style="list-style-type: none">[A] Five social studies credits by selecting courses; or[B] Four levels of the same language in a language other than English; or[C] Two levels of the same language in a language other than English and two levels of a different language in a language other than English; or[D] A coherent sequence of four credits by selecting courses from one or two categories in Art, Dance, Music [Band, Choir or Orchestra] or Theater; or[E] Four English elective credits by selecting from the following:<ul style="list-style-type: none">a. English IV; orb. Independent Study in English; orc. Literary Genres; ord. Creative Writing; ore. Research and Technical Writing; or Humanities; orf. Communication Applications; org. AP English Literature and Composition; or IB Language Studies [A]1 at a higher level.

Multidisciplinary Studies Endorsement Pathways

<h1>MULTIDISCIPLINARY STUDIES</h1> <p>Allows a student to select courses from the curriculum of each endorsement area and earn credits in a variety of advanced courses from multiple content areas.</p>	<h3>CURRICULUM REQUIREMENTS</h3> <p>Below is a comprehensive listing of options made available by the State; however, not all options may be available in SFISD.</p>
	<p>Students must complete one of the following options for the Multidisciplinary Studies Endorsement:</p> <ul style="list-style-type: none">[A] Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence; or[B] Four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics; or[C] Four credits in Advanced Placement, International Baccalaureate or dual credit selected from English, mathematics, science, social studies, languages other than English, or fine arts.

BENEFITS OF DISTINGUISHED LEVEL OF ACHIEVEMENT FOR GRADUATION

[Applicable to all students graduating under the FHSP with an endorsement with 26 credits, including Algebra II]

The information below is provided by the Texas Education Agency and is intended to be an overview of the general benefits of the FHSP with an Endorsement to include Algebra II. Santa Fe High School strongly encourages all students to research college admission requirements for the college or university they wish to attend. Many competitive college or university admission requirements may be more stringent than the requirements of Distinguished Level of Achievement [i.e. mathematics beyond Algebra II].

Choices determine options

Most of the very best jobs available now and in the future require education and training beyond a high school diploma. Whether you intend to pursue a high-demand, industry workforce credential from a community or technical college or a traditional four-year degree from a university, the choices made in high school will determine your future options. To best prepare yourself now for the transition to post-high school education or quality workforce training, choosing and taking the right classes is essential. The Distinguished Level of Achievement will ensure the best preparation for your future.

Why it matters – Benefits

The Distinguished Level of Achievement opens a world of educational and employment opportunities for you beyond high school. The Distinguished Level of Achievement will:

- Allow you to compete for Top 10% automatic admissions eligibility at any Texas public university;
- Position you among those first in line for TEXAS Grant [must be financially qualified] to help pay for university tuition and fees; and
- Ensure you are a more competitive applicant at the most selective colleges and universities.

What it means

The Distinguished Level of Achievement requires more mathematics and more science than the Foundation High School Program. The Distinguished Level of Achievement requires:

- A total of four credits in math, including Algebra II;
- A total of four credits in science; and
- Successful completion of an endorsement in your area of interest.

Advantages

- Opportunity to earn an endorsement in an area of interest;
- More college and university options;
- More financial aid options;
- Better preparation for college-level coursework at community/technical colleges and universities;
- Opportunity for immediate enrollment in classes related to your chosen field of study;
- Strong foundation to successfully complete an industry workforce credential or college degree.

PERFORMANCE ACKNOWLEDGEMENTS

Students may earn performance acknowledgments on the student's Academic Achievement Record or transcript for the following:

- Outstanding performance in Dual Credit coursework by successfully completing:
 - At least 12 hours of college academic courses, including those taken for dual credit as part of the Texas core curriculum and advanced technical credit courses with a grade of the equivalent of 3.0 or higher on a scale of 4.0; or
 - An Associate Degree while in high school.
- Outstanding performance in Bilingualism and Bi-literacy:
 - A student may earn a performance acknowledgement by demonstrating proficiency in two or more languages by:
 - Completing all English Language Arts requirements and maintaining a minimum grade point average [GPA] of the equivalent of 80 on a scale of 100; and
 - Satisfying one of the following:
 - Completion of a minimum of three credits in the same language in a Language Other than English with a minimum GPA of the equivalent 80 on a scale of 100; or
 - Demonstrated proficiency in the TEKS for level IV or higher in a Language Other than English with a minimum GPA of the equivalent 80 on a scale of 100; or
 - Completion of at least three credits in foundation subject area courses in a Language Other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
 - Demonstrated proficiency in one or more Languages Other than English through one of the following methods:
 - Score 3 or higher on an Advanced Placement exam for a Language Other than English; or
 - Score 4 or higher on an International Baccalaureate exam for a higher level Languages Other than English course; or
 - Performance on a national assessment of language proficiency in a Language Other than English of at least Intermediate High or its equivalent.
 - In addition to meeting the requirements of the above subsection, to earn a performance acknowledgement in bilingualism and bi-literacy, an English language learner must also have:
 - Participated in and met the exit criteria for a bilingual or ESL program; and
 - Scored at the Advanced High level on the Texas English Language Proficiency Assessment System [TELPAS].
- Outstanding performance on a college Advanced Placement test or International Baccalaureate examination by earning:
 - A score of 3 or above on a College Board Advanced Placement examination; or
 - A score of 4 or above on an International Baccalaureate examination.
- Outstanding performance on the PSAT, the ACT PLAN/Aspire, the SAT or the ACT by:
 - earning a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation;
 - achieving the college readiness benchmark score on at least two of the four subject tests on the ACT Aspire™ examination;
 - earning scores of at least 410 on the evidence-based reading section and 520 on the mathematics section of the SAT®; or
 - earning a composite score on the ACT® examination of 28 (excluding the writing subscore).
- Earning a nationally or internationally recognized business or industry certification or license with:

- A student may earn a performance acknowledgment with:
 - Performance on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification; or
 - Performance on an examination sufficient to obtain a government-required credential to practice a profession.
- Nationally or internationally recognized business or industry certification shall be defined as an industry validated credential that complies with knowledge and skills standards promulgated by a nationally or internationally recognized business, industry, professional or government entity representing a particular profession or occupation that is issued by or endorsed by:
 - A national or international business, industry, or professional organization;
 - A state agency or other government entity; or
 - A state-based industry association.
- Certifications or licensures for performance acknowledgements shall:
 - Be age appropriate for high school students;
 - Represent a student's substantial course of study and/or end-of-program knowledge and skills
 - Include an industry recognized examination or series of examinations, an industry validated skill test or demonstrated proficiency through documented, supervised field experience; and
 - Represent substantial knowledge and multiple skills needed for successful entry into a high-skill occupation.

State Assessment Graduation Requirements

The STAAR EOC assessments will be administered in **English I, English II, Algebra I, Biology, and US History**. Students take the assessments at the end of each course. In order to graduate, a student must receive at least an “Approaches Grade Level” on the scale score on each STAAR EOC assessment. The STAAR EOC assessments are administered three times each school year [spring, summer, and fall].

STAAR EOC Performance Standards for each assessment may be accessed using the following link:

<https://tea.texas.gov/student.assessment/staar/performance-standards/>

FOCUS ON THE FUTURE...

CREATING A PERSONALIZED EDUCATIONAL PLAN FOR HIGH SCHOOL

Course Selection & Schedule Changes

Students select courses in the spring prior to the next school year by utilizing the information learned in the course selection process and after discussions with teachers, counselors, and parents. Careful, thoughtful decisions must be made during this process. Students who do not turn in a signed course selection sheet will have their schedules pre-determined for them by their counselor. The student will have to follow schedule change protocol at the beginning of the school year if they would like to make a change to their schedule. If a student wants to determine the courses, he/she takes, the course selection sheet must be turned in on time. For students with disabilities, special education courses are determined by the Admission, Review, and Dismissal [ARD] committee. Students' schedules **MUST** coincide with ARD recommendations.

Master schedules and teacher hiring are based on the student requests; therefore, no schedule changes will be made unless the desired course is listed on the student's course selection sheet and signed by the student and parent. Students who receive special permission to change a class schedule are subject to limitations. When a student moves from one level to another level, the actual grade earned in the previous class transfers with him/her to the new class, regardless of the level, this grade will be calculated into the proper grading period [nine weeks and semester]. The student assumes all responsibility for the requirements in the course entered.

All schedule changes will be made in accordance with policy FDB [Legal] and Texas Education Code Section 26.003 and will be considered during the first 5 class days for the following reasons **ONLY**:

- [A] Student is a senior not scheduled in a course needed for graduation.
- [B] Student has already earned credit for a course in which he/she is currently scheduled.
- [C] Student does not have the prerequisite[s] for a class listed on his/her schedule.
- [D] Student has previously failed the same course with the same teacher.
- [E] Student has been dismissed from a program where approval must be granted for placement.
- [F] Student does not have a full schedule.
- [G] Data entry error [no lunch, class listed twice, free period etc.] has occurred.
- [H] Student needs remedial coursework for state assessment graduation requirements.
- [I] Student is enrolled in a class that the student did not request **ONLY** if the course selection sheet was turned in on time. Designated timelines are determined during the course selection process in the spring.
- [J] Leveling of classes or other administrative changes if necessary.
- [K] A multi-sport athlete moving from one sport to another.

Course Level Changes: A Pre-AP/AP/DC course level change from an advanced course to a regular level course [for each course that offers a different level of the same course] may be considered with parent and administrator approval at the end of the first three weeks and six-week grading period.

To be considered for a transfer from an Advanced Academic, Pre-AP, or AP Course, the student must have made a sincere effort to succeed by attending tutorials, completing his/her work, conferencing with his/her teacher, and submitting a course-level change form by the campus deadline. The parent must conference with the teacher before a course level change will be considered. Students who remain in the AP, Pre-AP, or Dual Credit course, after the sixth week, must wait until the end of the semester to request a transfer to the regular level course. No additional grade points are added when students drop to a lower-level course. A student moving from an advanced to a regular course will receive a minimum grade of 60 for work completed in the advanced course.

If these conditions are met, the student is earning less than a grade of 75 **AND** it is agreed upon by all that it is in the best interest of the student, then the student will be considered for a change. Space availability in the receiving course will be a consideration for a course level change. If there is no space available in the requested course, the schedule change will be denied. If the form is not submitted prior to the completion of the sixth week, the request will be denied.

If a class change is granted, a student **MUST** meet attendance requirements to receive credit for another course per FEET [Legal & Local].

If there is no course level change available [i.e. AP Chem/AP Bio/AP Cal/AP Stats/AP Euro] then the student must remain in the course for the entire semester.

The counselor and administrator will review The Educational Planning Guide and alternative choices. Then they will present those choices to the student and parent at the conference in order for all to make an informed decision.

If a senior student drops a course at the end of the nine weeks or semester grading period, they are subject to all eligibility requirements as set forth by the University Interscholastic League [UIL] and must adhere to designated eligibility/ineligibility timelines ["No Pass, No Play"].

Emergency Situations: Students with disabilities, whether temporary or permanent who miss a significant amount of school for unavoidable emergency reasons may request consideration to drop a class with no academic repercussions through the Admission, Review, and Dismissal [ARD].

Additional Course Information

- A student who has not met the prerequisites and entry criteria for a course will not be allowed to enroll in that course. The counselor will change any student's course request to comply with policy. Exceptions can be made on an individual basis if needed as determined and approved by the counselor and administrator.
- The counselor may delete a requested elective course in order to include a required course in a student's schedule.
- Every effort is made to meet the needs and requests of each student; however, some students must be placed in alternate courses. It is imperative that the student provide several alternate course choices on the course selection sheet and in Skyward during course registration. If no alternative choices are given, the counselor will choose the alternate class and the student will not be allowed to make any changes.
- Listing of a course description in this publication and on the course selection sheet does not guarantee that the course will be taught during the school year. Decisions as to whether a particular course will be taught are based upon the number of students requesting the course and the availability of necessary personnel.

PLAN YOUR PROGRAM OF STUDY AND DEVELOP YOUR PERSONAL GRADUATION PLAN

Texas Education Code requires each student to develop and connect to a personal graduation plan that leads to an endorsement. This process requires a district to consider the importance in using programs of study and the personal graduation plan collaboratively, to satisfy current and prior legislation. The program of study is an advisement tool for students, parents, and counselors to work collaboratively in order to help each student meet their individual goals. In addition, the student's completion of graduation requirements is tracked by a working document called the credit evaluation. This sheet is used to document grades, assessments, acceleration, and other requirements in law.

The use of the program of study and personal graduation plan is necessary to ensure desired outcomes for college and career readiness. Below is a step-by-step process in which students will need to take in order to develop and progress through their personal graduation plan:

- Create, Review and/or Update goals with your academic counselor at least once per year [Grades 6-12]:
 - Academic
 - Career
 - College/Post-Secondary
 - Personal/Social
- Take aptitude tests, career assessments, and personal inventories:
 - Make a job-skill inventory.
 - Match job skills required with your abilities and interests.
- Explore new career opportunities:
 - Research wage and occupation information, required levels of education and training requirements.

- Research which jobs are among the fastest and most in demand in Texas at www.texascaresonline.com/hotshots/hotshotslists.asp
- View videos about various careers using [Road Trip Nation](#).
- Find training and certifications for specific occupations or skills through community colleges or career schools and colleges at www.texasworkforce.org/svcs/propschools/career-schools-colleges.html
- Discover your interests and abilities; use labor market resources at www.texasrealitycheck.com and at www.texasworkforce.org/customers/jsemp/career-exploration-trends.html
- Locate sources of job information in areas of interest.
- Select several career areas [Grades 9-12] and add careers to your current list.
- Identify college majors, which will prepare you for the careers on your list.
- Research various colleges that offer the majors in your area of interest.
- Plan your school program to prepare you for your chosen career by selecting an endorsement and the graduation requirements to fulfill your program.
- Check the Career and Technical Education program offerings at SFHS.
- Align your course registration with your personal graduation plan.
- Update your four-year plan with your counselor each year.

If you are considering going straight into the workforce or into a technical training program following graduation, you still need to plan as well as complete your high school education and earn a high school diploma.

PREPARING COLLEGE AND CAREER-READY GRADUATES

Santa Fe ISD uses the [16 federally defined career clusters](#) and the Achieve Texas Initiative to prepare students for secondary and post-secondary opportunities, career preparation and advancement, meaningful work, and active citizenship. This initiative demonstrates that academic concepts are reinforced and applied through the high quality, rigorous technical education and that every course includes both academic and technical skill practice.

Santa Fe High School offers students various career pathways. Each pathway combines academic courses with career-related courses. This helps students understand the relationship between education and careers and engages students in their own learning so they make informed decisions, graduate from high school, and enroll in and complete college.

CHOOSING A CAREER

Technological advances and global competition have transformed the nature of work. Jobs in the 21st century will require both high academic and technical skills. Tomorrow's jobs will require more knowledge, better skills, and more flexible workers than ever before. Primarily because of ever-changing technology, our society will see many new job titles and work areas added each year. This makes it especially important for students to begin thinking early about what types of occupations they might want to pursue and then plan a rigorous high school program that will give them more opportunities for success.

Career clusters are clusters of occupations/careers that are grouped because many of the people in them share similar interests and strengths. All clusters include a variety of occupations that require different levels of education

and training. Selecting a career cluster provides you with an area of focus, along with flexibility and a variety of ideas to pursue.

Deciding on a career cluster can help you prepare for your future. The intent is not for you to decide on a specific occupation for the rest of your life, but to select a career cluster into which you can begin directing your energies. Identifying a career cluster can help you in selecting school courses, activities and part-time employment. It can also help guide your participation in workplace readiness programs, like cooperative education.

A career cluster choice is not a permanent commitment. As you have new experiences, you will learn new things about yourself and may change career clusters. If you decide on a new career cluster, you should discuss it with your counselor and adjust your future course selection in accordance with your new career direction.

In order to help students, with the assistance of their families and school personnel, build an educational plan that will provide them more opportunities for success, Santa Fe Junior High has made available to all 8th grade students an Interest Inventory through Xello (SFISD's college and career readiness software). The interest inventory is available through the General Employability Skills class and is intended to help students develop plans for life and then implement those plans. "Career" implies more than just a job; it includes education, work, and lifestyle. Achieving a successful career requires years of planning, studying, training, and hard work. If used correctly, the Interest Inventory can help students follow the right path in high school, which is one of the most important decisions students will make in their lives.

CAREER CLUSTER AND THE FOUR-YEAR PLAN

To prepare students for tomorrow, we are working to encourage success in challenging subjects. A key approach to this concept is to provide students with relevant contexts for learning- linking what students learn in high school with the knowledge and skills they will need for success in college and careers. To assist students in devising a four-year plan wisely, SFHS will be using career clusters. Career clusters are broad areas of study that are flexible enough to allow students to change as they acquire new knowledge and experience. They identify pathways from high school to two- and four-year colleges, graduate school, and the workplace so students can learn in school what they can do in the future. Having a connection to the future and having a goal beyond high school, motivates students to work harder and enroll in more rigorous courses. In addition to being a benefit for the student, parents can learn what academic and technical courses their children need for college in a variety of career fields. Based on student requests and staff certifications, Santa Fe High School may offer courses in any of the following designated 16 career clusters:

AGRICULTURE, FOOD, & NATURAL RESOURCES
ARCHITECTURE & CONSTRUCTION
ARTS, A/V TECHNOLOGY, & COMMUNICATIONS
BUSINESS MANAGEMENT & ADMINISTRATION
EDUCATION & TRAINING
FINANCE
GOVERNMENT & PUBLIC ADMINISTRATION
HEALTH SCIENCE
HOSPITALITY & TOURISM

HUMAN SERVICES
INFORMATION TECHNOLOGY
LAW, PUBLIC SAFETY & SECURITY
MANUFACTURING
MARKETING, SALES & SERVICE
SCIENCE, TECHNOLOGY, ENGINEERING, & MATHEMATICS
TRANSPORTATION, DISTRIBUTION, & LOGISTICS

Students are urged to consider each cluster seriously. When one or more clusters appear interesting, students should look carefully at the possible degrees and the jobs or careers associated with the area[s]. Students should then note the related high school courses that would help them prepare for each pathway [more detailed information to follow in course descriptions].

All students will develop a four-year plan based on the career cluster they choose. This allows students to build academic and career-specific skills. If there is a change in their career plan, a student will be allowed to change career clusters as needed after meeting with his/her counselor. However, the courses that you select based on your career cluster are a commitment for the entire school year. It may not be possible to change courses that were based upon a particular cluster once the master schedule has been completed. Therefore, careful and serious selection and planning of a career cluster should be undertaken during the course registration process. Both the parent and student should be involved in making the decision.

All of the identified clusters include challenging, relevant courses that provide roadmaps to future career goals. Additionally, because all students take a “core foundation” of academic courses, career paths overlap enough to allow the flexibility to change clusters if interest changes or new knowledge and skills are acquired. In every cluster, students will continue to take the core curriculum courses that provide all students with the courses necessary to enter most Texas post-secondary institutions. Clusters are open, rather than narrow, allowing the student more options while providing a focus and relevance to education.

GRADE POINT AVERAGE, RANK & CLASSIFICATION

Grade Point Average--Students Graduating in 2024 & 2025

Each semester course has a designated grade point level [GPA level] used to determine rank in class and grade point average [EIC Local]. Courses are designated as Advanced Placement [AP], Advanced [ADV], Dual Credit, or Regular courses. In order to achieve a maximum GPA of 6.0, grade points are weighted as follows:

Numerical Grade	AP Classes	ADV/Dual Credit	Regular Classes
100	6.0	5.0	4.0
99	5.9	4.9	3.9
98	5.8	4.8	3.8
97	5.7	4.7	3.7
96	5.6	4.6	3.6

95	5.5	4.5	3.5
94	5.4	4.4	3.4
93	5.3	4.3	3.3
92	5.2	4.2	3.2
91	5.1	4.1	3.1
90	5.0	4.0	3.0
89	4.9	3.9	2.9
88	4.8	3.8	2.8
87	4.7	3.7	2.7
86	4.6	3.6	2.6
85	4.5	3.5	2.5
84	4.4	3.4	2.4
83	4.3	3.3	2.3
82	4.2	3.2	2.2
81	4.1	3.1	2.1
80	4.0	3.0	2.0
79	3.9	2.9	1.9
78	3.8	2.8	1.8
77	3.7	2.7	1.7
76	3.6	2.6	1.6
75	3.5	2.5	1.5
74	3.4	2.4	1.4
73	3.3	2.3	1.3
72	3.2	2.2	1.2
71	3.1	2.1	1.1
70	3.0	2.0	1.0
69-0	0.0	0.0	0.0

Grade points are awarded for the semester the grade is earned in each state approved credit course. All semester grades earned by a student in high school are included in grade point averaging. Grades for courses in which credit was earned outside the regular school day or outside the regular school year shall not be included in the computation of a student's GPA. Therefore, local credit classes and grades earned through alternate credit options [for example: summer school, correspondence courses, credit by exams] are not awarded grade points and are not included in grade point averaging or rank.

Santa Fe High School has three different scales for averaging grade points: a weighted 6.0 scale [AP], a weighted 5.0 scale [Advanced and Dual Credit], and a non-weighted 4.0 scale. On the 5.0 and 6.0 weighted scales, semester grades awarded in all Advanced Placement [AP] and Advanced courses, including Dual Credit courses, are given more "weight" than the traditional regular classes.

When calculating the student's grade point average, the semester grade is used to determine the number of grade points awarded for each course. Grade points earned in courses taken in grades 8-12 are used to determine rank in the graduating class.

The following will NOT be calculated in the weighted or unweighted GPA:

- Correspondence courses [Texas Tech and UT online courses]
- Credit by examination
- Summer school courses
- Online courses
- Credit recovery
- Credits from non-accredited institutions
- Local credits
- Alternative physical education activities
- Any other means beyond the school day

Students must earn the required number of credits to be classified at the next grade level. Students will be promoted or retained at the beginning of each school year. A fourth-year student who is classified as a junior will be reclassified after the first semester if he/she has the required number of credits to be classified as a senior. This allows students to participate in senior level activities up to and including graduation if all of the state-mandated requirements are met.

Grade Point Average--Students Graduating in 2026 & Subsequent Years

Each semester course has a designated grade point level [GPA level] used to determine rank in class and grade point average [EIC Local]. Courses are designated as Advanced Placement [AP], Advanced [ADV], Dual Credit, or Regular courses. In order to achieve a maximum GPA of 6.0, grade points are weighted as follows:

Numerical Grade	AP Classes/Dual Credit	ADV	Regular Classes
100	6.0	5.0	4.0
99	5.9	4.9	3.9
98	5.8	4.8	3.8
97	5.7	4.7	3.7
96	5.6	4.6	3.6
95	5.5	4.5	3.5
94	5.4	4.4	3.4
93	5.3	4.3	3.3
92	5.2	4.2	3.2
91	5.1	4.1	3.1
90	5.0	4.0	3.0
89	4.9	3.9	2.9
88	4.8	3.8	2.8
87	4.7	3.7	2.7
86	4.6	3.6	2.6
85	4.5	3.5	2.5
84	4.4	3.4	2.4
83	4.3	3.3	2.3

82	4.2	3.2	2.2
81	4.1	3.1	2.1
80	4.0	3.0	2.0
79	3.9	2.9	1.9
78	3.8	2.8	1.8
77	3.7	2.7	1.7
76	3.6	2.6	1.6
75	3.5	2.5	1.5
74	3.4	2.4	1.4
73	3.3	2.3	1.3
72	3.2	2.2	1.2
71	3.1	2.1	1.1
70	3.0	2.0	1.0
69-0	0.0	0.0	0.0

Grade points are awarded for the semester the grade earned in each state approved credit course. All semester grades earned by a student in high school are included in the non-weighted grade point averaging. However, only core subjects will be counted in the weighted GPA and class rank. These courses are listed below. Grades for courses in which credit was earned outside the regular school day or outside the regular school year shall not be included in the computation of a student's GPA. Therefore, local credit classes and grades earned through alternate credit options [for example: summer school, correspondence courses, credit by exams] are not awarded grade points and are not included in grade point averaging or rank.

Santa Fe High School has three different scales for averaging grade points: a weighted 6.0 scale [AP & Dual Credit], a weighted 5.0 scale [Advanced], and a non-weighted 4.0 scale. On the 5.0 and 6.0 weighted scales, semester grades awarded in all Advanced Placement [AP] and Advanced courses, including Dual Credit courses, are given more "weight" than the traditional regular classes.

When calculating the student's grade point average, the semester grade is used to determine the number of grade points awarded for each course. Grade points earned in courses taken in grades 8-12 are used to determine rank in the graduating class.

The following will NOT be calculated in the weighted or unweighted GPA:

- Correspondence courses [Texas Tech and UT online courses]
- Credit by examination
- Summer school courses
- Online courses
- Credit recovery
- Credits from non-accredited institutions
- Local credits
- Alternative physical education activities
- Any other means beyond the school day

Courses that will be included in the weighted GPA and therefore class rank:

- All English, Math, Science, and History Courses
- All LOTE
- All AP Courses
- Dual Credit courses that have been cross walked to SF Highschool courses. Please see the yearly SFHS Crosswalk for Dual Credit and Collegiate HS courses.

Students must earn the required number of credits to be classified at the next grade level. Students will be promoted or retained at the beginning of each school year. A fourth-year student who is classified as a junior will be reclassified after the first semester if he/she has the required number of credits to be classified as a senior. This allows students to participate in senior level activities up to and including graduation if all of the state-mandated requirements are met.

Rank in Class

See Policy EIC [Local]

Class ranking will be determined by using the 6.0 weighted grade point scale. Class ranking is determined by assigning weighted grade points to the semester grade of each state approved credit course on the student's transcript. All semester grades earned by a student in high school and grades transferred from an accredited high school are included in the class ranking. Local credit classes and grades earned through alternate credit options [for example: summer school, correspondence courses, credit by exams] are not awarded grade points and are not included in the class ranking. In case of ties in ranking, those students who are tied should be given the same ranking, one position below the next highest student. The student next below those tied should be given a rank determined by the total number of students whose average exceeds his.

Class ranking is determined for the first time at the completion of the freshman year. It will be determined again at the end of the sophomore and junior year. For seniors, class ranking will be determined at the end of the first semester and again at the completion to the first nine weeks of the second semester [using the nine weeks average in each applicable course]. The ranking determined at the completion of their first nine weeks of the second semester will be the final rank, determine graduation honors, and be recorded on the academic achievement record [transcript].

Valedictorian/Salutatorian

See Policy EIC [Local]

The valedictorian and salutatorian shall be the 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 the District high school for the four regular semesters immediately preceding graduation;
2. Be present on campus (cannot be attending CHS) the 2 semesters prior to graduation;
3. Have at least 24 of the 26 required credits for graduation used in the calculation of class rank;
4. Have completed the Foundation High School Plan with 2 endorsements and Distinguished Level of Achievement;

5. Be graduating after exactly eight semesters of enrollment in high school.

Honor Graduates

See Policy EIC [Local]

Honor graduates for the graduating class will be determined in the senior year at the completion of the first nine weeks of the second semester. Honor Graduates will be eligible to wear gold cords with their caps and gowns at the graduation commencement ceremonies.

The District shall recognize as an honor graduate each student who has:

1. Completed the Foundation High School Plan with 2 endorsements & Distinguished Level of Achievement;
2. A weighted GPA of 3.7 or higher;
3. At least 24 of the 26 required credits for graduation used in the calculation of class rank;
4. Completed the requirements for graduation in exactly eight semesters;
5. Attended the District high school for the four semesters immediately preceding graduation;
6. Not been assigned to DAEP or JJAEP during the two semesters preceding graduation.

TOP 10 PERCENT RULE FOR COLLEGE ADMISSION

Students who are in the top 10 percent of their graduating class are eligible for automatic admission to any public university in Texas.

To be eligible for automatic admission, a student must:

- Graduate in the top 10 percent of his or her class at a public or private high school in Texas, or
- Graduate in the top 10 percent of his or her class from a high school operated by the U.S. Department of Defense and be a Texas resident or eligible to pay resident tuition;
- Enroll in college no more than two years after graduating from high school; and
- Submit an application to a Texas public university for admission before the institution's application deadline [check with the university regarding specific deadlines].
- Students admitted through this route may still be required to provide SAT or ACT scores although these scores are not used for admission purposes. Students must also take the TSIA2, unless exempted from the test requirement. Check with the admissions office regarding TSIA2, SAT, and ACT requirements.
- Students graduating must earn an Endorsement and the Distinguished Level of Achievement in order to be eligible for the top 10% designation.

After a student is admitted, the university may review the student's high school records to determine if the student is prepared for college-level work. A student who needs additional preparation may be required to take a developmental, enrichment, or orientation course during the semester prior to the first semester of college.

Admission to a university does not guarantee acceptance into a particular college of study or department. Regardless of class ranking, all students are encouraged to apply to the college of his/her choice.

*SB175, passed by the 81st Legislature, modifies the top 10 percent admissions program for The University of Texas at Austin. Automatic admission criteria will vary year-by-year, with remaining spaces to be filled through holistic review.

CLASSIFICATION OF CREDITS

Classifications are made at the beginning of each school year with the reclassification at mid-year for students who were retained, enabling students to be promoted to the next grade level. Students may not replace a lunch period with a credit class.

Students are classified according to the number of state credits they have earned. Required state credits are listed below:

Classification	Grade	Credits
Sophomore	10 th	6
Junior	11 th	12
Senior	12 th	18

CREDIT VALIDATION FROM ACCREDITED AND NON-ACCREDITED SCHOOLS

Unless otherwise documented, courses transferred from other accredited school districts shall be considered regular classes. Transferred letter grades shall be converted to numerical grades according to the scale below. Grades earned through dual credit reported as a letter grade from the college will be converted using this table as well.

A+	98	C+	79	OR	98	E+	78	S
A	95	C	77		93	E	75	S-
A-	92	C-	75		88	E-	72	N
B+	88	D+	74		83	S+	50	U
B	85	D	72					
B-	82	D-	70					
		F	50					

High school students who transfer from a non-accredited public, private, or parochial school, including home school and foreign schools may validate credits, which apply toward graduation. Note: These courses will appear on the transcript but will not be included in GPA calculation. A grade of “P” [passing] will be awarded for each non-accredited semester course upon validation. Students may not receive credit for home school courses taken concurrently while enrolled at a Santa Fe ISD school. In order to validate the credits, the student must choose one of the two options below and provide a transcript as well as a course syllabus for each course completed:

1. Pass exams selected by taking Credit by Examination through Texas Tech University, or another approved entity, with a score of at least 70. Credit by Examination will be awarded in each individual subject area per semester [1/2] credit. The cost of the examination[s] is the student/parent’s responsibility. All Credit by

Examination courses must be approved by a school administrator or counselor. A secondary student assessed by Credit by Examination will be given adequate time to prepare for the test particularly if multiple subject examinations are required. Students should consult their counselor for more information regarding Credit-by-Examination for credit validation, district testing dates, etc.

2. Meet District and State curriculum requirements by successfully completing two [2] semesters of coursework according to the chart and requirements below:

Non-Accredited School Courses District Sequential Course	
English I	English II
English I & II	English III
English I, II & III	English IV
Reading I	Reading II
Reading I & II	Reading III
Algebra I	Algebra II
Geometry	Pre-Calculus
Algebra I, Geometry, and Algebra II	Pre-Calculus or AP Statistics
Algebra I, Geometry, Algebra II, and Pre-Cal	Statistics
Biology	AP Biology
IPC	Chemistry & Physics
Chemistry	AP Chemistry
Other Language I	Other Language II
Other Language I & II	Other Language III
Other Language I, II & III	Other Language IV
Social Studies courses No Sequence Available	

- a. Credit will be awarded upon validation of successful completion of the district sequential course with a grade of 70 or better.
- b. The sequential course is taken in a district school. Courses that are not offered by a district school will not be considered for validation purposes.

In courses which do not appear on the chart, students must use option one above. If a student chooses option two above and is not successful, he/she may still choose option one. Exception: Successful completion of the second semester of a district full-year course can be used to validate the first semester of the same full-year course.

NOTE: The guide for the College-Bound Student-Athlete published by the NCAA states that “Courses completed through Credit by Exam may not be used” to meet core-course requirements.

ACCELERATED GRADUATION OPTIONS

Students who meet the entire state graduation requirement in not more than 36 or 41 months can be accelerated graduates. Santa Fe High School refers to these options as Three-Year Graduation [not more than 36 months] or January graduation [not more than 41 months]. In both instances, the student will be required to earn some of the required credits alternatively [outside the normal school day]. The cost of the alternative credit[s] is the sole financial responsibility of the student and his/her family. See section on Alternate Credit Options for more details.

Three-Year Graduation Plan [<36 months]

A student who is considering graduation in three years must meet with his/her counselor and complete the required application in the spring of his/her sophomore year. The application must be signed by a parent/guardian. The student pursuing this option must commit to earning alternative credits and be completed 30 days prior to the end of the spring of the third year. In order to participate in the graduation ceremony, all graduation requirements must be met by graduation day. Students who do not complete the graduation requirements before the spring graduation commencement will still be considered a graduate of that class as long as requirements are completed by the end of the summer. Students who apply to be a three-year graduate, but do not complete the graduation requirements before the start of the fourth year will be required to return to school full-time during the fourth year.

Early [December] Graduation [<41 months]

A student who is considering completing graduation requirements in December of his/her senior year must meet with his/her counselor and complete a required application by the spring of his/her junior year. The application must be signed by a parent/guardian. The student pursuing this option must commit to earning alternative credits and be completed 30 days prior to the end of the fall semester. December graduates must have all graduation requirements met by the conclusion of the fall semester of their senior year. If the student fails to meet all of the graduation course requirements by the end of the first semester of the fourth year, they must return to a full schedule in the spring semester. December graduates will participate in the commencement ceremonies in the spring, along with the rest of their graduating class, and will be eligible to participate in Project Graduation and prom. Other spring activities for seniors are subject to district policy and program guidelines.

Applications for both types of accelerated graduation are available with the student's counselor. Interested students should set up an appointment with their counselor.

Credit by Examination

Students who choose to fulfill course requirements through alternative options for the core content courses must meet the Level II Satisfactory scale score on the corresponding STAAR EOCs. All course and graduation requirements pertaining to STAAR EOCs are applicable to course credits attempted through alternative options with the exception of Credit by Exam for Acceleration [Credit by Exam for Acceleration is not available for EOC courses]. If credits are earned through alternative options, the student must register for the corresponding STAAR EOC with their counselor. Confirmation of the final course grade must be received prior to taking the STAAR EOC. The following courses will have STAAR EOC assessments: English I, English II, Algebra I, Biology, and US History.

Alternative Credit Options

Santa Fe High School provides students with alternative methods of earning credit to complete graduation requirements. These alternative methods include summer school, correspondence courses, Credit by Examinations for Remediation, and Credit-by-Examination for Acceleration. The following options are available for students wishing to receive alternative credits:

College of the Mainland [COM] <http://www.com.edu/>
Alvin Community College [ACC] <http://www.alvincollege.edu/>
Texas Virtual School Network <http://www.txvsn.org/>
Texas Tech University ISD <https://www.depts.ttu.edu/ttuisd/>
Region IV Online Learning <http://www.esc4.net/onlinelearning4students>

*New alternative credit options are continuously being offered. The student should check with their counselor for any up-to-date information.

College credit may also be earned through concurrent enrollment with any of these options. The parent/student is financially responsible for all alternative credit. Accelerated courses cannot be taken through Santa Fe High School's Credit Recovery program.

Texas Virtual School Network [TxVSN]

The TxVSN provides high school courses to supplement regular instructional programs. Students may identify themselves with academic needs and learning styles appropriate for online learning by taking a pre-assessment for readiness of online learning [<http://cluein.txvsn.org/>]. To access the pre-assessment, students must receive login information from their high school counselor. In addition, the high school counselor will register and approve all student course enrollments. Fees may vary by the course and the providing district. The calendar for TxVSN classes is set by Santa Fe High School. Students must follow the schedule and guidelines set in each course. TxVSN courses taken as a graduation requirement will count toward academic UIL "No Pass/No Play" and maintain the same eligibility calendar provided by SFISD. All courses in progress are considered passing until notification is received from the provider. [Note: These courses will appear on the transcript, but will not be included in the GPA, unless taken during the 7-period school day].

Student athletes who take online coursework may not meet core-course requirements for NCAA eligibility. An audit of the course modules and the amount of time spent on each module may be subject for review by the NCAA Eligibility Center.

Enrollment in courses through the TxVSN shall not be subject to limitations the District may impose for other distance learning courses. For a list of all classes offered through TxVSN, go to <http://www.txvsn.org/portal/>

Correspondence Courses

Students in grades 9-12 may earn up to two credits [2.0] through correspondence courses. An exception may be made by the appropriate counselor and/or administrator [EEJC [Local]]. The course must be taken through Texas Tech University or, in individually approved cases, another entity. Counselor and parent/guardian approval is required to sign up for a correspondence course [regardless of the grade]. Grades will be posted on the student's academic achievement record [transcript] and are not computed in grade point averaging or class rank. Correspondence courses will not reduce the required number of courses which must be taken in a semester.

Lessons are mailed directly to the student from Texas Tech. It is the student's responsibility to follow all directions and complete and submit all lessons to Texas Tech. At the completion of the lessons students will be required to take a final exam. The request for the final exam is in the original packet of information sent to the student and must be

approved by the student's counselor. The exam will be sent to the counselor or administered online with a counselor proctor. It is the student's responsibility to set up an appointment with the counselor to take the exam before the expiration date. **Expiration date is 30 days prior to graduation.**

Credit by Examination for Remediation [with Prior Instruction]

Credit by Examination is available through Texas Tech University [TTU]. A student may earn up to two credits [2.0] through credit by exam. Exceptions may be made by the appropriate counselor and/or administrator. A student is eligible to take a credit by exam if he/she has had prior instruction in the course but did not receive credit [for failure of course or denial of credit because of attendance]. Counselor and parent/guardian approval is required. The student and parent/guardian are responsible for the cost associated with taking a credit by exam. Grades earned on exams [regardless of what the grade is] will be posted on the student's academic achievement record [transcript] and are not computed in grade point averaging or class rank.

The student must meet with the counselor prior to ordering the exam. The exam is sent from TTU to the counselor to administer to the student. It is the student's responsibility to set up an appointment with the counselor to take the exam at least six weeks before graduation. TTU is responsible for grading the exam and providing a copy of the final grade to the high school and the student.

Credit by Examination for Acceleration [without Prior Instruction]

Students are permitted to take a Credit by Examination for Acceleration for an academic course for which the students have had no prior instruction provided the exams are available from TTU. Examinations are administered in four testing windows throughout the year as determined by the district. [Refer to district website for specific dates]. Students should see their counselor to get more information and to register to ensure compliance with registration deadlines and test dates. Students must score an 80 or above in order to "place out of"/earn credit for a course. Grades of 80 or above earned on a Credit by Exam will be posted on the student's academic achievement grade record [transcript] and are not computed in grade point averaging or class rank.

Study guides are available at: www.depts.ttu.edu/k12/current-students/forms/cbe-review-sheets/ .

Individual testing:

Students may have the opportunity throughout the year to take a Credit by Examination without prior instruction at their own expense. A student may not take a Credit by Examination for a course in which he/she is currently enrolled or has received instruction. The results of the Credit by Examination must be received by the student's counselor prior to the deadline for schedule change procedures.

Students interested in the Credit by Exam for individual testing may visit the TTU for a complete list of tests offered. Study guides are available at: www.depts.ttu.edu/k12/current-students/forms/cbe-review-sheets/ .

NOTE: The Guide for the College-Bound Student-Athlete published by the NCAA states that "Courses completed through Credit by Exam may not be used" to meet core course requirements. Please refer to the NCAA website for further information at : <http://www.ncaapublications.com/productdownloads/CBSA.pdf>

DUAL CREDIT COURSES THROUGH COLLEGE OF THE MAINLAND [COM]

Santa Fe ISD in conjunction with College of the Mainland provides students the opportunity to take dual credit courses. Dual credit courses are college courses that Santa Fe High School students may take to earn college hours and high school credit. Students will be required to enroll in at least TWO dual credit courses per semester. Students wishing to enroll in more than two courses per semester will need additional approval from his/her counselor. Santa Fe ISD in collaboration with College of the Mainland determines the courses for which dual credit is awarded. These courses provide advanced academic instruction beyond or in greater depth than the Texas Essential Knowledge and Skills [TEKS].

Santa Fe High School will grant approval to a student to take a dual credit course if the student has completed his/her sophomore year and has enough credits to be classified as a junior; is at least 16 years of age and maintains a GPA of 3.0 or higher on their high school transcript; and has passed all STAAR EOC exams for EOC courses taken prior to their junior year. SFHS approval does not guarantee a student will be allowed to enroll in the college course, as the student must also meet the college's standard admission requirements and minimum testing requirements.

Students must complete the required college application process [www.applytexas.org] then meet with their counselor for the dual credit registration form for approval prior to registering for the college courses. Both the student and the parent/guardian must affirm this request. The student must provide the college with a copy of this form. Ample time before course registration must be allowed for this initial process. Registration for summer and fall classes typically starts sometime in the spring semester and must be completed by the pre-determined deadline. Registration for spring classes typically starts sometime in November and should be completed prior to winter break. The student and parent/guardian are responsible for all costs associated with taking college courses. Grades earned in a dual credit course, regardless of the grade, will be posted on the student's permanent record [transcript] and are computed in grade point averaging and class rank. Grades earned in a dual credit course do not have any effect on eligibility standing. Please note- a student must earn an "A," "B," or "C" in dual credit to receive the college credit. A "D" may be earned to receive high school credit, but the student will have to retake the class for college credit. Per COM guidelines- if a "D" is earned in English 1301, the student may not move on to English 1302.

Prior to withdrawing from a college course, it is the student's responsibility to first discuss this matter with his/her high school counselor to determine if space is available in the comparable high school course. Should the student withdraw from a college-level course that is a requirement for graduation, the student will be placed in a comparable high school course. The counselor will develop a plan of action with the student to determine how the student will be awarded a grade for the high school course that has been missed.

Students and parents should strongly consider that students entering this program will be considered college students and expected to perform accordingly. High school procedures will not be followed in the college classes and college instructors follow their own grading and attendance procedures. Progress reports and other parent notifications will not be sent home from college classes. Students must be mature enough to motivate themselves to be successful in an adult environment.

If a student is unable to be successful on the Texas Success Initiative Assessment [TSIA2] after three attempts, COM's policy is that the student must delay enrollment in dual credit courses until the following school year. The TSIA2 is the college readiness entrance exam.

Please view our Dual Credit Cross Walk: [HERE](#)

Concurrent Enrollment

Students can be concurrently enrolled in both SFHS and a college. College courses taken through concurrent enrollment will not earn any high school credit nor will they have any impact on the student's high school GPA or class rank. However, college hours may be earned in accordance with the college's rules and regulations. Credits earned in concurrently enrolled college courses will not be posted to the student's high school transcript. The student and parent/guardian are responsible for all costs associated with taking the college course. It is advised that students interested in concurrent enrollment meet with their counselor prior to enrollment.

Collegiate High School @ College of the Mainland [COM]

Collegiate High School [CHS] is an Advanced Academic Middle College Program for junior and senior high school students at Santa Fe High School who seek an academically challenging, mature educational environment. CHS offers rigorous academic instruction, career guidance, academic counseling, and work-based learning opportunities. By optimizing dual credit opportunities, students may complete high school graduation and associate degree requirements simultaneously.

Through specially designed transitions, classes, and activities, CHS students are allowed to enroll as full-time college students at COM. With the support of their local high school, students may remain enrolled in their local high school but complete their school day on the college campus. Students can continue their participation in extra-curricular and UIL activities while enjoying the rigors of college academics. Students and parents should strongly consider that students entering this program will be considered college students and expected to perform accordingly. High school procedures will not be followed in the college classes and college instructors follow their own grading and attendance procedures. Progress reports and other parent notifications will not be sent home from college classes. Students must be mature enough to motivate themselves to be successful in an adult environment.

CHS is available to all qualified junior and senior high school students. Interested students should complete an application for admission (<https://www.com.edu/collegiate-high-school/index.html>) and submit it to their high school counselor for campus review and approval. The application process may begin in the spring semester of the student's sophomore or junior year. The application will include information on the student's grades, testing, counselor/teacher recommendations, personal essay, and other criteria. Because the application includes recommendations from the student's high school counselor, high school assistant principal, and current year math, science, English teachers, applications must be completed and processed on the deadline set by SFHS. The counselor and/or administrator will review and approve all applications prior to final decisions made by CHS. Applications will not be processed during the summer. Students enrolled in CHS will be required to take the STAAR EOC assessments at Santa Fe High School and adhere to all campus, district and state testing requirements and procedures. Also, students must not drop or fail classes at CHS. The counselors will be reviewing this to decide if the student should come back to SFHS to ensure

student success. For more information see your high school counselor or contact the College of the Mainland Collegiate High School Coordinator at 409-933-8169.

Beginning with the Class of 2024, students will follow an academic protocol for admittance into the CHS program. The students will be identified as the CHS Cohort and will be given the necessary resources and classes to prepare them for Collegiate High School. The CHS Cohort will be required to take a minimum of 2 Pre-AP classes their freshman year. One of these classes must be AP Human Geography. Sophomore year, students will be required to take PSYC 1300 (Psychology for Success) and PSYC 2301 (Psychology), along with HIST 1301 & 1302 (American/U.S. History). If a part of the CHS Cohort, students will have to take U.S. History STAAR their 10th grade year. The students will also have to abide by the standards and policies set forth by SFHS to be able to attend CHS.

Protocol for Collegiate High School Application

1. Students will be able to apply in the Spring Semester of their Sophomore year. Juniors may apply as well, if they are choosing to attend their Senior year.
2. All students must meet the deadline set for the application. **ALL** paperwork must be turned in by the deadline in order for admittance to CHS and committee approval. This includes a passing TSIA2 grade on the math and reading sections.
3. The district may be responsible for a portion of student payments to CHS. However, the student must have met all requirements set forth by CHS and receive committee approval to have district financial support. If a student applied by the deadline and still would like to attend CHS, that is acceptable, but the student/parent will be responsible for all tuition/fees and any necessary admittance procedures.
4. Students coming from another district who applied and were accepted to CHS prior to coming from their school or transfer students who contact the school prior to the CHS application deadline for SFHS, may attend CHS as a transfer student. However, the student/parent will be responsible for all tuition and fees and any necessary admittance procedures.

SUMMER SCHOOL

Santa Fe High School offers summer school in Santa Fe ISD. Students may earn remedial credit to meet graduation requirements. All summer school courses are offered/taught through a computer-based instructional program. Courses taken must earn a grade of 70 or higher to receive credit. Summer school courses do not earn grade points and do not count toward class rank. There is no semester averaging in summer school courses. Each semester grade earned stands alone no matter what grade is earned. Counselor approval is required prior to summer school registration. Registration for June summer school is typically held the week after the conclusion of the spring semester. Enrollment is limited to current Santa Fe ISD students. Attendance is required until the student completes the course with a grade of 70 or higher. Once a student begins a summer school course/session, no refunds will be granted. Regular school year discipline policy and dress code are in effect and expected to be followed during summer school.

The campus may offer an additional summer school program such as Summer School Now, which may be conducted during the spring semester. Counselors will review student grades after the fall semester to determine students in need of this program.

Payment for summer school programs is the responsibility of the parent/student. Students who receive Free/Reduced lunch may qualify for a reduction in fees. Credits earned in summer school will not be awarded until the summer school fees are paid in full.

CREDIT RECOVERY PROGRAM

Santa Fe High School offers a computer-assisted credit recovery program for students that are lacking in credits. Through this program high school students may earn credits in classes that they have taken and failed. Students who are interested in utilizing this option to recover credit should speak with his/her counselor. Counselors will review student transcripts to determine student eligibility in this program. Not all subjects are available in this computer-assisted format. Credit recovery courses taken as a graduation requirement will count toward academic UIL “No Pass/No Play” and maintain the same eligibility calendar provided by SFISD. All courses in progress will receive a “P” for passing or “F” for failing on each progress report and report card to indicate current progress and serve as notification from provider/teacher. These classes are typically limited to 10th – 12th graders who are behind in credits, unless there is an extenuating need determined by the student’s counselor.

Student athletes who take credit recovery will not meet core course requirements for NCAA eligibility. For more information regarding student athletes and NCAA eligibility, please visit: <https://www.ncaapublications.com/> .

Accommodations for students with disabilities will follow the student’s IEP or 504 service plans when applicable.

INDIAN SUCCESS ACADEMY [ISA]: SFISD’S ALTERNATIVE HIGH SCHOOL

Santa Fe High School offers a computer lab for online courses located at the district alternative campus. Indian Success Academy [ISA] is available for those students who need a non-traditional high school setting. With the approval of the ISA committee, high school students may utilize ISA to recover credits and/or gain original credit.

Students who are interested should speak with their counselor. There is an application process. Counselors will be required to complete a transcript evaluation prior to the committee making a decision. Items reviewed include but are not limited to: cohort status, number of credits behind the cohort, student age, attendance, retention, and at-risk indicators. Other factors are taken into consideration, as there is limited space at ISA.

REQUIREMENTS FOR STUDENTS ENROLLING IN PUBLIC COLLEGES & UNIVERSITIES

The Texas Success Initiative Assessment [TSIA2]

Students attending Texas public institutions of higher education must be in compliance with the Texas Success Initiative Assessment [TSIA2] in order to enroll in public institutions of higher education. The law requires all entering college students to be assessed for college readiness in reading, mathematics, and writing unless the student qualifies for an exemption. Each student who fails to meet the minimum passing standard of the exam offered by the institution must be placed in a developmental education program designed to help the student achieve college readiness.

The TSIA2 is a program designed to assess students' readiness for college-level work in reading, writing, and mathematics and to provide information used to identify appropriate interventions that will improve the skills of students who are not prepared for college-level course work. These assessments include multiple-choice questions that are aligned to the Texas College and Career Readiness Standards.

Which students must take the TSIA2?

Unless exempt, students who are entering a Texas college or university must take a TSIA2 exam and receive a passing score in order to enroll in credit bearing courses. Students may be exempt from taking a TSIA2 by achieving any of the requirements included below.

When do students take the TSIA2?

Students must take the TSIA2 and have scores on file before they can enroll in college-level classes. Each college and university offers a different exam. A student must take the exam required by the college or university he/she will be attending. Students are notified of their score and eligibility to enroll in credit bearing courses immediately upon completing an exam.

What happens if a student does not pass all parts of the TSIA2?

Students who do not pass one or all parts [English, mathematics, and writing] of a TSIA2 must enroll in an appropriate developmental education course before the student may enroll in a credit-bearing course for the subject in which he/she did not meet state standards. A student may retake an exam instrument at any time, subject to availability to determine the student's readiness to perform freshman-level academic coursework.

TSIA2 Exemptions

A student may be exempt from meeting TSI standards by meeting one of the following:	
TSIA2 Exemptions	
Reading & Writing	Mathematics
ACT Composite 23+ and ACT English 19+	ACT Composite 23+ and ACT Mathematics 19+ [21+ required for College Algebra]
SAT Scores of 480 or better	SAT Score of 530 or better
Independent Study English [Satisfactory Completion]	Independent Study Math [Satisfactory Completion]
Completion of the Texas College Bridge Program	Completion of the Texas College Bridge Program

Students who meet one of the area exemption standards on the above tests are considered to be exempt in the individual areas where the composite and area standard are met. Students who are partially exempt based on the ACT or SAT must test for TSIA2 purposes in the areas where they are not exempt prior to enrolling for any course[s].

For more information visit: <https://www.highered.texas.gov/> .

SFHS in collaboration with College of the Mainland offers an administration of the TSIA2 every spring semester. There are also numerous opportunities granted to take the TSIA2 at other locations. Students should see their counselor for information on TSIA2 administration.

COURSE PLACEMENT RECOMMENDATIONS

Advanced Courses and Advanced Placement [AP] Programs

Benefits of Advanced Coursework
<p>A different kind of class:</p> <ul style="list-style-type: none"> • Through increased rigor, Advanced courses can help students acquire the skills and habits needed to be successful in high school and college. Through these courses, students will improve writing skills, time management skills, study habits, and sharpen problem-solving abilities. • An Advanced classroom is different in the teacher’s approach to the subject, student attitudes and ways of thinking. In the Advanced classroom, the priority lies in intense discussions, rigorous learning with real-world applications, and clear and persuasive writing. Classroom activities are designed to engage students in problem solving, academic discourse, and critical analysis.
Considerations for Advanced Coursework
<ul style="list-style-type: none"> • The ability to prioritize time and interests; • A positive attitude toward challenging coursework; • A strong work ethic; • Encouragement of teacher input; • Independent study habits; • Performance on state assessments; and • Course level change procedures.
Advanced Placement Courses
<p>Since the curriculum requires more advanced and intensive work, enrollment in Advanced Placement courses should be based on a combination of ability, interest, and a desire to intellectually challenge oneself. Students may enroll in AP courses in any subject which is offered.</p> <p>As college level courses, AP courses prepare a student for the AP examinations given by the College Board in the spring semester. A successful score, stipulated by each individual university on each AP examination, determines the amount of college credit and/or course placement. Students enrolled in AP courses are expected to take the corresponding examination. Financial aid to defray examination costs is available for eligible students.</p>
Profile of a Successful Advanced/AP Student

- Maintains As and Bs in on-level courses;
- Professes interest in subject selected;
- Develops and maintains excellent study skills and habits;
- Carefully considers time commitments and balances academic load with family and outside commitments;
- Asks questions and participates in class and asks for assistance when needed;
- Perseveres when faced with challenging material;
- Plans and works ahead on long-term projects;
- Communicates clearly in written and spoken language, using models, displays, and other visual devices;
- Is able to hear challenges to their views and present informed reasoned arguments, respectfully recognizing personal and cultural ethics and values of others.

Equity and Access to Advanced and AP Courses

SFISD has a genuine commitment to preparing all students for challenging academic work. Advanced and AP courses have open enrollment and students are encouraged to reap the benefits of rigorous coursework. College Board research clearly shows that students who participate in challenging coursework have considerably higher success in college.

Decisions about placement are often one of the more difficult choices students and parents face when considering courses for the next year. In addition to regular or on-level format, the core content courses are also in Advanced Courses and Advanced Placement [AP] formats. The decision to enroll in Advanced or AP ultimately rests with students and parents. The school can provide powerful input through teacher recommendation, communication with parents regarding the challenges of the Advanced/AP curriculum, and information about indicators of student success. Students and parents will be required to sign the course selection sheets to approve the Advanced/AP course[s] the student will be taking.

Advanced courses are designed to challenge motivated students and prepare them for success in college level course work in high school and in college. These courses typically move at a faster pace, are more academically challenging, and require more independent learning and homework than on-level courses. A few important things to keep in mind when considering Advanced courses are:

- While Advanced courses are designed to prepare students for AP, Advanced courses are not necessarily a requirement for enrolling in AP courses.
- Some Advanced courses have course prerequisites that must be completed. For example, science courses often have a mathematics course as a prerequisite. Check the course description for the prerequisites.
- Advanced is not “all or nothing.” Students may take one or more Advanced classes.
- Students develop academic readiness at different rates and may not be ready for Advanced at the same time as their friends or classmates.

The AP program offers college-level instruction to the academically successful student, while in high school, with the option of taking an AP examination to possibly qualify for college credit. AP students are expected to work at an accelerated pace and to engage in outside reading and independent learning. The curriculum of AP courses is determined by the College Board and focuses on preparing the student to take the AP examination for that course. While AP courses are open to any student who wishes to take on the additional challenge of this advanced curriculum, students who choose to enroll should be prepared for the added academic rigor of the course.

NOTE: It is expected that students take the AP examination at the end of the course. The exams are administered in May of each school year. A successful score, stipulated by the university, on an AP exam determines the student's college placement and/or credit for the course[s] taken in high school. Texas public colleges and universities award credit for a 3 or better on an AP exam. Private and out-of-state universities vary on the accepted scores. Students in AP courses who take AP exams are responsible for checking and ensuring that the college they are planning to attend will award credit for AP exam scores.

AP exam registration takes place each year beginning as early as September. No late registrations are taken. The cost of each exam will vary from year to year. Information regarding the registration process and costs associated with the exams is given to all students taking an AP course. Due to the stringent requirements of the AP courses it is recommended that students register for no more than three [3] AP courses at a time.

SPECIAL EDUCATION/SECTION 504 ACCOMMODATIONS

Special Education Placement & Accommodations

Classes are available on the high school campus for students in Special Education, as designated by the Admission Review Dismissal / Individual Educational Plan [ARD/IEP] and are in accordance with federal, state, and local procedures involving recommendation, parental consent, testing, and evaluation. Emphasis in these classes is placed upon remediation of learning deficits, teaching functional academic skills, and promoting the development of social, pre-vocational, and vocational skills that ensure successful integration into the community and the world of work.

Special Education Modified Curriculum Courses for students with disabilities are determined by their Admission, Review, and Dismissal Committee. Modified courses can be taught in the general and/or special education setting as documented in the student's current Individual Education Plan (IEP). These courses are developed from the student's individualized goals and objectives, which are based on the Texas Essential Knowledge and Skills.

Section 504 Placement & Accommodations

Section 504 is part of the Rehabilitation Act of 1973 which addresses the needs of students who are regarded as having a physical or mental impairment which substantially limits a major life activity [i.e. eating, sleeping, standing, lifting, reading, concentrating, thinking, communicating, learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual task[s]]. Students may be referred to a 504 placement if a substantial limitation is demonstrated by an educational need resulting from the student's disability and not from other causes. Concussions are not considered a substantial limitation. Referrals may be initiated by parents or school personnel and will be reviewed through the campus Instructional Support Team [IST].

Special Education/504 Accommodations Advanced/AP Courses

The following guidelines are intended to apply to eligible students who receive special education or Section 504 services who enroll in Advanced/AP courses. While Advanced/AP courses are open to all students, including students who receive Special Education or Section 504 services, counselors, parents, ARD Committees, and Section 504

Committees should be aware that these are high-level academic classes. In order to be eligible for accommodations in an Advanced/AP class, the student must be eligible for the same accommodation in a general education classroom. Accommodations may not alter the content or standards of the course. The following guidelines shall be applicable to all special education and Section 504 students who enroll in Advanced/AP courses:

1. Students who receive Special Education or Section 504 services must have equal opportunity to participate in Advanced/AP courses.
2. ARD and Section 504 Committees may wish to consider Advanced/AP courses in connection with transition plans for students who will be attending college. ARD Committees and Section 504 Committees are not required to place students in Advanced/AP classes unless they can be reasonably expected to be successful there with the allowable accommodations described in the guidelines referred below.
3. Accommodations for students who receive Special Education or Section 504 services may not alter the content or academic standards of the Advanced/AP course. Thus, certain accommodations may include, but are not necessarily limited to the following:
 - a. Extended time for testing
 - b. Preferred seating
 - c. Opportunity to repeat and explain instructions
 - d. Assignment notebook
 - e. Minimal distractions
 - f. Large print, Braille/peer to read aloud
 - g. Behavior intervention plan
 - h. Assistive technology as defined by the committee
 - i. Altered format of exams, such as highlighted instructions or alternative spacing of questions
 - j. Altered assignments as needed for persons with motoric or visual impairment
4. The following are examples of accommodations which may alter the content or the standards of the course, and therefore might not be allowed:
 - a. Reduced assignments
 - b. Special projects in lieu of assignments
 - c. Exams of reduced length
 - d. Open book exams
 - e. Peer tutoring/paired work arrangement [is not allowed except when offered to the entire class]
 - f. Any reduction of content or standards of the course
 - g. Reduced mastery

While the decision to enroll in an Advanced/AP class is ultimately to be made by the parent or student, the ARD or Section 504 Committees may meet and recommend removal of the student from the classroom if the student is not meeting the standards applicable to students in that program and, as a result, is failing or at risk of failure.

TESTING FOR STUDENTS WITH DISABILITIES

Students with disabilities should contact their campus diagnostician, special education department, or campus 504 coordinator at least 12 weeks prior to registering for any higher education assessment [i.e. College Board - PSAT/SAT/AP and ACT] to discuss possible accommodations which may be available based on documented ARD or 504 recommendations. School documentation may or may not meet required eligibility criteria and is determined by the appropriate testing organization. It is the responsibility of the parent to contact the assessment agency to request possible testing accommodations.

EDUCATIONAL PLANNING: SUGGESTED COLLEGE TIMELINES

College Timeline: Grades 8-10

GRADE 8

- Consult 8th grade counselor and teachers for appropriate course selections and to develop your Personal Graduation Plan.
- Choose the most appropriate graduation plan for your proposed post-high school endeavors.
- Attend student/parent programs for high school/college planning.

GRADE 9 – FRESHMAN YEAR

- Plan your high school program of studies with your parents.
- Request college catalogs from colleges of interest to you and plan your high school program of studies accordingly. For example, many colleges and universities require two or more years of a Language Other Than English.
- Begin researching your career choices and the educational requirements of each.
- Attend a military academy presentation in your regional area.
- Develop good study habits.
- Participate in a variety of extracurricular activities.
- Check out books, videos, software from the Career Center and library.
- Choose your 10th grade year courses wisely.
- Plan to attend the Galveston County College and Career Fair during the fall semester.
- Meet with college representatives as they visit your school.
- Document service hours and update academic resume.

GRADE 10 – SOPHOMORE YEAR

AUGUST

- Check credits to make sure you are on schedule for graduation requirements.
- Check to make sure your courses meet college entrance requirements.

SEPTEMBER

- Review for the PSAT /NMQST using student materials provided by SFHS. Study the PSAT/NMQST Student Bulletin and old tests. Use computer software and printed aids for study and review additional materials at www.collegeboard.org .

OCTOBER/NOVEMBER

- Register for AP Tests.

- Take the PSAT/NMSQT for practice. On the test form, check the box which will put you on the mailing list for college information.
- Plan to attend the Galveston County College and Career Fair during the fall semester, which will include a FAFSA Night for parents.

DECEMBER/JANUARY

- Plan a program of study for your junior year with your counselor. Learn about opportunities to earn college credit or advanced placement [College Board Advanced Placement Testing]. Take as many academic courses as possible.
- Study your PSAT/NMSQT score report. Compare items missed with the correct responses. Link your College Board account with Khan Academy, so you can work on areas that need improvement.
- Attend programs about Dual Credit options at your high school campus.

FEBRUARY

- Take TSIA2 if planning to register/enroll in Dual Credit courses the following year.

THROUGHOUT THE YEAR

- Continue taking appropriate courses.
- Maintain good grades.
- Gather and review information about colleges.
- Investigate costs of various college programs.
- Continue to review career choices. Check out materials.
- Choose 11th grade year courses wisely.
- Explore opportunities for college dual-enrollment credit.
- Meet with college representatives as they visit your school.
- Participate in community activities and keep a log documenting hours served.
- Seek ways to develop your leadership skills.
- Document service hours and update academic resume.

Students with disabilities—please contact your campus diagnostician, Special Education Department, or the 504 campus coordinator at least 12 weeks prior to registration for any college entrance exam to discuss any accommodations for testing based on ARD committee recommendations.

College Timeline for Juniors

AUGUST/SEPTEMBER

- Review your credits/graduation plan and make sure you are on track for graduation.
- Review high school coursework and activity plans. Consider graduating on the highest graduation program. See your counselor for details.
- Remember, colleges are looking for the following:
 - Challenging coursework
 - Strong GPA
 - Involvement in extracurricular activities
 - Community Service

- If you do not already have one, obtain a Social Security number. It is necessary to apply for financial aid.
- Consider taking an SAT course to prepare for upcoming SATs. Plan to attend the Galveston County College and Career Fair during the fall semester.
- Put together a list of 10 colleges you are interested in. Plan to apply to at least 3-5 schools.
- Talk to your parents and high school counselor about where you want to go to school.
- Study and register for the PSAT [Preliminary SAT]/NMSQT. See your counselor for details. Check out additional practice materials at www.collegeboard.org .

OCTOBER

- Take the PSAT/NMSQT. Remember to take your calculator.
- Register for AP tests.

NOVEMBER/DECEMBER

- Look into eligibility requirements for federal and private student loans.

JANUARY

- PSAT score report should be in. Use the guide to interpret and understand your score.
 - Plan to take the SAT, SAT Subject Tests, or ACT exams if necessary. Check with the colleges you're applying to for specific testing requirements. Register online at www.collegeboard.org or www.act.org . Pay attention to deadlines.
- Visit the web sites of the colleges that interest you most. Plan to visit the campus of those colleges that interest you. Look for summer enrichment programs specifically geared for rising seniors.
- Register with NCAA Clearinghouse if you are planning to play college sports.
- Take the SAT and/or ACT exam. It is critical to take a college admissions test before your senior year.
- We recommend you take both the SAT and ACT tests to determine which style of test is best for you. Take SAT Subject test if needed.

FEBRUARY

- Register and study for the SAT and/or ACT exams. Register online at www.collegeboard.org or www.act.org. Pay attention to deadlines.
- Plan a program of study for your senior year with your counselor. Learn about opportunities to earn college credit or advanced placement [College Board Advanced Placement Testing]. Take as many academic courses as possible.

MARCH/APRIL

- Plan a college visit during Spring Break. SFHS allows one excused college visit for each junior.
- Begin investigating outside funding resources of financial aid.
- Check credits to make sure you are on schedule for graduation requirements.
- Register for college entrance tests [SAT, ACT, SAT Subject Tests].
- Begin working on your "Résumé," listing awards, extracurricular activities, work experience, and other pertinent information.

MAY

- Take any AP exams you have registered for.
- Consider scheduling college visits for summer months if possible.

JUNE

- Obtain a summer job that might be related to your career interests.

- Look for volunteer opportunities.
- Save money, if possible to help pay for college costs.
- Schedule college visits if you can coordinate it with travel plans. Keep a record of the advantages and disadvantages of each college.
- Request catalogs, applications, financial aid information, and specific information about your proposed major area of study. Check catalogs for SAT Subject Tests or ACT requirements.
- Create a list of persons who you will ask to write a letter of recommendation for you.

College Timeline for Seniors

AUGUST/SEPTEMBER

- Plan to attend the Galveston County College and Career Fair during the fall semester.
- Meet with your guidance counselor to review your records and complete your senior contract. Submit required recommendation “brag sheet” and “parent brag sheet” to your counselor.
- Register with NCAA Clearinghouse if you are planning to play college sports.
- Register for ACT or SAT or SAT Subject tests if necessary. [If you miss the first fall test date, your next opportunity may be too late to send scores to your college choices].
- Complete senior forms [Student Brag Sheet; Parent Brag Sheet; Résumé] to be used for recommendations. If you will need recommendations written for your applications contact those teachers, counselors, or other individuals this month. Narrow college choices to a few schools. Your selection should include at least one that you feel will definitely accept you.
- If you are applying to any Texas Public University and/or any community colleges complete the “Apply Texas” application at www.applytexas.org. A universal “Common Application” is also available for private and out-of-state colleges at www.commonapp.org.
- Send for or download application materials/financial aid information if you have not already done so.
- Apply for any and all scholarships for which you qualify. Check the SFHS College and Career Center weekly for additional scholarship opportunities and/or the website at <https://www.sfisd.org/Page/792> .
- If your college or scholarship applications require essays, **GET STARTED**. Choose an English teacher to help you critique your work.
- Talk with teachers and other individuals who know you well regarding recommendations.
- Check college catalogs and websites for deadline dates for application for admissions, housing, financial aid, required entrance exam [SAT or ACT] and acceptable financial aid form [FAFSA or Profile].
- Begin processing college application forms.
- If you are a candidate for early decision, file your application in time to meet that deadline. Also, be sure to check the **LAST** acceptable test date for an early decision candidate.
- Continue preparation for SAT and/or ACT tests.
- Schedule college tours. Check your school calendar for dates when you are not in school other than holidays. Use these. Call or write ahead for an appointment. Observe SFISD attendance policy. SFHS seniors may have up to two, excused college visits.
- Meet with college representatives when they visit your high school.
- Maintain good grades.

- Ask your parents to begin gathering their financial information.
- The Free Application for Federal Student Aid [FAFSA] or College Scholarship Service Profile must be filed beginning October 1st or later [www.fafsa.gov].

OCTOBER

- Continue processing application and recommendation forms to guidance counselors and teachers for completion of their sections. [Teachers and counselors are asked to write numerous recommendations – always allow at least 20 working days for them to complete recommendations]. Follow your campus counseling office procedure.
- Continue to fill out application forms. On-line applications are preferable for most colleges. Be sure to follow the directions. Many colleges require essay responses. Allow yourself ample time to do a good job. Use spelling and grammar software to check your essay.
- Meet application deadlines for early decision or early action [usually November 1st], housing, scholarships, or financial aid as stated by each college. **CAUTION:** these deadlines may vary by college or university.
- Take/retake the SAT or ACT if necessary. Find out the SAT Subject Tests requirements of your college choices. If required, register to take SAT subject tests on a date when you will NOT be taking the SAT. You are not permitted to take the SAT and SAT Subject Test on the same date.
- Continue to submit college application forms even if you have submitted an early decision or early action application.
- Request copies of transcripts from the Registrar's office.
- Register for AP tests as appropriate.
- Fill out your FAFSA.

NOVEMBER

- Continue to study hard because your first semester senior year grades are very important. Most colleges request a copy of your 1st semester senior grades for admission consideration.
- Continue to complete college applications for admissions. Follow up on letters of recommendation. Request transcripts as needed. If applicable, copy ALL forms before you mail them. Deadlines must be met, as stated by colleges and universities.
- Take/retake ACT, SAT, or SAT Subject Tests if necessary.
- Some college applications may be due around the holiday season [Thanksgiving and winter break], so recommendations that have deadlines through January 15 must be submitted to the counselor by 20 working days in advance in order to accommodate the holiday schedule.
- Plan to attend the Galveston County College and Career Fair during the fall semester, which will include a FAFSA Night for parents.
- Fill out your FAFSA.

DECEMBER

- Look back over your timeline to be sure you have completed each step in the college admissions process.
- Most application[s] should be submitted before the end of the first semester.
- Request that SAT or ACT scores be sent to all colleges to which you have applied. If you did not list them when you registered for the tests, fill out the special form for additional college scores. These scores may be ordered by telephone or on the ACT or College Board websites.
- Expect notification of Early Decision acceptance or deferral by December 15th.

- Take the SAT Subject Tests that are required by the colleges of your choice. [You signed up for these in October.]
- Fill out your FAFSA.

JANUARY

- Continue to complete financial aid forms as needed [Profile/FAFSA].
- Submit any supplemental financial forms required by the colleges of your choice.
- Research scholarships and loans.
- If required, complete and return any mid-year reports to colleges who request them. Request a mid-year transcript.

FEBRUARY/MARCH

- Keep your grades up . . . finish strong . . . remember that you will be accepted to college “Pending the successful completion of your 12th grade course work.”
- Check deadline dates for financial aid/scholarship grants. Many forms are due March 1st.

APRIL

- Look for acceptance notices. April 1st is the most popular date for colleges to notify students.
- Carefully choose your college and write the college a letter of acceptance, which the college should receive before May 1st. Write other colleges to decline their acceptance [also before May 1st].
- If you are wait-listed and wish to be kept in consideration, be sure to advise the college in writing.
- If all colleges send rejections, don’t panic! There are several alternatives. See your counselor immediately to explore other possibilities.
- Finalize plans for housing, financial aid, and/or scholarships.
- Make any deposit required by the institution you plan to attend. May 1st is the generally accepted nationwide deadline for deposits for fall term. Be sure to check with your college for their exact requirements.

MAY/JUNE

- Make final choice of college or university if you have not already done so. Complete all details concerning college admissions.
- Notify your counselor of your final college choice and whether you have been awarded any scholarships [academic, athletic, artistic, dramatic, or musical— NOT LOANS].
- Complete SENIOR CLEARANCE FORM indicating colleges applied to, scholarships and grants awarded, and where you want your final transcript to be sent.
- Take AP test[s] as previously decided.
- Attend graduation ceremonies and celebrate. **HAVE A HAPPY GRADUATION!**
- When you receive your Advanced Placement Test grades, if you have not already requested that the scores be sent to the college that you will be attending, request the College Entrance Examination Board to do so.
- Participate in the orientation program of the college you will attend. This may have occurred in the spring, during the summer or just prior to the fall term.
- Consider taking College Level Examination Program [CLEP] exams when you get to college.

Students with disabilities—please contact your campus diagnostician, Special Education department, or the 504 campus coordinator at least 12 weeks prior to registration for any college entrance exam to discuss any accommodations for testing based on ARD committee recommendations.

A GUIDE FOR COLLEGE-BOUND STUDENT-ATHLETES AND THEIR PARENTS

NCAA FRESHMAN – ELIGIBILITY STANDARDS

All students must register with the NCAA Initial-Eligibility Clearinghouse

<https://www.athleticscholarships.net/ncaa-clearinghouse.htm>

For students entering any Division I or Division II college or university, the student's NCAA initial eligibility will be evaluated under the 16 core-course rule as described below:

DIVISION I 16 Core Courses	DIVISION II 16 Core Courses
<ul style="list-style-type: none"> • 4 years of English • 3 years of mathematics [Algebra I or higher] • 2 years of natural/physical science [1 year of lab if offered by high school] • 1 year of additional English, mathematics, or natural/physical science • 2 years of social science • 4 years of additional courses [from any area above, foreign language, or comparative religion/philosophy]. 	<ul style="list-style-type: none"> • 3 years of English • 2 years of mathematics [Algebra I or higher] • 2 years of natural/physical science [1 year of lab if offered by high school] • 3 years of additional English, mathematics, or natural/physical science • 2 years of social science • 4 years of additional courses [from any area above, foreign language, or comparative religion/philosophy].

PLEASE NOTE:

- Be sure to look at your high school's list of NCAA courses on the NCAA Eligibility Center's website www.eligibilitycenter.org Only courses that appear on your school's approved list of NCAA courses will be used in the calculation of the core GPA. Use the list as a guide.
- Computer Science courses may only be used for initial-eligibility purposes if the course receives graduation credit in mathematics or natural/physical science and is listed as such on the high school's list of NCAA-approved core courses. Math Models with Applications is not recognized as a Core Course by the NCAA Eligibility Center.
- Student athletes who take online coursework may not meet core course requirements for NCAA eligibility. An audit of the course modules and the amount of time spent on each module may be a subject for review by the NCAA Eligibility Center.
- The Guide for the College-Bound Student-Athlete published by the NCAA states that "Courses completed through Credit by Exam may not be used" to meet core-course requirements. Please refer to the NCAA website for further information at: <https://www.ncaa.org/student-athletes/future/educational-resources> .
- The NCAA does not include the writing component of the SAT or ACT and the ACT score is a sum score [not average] of the English, math, reading and science sections.
- Finally, just because a student-athlete meets the minimum NCAA academic standards, it doesn't mean they will be admitted to play sports at the college of their choice. Many universities have academic standards for incoming freshman athletes that are much higher than the NCAA minimum requirements.

NCAA Division I Board Rule Changes

Minimum GPA: The minimum core GPA for incoming college freshmen is a 2.30. Student-athletes who graduate with a core GPA between 2.00 and 2.29 can still receive an athletic scholarship and practice with their teams, but cannot participate in game action as freshmen. This is known as the “Academic Redshirt.” Students with a GPA of 2.30 or above may achieve either “Academic Redshirt” or “Full Qualifier” status, depending on their SAT/ACT test scores. Students with a core course GPA between 2.00 and 2.29 cannot attain “Full Qualifier” status but may achieve “Academic Redshirt” status by meeting minimum sliding scale test score requirements.

Ten [10] Core Courses Before End of Junior Year: Student-athletes will need to complete at least 10 of the 16 core course requirements by the end of their junior year. Seven of those 10 core courses must be from the English, Math and Science subsections. Grades earned in the 10 core courses are "locked in" for the purpose of calculating the final core course GPA. Any retakes of the first 10 core courses must be completed prior to senior year.

Multi-Year Scholarships: Division I schools now have the option to guarantee athletic scholarships for more than one year. The guarantee would protect student-athletes from the loss of a scholarship due to injury or performance. Colleges could still revoke guaranteed scholarships for poor academic performance or behavioral reasons.

NCAA DIVISION I Sliding Scale Use for Division I beginning August 2016					
Core GPA	SAT	ACT Sum	Core GPA	SAT	ACT Sum
3.550	400	37	2.675	750	61
3.525	410	38	2.650	760	62
3.500	420	39	2.625	770	63
3.475	430	40	2.600	780	64
3.450	440	41	2.575	790	65
3.425	450	41	2.550	800	66
3.400	460	42	2.525	810	67
3.375	470	42	2.500	820	68
3.350	480	43	2.475	830	69
3.325	490	44	2.450	840	70
3.300	500	44	2.425	850	70
3.275	510	45	2.400	860	71
3.250	520	46	2.375	870	72
3.225	530	46	2.350	880	73
3.200	540	47	2.325	890	74
3.175	550	47	2.300	900	75
3.150	560	48	2.275	910	76
3.125	570	49	2.2500	920	77
3.100	580	49	2.225	930	78
3.075	590	50	2.200	940	79
3.050	600	50	2.175	950	80
3.025	610	51	2.150	960	81
3.000	620	52	2.125	970	82
2.975	630	52	2.100	980	83
2.950	640	53	2.075	990	84
2.925	650	53	2.050	1000	85
2.900	660	54	2.025	1010	86
2.875	670	55	2.000	1020	86
2.850	680	56			***GPA's below 2.3 are Red Shirt only.
2.825	690	56			
2.800	700	57			
2.775	710	58			
2.750	720	59			
2.725	730	60			
2.700	740	61			

NCAA Division II Board Rule Changes

Minimum GPA: The minimum core grade point average is a 2.200 for student athletes eligible for competition, while the partial qualifier sliding scale will still reflect a minimum grade point average of 2.000.

New Sliding Scale: Division II currently requires a minimum SAT score of 820 [Critical Reading and Math sections only] or an ACT sum score of 68. Division II uses a sliding scale to match test scores and core-course grade point averages [GPA]. The sliding scale for those requirements is shown in the chart below:

NCAA DIVISION II Sliding Scale Use for Division II beginning August 2016					
Core GPA Full Qualifier/Partial Qualifier	SAT	ACT	Core GPA Full Qualifier/Partial Qualifier	SAT	ACT
3.300 & Above/ 3.050 & Above	400	37	2.700/2.450	640	53
3.275/3.025	410	38	2.675/2.425	650	53
3.250/3.000	420	39	2.650/2.400	660	54
3.225/2.975	430	40	2.625/2.375	670	55
3.200/2.950	440	41	2.600/2.350	680	56
3.175/2.925	450	41	2.575/2.325	690	56
3.150/2.900	460	42	2.550/2.300	700	57
3.125/2.875	470	42	2.525/2.275	710	58
3.100/2.850	480	43	2.500/2.250	720	59
3.075/2.825	490	44	2.475/2.225	730	59
3.050/2.800	500	44	2.450/2.200	740	60
3.025/2.775	510	45	2.425/2.175	750	61
3.000/2.750	520	46	2.400/2.150	760	62
2.975/2.725	530	46	2.375/2.125	770	63
2.950/2.700	540	47	2.350/2.100	780	64
2.925/2.675	550	47	2.325/2.075	790	65
2.900/2.650	560	48	2.300/2.050	800	66
2.875/2.625	570	49	2.275/2.025	810	67
2.850/2.600	580	49	2.250/2.000	820/820+	68/68+
2.825/2.575	590	50	2.225	830	69
2.800/2.550	600	50			
2.775/2.525	610	51			
2.750/2.500	620	52			
2.725/2.475	630	52			

If you have questions about NCAA eligibility, please visit the NCAA initial-eligibility center at www.ncaa.org or contact toll-free 877-262-1492.

TECHNICAL OR BUSINESS SCHOOL

Students desiring to pursue post-high school education at a technical or business school will want to contact several such schools, acquire details of admission and courses of study, and visit some of the classrooms and laboratories. Many of these schools have open-door admission policies.

Technical or Business School Checklist:

- Make a list of the schools that offer the occupational program of interest. These schools vary considerably in quality of programs and costs. [Check the Better Business Bureau.]
- To obtain specific admission policies, consult your guidance counselor for information about technical schools that offer the program in which you are interested.
- Check the school's admission policy to make sure you have met all entrance requirements.
- Write or visit the school to obtain the necessary application forms.
- Complete application forms correctly. Enclose a check to cover the application fee [if required]. Make the check payable to the institution.
- If at all possible, visit the selected school. Visit the specific training area and talk with the instructor.

MILITARY SERVICE-COLLEGE AND RECRUITMENT OPTIONS

Students who are interested in entering a branch of the military services will want to contact one or more recruiting officers in order to determine the enlistment program that best meets personal interests. Many programs are available through each branch of military service.

Military Service Checklist:

- Make an appointment with the local recruiter of EACH branch of service to obtain current information on programs and entrance requirements.
- Before deciding on the branch of service, talk with relatives, friends, and others who have served or are currently serving in a branch of the Armed Forces to determine what military life is like in each branch of service.
- If you are considering entry into the military service, take the Armed Services Vocational Assessment Battery [ASVAB] during high school. This information can be obtained in the Student Center.
- Contact a recruiter of the branch of service of your choice.

ENGLISH/LANGUAGE ARTS

Guidelines for Advanced/AP English/Language Arts Courses

Courses Offered

Advanced English I

Advanced English II

AP English III—English Language*

AP English IV—English Literature*

Grades

85 or higher in both semesters of the previous regular English class is suggested for Advanced classes

78 or higher in both semesters of the previous AP class is suggested for continuation in AP

Required Reading

Advanced/AP students should be avid readers who desire direction in their reading choices. Summer reading and assignments may be required. If summer reading is mandatory, a final list for the next school year will be posted on the website at the end of the current school year.

STAAR/EOC

- Incoming 9th graders wishing to take Advanced English I are suggested to have passed the 8th-grade STAAR/EOC test.
- Sophomores wishing to take Advanced English II are suggested to have passed the English I STAAR/EOC test.
- Juniors and seniors wishing to take college-level AP English III are suggested to have passed the English I & II STAAR/EOC.

Approval/Recommendation

- The student's parent/guardian must sign approval for taking an Advanced or AP English course on the student's course selection sheet.
- A student who does not meet the grade recommendations can take an Advanced or AP course, but above are the recommendations based on student success.

English/Language Arts Courses

English I PEIMS #03220100

Grade Level[s]: 9; 1.0 credit

This course is designed to develop reading, language, literature, media, persuasive writing, and library research and study skills.

Advanced English I PEIMS #03220100

Grade Level[s]: 9; 1.0 credit

This course is designed for the accelerated student. Students must have teacher recommendation and be prepared for the challenging pace and materials. Each level reads 4-6 books in the year-long course. Independent reading, extensive writing, and summer readings are required.

English II PEIMS #03220200

Grade Level[s]: 10; 1.0 credit

Prerequisite[s]: English I

This course is designed to explore world literature and to develop reading, language, literature, media, persuasive writing, and library research and study skills.

Advanced English II PEIMS #03220200

Grade Level[s]: 10; 1.0 credit

Prerequisite[s]: English I or Advanced English I

This course is designed for the accelerated student. Students must have teacher recommendation and be prepared for the challenging pace and materials. Each level reads 4-6 books in the year long course. Independent reading, extensive writing, and summer readings are required.

English III PEIMS #03220300

Grade Level[s]: 11; 1.0 credit

Prerequisite[s]: English II

This course is designed to study American authors and literature and to improve writing skills [both creative and expository], language, and research skills.

AP English III—English Language & Composition PEIMS #A3220200

Grade Level[s]: 11; 1.0 credit

Prerequisite[s]: English II or Advanced English II

The purpose of this course is to encourage students to become skilled readers, primarily focusing on non-fiction literature. In addition, the course emphasizes analytical writing for various purposes. The students agree to accept the challenge of a rigorous academic curriculum. This is a year-long, college-level course dealing with higher level analysis of fiction and non-fiction literature, using a wide range of instructional strategies. The objectives are to “emphasize the expository, analytical, and argumentative writing that forms the basis of academic and professional communication.” Independent reading, extensive writing, and summer readings are required.

English IV PEIMS #03220400

Grade Level[s]: 12; 1.0 credit

Prerequisite[s]: English III

This course is designed to study British authors and literature, the history of the English language and to improve skills in research, literary analysis, logical thinking, and writing.

AP English IV—English Literature PEIMS #A3220100

Grade Level[s]: 12; 1.0 credit

Prerequisite[s]: English III or AP English III

This is a college-level course, which deals primarily with higher level analysis of World Literature, using a wide range of instructional strategies including effective writing and critical reading. Concurrently, students will read literature from around the world to develop analytical reading, critical thinking skills, and refine their writing voice/style. Students will gather information, organize details, control word choice, and edit papers designed to prepare the students for interdisciplinary college writing. Course details are available at www.collegeboard.com. Independent reading, extensive writing, and summer readings are required.

ENGL 1301. COMPOSITION I & ENGL 1302. COMPOSITION II PEIMS #03220400

Grade Level[s]: 12; 1.0 credit [Weighted Dual Credit]; Registration and Course Fees at COM

Prerequisite[s]: English III or AP English III

1301 teaches the principles and techniques of written composition, textual analysis of non-fiction prose, and critical thinking. Activities and assignments include essays, research, and analysis and discussion of assigned readings. 1302 teaches the principles and techniques of written composition, textual analysis of literary works [fiction, poetry, and drama], and critical thinking. Activities and assignments include essays, research, exams and analysis, and discussion of assigned readings. Students must earn an A, B, or C in English 1301 to move on to English 1302.

Note: These are dual credit courses offered through College of the Mainland. Each class gives the student 3 college credit hours A separate registration and fee are required.

MATHEMATICS

Guidelines for Advanced/AP Math Courses

<u>Grade 8</u>	<u>Grade Earned</u>	<u>Recommendation</u>
Advanced Algebra I	85 or higher	Adv. Geometry
	80-84 and teacher approval	Adv. Geometry
	70-84	Geometry
	69 or below	Algebra I
<u>Course</u>	<u>Recommendation</u>	
Advanced Geometry	85 or higher in Adv. Algebra I in 8th grade	
	80-84 in Adv. Algebra I in 8th grade and teacher approval	
	93 or higher in Algebra I in 9 th grade	
Advanced Algebra II	90 or higher in Geometry and 93 or higher in Algebra I and teacher approval	
	85 or higher in Adv. Geometry and teacher approval	
Advanced Pre-Calculus	90 or higher in Algebra II and teacher approval	
	85 or higher in Adv. Algebra II and teacher approval	
AP Calculus AB	70 or higher in Adv. Pre-Calculus or Pre-Calculus and teacher approval	
AP Computer Science	80 or higher in Adv. Geometry or Geometry and teacher approval	
	80 or higher in Adv. Algebra II or Algebra II	

Approval/Recommendations

- The student's parent/guardian must sign approval for taking an Advanced or AP math course on the student's course selection sheet.
- The student is encouraged to seek approval and suggestions from their teachers.
- A student who does not meet the grade recommendations is allowed to take an Advanced or AP course, but above are the recommendations based on student success.

Mathematics Courses**Algebra I PEIMS #03100500**

Grade Level[s]: 9; 1.0 credit

This course provides the foundation concepts for all high school mathematics. Students will use algebraic thinking and symbolic reasoning to represent and model situations mathematically. This is a STAAR EOC tested course; mastery of EOC is required for graduation.

Mathematical Models with Applications PEIMS #03102400

Grade Level(s): 10-12; 1.0 credit

Prerequisite(s): Algebra I

Students will use mathematical reasoning from algebra, geometry, probability, and statistics to solve real-life applied problems involving money, data, chance, patterns, design, and science. All academic disciplines are incorporated.

Geometry PEIMS #03100700

Grade Level[s]: 9-12; 1.0 credit

Prerequisite[s]: Algebra I

This course emphasizes geometric thinking and spatial reasoning. Major topics include congruencies, angle relationships, triangles, parallel and perpendicular lines, polygons, similarity, coordinate geometry, basic trigonometry, and circles.

Advanced Geometry & Statistics PEIMS #03100700

Grade Level[s]: 9-12; 1.0 credit

Prerequisite[s]: Algebra I

This course extends and enhances all the geometric concepts and skills of regular geometry. Students will use higher-level skills in problem situations and will be required to do projects. In this course, students are expected to use the mathematical knowledge and skills they have developed previously to problem solve across the domains of algebra, geometry, and statistics. The course includes a unit of statistics and probability to help students build a deeper understanding of essential concepts related to quantitative literacy.

Algebraic Reasoning PEIMS #03102540

Grade Level[s]: 10-12; 1.0 credit

Prerequisite[s]: Algebra I

In Algebraic Reasoning, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I, continue with the development of mathematical reasoning related to algebraic understandings and processes, and deepen a

foundation for studies in subsequent mathematics courses. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data. **Any 10th-grade student, who did not pass the STAAR Algebra I Exam, will be required to take this class.**

Algebra II PEIMS #03100600

Grade Level[s]: 10-12; 1.0 credit

Prerequisite[s]: Geometry/Advanced Geometry

Recommended for all college-bound students and required for graduation on the Distinguished Level of Achievement Plan. The topics covered in Algebra I are explored in depth. New topics of study include quadratics, logarithms, complex numbers, radicals, conic sections, sequences, and series and probability.

Advanced Algebra II PEIMS #03100600

Grade Level[s]: 10-12; 1.0 credit

Prerequisite[s]: Algebra I and Geometry/Advanced Geometry

This course includes extensions of all the concepts and skills listed for regular Algebra II. Students will use higher-level thinking skills in problems such as algebraic proofs and derivation of certain equations. Projects are required in this course.

Pre-Calculus PEIMS #03101100

Grade Level[s]: 11-12; 1.0 credit

Prerequisite[s]: Algebra II/Advanced Algebra II

Topics include properties of real numbers, introduction to functions, vectors, complex numbers, polar coordinates, matrix algebra, sequences and series, introduction to calculus, and probability.

AP Pre-Calculus PEIMS #03101100

Grade Level[s]: 11-12; 1.0 credit

Prerequisite[s]: Algebra II/Advanced Algebra II

This course includes extensions of all concepts and skills listed for regular Pre-Calculus. Topics include properties of real numbers, introduction to functions, vectors, complex numbers, polar coordinates, matrix algebra, sequences and series, introduction to calculus, and probability. Project/s may be required in this course.

AP Calculus PEIMS #A3100101

Grade Level[s]: 11-12; 1.0 credit

Prerequisite[s]: Pre-Calculus/Advanced Pre-Calculus

This is a college-level course. Topics include continuity, derivatives, applications of derivative and anti-derivatives, integration, application of definite integrals, differentiation and integration of transcendental functions, techniques of integration, indeterminate forms, and improper integrals. AP Math College Board Curriculum used.

AP Computer Science A PEIMS #A3580100

Grade Level[s]: 11-12; 1.0 credit

Prerequisite[s]: Completion of AP Computer Science Principles is strongly recommended but not required. Completion of Geometry and Algebra II or Advanced Algebra II (at least a B average is recommended but not required).

This is an advanced technology course in which students design and implement computer-based solutions to problems in various application areas. The course is designed to teach the fundamentals of object-oriented programming and

computer science using JAVA and the standard JAVA library subset. The course will include an introduction to graphics the and use of the GridWorld Case Study developed by the AP College Board. This course is intended for the serious student who plans on majoring in math, engineering, or computer science in college. May be used as an advanced math credit.

Advanced Quantitative Reasoning PEIMS #03102510

Grade Level[s]: 11-12; Credit: 1.0

Prerequisite[s]: Completion of Algebra I, Geometry, and Algebra II

In Advanced Quantitative Reasoning, students continue to build upon the K-8, Algebra I, Algebra II, and Geometry foundations as they expand their understanding through further mathematical experiences. Advanced Quantitative Reasoning includes the analysis of information using statistical methods and probability, modeling change and mathematical relationships, and spatial and geometric modeling for mathematical reasoning. Students learn to become critical consumers of real-world quantitative data, knowledgeable problem solvers who use logical reasoning, and mathematical thinkers who can use their quantitative skills to solve authentic problems. Students develop critical skills for success in college and careers, including investigation, research, collaboration, and both written and oral communication of their work, as they solve problems in many types of applied situations. AQR may be used as an advanced math credit.

Statistics PEIMS #03102530

Grade Level[s]: 11-12; 1.0 credit

Prerequisite[s]: Algebra I

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

AP Statistics PEIMS #A3100200

Grade Level[s]: 11-12; 1.0 credit

Prerequisite[s]: Algebra II or Advanced Algebra II [80 or higher recommended]

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. AP Statistics is recommended for all college bound students. This course will teach students how to communicate methods, results, and interpretations using the vocabulary of statistics. At the end of the course, students will have the opportunity to take the AP Statistics exam. This may be used as an advanced math credit.

**Please see CTE Section for other classes that can count as an advanced math credit including:
Medical Math**

SCIENCE

Guidelines for Advanced/AP Science Courses

Courses Offered

- Advanced Biology
- AP Biology
- Advanced Chemistry
- AP Chemistry
- AP Physics I
- AP Physics II
- AP Environmental Science

Advanced Biology [the following are recommendations]

- 90 or higher in first semester of the previous science class
- 85 or higher in first semester of the previous math class
- 8th grade science teacher approval

AP Biology [the following are recommendations]

- 90 or higher in Biology
- 85 or higher in Advanced Biology
- 90 or higher in Chemistry
- 85 or higher in Advanced Chemistry
- Science teacher approval

Advanced Chemistry [the following are recommendations]

- 90 or above in Algebra I and Geometry
- 85 or above in Advanced Geometry
- 90 or above in previous science class
- 85 or above in previous Advanced science class
- Previous or current math and science teacher approval

AP Chemistry [the following are recommendations]

- 90 or above Chemistry and Algebra II
- 85 or above in Advanced Chemistry or and Advanced Algebra II
- Previous or current math and science teacher approval

AP Physics [the following are recommendations]

- 90 or above in Algebra I, Geometry, and Algebra II
- 85 or above in Advanced Geometry and Advanced Algebra II
- Previous or current math and science teacher approval

Approval/Recommendation

- The student's parent/guardian must sign approval for taking an Advanced or AP Science course on the student's course selection sheet.

- The student is encouraged to seek approval and suggestions from their teachers.
- A student who does not meet the grade recommendations is allowed to take an Advanced or AP courses, but above are the recommendations based on student success.

Science Courses

Biology PEIMS #03010200

Grade Level[s]: 9-10; 1.0 credit

Biology is a comprehensive study of living systems. Biology includes the following topics: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment.

Advanced Biology PEIMS #03010200

Grade Level[s]: 9-10; 1.0 credit

Advanced Biology is designed for the accelerated student. Students must be prepared for the challenging pace and materials. This course is a comprehensive study of living systems. Advanced Biology includes the following topics: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment.

AP Biology PEIMS #A3010200

Grade Level[s]: 11-12; 1.0 credit

Prerequisite[s]: Biology and Chemistry

Advanced Placement Biology is designed for college bound students who are particularly interested in medical or health services and other life science fields of study. Students not extremely interested in biology are cautioned because this course is highly content-intense and taught at the college level. Upon completion, students have a chance to test out of 8 hours of college credit.

Chemistry PEIMS #03040000

Grade Level[s]: 10-12; 1.0 credit

Prerequisite[s]: One unit of high school science and Algebra I; and concurrent enrollment in a second year of math. In Chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: characteristics of matter, 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.

Advanced Chemistry PEIMS #03040000

Grade Level[s]: 10-12; 1.0 credit

Prerequisite[s]: One unit of high school science and Algebra I; and concurrent enrollment in a second year of math. Advanced Chemistry is designed for the accelerated student. Students must be prepared for the challenging pace and materials. In Advanced Chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a

variety of topics that include: characteristics of matter, 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.

AP Chemistry PEIMS #A3040000

Grade Level[s]: 11-12; 1.0 credit

Prerequisite[s]: Chemistry and Algebra II

Advanced Placement Chemistry is an in-depth study of chemical processes designed for college bound students particularly interested in chemistry and related sciences. Students with less than a 90 average in Chemistry, or 85 in Advanced Chemistry, are cautioned that this course is extremely challenging. Upon completion, students have a chance to test out of 8 hours of college credit.

Physics PEIMS #03050000

Grade Level[s]: 10-12; 1.0 credit

Prerequisite[s]: Concurrent enrollment or completion of Algebra I

In Physics, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics.

AP Physics I PEIMS # A3050003

Grade Level[s]: 10-12; 1.0 credit

Prerequisite[s]: Completion of Geometry and completion/concurrent Algebra II

This course requires **NO** prior enrollment in a physics class. AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics [including rotational motion]; work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Students not extremely interested in physics are cautioned because this course is highly content intense and taught at the college level. Upon completion, students have a chance to test out of 8 hours of college credit.

AP Physics II PEIMS # A3050004

Grade Level[s]: 11-12; 1.0 credit

Prerequisite[s]: AP Physics 1 or comparable introductory course; taken or concurrent enrollment in Pre-Calculus or an equivalent course

This is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics.

IPC—Integrated Physics and Chemistry PEIMS #03060201

Grade Level[s]: 9-10; 1.0 credit

This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy, and matter. This includes a study of the periodic table.

Astronomy PEIMS #03060100

Grade Level[s]: 11-12, 1.0 credit

Prerequisite[s]: Completion of two high school science courses

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

Earth and Space Science PEIMS #03060200

Grade Level[s]: 11-12; 1.0 credit

Prerequisite[s]: 3 units of science [1 may be concurrent] and 3 units of math [1 may be concurrent]

Earth and Space Science [ESS] is a capstone course that builds on prior scientific knowledge and skills to provide high school students an understanding of the Earth system and cycles in space and time. Earth and Space Science [ESS] focuses on three major science concepts: Earth in space and time, solid Earth and fluid Earth. Students study the following topics: space plate tectonics, volcanoes, earthquakes, energy, and oceanography. Students will conduct classroom, laboratory, and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving.

AP Environmental Science PEIMS #A3020000

Grade Level[s]: 11-12; 1.0 credit

Prerequisite[s]: Completion of Algebra I, Biology, & Chemistry

In Environmental Science, students will learn an interdisciplinary study of how the Earth works, and how people interact with the Earth. Through field and lab projects, students will learn how to deal with the environmental issues of present times. Students will also become more aware of the new cultural transitions and their effects on the Earth. In this course, we will learn how to live more sustainably by sharply reducing the degradation of our life support-the Earth. This course will inspire students to become involved in changes of how to treat the Earth, which sustains people, economics, and all other living things.

Please see CTE Section for other classes that can count as an advanced science credit including: Advanced Animal Science, Forensic Science, Food Science, and Anatomy & Physiology.

SOCIAL STUDIES

Guidelines for AP Social Studies Courses

Courses Offered

- AP Human Geography
- AP European History
- AP World History
- AP United States History
- AP Government- US
- AP Economics- Macroeconomics

Grades

- 88 or higher in first semester of the previous regular Social Studies class is suggested
- 78 or higher in first semester of the previous AP class is suggested
- Students are expected to maintain this average through the second semester in the above-mentioned course.

Required Reading

- AP courses are college preparatory/level courses and require college level reading skills. The textbooks in AP courses are college level textbooks that require above average comprehension and vocabulary skills.
- Summer reading is required. The courses that require it are listed below. A final list for next school year will be posted on the website at the end of the current school year.
 - AP Human Geography
 - AP European History
 - AP World History
 - AP United States History
 - AP US Government and Macroeconomics

Approval/Recommendation

- The student's parent/guardian must sign approval for taking an AP Social Studies course on the student's course selection sheet.
- A student who does not meet the grade recommendations is allowed to take an AP courses, but these are the recommendations based on student success.

World Geography PEIMS #03320100

Grade Level[s]: 9-10; 1.0 credit

In this course, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. A significant portion of the course centers on the human geography perspective. Students use problem solving and decision-making skills to ask and answer geographic questions.

AP Human Geography PEIMS #A3360100

Grade Level[s]: 9-12; 1.0 credit

This course is designed to provide college-level instruction on the patterns and processes that impact the way humans understand, use, and change Earth's surface. The student will use geographic models, methods, and tools to examine human social organization and its effect on the world. The student will also use maps and geographical data to examine spatial patterns and analyze the changing interconnections among people and places.

World History PEIMS #03340400

Grade Level[s]: 9-10; 1.0 credit

World History offers students an overview of the entire history of humankind all around the world. Major emphasis is given to the study of significant people, events, and issues from 3000 BC to present.

AP World History PEIMS #A03340400

Grade Level[s]: 9-10; 1.0 credit

Prerequisite[s]: Recommended to have passed previous ADV/AP Social Studies course and ADV English with a grade of 85 or higher.

AP World History is a college-level survey course in World History, equivalent to a sophomore level course in college. This course stresses the significance of man's achievements and emphasizes a comparison of past deeds and present conditions from 8000 BC to present. There is heavy emphasis on comprehension, independent reading, and advanced writing skills. This course is taught on a college level and follows the curriculum established by the College Board, with the ultimate goal of taking the AP World History test offered in the Spring Semester.

US History PEIMS #03340100

Grade Level[s]: 11; 1.0 credit

Prerequisite[s]: World Geography, AP Human Geography, World History, or AP World History

US History offers students an overview of the history of the United States from the Era of Reconstruction through the present day. Major emphasis is given to the study of significant people, events, and issues from the 20th century.

AP US History PEIMS #A03340100

Grade Level[s]: 11; 1.0 credit

Prerequisite[s]: Recommended to have passed previous year's ADV/AP Social Studies course and ADV English with a grade of 85 or higher.

AP US History is a college level survey course in US History, equivalent to a freshman level course in college. This course stresses the development of the United States economy, culture, and political structure and emphasizes a comparison of past deeds and present conditions from 1492 to present. There is heavy emphasis on comprehension, independent reading, and advanced writing skills. This course is taught on a college level and follows the curriculum established by the College Board, with the ultimate goal of taking the AP US History test offered in the Spring Semester.

HIST 1301. US HISTORY I & HIST 1302. US HISTORY II PEIMS #03340100

Grade Level[s]: 11; 1.0 credit [Weighted Dual Credit]; Registration and Course Fees at COM

1301 traces the development of American characteristics and nationality from the early European exploration to the reconstruction of the Union in 1877.

1302 studies the United States from Reconstruction to present.

Note: These are dual credit courses offered through College of the Mainland. Each class gives the student 3 college credit hours. A separate registration and fee are required.

AP European History PEIMS #A3340200

Grade Level[s]: 12; 1.0 credit

This course is designed to provide college level instruction on the patterns and processes that impact the way humans understand, use, and change Earth's surface. The student will use geographic models, methods, and tools to examine human social organization and its effect on the world. The student will also use maps and geographical data to examine spatial patterns and analyze the changing interconnections among people and places.

Economics PEIMS #03310300

Grade Level[s]: 11-12; 0.5 credit

Prerequisite[s]: Successful completion of US History course

The focus 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 other countries around the world. An integral part of the course is the study of the economic impact from various factors including geography, government, economic ideals, societal values, scientific discoveries, and technological innovations. Students apply critical thinking skills to create economic models and to evaluate economic activity patterns.

AP Macroeconomics PEIMS #A3310200

Grade Level[s]: 11-12; 0.5 credit; satisfies the state-mandated Economics credit

Prerequisite[s]: Algebra II

This is a one-semester, college-level course for students who wish to take a challenging course in Macroeconomics. This course emphasizes critical thinking skills, logic, and substantial out-of-class independent study. The course focuses on aggregate demand and supply, fiscal policy, monetary policy, and international trade. Students should expect a high level of difficulty in all assignments. The text used will place an emphasis on critical thinking, independent study, & research.

Government PEIMS #03330100

Grade Level[s]: 11-12; 0.5 credit

Prerequisite[s]: Successful completion of US History course

This course focuses on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. Students examine the relationships between governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical thinking skills to create a product on a contemporary governmental issue.

AP United States Government & Politics PEIMS #A3330100

Grade Level[s]: 11-12; 0.5 credit; satisfies the state-mandated Government credit

Prerequisite[s]: Recommended to have passed previous year's ADV/AP Social Studies course and English course.

This is a one-semester, college level course for students who wish to take a challenging course in U.S. Government and Politics. In addition to covering the essential elements of government, this course extends the study in many areas: the philosophical and historical background of American government; an analysis of political parties, interest groups, the media and public opinion, and the examination of the executive, legislative, and judicial branches of the national government. Using a college text, the emphasis is upon critical thinking, independent study, and research.

Psychology PEIMS #03350100

Grade Level[s]: 10-12; 0.5 credit

This course introduces the student to the scientific study of behavioral and mental processes. This involves a basic understanding of the human body in regards to behavior, thinking, memory, learning abilities, and personality. This course is especially recommended for students planning careers in teaching, counseling, healthcare, business, law enforcement, and government.

Special Topics in Social Studies [The Sixties] PEIMS #03380002

Grade Level(s): 10-12; 0.5 credit

This elective course will focus the first nine weeks on the time-frame between John F. Kennedy's inauguration in 1961 and will continue through the rebirth and fall of Richard Nixon. The second nine weeks will focus on the time-frame beginning with the Carter election of 1976, the Middle Eastern policy developed, and will culminate with the vindication of the U.S. Military in the Persian Gulf War.

Special Topics in Social Studies (History of Sports & Culture) PEIMS #03380022

Grade Level(s): 10-12; 0.5 credit

Societal values are reflected within most aspects of a culture, and sports are no exception. Racism, gender, and class have been evident in international and domestic sports, both on a professional level and within competitions between amateurs. In addition, as sports have become big business, ethical issues have become more important. As pressure has built up since the end of World War II to eliminate discriminatory practices in societies in general, sports have become more universal in their participants. This course is designed to examine those changes and the effect discrimination had on American sports and on international sports competition.

Special Topics in Social Studies (History of Film) PEIMS #03380032

Grade Level(s): 10-12; 0.5 credit

Students are taught to integrate film analysis with a study in history. Students learn that feature films, like written documents, reflect the social, political, and economic realities of the time period in which they were produced. Films are a collaboration of thousands of individuals, of different ethnic, age, racial, class, religious, and gender backgrounds. Motion pictures also reveal the shared views, beliefs, concerns, and attitudes of the people of an era. There will also be an in-depth analysis of Hollywood fact or fiction, the placement of historical facts in films, and the verification of certain themes or messages from each of the films.

LANGUAGES OTHER THAN ENGLISH [LOTE]

LOTE Courses

American Sign Language I PEIMS #03980100

Grade Level[s]: 9-12; 1.0 credit

In this course, students will understand short signed phrases; produce learned signs, phrases and sentences; detect main ideas in familiar material that is signed; be able to transcribe American Sign Language into written English; and recognize the importance of communication and how it relates to the American Deaf culture. It is recommended that students begin this in 10th grade unless they want to complete a full 4-year pathway in the language.

American Sign Language II PEIMS #03980200

Grade Level[s]: 10-12; 1.0 credit

Prerequisite[s]: Passed and received credit for ASL I

This course builds on skills learned in ASL I to improve ability to understand signed communication, produce signed communication, and transcribe signed communication into English.

Pre-AP American Sign Language III PEIMS #03980300

Grade Level[s]: 11-12; 1.0 credit

Prerequisite[s]: Passed and received credit for ASL II

This course is designed for the accelerated student and can count as a Performance Acknowledgement. In this course, students will develop their ability to perform the tasks of the intermediate language learner. The student will learn to participate in simple face-to-face communication, create statements and questions to communicate independently when signing, understand main ideas and some details of signed material on familiar topics, and understand simple signed statements and questions to be able to transcribe them in written English.

Pre-AP American Sign Language IV PEIMS #03980400

Grade Level[s]: 12; 1.0 credit

Prerequisite[s]: Passed and received credit for Pre-AP ASL III

This course is designed for the accelerated student. Students will work to increase their accuracy of understanding and expression. Emphasis will be placed on meeting practical and social communication needs; using knowledge of the deaf culture in the development of communication skills and on coping successfully in straightforward social situations.

Spanish I PEIMS #03440100

Grade Level[s]: 9-12; 1.0 credit

This course emphasizes listening, speaking, reading, writing, cultural studies, vocabulary, and basic grammar of the Spanish language. It is recommended that students begin this in 10th grade unless they want to complete a full 4-year pathway in the language.

Spanish II PEIMS #03440200

Grade Level[s]: 9-12; 1.0 credit

Prerequisite[s]: Passed and received credit for Spanish I

This course is a continuation of Spanish I; including further study in the four skills of listening, speaking, reading, and writing. Building vocabulary and increasing complexity of grammatical structures are emphasized.

Pre-AP Spanish III PEIMS #03440300

Grade Level[s]: 10-12; 1.0 credit

Prerequisite[s]: Passed and received credit for Spanish II

This course is designed for the accelerated students and can count as a Performance Acknowledgement. It is a continuation of the study of the Spanish language with special emphasis on oral comprehension, speaking, reading, writing, grammar, and cultural studies.

AP Spanish Language and Culture PEIMS #A3440100

Grade Level[s]: 11-12; 1.0 credit

Prerequisite[s]: Passed and received credit for Pre-AP Spanish III and instructor approval

Use authentic materials and sources in Spanish to demonstrate your language proficiencies in multiple modes of communication, including Interpersonal Communication [two-way written interactions and conversations], Interpretive Communication, [interpretation of written, audio, and audiovisual materials], and Presentational Communication [oral and written presentations of information, opinions, and ideas]. College Board <https://apstudent.collegeboard.org>

Note: This course prepares students for the College Board Advanced Placement Spanish Language Exam.

**Please see CTE Section for other classes that can count as a LOTE credit including:
Computer Science I, Computer Science II, and Computer Science III**

FINE ARTS

“The mission of Santa Fe ISD Fine Arts is to enrich learning by inspiring students to explore and develop creative expression through the arts.”

Fine Arts Academic Eligibility

Live Performances/Presentations fall into two categories by state law:

1. Curricular activities, as stated in the Fine Arts Texas Educational Knowledge and Skills [TEKS], include the Fall Play/Recital/Concert, Pop Show, Musicals that are part of a required Fine Arts class curriculum. Curricular activities [extra or in class] **DO NOT** fall under the eligibility guidelines.
2. Extra-curricular activities include contests, UIL contest, off campus plays/concerts/parades and the festivals. These events require that participants must be passing all classes as dictated by House Bill 72 [listed below]. Students should take this seriously so they can participate in **ALL** activities. Eligibility is solely based on the SFISD Skyward computer generated “failure lists” and “progress reports”. A student cannot fail or regain eligibility between the times that the lists are published.

House Bill 72: In compliance with HB72, students must maintain an average of 70 in each class during a six-weeks grading period in order to be considered eligible to participate in extra-curricular performances and activities.

Ineligible students may regain the eligibility only if at the end of three weeks of the subsequent grading period ALL grades are 70 or higher.

Art Courses

Students entering 9th grade that have received an Art I credit are eligible to take an Art II class.

Art I PEIMS #03500100

Grade Level[s]: 9-12; 1.0 credit;

Art I introduces students to art elements, principles of design, art history, and art careers. Projects exploring a variety of art tools and media encourage critical thinking and visual problem-solving, making the class appropriate as a single credit or as the foundation for future art classes.

Note: Students are responsible for purchasing a basic set of supplies; see the teachers' websites for a list of supplies.

Drawing II, III, IV PEIMS #03500500, #03501300, #03502300

Grade Level[s]: 10-12; 1.0 credit each; Course Fee - \$25; optional Activity Fees may apply

Prerequisite[s]: Art I for Drawing II; Previous course in Drawing sequence for Drawing III & IV

These courses are designed for students who wish to specialize in drawing. Various drawing media and techniques will be explored. Students will study art appreciation, art history, and art criticism with more in-depth coverage of drawing as a specialized area. Two written papers may be required in each course.

Painting II, III, IV PEIMS #03500600, #03501400, #03502400

Grade Level[s]: 10-12; 1.0 credit each; Course Fee - \$50; optional Activity Fees may apply

Prerequisite[s]: Art I & Drawing II for Painting II; Previous course in Painting sequence for III & IV

These courses are designed for students who wish to specialize in painting. Various painting media and techniques will be explored. Students will study art appreciation, art history, and art criticism with more in-depth coverage of painting as a specialized area. Two written papers may be required in each course.

Ceramics II, III, IV PEIMS #03500900, #03501800, #03502700

Grade Level[s]: 10-12; 1.0 credit each; Course Fee - \$50; optional Activity Fees may apply

Prerequisite[s]: Art I or Drawing II for Ceramics II; Previous course in Ceramics sequence for III & IV

THIS IS A LABOR INTENSIVE COURSE, STUDENTS WILL BE EXPECTED TO COMPLETE SEVERAL MAJOR PROJECTS EACH SEMESTER.

These courses are designed for students who want to specialize in ceramics. Various clay and glaze techniques will be explored. Functional objects and sculptural objects will be constructed. The students will be expected to learn to operate the kiln as well as the proper procedure for loading and unloading the kiln. Students will continue to study art appreciation, art history, and art criticism. A portfolio journal with photographs of completed work will be required for the final assignment/exam grade. Two written papers may be required for each course.

AP Studio Art [2D, Drawing, 3D] PEIMS #03500300

Grade Level[s]: 10-12; 1.0 credit; Course Fee - \$50; optional Activity Fees may apply

Prerequisite[s]: Art I

The College Board Advanced Placement Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. The AP program in Studio Art enables highly motivated students to perform at the college level, and pace while still in high school. The AP Studio Art Portfolio is a performance-based exam rather than

a written exam. The College Board offers three Portfolios: 2-D Design, Drawing, and 3-D Design. **STUDENTS TAKING THIS COURSE WILL BE REQUIRED TO WORK OUTSIDE OF THE CLASSROOM**, as well as in the classroom and beyond scheduled periods. In addition to classroom assignments, students are required to submit two projects a month that are to be completed at home, or on their own time.

NOTE: This AP course is an introductory Art course that may be taken by Art majors during their first year of college. After showing themselves to be qualified, based on a satisfactory score on the Art AP Exam, some students, in their first year of college, are permitted to take upper-level courses in Art or register for courses for which this course is a prerequisite.

Theatre Arts Courses

Intro. to Theatre Arts I/Stage Craft I PEIMS #03250100

This course is the prerequisite for many of the theatre classes.

Grade Level[s]: 9-12; 1.0 credit

This course satisfies the required high school fine art credit. It provides students with a basic understanding and practical application of all general aspects of Theatre. This course includes topics such as: pantomime, storytelling, improvisation, character development, script analysis, basic scenic design, public speaking, and many creative projects to help students explore the world of theatre arts.

Theatre Production I, II, III, IV [Rehearsal & Performance] PEIMS #03250700, #03250800, #03250900, #03251000

Grade Level[s]: 9-12; 1.0 credit each; Course Fee - \$25; optional Activity Fees may apply

Prerequisite[s]: An audition and instructor approval are required.

Students in this class are required to perform in a variety of productions and performances. Students will continue the study of performance, stage management, house management, directing and character analysis. Production is work required. Additional individual student supplies will be requested throughout the course.

Technical Theatre I PEIMS #03250500

Grade Level[s]: 9-12; 1.0 credit;

This course satisfies the required high school fine art credit. This course provides students with a basic understanding of all technical aspects of a production. Topics included: lights, sound, scenic design and construction. Additional individual student supplies may be requested throughout the course. Students are expected to wear appropriate clothing, which includes but is not limited to close-toe shoes and clothing that may be soiled with paint.

Technical Theatre II, III, IV PEIMS #03250600, #03251100, #03251200

Grade Level[s]: 10-12; 1.0 credit each; Course Fee - \$25

Prerequisite[s]: Tech. Theatre I

This is an advanced course with a structured understanding of technical production. Students are encouraged and required to participate in a variety of after-school events and productions. Additional individual student supplies may be requested throughout the course. Students will be expected to wear appropriate clothing, which includes but is not limited to close-toe shoes and clothing that may be soiled with paint.

Acting- Theatre Arts II, III, IV PEIMS #03250100 #03250200, #03250300, #03250400

Grade Level[s]: 09-12; 1.0 credit each;

Prerequisite[s]: Intro to Theatre Arts I or Instructor Approval

This is an advanced theatre art acting class that will provide students with the opportunity to expand their knowledge on character, accents, stage movement and other performance aspects. Participation in a variety of after-school and community events will be encouraged and required. Additional individual student supplies may be requested throughout the course.

Musical Theatre I, II, III, IV PEIMS #03251900, #03252000, #03252100, #03252200

Grade Level[s]: 9-12; 1.0 credit;

Prerequisite[s]: An audition or instructor approval is required.

This course provides students with an understanding and appreciation of Musical Theatre performance and analysis. This is a workshop course, so students will prepare material for class presentation and critique. Students will explore topics such as storytelling through music, vocal and physical expression, musical theatre history, and dance techniques. Students are encouraged and required to participate in a variety of after-school and community events.

DRAM 1310. THEATER APPRECIATION & DRAM 2366. FILM APPRECIATION PEIMS #03250100

Grade Level[s]: 12; 1.0 credit [Weighted Dual Credit]; Registration and Course Fees at COM

College level class of theatre including its history, dramatic works, stage techniques, production procedures, and relation to other art forms. Participation in productions may be required.

Note: These are dual credit courses offered through College of the Mainland. Each class gives the student 3 college credit hours A separate registration and fee are required.

Dance Courses

Dance I PEIMS #03830100

Grade Level[s]: 9-12; 1.0 credit; Course Fee- purchase of dance t-shirt for uniform

This introductory course provides the students with an exploration of the basic fundamentals of movement. Jazz, tap, ballet, precision dance, modern, and choreography are dance elements that will be emphasized. Students will receive a brief historical overview of dance. The opportunity to perform basic dance skills will increase student self-confidence, self-discipline, and dance appreciation.

NOTE: This class may count as a P.E. or Fine Arts Credit.

Dance II PEIMS #03830200

Grade Level[s]: 10-12; 1.0 credit; Course Fee- purchase of dance t-shirt for uniform

Prerequisite[s]: Dance I

This course is an extension of Dance I. The continuing dance curriculum emphasizes dance vocabulary, various choreographic skills, kinesthetic awareness, and a historical overview of dance. The opportunity to perform a variety of dance styles and techniques will be provided. Dance skills performance help build self-confidence using the body as an expressive instrument.

Dance III, IV PEIMS #03830300, #03830400

Grade Level[s]: 11-12; 1.0 credit; Course Fee- purchase of dance t-shirt for uniform

Prerequisite[s]: Dance II, Dance III

This course provides a progressing curriculum with emphasis on the basic dance foundation. Creative expression, perception, performance, and cultural heritage will be demonstrated. The mastering of movement skills allows the student to have a better insight into self-discipline and the maintenance of a healthy body.

Tribal Belles I PEIMS #03833700

Grade Level[s]: 9-12; 1.0 credit; Activity Fees required to participate in Tribal Belles

Prerequisite[s]: Try-outs, instructor approval and placement on the squad required

This course can satisfy a fine arts credit, PE credit and/or elective credit. This course is designed to teach dance movements as well as dance skills. Members are selected through auditions as screening. Dance team activities include performing for athletic events, summer camp, parades, contests, Spring Show, and involvement in community projects. Attendance at after-school practice is mandatory. Student is required to be in course for the entire year.

Tribal Belles II, III, IV PEIMS #03833800, #03833900, #03834000

Grade Level[s]: 10-12; 1.0 credit each; Activity Fees required to participate in Tribal Belles

Prerequisite[s]: Previous course in Tribal Belle sequence, try-outs, and instructor approval

This course can satisfy a fine arts credit, PE credit and/or elective credit. This course builds on skills learned in Tribal Belles I. Activities continue to include performing for athletic events, summer camp, parades, contests, Spring Show, and involvement in community activities. Attendance at after-school practice is mandatory. Student is required to be in course for entire year.

Dance Composition I, II, III, IV [Tribal Belle Officers] PEIMS #N1170127, #N1170128, #N1170129, #N1170130

Grade Level[s]: 10-12; 1.0 credit each

Prerequisite[s]: Tribal Belles I, tryouts, and instructor approval

This course can satisfy a fine arts credit, PE credit, and/or elective credit This course will provide dance students [Belle Officers] currently enrolled in Choreography an opportunity to take this course without penalty of loss of credit toward graduation and meet one of the HB5 Fine Art Endorsements. This course provides a dance curriculum that uses dance as a means of expressing ideas. Improvisation is used to solve movement problems and adjust choices based on the movement responses of other dancers. Students understand similarities and differences in the communicated meaning of dance performances from various perspectives. Students understand that dance is created and revised according to artistic decisions and how meaning is communicated with respect to one's own choreographic work. Student is required to be in the course the entire year.

Dance Wellness I (Dance for Athletes) PEIMS #03834100

Grade Level(s): 9-12; 1.0 credit each

Prerequisite(s): Student must be concurrently enrolled in an athletic sport (e.g. football, basketball, soccer, etc.) at SFHS to take this course.

This course can satisfy a fine arts credit, PE credit, and/or elective credit.

Dance for Athletes is a course designed to provide athletes with a basic understanding of the body mechanisms and conditioning. This would include the study of all kinesthetic awareness, the proper functions of stretching the body, building coordination, and basic footwork.

Band Courses

Band I-IV [Concert Band: Woodwinds/Brass] PEIMS #03150100, #03150200, #03150300, #03150400 Grade Level[s]:

9-12; 1.0 credit each Prerequisite: Audition; Instructor Approval

Course Fees and Activity: \$200-\$450 based on individual student needs annually

The band focuses on the development and reinforcement of fundamental playing skills. Freshmen and new students are automatically placed in this ensemble and must audition to determine band and chair placement. During August,

September and October, class content emphasizes marching and playing for halftime shows and parades. After marching season, students concentrate on concert music preparation. The high school concert band performs repertoire that provides formative experiences in developing its musicianship. Enrolled students are required to attend out-of-school functions such as concerts, parades, field trips, Region Band functions, Solo & Ensemble, and extra rehearsals. Fall semester of each level of Band [.5 credits] can be used to satisfy up to 2.0 credits of PE credits.

Band I-IV [Percussion] PEIMS #03150100, #03150200, #03150300, #03150400

Grade Level[s]: 9-12; 1.0 credit each

Prerequisite: Audition; Instructor Approval

Course Fees and Activity Fees: \$200-\$450 based on individual student needs annually

The band focuses on the development and reinforcement of fundamental playing skills. Freshmen and new students are automatically placed in this ensemble and must audition to determine band and chair placement. During August, September and October, class content emphasizes marching and playing for halftime shows and parades. After marching season, students concentrate on concert music preparation. The high school concert band performs repertoire that provides formative experiences in developing its musicianship. Enrolled students are required to attend out-of-school functions such as concerts, parades, field trips, Region Band functions, Solo & Ensemble, and extra rehearsals. Fall semester of each level of Band [.5 credits] can be used to satisfy up to 2.0 credits of PE credits.

Performance/Ensemble I-IV [Color Guard/ Winter Guard I-IV] PEIMS #03833300, #03833400, #03833500, #03833600

Grade Level[s]: 9-12; 1.0 credit each

Prerequisite: Audition; Instructor Approval

Course Fees and Activity Fees: \$200-\$450 based on individual student needs annually

This course emphasizes the acquisition and development of fundamental skills in the activity of color guard. Students will train in the area of spin [flag, rifle, and sabre], dance, and performance. This class is very much a group activity, so learning to perform together is the ultimate goal. Students will perform as part of the Santa Fe High School band and perform at all halftime football games and all public performances, festivals and contests related to the band. Students will follow all rules and regulations pertaining to the SFHS Band handbook. Students will be required to pay course fee plus the cost of uniform [approx.\$300]. Students will be required to spend time outside the normal school day and on weekends to fulfill the requirements for credit for this class. [Fall participation counts as .5 of PE credit.] During the spring semester the student will be required to perform with the Guard in Winter Guard competitions and will be required to pay a uniform cost associated with the class. *Fundraisers are a main resource of funding for this organization.

Instrumental Ensemble (Symphonic Band:Woodwinds/Brass) I-IV PEIMS #03151700, #3151800, #3151900, #3152000

Grades 9-12; 1.0 Credit

Prerequisite: Enrollment in Band, Required to be taken in addition to Band I-IV

Course Fees: \$0.00

Assessment Fees: \$0.00-\$30.00 based on travel and performance attire

This higher-level course focuses on musical performance as both an individual and in small-group settings. Members of this class will be the primary instrumental music supporters of the district musical provided they remain eligible. Students will work on individual skills to enhance their reading and soloing abilities. There is also a considerable amount of collaboration in preparing to perform in small groups ranging from 2 to 20 members. After-school practices and performances will be a requirement for this class.

Choir Courses

Choir I, II, III, IV PEIMS #03150900, #03151000, #03151100, #03151200

Grade Level[s]: 9-12; 1.0 credit each; Course Fee \$30 first year, \$50 returning member; optional activity fees may apply

Prerequisite[s]: Instructor approval; all ensembles require an audition [except Men's Chorus]

Courses Include: Non-Varsity Treble Choir- This course is designed to teach proper foundations of choral expression to students with no musical experience, while also giving those with prior musical knowledge opportunities to improve their musical knowledge and skills. Students learn proper posture, breath support, articulation, and basic music theory. Students will have the opportunity to participate in UIL and TMEA competitions. Students will be required to participate in rehearsals and performances outside the regular school day.; **Men's Choir-** This course is designed to teach proper foundations of choral expression to students with no musical experience, while also giving those with prior musical knowledge additional opportunities for self-expression. Students learn proper posture, breath support, articulation, and music theory. Students will have the opportunity to participate in UIL and TMEA competitions. Students will be required to participate in rehearsals and performances outside the regular school day.; **Varsity Treble-** This course emphasizes ensemble singing, music theory, sight-reading, and performance. Students will be required to participate in rehearsals and performances outside the regular school day. As an upper level ensemble, students will also be required to participate in UIL and TMEA activities.

Vocal Ensemble (Varsity Choir) I, II, III, IV [Madrigal Choir/Bel Canto] PEIMS: #03152100, #03152200, #03152300, #03152400

Grade Level[s]: 9-12; 1.0 credit each; Course Fee \$30 first year, \$50 returning member; optional activity fees may apply

Fees may apply Prerequisite[s]: Instructor approval; audition; must be enrolled in at least one other choral class

Notes: This vocal ensemble provides students with the opportunity to work on a variety of musical performing styles and techniques, and to improve self-expression in additional performance activities.

This course provides students with the opportunity to work on a variety of musical performing styles and techniques, with emphasis on choreography and performance. This advanced ensemble performs a wide variety of styles including traditional choral music, madrigals, musical theatre, jazz, swing, and popular music. Students will be required to participate in rehearsals and performances outside the regular school day.

Fine arts credits MUST be selected from one of the following courses:

Art Levels I-IV;

Dance Levels I-IV;

Music Levels I-IV; or

Theatre Levels I-IV.

Additional P.E. [Physical Education] Course Considerations

Some Dance Classes

Some Band Classes

Additional course fees may be applicable in Fine Arts.

PHYSICAL EDUCATION

Physical Education Courses

One credit of physical education is required for high school graduation in all diploma programs [FHSP, FHSP with Endorsement, FHSP with Endorsement & DLA]. The credit may be selected from a combination of two of the following one-half credit courses. At SFHS, a student may not receive credit for a specific PE course more than ONCE.

Foundations of Personal Fitness PEIMS #PES00052

Grade Level[s]: 9-12; 0.5 credit

This course is designed to emphasize not only the importance of physical activity but also physical health. Students will discover how stress, nutrition, attitude, and personal fitness levels can affect individual health. Students will also learn new methods for evaluating their own fitness levels they design for their own personal fitness program.

Team Sports PEIMS #PES00055

Grade Level[s]: 9-12; 0.5 credit Prerequisite[s]: Foundations of Personal Fitness

In this course, students are expected to develop health-related fitness and an appreciation for teamwork and fair play. A main objective of this course is to reference the concept of incorporating physical activity into one's lifestyle beyond high school. Activities may include basketball, field hockey, flag football, floor hockey, soccer, softball, team handball, and volleyball.

Physical Education Substitutions

According to EIF [Local], students may substitute certain physical activities and certain academic courses for the required one credit. These substitutions are recorded on the transcript [AAR] as PE substitution activities for which PE grades and PE credits are awarded. Santa Fe ISD will allow students a PE substitution based on the physical activity involved in:

- Band for students participating in Marching Band [0.5 per fall semester for a maximum of 1 credit].
- Tribal Belles
- Dance
- Color Guard
- Athletics
- Cheerleading
- Student Training

Athletics – Interscholastic Competitive Sports/Courses

Upon request of the coach, every effort will be made to change a student's schedule that is a multi-sport athlete, and is moving from one sport to another, if the second sport begins within the same semester. There may be occasions that will not allow this transition based on conflicts within the schedule. If a conflict occurs, this will be communicated through the coach involved in the event.

Athletic classes are available as a substitute for Physical Education. Students shall not be enrolled in more than one Athletic/PE class. Students are enrolled after receiving approval from the coach of the athletic activity.

Student Athlete Training Program PEIMS #N1150034, N1150035, N1150036, N1150037

Grade Level[s]: 9-12; 1.0 credit

Prerequisite[s]: Placement; Student Information Sheet and admission into program

This full year course is designed for students who are interested in the care and prevention of athletic injuries and the education and well-being of all athletes. Students will assist at athletic events to enhance the quality of healthcare for the athletes and others engaged in physical activity. New students to the program must complete the Student Information Sheets process. See the Staff Athletic Trainer for more information.

Athletics I-IV PEIMS #PES00000, #PES00001, #PES00002, #PES00003

Grade Level[s]: 9-12; 0.5 credit each semester **Course Fees:** \$50

In order for a student to be on any of the men's or women's athletic teams at Santa Fe High School, the student must try out for a position on the desired team. Students interested in trying out for a particular sport should contact the coaching staff prior to the start of the season for tryout information. Not all athletic teams have an athletic period built into the traditional schedule during the school day. Some athletic teams meet only after school. Athletic teams that have an athletic period built into the school day are listed below and require coach approval before being placed into the class.

Cheerleader I-IV PEIMS #PES00013, #PES00001, #PES00002, #PES00003

Grade Level[s]: 9-12; 1.0 credit each

Prerequisite[s]: Tryout & Completed Physical Examination

In order for a student to be on any of the men's or women's athletic teams at Santa Fe High School, the student must try out for a position on the desired team. Students interested in trying out for a particular sport should contact the coaching staff prior to the start of the season for tryout information.

Notes: Athletics I-IV may be substituted for any credits earned from the PE courses listed above, but not to exceed one credit per school year. Athletics may be counted towards no more than 4.0 state graduation credits [which may include the PE substitution]. Athletic classes are available in the following sports:

MEN'S

Baseball- 9th, JV, Varsity

Basketball- 9th,JV, Varsity

Football- 9th, JV, Varsity

Soccer- JV, Varsity

WOMEN'S

Basketball- 9th, JV, Varsity

Soccer- JV, Varsity

Softball- JV, Varsity

Volleyball- 9th, JV, Varsity

Athletic teams that do not have an athletic period built into the school day but do meet after school are listed below. Participation on these teams will not award any credit.

MEN'S

Cross Country

Golf- JV, Varsity

Tennis- JV, Varsity

Track & Field

WOMEN'S

Cross Country

Golf- JV, Varsity

Tennis- JV, Varsity

Track & Field

STUDENT ATHLETES

If you plan to enroll in any Division I or Division II college or university, please see page 70 for the Guide for College-Bound Student Athletes and their Parents.

ELECTIVES

General Electives

Student Leadership (Student Council) PEIMS: #N1290010

Grade Level[s]: 9-12; 1.0 credit

Prerequisite[s]: Instructor approval

This course is a hands-on learning of the skills and attributes needed to be a successful leader. Setting goals, problem solving, organization, and the sharing of ideas are included in the course. Students participate in role playing, discussions, activities and presentations. The developing of self-confidence skills necessary to lead others, and a new understanding of ones' self are the goals of this class.

Release Time – Late Arrival/Early Release - Off Period

Grade Level[s]: 12; No credit awarded

Prerequisite[s]: Meeting graduation requirements (by time of entry), including College and Career Readiness standard (CCMR Point). Release time [late arrival/early release – off period] is available the first period or last period of the day only to seniors who have graduation requirements up to the point of entry in the class. This includes a College and Career Readiness standard (CCMR Point). Release time awards no grade or credit – local or state. Only ONE release period is allowed per semester. Classes that are needed for graduation will take precedence over release time requests.

Notes: Students will need to discuss their credit status with their counselor to ensure adequate number of credits for graduation; only one [1] period of Release Time will be allowed, unless students are enrolled in a Career Prep., Dual Credit, or a CTE off campus course, in which case, students may be allowed two [2] periods of release time depending on the requirements of their corresponding course.

Student Aide/School Service PEIMS #85000001

Grade Level[s]: 12; 1.0 local credit

Prerequisite[s]: Meeting graduation requirements (by time of entry), including College and Career Readiness standard, this is a year-long course where students are placed as needed in the attendance office, administrative office, counseling office, or library, etc. Student duties vary depending on placement, but could include delivering messages to teachers and students, and other light office work. Students registering for this course should be dependable, trustworthy, and ready to work! Student aides are expected to act as an ambassador of the school when they encounter visitors in the hallway, welcoming and directing them. Student must complete a Student Aide application form and return it by the spring due date to be considered as a Student Aide. Failure to maintain confidentiality or complete any assignments given will result in dismissal from School Service and placement into an alternate class at the administrator/counselor's discretion. Discipline will be reviewed for placement and a probationary contract will need to be completed.

CAREER AND TECHNICAL EDUCATION [CTE]

The curriculum of Career and Technical Education courses is designed to help ALL students achieve excellence by preparing them for secondary and postsecondary opportunities, career preparation and advancement, meaningful work, and active citizenship. The Career and Technical Education courses are now classified according to Career Clusters, linking what students learn in school with the knowledge and skills they need for success in college and careers.

Please view the Career and Technical Education Program of Study Guide to discover the program of study options your student may choose from.

THIS IS WHERE THE CTE PROGRAM OF STUDY GUIDE NEEDS TO BE IMBEDDED.