

Board of Trustees Meeting Date: August 15, 2023

Agenda Category: Consent Agenda

Agenda Item Number: X - S

Agenda Item Title: APPROVAL TO ADOPT THE UPDATED WESLACO INDEPENDENT SCHOOL DISTRICT SECONDARY SCHOOL INFORMATION CATALOG BEGINNING WITH THE 2023-2024 SCHOOL YEAR

Superintendent's Recommendation: The Superintendent recommends that the Board of Trustees approve the updated Weslaco Independent School District Secondary School Information Catalog for current secondary students and those entering freshmen for the 2023-2024, 2024-2025, and 2025-2026 school years.

Rationale: The Weslaco Independent School District Secondary School Information Catalog that is posted on-line needs to be updated. New courses offered at the middle schools and high schools have been added.

Additionally, modifications have been made on personnel information, course pre-requisites, college readiness examination indicators, and certain guidance bases on legislative updates. The Board-Approved Individual Placement Committee Resolution, Mental Health Services currently being offered at Weslaco ISD, and Texas First Early High School Completion Program, have also been added to the course catalog.

Paperwork Impact: Minimal

Budgetary Information: N/A

Board Policy Reference & Compliance: Section BAA (LEGAL) - Board Powers and Duties
Section CH (LOCAL) - Purchasing Authority

Additional Information Attached: 199 Page (s)

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Title: Director for Student Support Services



Approved By: Abel Aguilar
Title: Deputy Superintendent



Recommended By:


Dr. Richard Rivera
Superintendent of Schools



SECONDARY SCHOOL INFORMATION CATALOG

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



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Message to Students:

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

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

Parents and Students,

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

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

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

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

The Purpose of the Secondary School Course Catalog

The Secondary School Information Catalog contains important information for students on how they can be successful in middle and high school. The Catalog highlights WISD policies, rules, and regulations that apply to secondary school students. It also provides detailed information about the courses offered. Most importantly, the catalog offers the information you will need to plan the course you will take to graduate from high school and be college, career, and military ready.

The Catalog has six sections:

- Section I: General Information for all Secondary Schools
- Section II: Middle School Information and Course Description
- Section III: High School Graduation Requirements
- Section IV: High School Information
- Section V: Course Description
- Section VI: Career and Technical Education

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

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WISD SECONDARY SCHOOL CAMPUS DIRECTORY

HIGH SCHOOLS

School	Address	Phone & CEEB Code	Mascot	Contact
Weslaco High School	1005 W. Pike Weslaco, TX	956.969.6700 CEEB Code: 447-440		Yvett Morales, Principal Caridad Salinas, College, Career, & Military Readiness Specialist/Head Counselor
Weslaco East High School	810 S. Pleasantview Dr. Weslaco, TX	956.969.6950 CEEB Code: 447-441		Dr. David Gamboa, Principal Olga Garza, Head Counselor Maria Flores, College, Career, & Military Readiness Specialist
South Palm Gardens High School	3907 Camino Real Viejo Weslaco, TX	956.969.6621 CEEB Code: 447-439		Tina Wells, Principal, Cecilia Becerra, Counselor

MIDDLE SCHOOLS

School	Address	Phone	Mascot	Contact
Bea Garza Middle School	1111 W. Sugarcane Dr. Weslaco, TX	956.969.6774		Gilbert Reboloso, Principal Dora Alaniz, Counselor Lina Villarreal, Counselor
Central Middle School	503 E. 6 th St. Weslaco, TX	956.969.6710		Enrique Ornelas, Principal Jennifer Acosta, Counselor Dina Davila, Counselor
Cuellar Middle School	1201 S. Bridge Weslaco, TX	956-969-6720		Gracie Palacios, Principal Mary Yanez, Counselor Martha Guerrero-Lopez, Counselor
Mary Hoge Middle School	2302 N. International Blvd. Weslaco, TX	956.969.6930		Javier de Anda, Principal Sylvia Kromer, Counselor Armando Morales, Counselor

SECTION 1: GENERAL INFORMATION FOR SECONDARY SCHOOL STUDENTS & PARENTS

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

Academic and Career Planning

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

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

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

Parents and Families can Help

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

- Learn graduation plan requirements and be sure that the student meets them.
- Encourage students to take a language other than English.
- Make sure students select courses that help them meet their educational and career goals.
- Encourage students to take Advanced Placement courses and dual credit courses to

earn college credit while still in high school.

- Help students to learn about colleges and careers that interest them.

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

Furthermore, please be aware that services are provided to students to help them overcome any emotional, behavioral, or mental challenges. At Weslaco ISD, SEL skills and interventions are provided through a Multi-Tiered Systems of Support (MTSS) to assist students with their emotional well-being, so students can thrive inside and outside the classroom.

Tier 1: Research Based Instruction

- SEL instruction is provided to all students through Guidance/Counseling/Advisory lessons and/or robustly integrated into academic instruction.

Tier 2: Targeted interventions and support

- Interventions are provided to students who need continual, targeted support for emotional skills, such as social awareness, relationship skills, and responsible decision making. Tier 2 can be provided by counselors and social workers through individual and/or group counseling.

Tier 3: Intensive Intervention

- Intensive support is provided to students through individual counseling and/or referral to WISD Licensed Professional Counselors (LPCs), or telemental health services/teletherapy.

WISD utilizes the following SEL Programs:

Leader In Me (select Elementary Schools)

Ripple Effects (Elementary, Middle, and High Schools)

Panorama (Elementary, Middle, and High Schools)

WISD uses a hybrid model of care when addressing the mental health of our students. Our LPCs provide **in-person therapy** to WISD Staff and students. Partnership with University of Texas Rio Grande Valley Texas Child Health Access Through Telemedicine (UTRGV-TCHATT) and Goodside Health Medical, PLLC increases student access to mental health care. Both partners are able to provide **telemental health services/teletherapy** to WISD students at NO COST to students.

Referrals can also be made to Board approved agencies such as Tropical Texas Behavioral Health, Positive Awakenings Counseling Center, Mesquite Treatment Center, Hill Living Well Inc., DeVinco Counseling, Creative Being, and Aguero-Olivarez Counseling Services.

If you are interested in the provision of telemental health services, please contact the school counselor and/or social worker. Remember that early identification and intervention are crucial and can help students stay in school, on track to achieving their life goals, and produce the greatest impact on one's health and well-being.

If you need more information, have questions, or would like to make a mental health referral, please call **956.969.6747** or email **sel@wisd.us**

Standardized Testing

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

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

Grade Six:

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

Grade Seven:

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

Grade Eight:

STAAR (State of Texas Assessment of Academic Readiness), STAAR-Alternate 2: Math, Reading, Social Studies and Science
TELPAS for LEP students
TSIA2 (recommended for Honors/PreAP students)

Grade Nine:

TELPAS for LEP students

Grade 10:

TELPAS for LEP students
Preliminary Scholastic Aptitude Test (PSAT); Texas Success Initiative Assessment (TSIA2)

Grade 11:

TELPAS for LEP students
Preliminary Scholastic Aptitude Test (PSAT)
TSIA2, ACT or SAT: recommended

Grade 12:

TELPAS for LEP students
TSIA2, ACT or SAT: recommended

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

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

Section 504 Services

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

Special Education Services

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

An ARD committee includes:

- The student and their parent;
- District representative;
- Evaluation representative;

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

The program developed by the ARD Committee is referred to as an Individualized Education Program (IEP). The IEP is implemented in the least restrictive environment appropriate for the student. The student and parents have legal rights under the Individuals with Disabilities Education Act (IDEA) that are outlined in the Procedural Safeguards. Parents also receive information from TEA in the booklet, "A Guide to the Admission, Review, and Dismissal Process." Information about these rights is provided and explained to parents and/or adult students at least once per year, and:

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

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

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

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

1. The student has satisfactorily completed the state's or district's (whichever is greater) curriculum and credit requirements for graduation applicable to students in general education, including satisfactory performance on the exit-level assessment instrument; or
2. The student has satisfactorily completed the state's or district's (whichever is greater) minimum curriculum and credit requirements for graduation applicable to students in general education. ARD has determined that satisfactory performance on the required state assessments is not necessary for graduation.
3. A student receiving special education services may also graduate and receive a regular high school diploma when the student's ARD committee has determined that the student has successfully completed:
 - a. The state's or district's (whichever is greater) minimum credit requirements for students without disabilities with modifications.
 - b. The student's Individualized Educational Plan (IEP) and met one of the following conditions:
 - i. Full-time employment, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain employment without direct and ongoing educational support of the district.
 - ii. Demonstrated mastery of specific employability skills and self-help skills which do not require direct ongoing educational support of the district; or

- iii. Access to services that are not within the legal responsibility of public education, or employment or educational options for which the student has been prepared by the academic program.
 - c. Participated in the most appropriate state assessment as determined by ARD, and ARD has determined if satisfactory performance on state assessments is necessary for graduation.
4. A student receiving special education services may also graduate and receive a regular high school diploma upon the ARD committee determining that the student no longer meets age eligibility requirements and has completed the requirements specified in the IEP.

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

Emergent Bilinguals (EBs) and English as a Second Language (ESL) Services

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

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

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

Special Programs at WISD

Parental Involvement Program

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

- Review this guide and the materials they receive at school and discuss it with their son/daughter(s).
- Learn graduation plan requirements and be sure that the student meets them.
- Encourage students to take foreign language courses and other courses needed for the Texas Education Agency Foundation with Endorsement and Distinguished Level of Achievement Plans.
- Encourage students to take rigorous courses that will help them prepare for college/university.
- Encourage son/daughter(s) to take Advanced Placement or Dual Enrollment courses to earn college credit while still in high school.
- Help students learn about colleges and careers that interest them.
- Review the results of your son/daughter(s) work. Keep in contact with your son/daughter's assigned counselor.

Gifted and Talented (GT) Services

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

The elementary G/T services offer curriculum differentiation through a pull-out program called QUEST. The students are served according to grade level. The QUEST Program focuses on the General Intellectual Abilities model. Credit by examination is also offered. For kindergarten students identified for GT service, QUEST consists of 60 minutes per week in the QUEST classroom beginning the week of March 1. Students identified for GT service in kindergarten join the elementary pull-out program for 3 hours per week in 1st grade.

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

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

Early College High School Programs (ECHS)

Early College High Schools (ECHS) are innovative high schools that allow students least likely to attend

college an opportunity to earn a high school diploma and 60 college credit hours. Early College High Schools:

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

Dual Enrollment Academies with South Texas College

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

Dual Enrollment Medical Science Academy
(DEMSA) Dual Enrollment Engineering Academy
(DEEA)
Dual Enrollment Criminal Justice Academy
(DECJA) Dual Enrollment Teaching Academy
(DETA)
Dual Enrollment Business Administration Academy (DEBAA)

Students apply during their sophomore year.

Dual Enrollment Programs

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

Pregnancy-Related Services

During pregnancy and after delivery, a student is eligible for instructional support services to stay on track in their academic courses. Services are provided when a student is: pregnant and attending classes on campus; confined to home due to medical complications; confined during the six weeks postpartum period. For more information about PRS, contact the school nurse or the PRS Office at 956.969.2215.

Texas Virtual School Network Program

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

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

Extracurricular Activities and University Interscholastic League (UIL)

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

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

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

High School Personal Graduation Plan (PGP)

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

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

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

House Bill 1416

Texas law requires all students who do not achieve approaches or higher on STAAR grades 3–8 or EOC assessments be provided accelerated instruction. These requirements - modified by HB 4545 (87R) and recently updated with the passage of HB 1416 (88R) - state that qualifying students must be:

- Assigned a TIA-designated teacher for the subsequent school year in the applicable subject area; OR
- Provided supplemental instruction, in addition to instruction typically provided to students in the grade levels in which they are enrolled and including targeted instruction in the Texas Essential Knowledge and Skills (TEKS) for the applicable grade levels and subject areas, ideally aligned with the research on high impact tutoring in the following manner:
 - Supplemental instruction totals to not less than 15 or 30 hours, depending on student performance, provided in the summer or at least once per week during the school year;
 - In no more than two subjects per year, prioritizing math and reading language arts (RLA);
 - In a group of no more than four students, unless the parent or guardian of each student in the group authorizes a larger group;
 - Designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area and includes effective instructional materials designed for supplemental instruction;
 - Provided by a person with training in the applicable instructional materials for the supplemental instruction and provided by one person, to the extent possible, for the entirety of the accelerated instruction.

A parent may elect to modify or remove a requirement for the instruction under these requirements by submitting a written request to the administrator at the campus in which the student is enrolled. In order to request the change in requirements, the student must have been administered and failed to perform satisfactorily on a STAAR or EOC assessment or was administered a beginning-of-year assessment instrument aligned with the essential knowledge and skills for the applicable subject area.



SECTION II: MIDDLE SCHOOL INFORMATION AND COURSE DESCRIPTIONS

Middle School Education Mission

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

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

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

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

8. We will create and implement effective transition programs for entering and exiting middle schools.

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

Curriculum at a Glance

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

During the middle school years, students need to broaden their academic and career options and develop the foundation needed for success in high school. In addition to the required courses, students choose optional courses (electives) in fine arts, and languages other than English, as well as courses that explore areas of student interest, or the student may take additional physical education courses. Specific required and elective courses may vary from school to school. Middle schools offer Pre-Advanced Placement courses in English and mathematics as well as other services to gifted and talented students. These courses provide additional challenges within the traditional program of instruction. Any student with the interest, ambition, and motivation to enroll in one or more advanced academic courses may do so with parent permission. Middle schools also offer selected courses for high school credit.

Middle School Grade Promotion

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

The WISD Board of Trustees approved a resolution for Individual Placement Committees (IPC) for grades 1st - 8th for the school year 2023-2024. This allows campuses to convene an IPC to review a student's academic status and other factors in making a determination whether the student is ready for promotion to the next grade level or should be retained in the current grade.

Middle School Advanced Math Courses

At each middle school grade level, students have the opportunity to take advanced courses in mathematics. Sixth and seventh graders may enroll in Advanced Mathematics courses where all middle school math TEKS are taught in two years. Successful completion of Advanced Math 6 and Advanced Math 7 will prepare students to take Algebra I in grade eight. The decision to take an advanced mathematics course in middle school should be made after careful analysis of your child's ability to collaborate with others, be creative when solving problems, be a critical problem solver, and communicate with others in written and verbal form. The district will be using criteria to identify students who should be enrolled in advanced mathematics courses. Criteria include, but not limited to teacher recommendations, performance tasks, and/or assessments. Sixth and seventh students are able to enroll in advanced grade courses that embed the next grade level student expectations in the current grade level material.

The testing information for Advanced Math is as follows:

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

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

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

Middle School Advanced English Courses

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

The testing information for English I is as follows:

- 78% or higher on the 7th Grade RLA Benchmark #2 exam **OR**
- (After STAAR scores are reported) 78% or higher on the 7th Grade State of Texas Assessment of

Academic Readiness

High School Courses Taken in Middle School

Some core courses taken in middle school may count toward the high school graduation requirements. Examples of these courses are Algebra I and English I. Middle schools may also offer Language Other Than English (Spanish I) and CTE courses that count for high school credit.

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

In accordance with EI (Legal) Policy, a student who successfully completes only half of a course can be awarded credit proportionately. Note: ISD local policy may be different for courses that have corresponding EOC assessments.

High school level courses completed at the middle school level, regardless of outcome, shall post to the high school academic record. The District shall include in the calculation of class rank semester grades earned in high school credit courses taken at any grade level, unless excluded, but only in the following subject areas: English, mathematics, science, and social studies. See EIC (Local) policy for more guidance and for a list of classes that are included in the GPA.

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

Middle School Class Schedule

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

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

Middle School Course Descriptions

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

Language Arts

Traditional Course Sequence and Testing Guide

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

Recommended Advanced Placement/Dual Credit Course Sequence and Testing Guide

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

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

Course Descriptions

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

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

Mathematics

Traditional Course Sequence and Testing Guide

Grade	Subject	Assessments
6th	Math 6	STAAR Gr6
7th	Math 7	STAAR Gr7
8th	Math 8	STAAR Gr8
9th	Algebra 1	ALG I EOC/TSIA2

10th	Geometry	PSAT/TSIA2
11th	Algebra II	PSAT/TSIA2/SAT/ACT
12th	Precalculus	PSAT/TSIA2/SAT/ACT

Recommended Advanced Placement/Dual Credit Course Sequence and Testing Guide

Grade	Subject	Assessments
6th	Advanced Math 6	STAAR Gr6
7th	Advanced Math 7	STAAR Gr7
8th	Pre-AP Algebra 1	Alg. I EOC
9th	Pre-AP Geometry	PSAT/TSIA2
10th	Pre-AP Algebra II	PSAT/TSIA2
11th	Precalculus Honors Dual Enrollment Mathematics	PSAT/TSIA2/SAT/ACT
12th	AP Statistics AP Calculus AB AP Calculus BC Dual Enrollment Mathematics	PSAT/TSIA2/SAT/ACT AP Course Exam

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

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

Course	Advanced Mathematics
Course Information	7 th Grade Advanced Math

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

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

Science

Traditional Course Sequence and Testing Guide

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

Recommended Advanced Placement/Dual Credit Course Sequence and Testing Guide

Grade	Subject	Assessments
6th	Science 6	n/a
7th	Science 7	n/a

8th	Science 8	STAAR Gr8
9th	Pre-AP Biology	Biology EOC
10th	Pre-AP Chemistry	PSAT
11th	Physics Honors AP Physics 1 On Ramps Physics 1 Dual Enrollment Science	PSAT/SAT/ACT AP Course Exam
12th	AP Environmental Science AP Biology AP Chemistry OnRamps Physics 2 OnRamps Chemistry OnRamps Biology Dual Enrollment Science	PSAT/SAT/ACT AP Course Exam

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

Social Studies

Traditional Course Sequence and Testing Guide

Grade	Subject	Assessments
6th	World Cultures	n/a
7th	Texas Geography and History	n/a
8th	US History from exploration to 1877	STAAR Gr8
9th	World Geography	n/a
10th	World History	PSAT
11th	US History	US History EOC PSAT/SAT/ACT
12th	Govt./Economics with Emphasis on the Free Enterprise System and Its Benefits Mexican American History; Psychology Sociology; Personal Financial Literacy; Personal Financial Literacy and Economics	PSAT/SAT/ACT

Recommended Advanced Placement/Dual Credit Course Sequence and Testing Guide

Grade	Subject	Assessments
6th	World Cultures	n/a
7th	Texas History	n/a
8th	US History	STAAR Gr8
9th	Honors World Geography	n/a
10th	Honors World History	PSAT
11th	AP US History Dual Enrollment US History	US History EOC PSAT/SAT/ACT AP Course Exam
12th	AP Government AP Macro or Micro Economics AP European History AP World History AP Psychology AP Sociology Dual Enrollment Social Studies	PSAT/SAT/ACT AP Course Exam

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

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

Physical Education

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

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

Grade	Traditional PE (recommended course sequence)	Dance for PE Credit (Currently not available)
6th	Functional Fitness Sixth Grade PE	Functional Dance Dance Wellness I
7th	Seventh Grade PE Or Athletics	Dance 2 Dance Wellness
8th	Eighth Grade PE Or Athletics	Dance 3 Dance Wellness

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

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

Course	8 th Grade PE
Course Information	8 th Grade – PE0830

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

Physical Education Substitutions

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

Athletics Courses

Dance Courses

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

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

Fine Arts

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

Course	Band Courses
Course Information	6 th Grade Band- AB0630 7 th Grade Band- AB0730 8 th Grade Band- AB0830

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

Course	Choir Courses
Course Information	6 th Grade Choir- AC0630 7 th Grade Choir- AC0730 8 th Grade Choir- AC0830
Description	Choir classes are offered at three levels for a sequential, continuing study of choral music. This course is performance-oriented and teaches unison, two-, and three-part choral literature. Musicianship is developed through the study of vocal techniques, sight-reading skills, and music listening. Out-of-school rehearsals and public performances are required. Choral directors may place boys and girls in different choirs based on changing voices and UIL standards.
Prerequisites	NONE

Course	Dance
Course Information	6 th Grade Dance-AF0630 7 th Grade Dance-AF0730 8 th Grade Dance-AF0830
Description	Students will learn drill team dance fundamentals. They will learn various dance styles including; jazz, kick, pom, prop, military, lyrical, and novelty character. They will learn performance etiquette, showmanship, and stage presence. Open to all students through audition and director approval. Drill team is not a full-year course; however, it is recommended that students take both 1 st & 2 nd semester courses. Students may receive a PE/dance credit for this course. Out-of-school rehearsals and public performances are required.
Prerequisites	None

Course	Orchestra
Course Information	6 th Grade Orchestra- AS0630 7 th Grade Orchestra- AS0730 8 th Grade Orchestra- AS0830
Description	Orchestra is offered at three levels of instruction. Students furnish violins and the school provides violas, cellos, and string basses. Basic fundamentals of stringed instruments are introduced. Out-of-school rehearsals and performances are required. String players must be enrolled in a regular orchestra class to participate in other specialized instrumental ensembles, such as Mariachi.
Prerequisites	6 th -NONE 7 th -Director Approval 8 th - Director Approval

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

Course	Mariachi
Course Information	6 th Grade Theatre Arts- AO0630 7 th Grade Theatre Arts- AO0730 8 th Grade Theatre Arts- AO0830

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

Career and Technology Education

Course	
College & Career Readiness	Career development is a lifelong pursuit of answers to the questions: Who am I? Why am I here? What am I meant to do with my life? It is vital that students have a clear sense of direction for their career choice. Career planning is a critical step and is essential to success. This course is designed to guide students through the process of investigation and in the development of a college and career readiness achievement plan. Students will use interest inventory software or other tools available to explore college and career areas of personal interest. Students will use this information to explore educational requirements for various colleges and a variety of chosen career paths.
Investigating Careers	Career development is a lifelong pursuit of answers to the questions: Who am I? Why am I here? What am I meant to do with my life? It is vital that students have a clear sense of direction for their career choice. Career planning is a critical step and is essential to success. The goal of this course is to create a foundation for success in high school, future studies, and careers such as Science, Technology, Engineering, and Mathematics; Business and Industry; Public Service; Arts and Humanities; and Multidisciplinary Studies. The students research labor market information, learn job-seeking skills, and create documents required for employment.
Animation <i>Graphic Design & Multimedia Arts (Animation/Video Game)</i> <i>CTE Program of Study</i>	Careers in animation span all aspects of motion graphics. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the history and techniques of the animation industry.
Digital Art & Animation <i>Graphic Design & Multimedia Arts (Animation/Video Game)</i>	Digital Art and Animation consists of computer images and animations created with digital imaging software. Digital Art and Animation has applications in many careers, including graphic design, advertising, web design, animation, corporate communications, illustration, character development, script writing, storyboarding, directing, producing, inking, project management, editing, and the magazine, television, film, and game industries. Students in this course will produce various real-world projects and animations. The six strands include creativity and innovation; communication and collaboration; research and information

<i>CTE Program of Study</i>	fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.
Digital Communication <i>Digital Communications (Audio/Video Production)</i> <i>CTE Program of Study</i>	Digital Communications in the 21st Century will prepare students for the societal demands of increased civic literacy, independent working environments, global awareness, and the mastery of a base set of analysis and communication skills. Students will be expected to design and present an effective product based on well-researched issues in order to thoughtfully propose suggested solutions to authoritative stakeholders. The outcome of the process and product approach is to provide students an authentic platform to demonstrate effective application of multimedia tools within the contexts of global communication and collaborative communities and appropriately share their voices to affect change that concerns their future. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.
Digital Design & Media Production <i>Graphic Design & Multimedia Arts (Animation/Video Game)</i> <i>CTE Program of Study</i>	Digital Design and Media Production will allow students to demonstrate creative thinking, develop innovative strategies, and use communication tools in order to work effectively with others as well as independently. Students will gather information electronically, which will allow for problem solving and making informed decisions regarding media projects. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will demonstrate a thorough understanding of digital design principles that is transferable to other disciplines. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.
Digital Media <i>Graphic Design & Multimedia Arts (Journalism)</i> <i>CTE Program of Study</i>	In Digital Media, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students will enhance reading, writing, computing, communication, and critical thinking and apply them to the IT environment.
Global Business <i>Business Management</i> <i>CTE Program of Study</i>	Global Business is designed for students to analyze global trade theories, international monetary systems, trade policies, politics, and laws relating to global business as well as cultural issues, logistics, and international human resource management.
Principles of Arts, Audio /Video	Careers in the Arts, Audio/Video Technology, and Communications Career Cluster require a

Technology, & Communications <i>Digital Communications (A/V Production) OR Graphic Design & Multimedia Arts (Commercial Photography or Animation/Video Game or Journalism) CTE Programs of Study</i>	creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.
Robotics I <i>Advanced Manufacturing & Machinery Mechanics CTE Program of Study</i>	In Robotics I, students will transfer academic skills to component designs in a project-based environment through implementation of the design process. Students will build prototypes or use simulation software to test their designs. Additionally, students will explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.
Virtual Business <i>Business Management CTE Program of Study</i>	Virtual Business is designed for students to start a virtual business by creating a web presence, conducting online and off-line marketing, examining contracts appropriate for an online business, and demonstrating project-management skills. Students will also demonstrate bookkeeping skills for a virtual business, maintain business records, and understand legal issues associated with a virtual business.

The following CTE courses may or may not be offered in certain middle school(s) when students are in 7th/8th grade.

Digital Art & Animation- (1 Fine Arts credit)
 Digital Communications- (1 Tech App credit)
 Digital Media- (1 Tech App credit)
 Virtual Business- (.5 HS credit)
 Global Business- (.5 HS credit)
 Principles of Arts, AV, Technology, & Communications - (1 HS credit)
 Animation 1 - (1 Tech App credit)
 College & Career
 Readiness Robotics 1 - (1 Tech App credit)
 Professional Communications - (.5 HS credit)

For more information about the CTE courses offered in the middle school, please talk to your counselor.

SECTION III: HIGH SCHOOL GRADUATION REQUIREMENTS



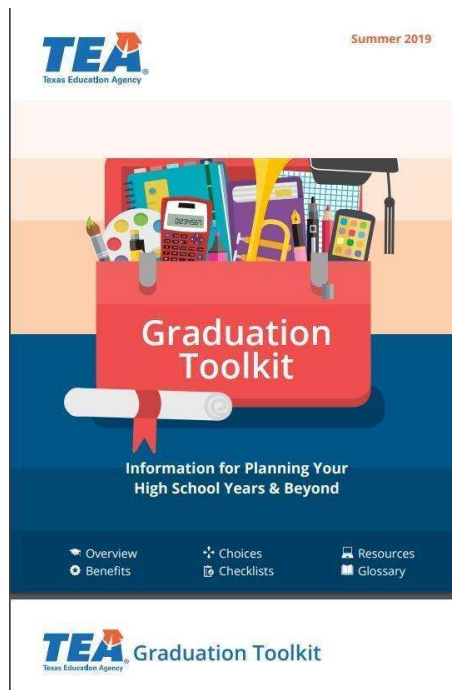
Texas Education Agency Graduation
Toolkit

ENGLISH

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

SPANISH

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





Weslaco High School

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1005 W. Pike, Weslaco, TX

956.969.6700



Caridad Salinas, College Readiness Specialist/Head Counselor

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

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Last Name Alpha: Perez-Salaya Miguel Cisneros, Administrator Krystal Munoz, Counselor kmunoz@wisd.us 956.969.6828	Last Name Alpha: Salazar-Z Lisa McCandless, Administrator Rosana Olivarez, Counselor rolivarez@wisd.us 956.969.6679	Early College High School Mischelle King, Administrator Eunice Leija-Rico, Counselor eleija@wisd.us 956.969.6826	Elva Rey, Social Worker 956.969.6827 emarroqu@wisd.us
Parental Engagement Program Ramiro Trevino Parental Specialist ratrevin@wisd.us			



Weslaco EAST High School

Dr. David Gamboa, Principal

810 S. Pleasantview Dr. Weslaco, Texas 78596 956.969.6950

Olga Garza-Head Counselor

Maria Flores-College, Career and Military Readiness Specialist



First Year 9th Grade Samantha De La Garza, Administrator sdelagarza@wisd.us Olga Garza, Head Counselor olgarza@wisd.us 956.969.6950 X32219	Last Name Alpha: A-Esquivel Belen Torres, Administrator betorres@wisd.us Armando Gonzalez, Counselor argonzalez@wisd.us 956.969.6950 X32298	Last Name Alpha: Estrada-Lozoya Dr. Araceli Chavarin, Administrator achavarin@wisd.us Anna Ramos, Counselor agramos@wisd.us 956.969.6950 X32233	Last Name Alpha: Lucio-Riojas Noemi Valdez, Administrator nacastro@wisd.us Nancy Ortiz, Counselor nortiz@wisd.us 956.969.6950 X32213
Last Name Alpha: Rivas-Zuniga Efrain Reyna, Administrator dareyna@wisd.us Estrella Medina, Counselor esmedina@wisd.us 956.969.6950 X37160	Early College High School Omar Quintero, Administrator Susana Aguirre, Counselor suaguirre@wisd.us 956.969.6950 X32218	Social Worker Zalinda Rodriguez, 956.969.6950 X32221 zrodrigue@wisd.us	Parent Specialist Rebecca Ozuna 956-969-6950 rozuna@wisd.us

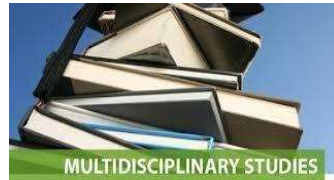
South Palm Gardens High School
 3907 Camino Real Viejo, Weslaco Texas 78596
 Tina Wells, Principal
 956.969.6621

Cecilia Becerra, Head Counselor

ENDORSEMENT OPTIONS



**STEM Science
Endorsement**



**Multidisciplinary
Studies/Foundation
Endorsement**

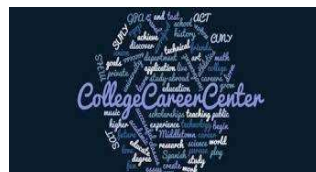


**Arts & Humanities
Endorsement**



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

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



Graduation Ceremony

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

High School Graduation Requirements

Weslaco Independent School District's curriculum is designed to meet the needs of students preparing for college, careers, military, and citizenship in the community. WISD offers a full range of courses, advanced academic courses, and a comprehensive array of Career and Technical Education programs. All WISD students are expected to prepare for college, career, or military. In addition to the core academic programs, each high school also offers a variety of extracurricular and co-curricular programs for students. High school students can perform in a marching band, star in a dramatic production, participate in Folklorico dancing, or edit a newspaper. They can compete in volleyball or football, or any of a dozen other sports, and every campus has numerous clubs and organizations students can join for fun and education.

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

Graduation Programs

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

- A 22-credit foundation program, which is the core of the new Texas high school diploma
- Five endorsement options that allow students to focus on a related series of courses
- A higher performance category called Distinguished Level of Achievement
- Performance Acknowledgments that note outstanding achievement

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

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

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

<i>GRADUATION PLANS</i>		
Foundation High School Program (FHSP; 22 Credits)	FHSP + Endorsements (26 Credits)	FHSP = Endorsement + Distinguished Level of Achievement (26 Credits) <i>WISD's prescribed plan for all incoming 9th graders.</i>
<u>English 4 credits:</u> English I, English II, English III Advanced English <u>Mathematics 3 credits:</u> Two of the credits must consist of: Alg. 1 Geometry The additional credit can be from Group A or Group B. Group A Additional credit may be selected from one full credit or a combination of two half credits from two different courses, subject to prerequisite requirements, from the following courses Mathematical Models with Applications; • Mathematical application in Agriculture, Food, and Natural Resources; • Digital Electronics; • Robotics Programming and Design • Financial Mathematics • Accounting II; • Manufacturing Engineering; • Robotics II	Completion of all Foundation Plan Credits Plus: Mathematics (1 Additional Credit) Advanced Math from Group B Science (1 Additional Credit) Advanced Science from Group B Language Other than English- No substitutions other than specified in rule. Electives (2 Additional Electives) Available Endorsements: Science, Technology, Engineering & Mathematics (STEM) Business and Industry Public Service Arts & Humanities Multidisciplinary	Completion of all Foundation credits and at least one endorsement Mathematics to include completion of Algebra II

Group B

The additional credit may be selected from on full credit or a combination of two half credits from two different courses, subject to prerequisite requirements, from the following courses:

- Algebra II;
- Pre-calculus;
- Advanced Quantitative Reasoning;
- Independent Study in Mathematics;
- Discrete Mathematics for Problem Solving;
- Algebraic Reasoning;
- Statistics;
- AP Statistics;
- AP Calculus AB;
- AP Calculus BC;
- AP Computer Science;
- Engineering Mathematics;
- Statistics;
- Discrete Mathematics for Computer Science;
- Business Decision Making;
- Mathematics for Medical Profession
- College Prep Math

Social Studies 3 credit

World History or World History AP (1credit)

Two credits <u>must</u> consist of the following: U.S. History or US History AP U.S. Govt. or US Govt. (½ credit) Economics with Emphasis on the Free Enterprise System and Its Benefits or Economics AP (½ credit); or Personal Financial Literacy and Economics Additional credits may be selected from the list below: Ethnic Studies: Mexican American Studies World Geography European History AP <u>Science 3 credits:</u> One credit must be selected from the following courses Biology I or Biology AP Advanced Sciences from Group A or Group B Group A One credit must be selected from the following laboratory-based courses: • Integrated Physics and Chemistry; • Chemistry; • AP Chemistry; • Physics; • OnRamps Physics 1 • AP Physics 1: Algebra-Based; Group B The additional credit may be		
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selected from one full credit or a combination of two half credits, subject to prerequisite requirements, from the following laboratory-based courses: • Chemistry; • Physics; • Aquatic Science; • Astronomy; • Earth Systems Science; • Environmental Systems; • OnRamps GeoScience • AP Biology; • OnRamps Biology • AP Chemistry; • OnRamps Chemistry • AP Physics 1: Algebra-Based; • OnRamps Physics 1 • OnRamps Physics 2 • AP Environmental Science; • Advanced Animal Science; • Advanced Plant and Soil Science;		
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• Anatomy and Physiology; • Medical Microbiology; • Pathophysiology; • Food Science; • Forensic Science; • Biotechnology I; • Biotechnology II; • Principles of Technology*; • Scientific Research and Design; • Engineering Design and Problem Solving; • Engineering Science *One science credit may be earned for either Principles of Technology or Physics <u>LOTE (2 Credits)</u> • Any two levels of the same foreign language • Two credits in computer programming language <u>Physical Education (1 Credit)</u> • Foundations of Personal Fitness; • Adventure Outdoor Education • Aerobic Activity • Team or Individual Sports; • PE Subst. (Band, Athletics, etc.) <u>Health (0.5 Credit)</u> • Health; • Principles of Health Science • Health Science Theory <u>Speech (0.5 Credit)</u> • Professional Communication; • Communication Applications; • Independent Study in Speech <u>Tech Applications (1.0</u>		
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Credit)

- Computer Science I, II III;
- AP Computer Science Principles
- Animation I and II
- Fundamental of Computer Science
- Digital Art and Animation
- Web Design or Web Comm.;
- Web Technologies;
- Business Information Mgmt. I & II;
- Digital Media;
- Business Management;
- Telecommunications Networking;
- Principles of Information Tech.
- Game Programming and Design;
- Robotics Programming and Design
- 3D Modeling and Animation

• Digital Video and Audio Design; • Web Game Development • Video Game Design • Independent Study in Technology App. <u>Fine Arts (1.0 Credit)</u> • Art I, II, III, IV; • Dance I, II, III, IV; • Music Level I, II, III, IV; • Music Studies ; • Theater I, II, III, IV • Music Theatre I, II, III, IV; • Technical Theatre I, II, III, IV; • Floral Design • Digital Art and Animation • 3D Modeling and Animation; • Art Substitution Electives (3.0 Credits)		
TOTAL 22 Credits		

Career & Technical Education Programs of Study

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

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

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

Weslaco ISD Career & Technical Education Programs of Study

- Animal Science
- Plant Science
- Architectural Design
- Design & Multimedia Arts:
 - Commercial Photography
 - Animation/Video Game
 - Journalism/Yearbook
- Digital Communications (Audio/Video Production)
- Accounting & Financial Services
- Business Management
- Entrepreneurship
- Teaching & Training
- Healthcare Therapeutics
- Culinary Arts
- Cosmetology
- Family & Community Services
- Law Enforcement
- Advanced Manufacturing Machinery & Mechanics
- Welding
- Cyber Security
- Engineering
- Programming & Software Development
- Automotive:
 - Automotive Technology
 - Collision Repair

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

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

Endorsement Options

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

Performance Acknowledgement

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

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

- At least 12 hours of college academic courses, including those taken for dual credit as part of the Texas core curriculum, and Advanced technical credit courses, including locally articulated courses, with a grade of the equivalent of 3.0 or higher on a scale of 4.0 or
- An associate degree while in high school
- Bilingualism and Biliteracy: A student may earn a performance acknowledgement for outstanding performance in bilingualism and biliteracy, by demonstrating proficiency in accordance with local school district grading policy in two or more languages by:

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

Satisfying one of the following:

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

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

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

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

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

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

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

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

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

universities as part of their undergraduate admission process by:

Earn a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation. Achieving the college readiness benchmark score on at least two of the four subject tests on the ACT-ASPIRE® examination or Earning a combined critical reading and mathematics score of at least 410 on the evidenced based reading section and 520 on the mathematics section of the SAT or Earning a composite score on the ACT examination of 28 (excluding the writing subscore)

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

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

Performance on an examination sufficient to obtain a government-required credential to practice a profession *Parents must refer to Chapter 74: Subchapter B Curriculum on the TEA website at <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074b.html>*



SECTION 1V: HIGH SCHOOL INFORMATION

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

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

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

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

Scores on achievement tests, which may be administered by appropriate District personnel.
Recommendation of the sending school.
Prior academic record.
Chronological age and social and emotional development of the student.
Other criteria deemed appropriate by the principal.

College University Testing

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

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

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

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

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

Students may access test information, registration materials and deadlines by: visiting with their counselor, picking up a registration packet at the Career Center/Go Center, or visiting the website for each test.

Transcript

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

- all courses and grades obtained at a high school campus in Weslaco
- all courses and grades obtained at a middle school for high school credit
- transfer grades for any other in school in the United States
- bi-national transfer grades from another country for recent immigrants or foreign exchange students.

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

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



Letter Grades

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

The alphanumeric chart is:

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

(EIC Local Policy)

This system also applies to credits completed through the Dual Credit program. A high school student enrolled in a dual credit course in which only letter grades are assigned may request a numerical grade from their instructor. College instructors are not required to grant requests for numerical grades. It is the students' responsibility to verify if the instructor agrees to provide a numerical grade prior to enrolling in the course. To request a numerical grade, a student must contact the college instructor and request that a numerical grade be sent to the student's high school registrar. Please note that the numerical grade provided by the instructor will be used in lieu of the established alphanumeric chart conversion scale.

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

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



Class Schedules

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

Transfer of Courses and Grades

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

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

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

High School Grade Classification

9th grade requires completion and promotion of 8th grade and 0-6.5 credits.

10th grade requires completion of a minimum of 7.0 credits up to 13.5 credits.

11th grade requires completion of a minimum of 14 credits up to 20 credits.

12th grade requires completion of a minimum of 21 credits and above

Three-Year Graduates

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

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

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

Texas First Early High School Completion Program

Senate Bill 1888, 87th Texas Legislature, Regular Session, 2021, added [Texas Education Code §28.0253](#), which establishes the Texas First Early High School Completion Program to allow public high school students who demonstrate early readiness for college to graduate early from high school.

A student who graduates early through the Texas First Early High School Completion Program is considered to have earned a diploma with a distinguished level of achievement under Texas Education Code §28.025.

The school must provide each student who earns a program diploma with a designation of distinguished level of achievement on the student's diploma. Click on this [link](#) to learn more about the program.

Talk to your counselor to find out more information about this program.

Grade Point Average/Rank in Class

EIC Local Policy

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

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

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

Tier I: Eligible AP and dual credit courses shall be categorized and weighted as Tier I courses.

Tier II: Eligible Pre-AP and honors courses shall be categorized and weighted as Tier II courses.

Tier III: All other eligible courses shall be categorized and weighted as Tier III courses.

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

<u>Category</u>	<u>Weight</u>
Tier I	Multiplied by 1.25
Tier II	Multiplied by 1.10
Tier III	Multiplied by 1.0

The District shall record weighted numerical grades on student transcripts.

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

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

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

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

	03221600-1st 03221610-2nd	Humanities (1 st and 2 nd time taken)	Y	03240900-1st 03241000-2nd	Public Speaking I and II	Y			
	03221100	Research and Technical Writing	Y	03240200-1 st 03240300-2nd	Oral Interpretation I and II	Y			
	03241100	Public Speaking III	Y	03240600-1 st 03240700-2nd	Debate I and II	Y			
	03241400	Communication Applications (* must be taken with another course)	Y	03230100	Journalism	Y			

	03240400	Oral Interpretation III	Y	03231000-1st 03231011-2nd 03231902-3rd	Ind. Study in Journalism	Y			
	03240800	Debate III	Y	03231900-1st 03231901-2nd	Adv. Broadcast Journalism I and II	Y			
	03241200-1st 03241210-2nd 03241220-3rd	Independent Study in Speech (1 st , 2 nd , and 3 rd time taken)	Y	03230110-1st 03230120-2nd	Adv. Journalism Yearbook I and II	Y			
	03231000-1st 03231901-2nd 03231022-3rd	Independent Study in Journalism (1 st , 2 nd , and 3 rd time taken)	Y	03230140-1 st 03230150-2nd	Adv. Journalism Newspaper I and II	Y			
	03231902	Adv. Broadcast Journalism III	Y	03230170-1 st 03230180-2 nd 03230190-3rd	Adv. Journalism Literary Magazine (1, 2, and 3)	Y			
	03230130	Adv. Journalism Yearbook III	Y	03230800	Photojournalism	Y			
	03230160	Adv. Journalism Newspaper III	Y						
	A322010 0-AP A322020 0-AP	Comparable AP English (Language and/or Literature)	Y						
	13011600	Business English	Y						
	CP110100	College Preparatory English	Y						
Math	SERVICE/ LOCAL	Chapter 74 (all classes will be included in GPA)	Y e s O R No	SERVICE/ LOCAL	TEKS Chapter 111 Math	Yes or No	SERVICE/ LOCAL	CO22 Table	Yes OR No
	03100500	Algebra	Y						

	03100700	Geometry	Y						
	03100600	Algebra II							
	03102400	Math Model with Applications	Y						
	13001000	Mathematical Applications in Agriculture Food and Natural Resources	Y						
	13037600	Digital Electronics	Y						
		Robotics Programming and Design	Y						
	13018000	Financial Mathematics	Y						
		Applied Math for Technical Professionals	Y						
	13016700	Accounting II	Y						
		Manufacturing Engineering and Technology II	Y						
	13037050	Robotics II	Y						
	03101100	Pre-Calculus	Y						
	03102510	Advanced Quantitative Reasoning	Y						
	03102500-1st 03102501-2nd 03102502-3rd	Independent Study in Math (1 st , 2 nd , and 3 rd time taken)	Y						
	03102520	Discrete Mathematics for Problem Solving	Y						
	03102540	Algebraic Reasoning	Y						
	03102530	Statistics	Y						
	A3100200	Comparable AP Math (AP Statistics, AP Calculus AB, AP Calculus BC)	Y						
	A35801 10-M A35801 20-L	AP Computer Science A (Math and LOTE)	Y						

	13036700	Engineering Math	Y						
	13016900	Statistics and Business Decision Making	Y						
	13020970	Mathematics for Medical Professionals	Y						
	03580370	Discrete Math for	Y						

		Computer Science							
	CP111200	College Prep Math	Y						
Science	SERVICE/ LOCAL	Chapter 74 (all classes will be included in GPA)	Yes OR No	SERVICE/ LOCAL	TEKS Chapter 112 Science		SERVICE/ LOCAL	CO 22 Table	Yes OR No
	03010207	Biology	Y						
	03040000	Chemistry	Y						
	03050000	Physics	Y						
	03060201	Integrated Physics and Chemistry	Y						
	13020600	Anatomy and Physiology	Y						
	03030000	Aquatic Science	Y						
	03060100	Astronomy	Y						
	03060200	Earth and Space Science	Y						
	03020000	Environmental Science	Y						
	A3010200	AP Biology	Y						
	A3040000	AP Chemistry	Y						
	A30500 03-1 A30500 01-B	AP Physics	Y						
	A3050004	AP Physics II	Y						
	A3020000	AP Environmental Science	Y						
	A3050006	AP Physics C	Y						
	13037100	Principles of Technology	Y						

	13000700	Advanced Animal Science	Y						
	13002100	Advanced Plant and Soil	Y						
	13020700	Medical Microbiology	Y						
	13020800	Pathophysiology	Y						
	13023000	Food Science	Y						
	13029500	Forensic Science	Y						
	13036400-1 13036450-2	Biotechnology I and II	Y						

	13037200-1 13037210-2 13037220-3	Scientific Research and Design	Y						
	13037300	Engineering Design and Problem Solving	Y						
	13037500	Engineering Science	Y						
Social Studies	SERVICE/ LOCAL	Chapter 74 (all classes will be included in GPA)	Yes OR No	SERVICE/ LOCAL	TEKS Chapter 113 Social Studies		SERVICE/ LOCAL	CO 22 Table	Yes OR No
	03340400	World History	Y	03350100	Psychology	Y	03380001-1st 03380021-2nd	Social Studies Advanced Studies (1 st and 2 nd time taken)	Y
	03340100	US History	Y	03370100	Sociology	Y			
	03330100	US Government	Y	03380002-1st 03380022-2nd 03380032-3rd 03380042-4th	Special Topics in Social Studies (1 st , 2 nd , 3 rd , and 4 th , time taken)	Y			
	03320100	World Geography	Y	03380003-1st 03380023-2nd 03380033-3rd 03380043-4th	Social Studies Research Methods (1 st , 2 nd , 3 rd , and 4 th , time taken)	Y			
	A3360100	AP Human Geography	Y	03380082	Personal Financial Literacy	Y			
	03310300	Economics with Emphasis on the free Enterprise and Its Benefits	Y	03380084	Ethnic Studies: Mexican American Studies	Y			

	03380083	Personal Financial Literacy and Economics	Y	A3340200	AP European History	Y			
				A3330100	AP Government and Politics	Y			
				A3330200	AP Comparative Government and Politics	Y			
				A3350100	AP Psychology	Y			
				A3310100	AP Microeconomics	Y			
				A3310200	AP Macroeconomics	Y			
				03310301-1st' 03310321-2nd	Economics Advanced Studies (1 st and 2 nd time taken)	Y			

State of Texas Diploma

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

Local Graduation Honors

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

Latin Honors:

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

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

Earning College Credit While in High School

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

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

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

Advanced Placement (AP)

Advanced Placement offers college-level curricula and exams. AP courses require students to study content with more depth and complexity at a more challenging pace. AP courses are available to all students in all WISD high schools.

Courses vary from campus to campus based on course demand. Teachers of these courses have specialized training. AP exam scores of 3, 4, or 5 may be used by colleges to grant course credit or placement.

Dual Credit

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

The dual credit program requirements are listed below:

- Meet with a WISD counselor prior to beginning the dual credit process
- Be college ready by meeting TSI2 standards for courses with this requirement, and course prerequisites prior to enrolling in classes
- Complete the dual credit form and obtained the required approvals; and
- Be advised by college advisor

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

Dual Enrollment Courses Offered Through UT OnRamps

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

Early College High School

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

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

Students entering grades nine or 10 are eligible. What is required?

- Satisfactory reading and writing scores on the TSIA2 Assessment, SAT or ACT exams.
- Complete the institute of higher education's (IHE) enrollment process.
- Selection of and registration for IHE classes before the open registration deadline.

What is the TSIA2 Assessment?

The Texas Success Initiative Assessment 2 (TSIA2) Assessment is a program designed to help your institution determine if you are ready for college-level course work in the general areas of reading, writing and mathematics. This program will help determine what type of course or intervention will best meet your needs to help you become better prepared for college-level coursework if you are not ready.

Some students are exempt from the TSIA2 exam, provided they meet the following criteria:

- ACT: combined score of 40 on the English and Reading (E+R) and score of 22 on the math test;
- SAT: Minimum score of 530 (Math section) and minimum score of 480 (Evidence-Based Reading and Writing- EBRW)
- TSIA2: See below

English Language Arts and Reading (ELAR)	TSIA2	Score $\geq$ 945 on the ELAR College Readiness Classification (CRC)	AND		Score $\geq$ 5 on the essay	
		OR				
		Score $<$ 945 on the ELAR CRC	AND	Score $\geq$ 5 on the diagnostic	AND	Score $\geq$ 5 on the essay
	Combination	Score $\geq$ 945 on the ELAR CRC on the TSIA2	AND		Score $\geq$ 5 on the TSIA1 essay	
		OR				
		Score $<$ 945 on the ELAR CRC on the TSIA2	AND	Score $\geq$ 5 on the diagnostic on the TSIA2	AND	Score $\geq$ 5 on the TSIA1 essay
Mathematics	TSIA1	Score $\geq$ 350 on Mathematics				
	TSIA2	Score $\geq$ 950 on the Mathematics CRC				
		OR				
		Score $<$ 950 on the Mathematics CRC	AND	Score = 6 on the diagnostic		

For more information about the TSIA2, visit the College Board website. Also, visit your campus College & Career Center for TSI test dates/information.

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

Why should it matter to me?

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

How can my child graduate College Ready?

Many of our high schools offer free tutoring programs for TSIA2 test preparation during the school day or before and after school. Students should ask their school counselor for assistance in meeting the College Readiness Standard.

Top 10% Ruling

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

Top Six Percent for UT at Austin

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

Credit Accrual Opportunities

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

Extended Day

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

Summer School

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

Distance Learning

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

Credit by Examination

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

College Courses

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

Dual Enrollment

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

Middle School Courses for High School Credit

Students taking Spanish I and/or CTE courses that count for HS credit will be given credit only if they pass the course. The grade will be excluded from G.P.A. and ranking calculations. Algebra 1, English 1, and Geometry grades will be included in G.P.A. and ranking calculations.

Texas Virtual School Network

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

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

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

Financial Aid

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

- informing students and families about the availability of the *federal student aid programs* and the process for applying for and receiving aid from those programs;
- developing the *Free Application for Federal Student Aid (FAFSA®)*;
- accurately disbursing, reconciling, and accounting for all federal student aid funds that are delivered to students each year through more than 6,200 colleges and career schools;
- managing the outstanding *federal student loan* portfolio and securing repayment from federal student loan borrowers;
- providing oversight and monitoring of all program participants—schools, financial entities, and students—to ensure compliance with the laws, regulations, and policies governing the federal student aid programs

Financial Aid for post-secondary education is available for students who qualify. Students must fill out the Free Applications for Federal Student Aid (FAFSA) or the Opt-Out form during their senior year. This is a graduation requirement.

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

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

Course Offerings

Course Selection and Request for Changes

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

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

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

Course Designations

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

Honors: The Honors program gives students the opportunity to learn, practice, and apply skills that will enable them to successfully participate in higher level educational courses that will prepare them for post secondary education courses. Honor courses follow a rigorous and demanding curriculum and have high expectations for all participating students. Successful Honor course students are task oriented and proficient readers who learned to set priorities responsibly and maximize their learning time optimally. Parental involvement and support plays a key role in the success of the Honor students. Honors courses carry weighted grade points.

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

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

Dual Enrollment: A dual credit course is a course taken in high school for the purposes of gaining high

school and college credit simultaneously. The course can be taken at a high school campus or at a college campus. Dual credit provides advanced academic instruction beyond, or in greater depth than the Texas Essential Knowledge and Skills (TEKS).

The Dual Credit Program requirements are listed below:

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

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

Performance Acknowledgements

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

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

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

1. A student may earn a performance acknowledgment in bilingualism and biliteracy by demonstrating proficiency in accordance with local school district grading policy in two or more languages by:
 - a. Completing all English language arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100; and
 - b. Satisfying one of the following:
 - i. Completion of a minimum of three credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
 - ii. Demonstrated proficiency in the Texas Essential Knowledge and Skills for Level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
 - iii. Completion of at least three credits in foundation subject area courses in a language other than English with a minimum GPA of 80 on a scale of 100; or
 - iv. Demonstrated proficiency in one or more languages other than English through one of the following methods:
 1. A score of 3 or higher on a College Board AP exam for a language other than English; or

2. A score of 4 or higher on an IB exam for a higher-level language other than English course; or

3. Performance on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent

2. In addition to meeting the requirements to earn a performance acknowledgment in bilingualism and biliteracy, an English language learner must also have:

- a. Participated in and met the exit criteria for a bilingual or English as a second language (ESL) program; and
- b. Scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS).

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

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

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

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

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

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

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

- a. National or international business, industry, or professional organization;

- b. State agency or other government entity; or
- c. State-based industry association.

3. Certifications or licensures for performance acknowledgements shall:

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

DESCRIPTION OF COURSES

SECTION IV: COURSE DESCRIPTIONS

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

Weslaco ISD

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

ENGLISH I EN0130

CREDIT (1) PREREQUISITE: NONE

Students enrolled in English I continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. In English I, students practice all forms of writing. An emphasis is placed on organizing logical arguments with clearly expressed

related definitions, theses, and evidence. Students write to persuade and to report and describe. English I students read extensively in multiple genres from world literature such as reading selected stories, dramas, novels, and poetry originally written in English or translated to English from oriental, classical Greek, European, African, South American, and North American cultures. * **Pre-AP**

ENGLISH II EN0230

CREDIT (1) PREREQUISITE: NONE

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

ENGLISH III EN0330

CREDIT (1) PREREQUISITE: NONE

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

ENGLISH IV EN0430

CREDIT (1) REQUIRED PREREQUISITE: Complete English I, II, and III.

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

ENGLISH I for Speakers of Other Languages EE1120

CREDIT (1) REQUIRED PREREQUISITE: Official promotion to or placement in high school. Beginner or intermediate proficiency in English- Recommended prerequisite: English Language Development and Acquisition (ELDA).

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

ENGLISH II for Speakers of Other Languages EE1220

CREDIT (1) REQUIRED PREREQUISITE: Official promotion to or placement in high school. Beginner or intermediate proficiency in English, Recommended corequisite: English Language Development and Acquisition (ELDA).

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

INDEPENDENT STUDY IN ENGLISH EN0580

CREDIT (.5-1) RECOMMENDED PREREQUISITE: English I, II, III, IV

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

AP ENGLISH LANGUAGE AND COMPOSITION EN0390 (11) EN1490 (12)

CREDIT (1) REQUIRED PREREQUISITE: Contract, Recommended prerequisite: English II

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

AP ENGLISH LITERATURE AND COMPOSITION EN1490

CREDIT (1) REQUIRED PREREQUISITE: Contract/RECOMMENDED PREREQUISITE: English III or Advanced

Placement (AP) English Language and Composition.

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

READING I, II, III ER0130, ER0230, ER0330

CREDIT (1) each year RECOMMENDED PREREQUISITE: Recommendation

Reading I, II, III offers students instruction in word recognition and comprehension strategies and vocabulary to ensure that high school students have an opportunity to read with competence, confidence, and understanding. Students are given opportunities to locate information in varied sources, to read critically, to evaluate sources, and to draw supportable conclusions. Students learn how various texts are organized and how authors choose language for effect. All of these strategies are applied in texts that cross the subject fields.

COLLEGE READINESS AND STUDY SKILLS ER3035/36

CREDIT (.5) RECOMMENDED PREREQUISITE: Pass English EOC

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

CREATIVE WRITING EW6035/6

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

This is a rigorous composition course which asks high school students to demonstrate their skill in such forms of writing as essays, short stories, poetry, and drama. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The student's evaluation of his/her own writing as well as the writing of others ensures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop and apply criteria for effective writing, and set their own goals as writers.

PRACTICAL WRITING SKILLS EW1030

CREDIT (.5-1) RECOMMENDED PREREQUISITE: Recommendation

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

RESEARCH AND TECHNICAL WRITING EW5035/36

CREDIT (.5-1) RECOMMENDED PREREQUISITE: Recommendation

This rigorous composition course asks high school students to skillfully research a topic or a variety of topics and present that information through a variety of media. Students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop and apply criteria for effective writing, and set their own goals as writers.

VISUAL MEDIA ANALYSIS AND PRODUCTION

CREDIT (.5) PREREQUISITE: None

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

COMMUNICATION APPLICATIONS VS1035/6

CREDIT (.5) PREREQUISITE: None

Students enrolled in Communication Applications will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group

interactions, and personal and professional presentations. This course must be taken to meet the speech graduation requirement.

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

CREDIT (1) each year PREREQUISITE: preceding level

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

DEBATE I, II, III VD0130 - VD0230

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

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

JOURNALISM VJ0130

CREDIT (1) Grade Level

(10-12) PREREQUISITE:

NONE

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

INDEPENDENT STUDY IN JOURNALISM VJ5080

CREDIT (1) Grade

Level (12)

PREREQUISITE: NONE

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

ADVANCED BROADCAST JOURNALISM I, II, III

CREDIT (1) Grade Level

(10-12) PREREQUISITE:

NONE

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

critique and analyze the significance of visual representations; and learn to produce by creating a broadcast journalism product.

PHOTOJOURNALISM VJ1030

CREDIT (1) Grade Level

(10-12) PREREQUISITE:

NONE

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

ADVANCED JOURNALISM I, II, III

**VJ0230 - VJ0430 NEWSPAPER or
YEARBOOK,**

PREREQUISITE: NONE

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

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

HUMANITIES HH1071

CREDIT (1) PREREQUISITE: None

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

COLLEGE PREPARATORY COURSE IN ENGLISH ENP430

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

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

NEWCOMERS ENGLISH LANGUAGE DEVELOPMENT

(NELD) A EO1220 Credit (1) RECOMMENDED

PREREQUISITE: NONE

This course is offered during the student's first semester and designed to provide instructional opportunities for secondary recent immigrant students with little or no English proficiency. These students are newcomers less than 12 months in U.S. schools and have scored at the negligible/very limited CALP level of the state

approved English oral language proficiency tests. This course will be issued as an elective credit during a period of the student's first semester. This course will meet an elective course requirement and not an ELA course requirement.

**NEWCOMERS ENGLISH LANGUAGE DEVELOPMENT
(NELD) B EO1320 Credit (1) REQUIRED PREREQUISITE:
NELD-A**

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

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



Social Studies

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

WESLACO ISD

Course No.		Subject	Grade	Credits
03340100	HU1030	U.S. History	10-12	1
A03340100	HU1090	U.S. History AP	10-12	1
03340400	HW1030	World History	9	1
03340400	HW1080	World History PAP	10-12	1
A3370100	HW1090	World History AP	10-12	1
03320100	HW1230	World Geography	9-12	1
03320100	HR1090	World Geography Pre-AP	9-12	1
03330100	HG1035/HG1036	U.S. Government	11-12	.5
03380083	HE30W5/6	Personal Financial Literacy with Economics	11-12	.5
A3330100	HG1095/HG1096	U.S. Government and Politics AP	11-12	.5
03310300	HE1035/HE1036	Economics with Emphasis on the Free Enterprise System and Its Benefits	11-12	.5
A3310200	HE1095/HE1096	Economics (Macroeconomics) AP	11-12	.5
03380002	HC1035/6	Special Topics in Social Studies	11-12	1
03350100	HP1035/6	Psychology	11-12	.5
A3350100	HP1095	Psychology AP	11-12	.5
03370100	HO1035/6	Sociology	11-12	.5

03380082	TBD	Personal Financial Literacy	10-12	.5
03380083	HE 3035/6	Personal Financial Literacy and Economics	11-12	.5
03380084	EH0130	Ethnic Studies: Mexican American Studies	10-12	1
A3360100	HA1090	HUMAN GEOGRAPHY AP	9-12	1
A3340200	HI1090	European History AP	10-12	1

US HISTORY HU1030

Grade 10-12 Credit (1)

PREREQUISITE: NONE

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

U.S. HISTORY AP

HU1090 Grade 11-12

Credit (1)

PREREQUISITE:

NONE

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

WORLD HISTORY HW1030/HW10H0

Grade 9-12 Credit (1)

PREREQUISITE: NONE

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

WORLD HISTORY Pre-AP/Honors HW1080 HW10H0

Grade 9-11 Credit (1)

PREREQUISITE: NONE

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

WORLD HISTORY AP HW1090

Grade 9-12 Credit (1)

PREREQUISITE: NONE

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

WORLD GEOGRAPHY HW1230

Grade 9-12 Credit (1)

PREREQUISITE: NONE

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

WORLD GEOGRAPHY Honors HW12H0

Grade 9-12 Credit (1)

PREREQUISITE: NONE

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

U.S. GOVERNMENT

HG1035/HG1036 Grade 11 or 12

Credit (1/2) *PREREQUISITE:*

NONE

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

U.S. GOVERNMENT and POLITICS AP

HG1095/HG1096 Grade 11-12 Credit (1/2)

PREREQUISITE: NONE

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

introductory college courses. *DUAL

ECONOMICS with Emphasis on the Free Enterprise System and Its Benefits HE1035/HE1036
Grade 11 -12 Credit (1/2)

PREREQUISITE: NONE

Economics with Emphasis on the Free Enterprise System and Its Benefits is the culmination of the economic content and concepts studied from Kindergarten through required secondary courses. The focus is on the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. Students will investigate the concepts of specialization and international trade, economic growth, key economic measurements, and monetary and fiscal policy. Students will study the roles of the Federal Reserve System and other financial institutions, government, and businesses in a free enterprise system. Types of business ownership and market structures are discussed. The course also incorporates instruction in personal financial literacy. Students apply critical-thinking skills using economic concepts to evaluate the costs and benefits of economic issues.

ECONOMICS (Macroeconomics) AP
HE1095/HE1096 Grade 11-12 Credit (1/2)

PREREQUISITE: NONE

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

SPECIAL TOPICS HC1035/6

CREDIT (.5) PREREQUISITE: None

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

PSYCHOLOGY HP1035/6

CREDIT (.5) PREREQUISITE: None

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

PSYCHOLOGY AP HP1095/6

CREDIT (.5) PREREQUISITE: None

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

SOCIOLOGY HO1035/6

CREDIT (.5) PREREQUISITE: None

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

PERSONAL FINANCIAL LITERACY

CREDIT (.5) PREREQUISITE: None

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

PERSONAL FINANCIAL LITERACY and ECONOMICS

Credit (.5) PREREQUISITE: NONE

The Personal Financial Literacy and Economics Course emphasizes the economic way of thinking, which serves as a framework for the personal financial decision-making opportunities introduced in the course. Students will demonstrate the ability to anticipate and address financial challenges as these challenges occur over their lifetime. In addition, students are introduced to common economic and personal financial planning terms and concepts. As a result of learning objective concepts and integrating subjective information, students gain the ability to lead productive and financially self-sufficient lives.

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

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

**AP Human
Geography Grade 9-
12 (.5 to 1)**

PREREQUISITE:

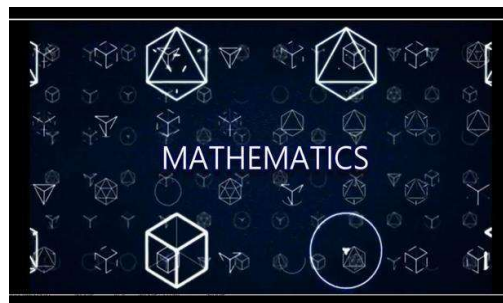
NONE

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

AP European History

Grade 10-12 (.5 to 1) PREREQUISITE: NONE

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



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

WESLACO ISD				
Course No.		Subject	Grade	Credits
03100500	MA0130	ALGEBRA I	8 th -12 th	1
03100700	MG1030 03100700	GEOMETRY	9 th -12 th	1
03100507	MA0230 03100600	ALGEBRA II	9 th -12 th	.5-1
03102540	MR1030	ALGEBRAIC REASONING	10 th -12 th	1
03102400	MM1030	MATH MODELING with APPLICATIONS	9 th -12 th	1
03101100	MC0130	PRECALCULUS	10 th -12 th	.5-1
A3100101	MC1190 A3100101	AP CALCULUS AB	10 th -12 th	.5-1
A3100200	MH2090 A3100200	AP STATISTICS	10 th -12 th	.5-1
03102500	MI1930	INDEPENDENT STUDY IN MATH	10 th -12 th	.5-1
N1110030	VM0130	STRATEGIC LEARNING MATH	10 th -12 th	1
CP111200	MAP430	COLLEGE PREPARATORY COURSE IN MATH	12 th	1
A3580110	QW0990	AP COMPUTER A SCIENCE A MATH	10 th -12 th	1
13036700	QS1230	ENGINEERING MATH	10 th -12 th	1
13016700	QB4030	ACCOUNTING II	10 th -12 th	1
13020970	QB5730	MATHEMATICS FOR MEDICAL PROFESSIONAL	10 th -12 th	1
13016900	QB5030	STATISTICS AND BUSINESS DECISION MAKING	10 th -12 th	1
13032950	QZ44D0	MANUFACTURING ENGINEERING TECH II	10 th -12 th	1

ALGEBRA I MA0130/MA0180

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

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

GEOMETRY MG1030 /MG1080

CREDIT (1) REQUIRED PREREQUISITE: Algebra I

In Geometry, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I to strengthen their mathematical reasoning skills in geometric contexts. Within the course, students will begin to focus on more precise terminology, symbolic representations, and the development of proofs. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. Students will connect previous knowledge from Algebra I to Geometry through the coordinate and transformational geometry strand. In the logical arguments and constructions strand, students are expected to create formal constructions using a straight edge and compass. Though this course is primarily Euclidean geometry, students should complete the course with an understanding that non-Euclidean geometries exist. In proof and congruence, students will use deductive reasoning to justify, prove and apply

theorems about geometric figures. Throughout the standards, the term "prove" means a formal proof to be shown in a paragraph, a flow chart, or two-column formats. Proportionality is the unifying component of the similarity, proof, and trigonometry strand. Students will use their proportional reasoning skills to prove and apply theorems and solve problems in this strand. The two- and three-dimensional figure strand focuses on the application of formulas in multi-step situations since students have developed background knowledge in two- and three-dimensional figures. Using patterns to identify geometric properties, students will apply theorems about circles to determine relationships between special segments and angles in circles. Due to the emphasis of probability and statistics in the college and career readiness standards, standards dealing with probability have been added to the geometry curriculum to ensure students have proper exposure to these topics before pursuing their post-secondary education.* **Pre-AP**

ALGEBRA II MA0230/MA02H0

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

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

ALGEBRAIC REASONING MA0130

CREDIT (1) REQUIRED PREREQUISITE: Algebra I

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

MATH MODELING with APPLICATIONS MM1030

CREDIT (1) REQUIRED PREREQUISITE: Algebra I

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

PRECALCULUS MC0130

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

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

AP CALCULUS AB MC1190

CREDIT (.5-1) REQUIRED PREREQUISITE: Precalculus

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

AP CALCULUS BC MC1290

CREDIT (.5-1) REQUIRED PREREQUISITE: Precalculus

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

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

AP STATISTICS MH2090

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

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

INDEPENDENT STUDY IN MATH MI1930

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

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

STRATEGIC LEARNING MATH VM0130

CREDIT (1) PREREQUISITE: None

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

COLLEGE PREPARATORY COURSE IN MATH MAP430

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

12th Graders

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

AP COMPUTER SCIENCE A

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

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

ENGINEERING MATHEMATICS QS1230 (CTE COURSE)

CREDIT (1) PREREQUISITE: Algebra II

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

ACCOUNTING II (CTE COURSE)

CREDIT (1) REQUIRED PREREQUISITE: ACCOUNTING I

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

MATH MEDICAL PROFESSIONS (CTE COURSE)

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

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

STATISTICS BUSINESS DECISION MAKING (CTE COURSE)

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

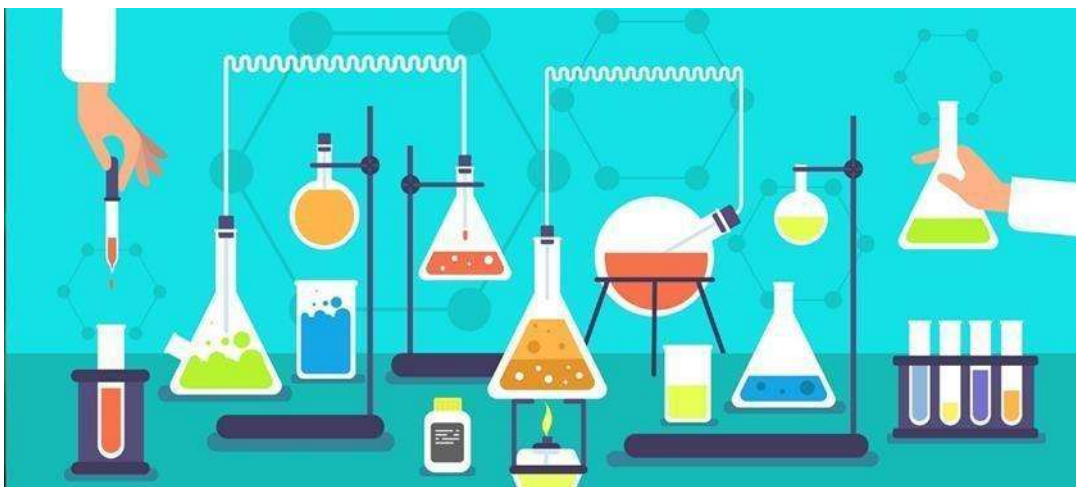
Statistics and Business Decision Making is an introduction to statistics and the application of statistics to business decision making. Students will use statistics to make business decisions. Students will determine the appropriateness of methods used to collect data to ensure conclusions are valid.

MANUFACTURING ENGINEERING TECHNOLOGY (CTE COURSE)

CREDIT (1) REQUIRED PREREQUISITE: MFG Technology I for only Grade 11 and 12.

RECOMMENDED PREREQUISITE: Algebra II, Computer Science I, or Physics

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



Science

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

WESLACO ISD

Course No.		Subject	Grade	Credits
03020000	SI2030	ENVIRONMENTAL SYSTEMS	10 th -12 th	1
A3020000	SI2090	ENVIRONMENTAL SCIENCE AP	10 th -12 th	1
03060201	SP1130	INTEGRATED PHYSICS AND CHEMISTRY	9 th -12 th	1
03210200	SB1030	BIOLOGY	9 th -12 th	1
A3010200	SB0290	AP BIOLOGY	10 th -12 th	1
03040000	SC0130	CHEMISTRY	10 th -12 th	1
A3040000	SC0290	AP CHEMISTRY	10 th -12 th	1
03050000	SY0130	PHYSICS	10 th -12 th	1
03050003	SY2190	AP PHYSICS I ALGEBRA BASED	10 th -12 th	1
03050004	SY2290	AP PHYSICS II ALGEBRA BASED	10 th -12 th	1
03060100	SI1530	ASTRONOMY	10 th -12 th	1
03030000	SI1030	AQUATIC SCIENCE	10 th -12 th	1
03060200	SIROUD	ON RAMP'S GEO SCIENCE	10 th -12 th	1
13020600	QH1130	ANATOMY AND PHYSIOLOGY	10 th -12 th	1
		DC BIOLOGY		

ENVIRONMENTAL SYSTEMS SI2030

CREDIT (1) REQUIRED PREREQUISITE: Biology; RECOMMENDED PREREQUISITE: Integrated Physics and Chemistry, Chemistry, or concurrent enrollment in either course.

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

AP ENVIRONMENTAL SCIENCE SI2090

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

AP Environmental Science is the equivalent to a college environmental science course. The course covers Earth systems and resources, the living world, population, land and water use, energy resources and consumption, pollution, and global change. Focuses on advanced inquiry-based laboratory investigations to apply scientific principles, concepts, and methodologies to better understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

INTEGRATED PHYSICS & CHEMISTRY SP1130

CREDIT (1) PREREQUISITE: None

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

BIOLOGY SB0130

CREDIT (1) PREREQUISITE: None

In Biology, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem solving. Students in Biology study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystems; and plants and the environment. * **Pre-AP**

AP BIOLOGY SB0290

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

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

ON RAMPS BIOLOGY

CREDIT (1) REQUIRED PREREQUISITES: Biology and Chemistry

Molecular and cellular biology is the focus of this introductory biology course. This year-long course explores three big ideas of biology: the structure and function of biomolecules, the flow of energy through living systems via photosynthesis and cellular respiration, and how genetic information is expressed and transmitted both within and between cells. Students will learn how to apply critical thinking and quantitative skills to real-world scenarios. They will develop their scientific thinking skills through Peer Instruction, laboratory activities, and active learning in an inclusive classroom environment. Additionally, students will be guided in the development and integration of verbal, written, and graphical communication skills.

CHEMISTRY SC0130

CREDIT (1) REQUIRED PREREQUISITE: One Unit of High School Science, Algebra I

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

AP CHEMISTRY SC0290

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

AP Chemistry is an in-depth study of chemical concepts and principles encountered in Chemistry I along with specialized areas of chemistry such as organic chemistry, quantitative and qualitative analysis, and nuclear chemistry. Extensive laboratory investigations emphasize accurate observations, collection of data, data analysis, and the operational definition of the concepts and principles of traditional chemistry. Students will

complete a science fair project. A strong math background is required. This course is designed to prepare the student to take the Advanced Placement Chemistry Exam in May.* AP, **DUAL, OnRAMPS**

ON RAMPS CHEMISTRY I

CREDIT (1) REQUIRED PREREQUISITE: Algebra I

The Principles of Chemistry I course addresses the nature of matter, energy, chemical reactions, and chemical thermodynamics. Students will learn about descriptive chemistry of matter in the natural world, as well as compositional and reaction stoichiometry of chemical compounds. Throughout the course, students will think like scientists by exploring the underlying theoretical foundations of chemistry, making intuitive arguments for how the world works, and supporting those arguments with quantitative measures. Built with an intention to engage students from a variety of backgrounds, students in the course will learn how to successfully study science by organizing their learning around mastery and ownership of materials. Introduction to Chemical Practices I—the course’s lab component—provides an introduction to the techniques of modern experimental chemistry and is designed to instill basic laboratory and analytical skills.

PHYSICS SY0130

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

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

Honors

PHYSICS I AP ALGEBRA BASED SY2190

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

AP Physics I: Algebra-Based is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. Focuses on inquiry-based learning and the ability to reason about physical phenomena using important science process skills such as explaining causal relationships, applying and justifying the use of mathematical routines, designing experiments, analyzing data and making connections across multiple topics within the course and in other science disciplines.

PHYSICS 2 AP ALGEBRA BASED SY2290

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

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

ON RAMPS PHYSICS 1

CREDIT (1) REQUIRED PREREQUISITES: ALGEBRA 1 AND GEOMETRY

RECOMMENDED PREREQUISITE: ALGEBRA 2

Mechanics, Heat, and Sound introduces big ideas in physics, such as Newtonian mechanics (including motion, force, energy, and rotation), as well as solid and fluid mechanics, oscillations, waves, sound, and heat. Taken together, the topics reinforce the general idea that the behavior of many systems in the world can be described precisely with simple mathematics. This course lays the conceptual groundwork for STEM majors. Students will experience a high-quality curriculum designed by the faculty at The University of Texas at Austin (UT Austin). General Physics Laboratory I—the course’s lab component—engages students in both guided and open inquiry investigations of physical principles. It is designed to instill foundational scientific reasoning, data collection, and analytical skills.

ON RAMPS PHYSICS 2

CREDIT (1)

REQUIRED PREREQUISITES: TEKS-BASED PHYSICS COURSE, ALGEBRA 2, AND GEOMETRY

RECOMMENDED PREREQUISITE: PRECALCULUS

Electromagnetism, Optics, and Nuclear Physics serves as an introduction to electricity, magnetism, optics, waves, and quantum and nuclear physics. Students will explore these topics as they obtain practical experience with electrical circuits and optical devices. Students will also investigate modern physical phenomena, including the quantum nature of light (photons) and properties of the atomic nucleus. Students will learn both how scientific inquiry reveals the fundamental properties of the universe and how these properties are applied in technologies that shape the modern world. This is the second course in a sequence of algebra-based (non-calculus) courses, designed by the faculty at the University of Texas at Austin (UT Austin), which fulfills a general physics requirement. Proficiency in algebra and geometry is assumed. Students will develop critical thinking, empirical, and quantitative skills through analysis of physical situations and problem solving. Students can earn three hours of UT Austin credit, with feedback and assessment provided by UT Austin course staff.

ASTRONOMY SI1530

CREDIT (1) REQUIRED PREREQUISITES: Algebra I, IPC or Chemistry

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

AQUATIC SCIENCE SI1030

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

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

EARTH AND SPACE SCIENCE:

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

Effective Fall 2024: REQUIRED PREREQUISITE: Algebra I and two credits of high school science.

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

GEOSCIENCE: EARTH, WIND AND FIRE

CREDIT (1) REQUIRED PREREQUISITE: Biology or IPC;

RECOMMENDED PREREQUISITE: Chemistry

Earth, Wind, and Fire is a course in geoscience literacy. It covers the fundamentals of how the Earth works, and how its various systems—the lithosphere, atmosphere, hydrosphere, and biosphere—interact to form the complex world in which we live. Geoscience is the study of the Earth. In this course, students will study the Earth as an integrated science, applying the fundamental principles of physics, chemistry, biology, and geosciences to explain Earth processes. Many of the most complex and interesting scientific problems of this century, such as energy resources, water supply, and climate change, require geologic thinking skills to solve. This class introduces students to the major areas in geoscience and helps them develop critical, creative, and geologic problem-solving skills, as applied to current scientific problems. Students will experience a curriculum designed by the faculty at the University of Texas at Austin (UT Austin). Students can earn three hours of UT Austin credit with feedback and assessment provided by UT Austin course staff.

ANATOMY AND PHYSIOLOGY QH1130

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

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

BIOLOGY DUAL CREDIT (BIOL 1406)

REQUIRED PREREQUISITE: TSI Complete-Reading

This is an in-depth study of the fundamental principles of living organisms including physical and chemical properties of life, cellular organization and function. Concepts of metabolic pathways, cellular respiration, photosynthesis, mitosis, meiosis, and molecular biology of the gene, genetics biotechnology, evolutionary adaptation and the scientific method are included.

BIOLOGY DUAL CREDIT (BIOL 1407)

REQUIRED PREREQUISITE: BIOL 1406 with a grade of “C” or better

This is a continuation of Biology 1406. It is an in-depth study of the fundamental principles of living organisms including classification and evolution. Topics include biodiversity of viruses, bacteria, archaea, protists, fungi, plants, and animals, comparison of the organization, function and reproduction, ecology of behavior, populations, communities, and the biosphere.



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

COMPUTER SCIENCE I

CREDIT (.5-1) RECOMMENDED PREREQUISITE: Algebra I or student capable of using functional notations Computer Science provides students with an opportunity to study foundational technology applications. Students will practice the use of technology-related concepts and terms as well as data input strategies such as exploration of LAN and WAN networks, search terminology, and basic coding to make informed decisions about technologies and their applications. Students will work individually and collaboratively to evaluate information, apply technology as a tool for problem solving, and communicate information in a variety of formats to a diverse audience. Ethical implications for the misuse of technology will be discussed regarding its effects on systems and societies.

FUNDAMENTALS OF COMPUTER SCIENCE II

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

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

AP COMPUTER SCIENCE PRINCIPLES

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

AP Computer Science Principles is designed to attract a greater diversity of students to the field, focusing on creative problem-solving, computational practices, programming, the internet and real-world applications to better prepare them for college and career. Students will collaborate to build creative applications such as mobile apps, digital music files and animations. This course is designed to support students' interest in a

variety of careers fields such as graphic design, medicine, political science, engineering and other STEAM fields. Students do not need previous computer science experience to take this course.

AP COMPUTER SCIENCE II

Credit 1 Prerequisite: Algebra 2 and AP Computer Science A

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

AP COMPUTER SCIENCE PRINCIPLES

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

DIGITAL ART AND ANIMATION

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

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

WEB DESIGN NW1030

CREDIT (1) PREREQUISITE: None

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

BUSINESS INFORMATION MANAGEMENT SYSTEMS QB6030

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

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

BUSINESS INFORMATION MANAGEMENT SYSTEMS II QB1530

CREDIT (1) PREREQUISITE: BUSINESS INFORMATION MANAGEMENT I

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

DIGITAL INTERACTIVE MEDIA QW4930

CREDIT (1) PREREQUISITE: TOUCH SYSTEMS DATA ENTRY

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

BUSINESS MANAGEMENT SYSTEMS QB1630

CREDIT (1) PREREQUISITE: None

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

TELECOMMUNICATIONS NETWORKING QT2630

CREDIT (1) PREREQUISITE: None

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

PRINCIPLES OF INFORMATION TECHNOLOGY QT4630

CREDIT (1) PREREQUISITE: TOUCH SYSTEMS DATA ENTRY

In Principles of Information Technology, students will develop computer abilities and skills to use existing and new technologies found in schools, and in the worldwide workplace. Students will learn to use skills to

get along well with others, and to prepare for changes in workplace conditions. Students will improve reading, writing, math/calculating, communication, and thinking skills and apply them to better use computers and information technology in school, and in the workplace.

VIDEO TECHNOLOGY VV1030 03580700

CREDIT (1) PREREQUISITE: None

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



FINE ARTS

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

03500400	AR0430	ART IV	12	1
03250100	AH0131/2	THEATER ARTS I	9	1
03250200	AH0231/2	THEATER ARTS II	10	1
03250300	AH0331/2	THEATER ARTS III	11	1
03250400	AH0431/2	THEATER ARTS IV	12	1
03250700	AP0130	THEATER PRODUCTION I	9	1
03250800	AP0230	THEATER PRODUCTION II	10	1
03250900	AP0330	THEATER PRODUCTION III	11	1
03251000	AP0430	THEATER PRODUCTION IV	12	1

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

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

CREDIT (1.0) each year PREREQUISITE: DIRECTOR APPROVAL

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

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

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

CREDIT (.05) each year PREREQUISITE: DIRECTOR APPROVAL

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

MUSIC I, II, III, IV – STRING ORCHESTRA

CREDIT (1) each year PREREQUISITE: DIRECTOR APPROVAL

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

MUSIC I, II, III, IV – CHOIR

CREDIT (1) each year PREREQUISITE: DIRECTOR APPROVAL

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

MUSIC I, II, III, IV – MARIACHI

CREDIT (1) each year PREREQUISITE: DIRECTOR APPROVAL

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

DANCE I, II, III, IV - BEGINNER

CREDIT (1) each year PREREQUISITE: NONE

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

DANCE I, II, III, IV - ADVANCED

CREDIT (1) each year PREREQUISITE: TEACHER APPROVAL

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

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

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

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

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

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

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

DANCE I, II, III, IV – DRILL TEAM

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

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

MUSIC THEORY

CREDIT (1) each year PREREQUISITE: Approval

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

ART I AR0130 03500100

CREDIT (1) PREREQUISITE: None

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

ART II, III, IV

CREDIT (1) each year PREREQUISITE: Art I

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

AP ART (HISTORY OR PORTFOLIO)

CREDIT (1) PREREQUISITE: Art I-III recommended

May be taken as AP History of Art, AP Art with a concentration in drawing, AP Art with a two-dimensional design portfolio, or AP Art with a three-dimensional design portfolio. The student will take an Advanced Placement Exam in May or submit the appropriate portfolio as required by the College Board and may receive college credit hours depending on the results of the score on the AP Exam/Portfolio. *AP

THEATER ARTS I, II, III, IV

CREDIT (1) each year PREREQUISITE: preceding levels

Activities and instruction include the history of theater, dramatic criticism, acting techniques, and practical experiences in theater. Students have the opportunity to participate in such activities as pantomime, acting, set design, set construction, costume design, costume construction, make-up, play analysis, improvisation, oral interpretation, voice and diction, and theater management. Students are encouraged to perform.

CREDIT (1) each year PREREQUISITE: Theatre Arts I

TECHNICAL THEATER

AT0130 - AT0430 I, II, III, IV

DIGITAL ART AND ANIMATION – QQ1130[illegible]

WESLACO ISD				
Course No.		Subject	Grade	Credits
03440100	FN0130	SPANISH I, NON-NATIVE	8-12	1
03440200	FN0230	SPANISH II, NON-NATIVE	8-12	1
03440300	FN0330	SPANISH III, NON-NATIVE	8-12	1
03440110	FS0130	SPANISH I, NATIVE	9-12	1
03440220	FS0230	SPANISH II, NATIVE	9-12	1
03440330	FS0330	SPANISH III, NATIVE	9-12	1
03440110	FS0180	SPANISH I, NATIVE PAP	9-12	1
03440220	FS0280	SPANISH II, NATIVE PAP	9-12	1
A3440100	FS0390	AP SPANISH LANGUAGE & CULTURE	9-12	1
A3440200	FS1090	AP SPANISH LITERATURE & CULTURE	9-12	1
03410100	FF0130	FRENCH I	9-12	1
03410200	FF0230	FRENCH II	9-12	1

03410300	FF0330	FRENCH III	9-12	1
A3410100	FF0490	AP FRENCH LANGUAGE & CULTURE	9-12	1
03580200	QWL6H0	COMPUTER SCIENCE I (LOTE)	9-12	1
A3580300	QWL790	AP COMPUTER SCIENCE PRINCIPLES	10-12	1
A3100101	QWL790	AP CALCULUS A (LOTE)	10 ^h -12 th	.5-1
03580300	QWL91D0, 30, H0	COMPUTER SCIENCE II (LOTE)	9-12	1

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

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

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

SPANISH I, II, III NATIVE FS0130 - FS0330

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

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

SPANISH I AND II NATIVE PAP

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

AP SPANISH LANGUAGE & COMPOSITION FS0390 FS03D0 A3440100

CREDIT (1) PREREQUISITE:

Placement & preceding levels

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

Other Than English develops higher-level student proficiency via world language instruction of which the overarching goal is communication. Whether weighted or AP, students should perform at intermediate-mid to intermediate-high proficiency by the end of the year, with the exception of other LOTEs that follow different proficiency targets. Exclusive use of the target language by both teacher and student is expected at

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

AP SPANISH LITERATURE & COMPOSITION FS1090

CREDIT (1) PREREQUISITE: preceding levels

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

FRENCH I, II, III

FF0130 03410300

CREDIT (1) PREREQUISITE: None

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

AP FRENCH LANGUAGE

& FF0490 COMPOSITION

CREDIT (1) PREREQUISITE: French III Pre-AP

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

COMPUTER SCIENCE I (LOTE)

CREDIT (.5-1) RECOMMENDED PREREQUISITE: Algebra I or student capable of using functional notations Computer Science provides students with an opportunity to study foundational technology applications. Students will practice the use of technology-related concepts and terms as well as data input strategies such as exploration of LAN and WAN networks, search terminology, and basic coding to make informed decisions about technologies and their applications. Students will work individually and collaboratively to evaluate information, apply technology as a tool for problem solving, and communicate information in a variety of formats to a diverse audience. Ethical implications for the misuse of technology will be discussed regarding its effects on systems and societies.

AP COMPUTER SCIENCE PRINCIPLES (LOTE)

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

AP Computer Science Principles is designed to attract a greater diversity of students to the field, focusing on creative problem- solving, computational practices, programming, the internet and real-world applications to better prepare them for college and career. Students will collaborate to build creative applications such as

mobile apps, digital music files and animations. This course is designed to support students' interest in a variety of career fields such as graphic design, medicine, political science, engineering and other STEAM fields. Students do not need previous computer science experience to take this course.

AP COMPUTER SCIENCE A (LOTE)

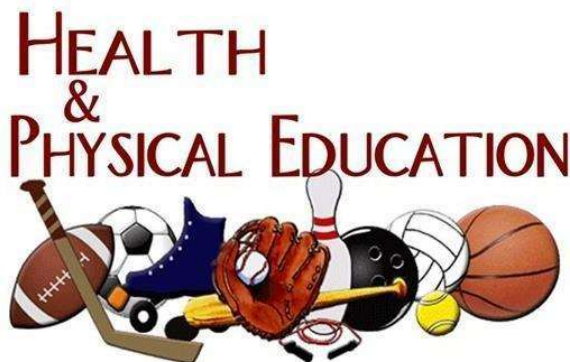
CREDIT (.5-1) RECOMMENDED PREREQUISITE: Computer Science I, Algebra II or student capable of using functional notations

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

AP COMPUTER SCIENCE II (LOTE)

Credit 1 Prerequisite: Algebra 2 and AP Computer Science A

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



Health and Physical Education

WESLACO ISD				
Course No.		Subject	Grade	Credits
03810100	PH1035/6	HEALTH I	9-12	.5
PES00053	PO1135/6	Lifetime Recreation and Outdoor Pursuits	9-12	1
PES00051	PL1031/2	Lifetime Fitness/Wellness	9-12	1
PES00056	PL1131/2	Skill-based Lifetime Activities	9-12	1
N1160012	PS1035/6	Team Sport Officiating	12	.5

HEALTH I PH1035/6

CREDIT (.5) PREREQUISITE: None

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

LIFETIME FITNESS & WELLNESS PL1131/2

CREDIT (1)

The Lifetime Fitness and Wellness Pursuits course offers current approaches for the foundation of personal fitness, physical literacy, lifetime wellness, and healthy living. Students in Lifetime Fitness and Wellness Pursuits will apply the knowledge and skills to demonstrate mastery of the concepts needed to achieve lifetime wellness. Students will participate in a variety of physical activities for attaining personal fitness and lifetime wellness.

SKILL-BASED LIFETIME ACTIVITIES PT1131/2

CREDIT (1)

The Skill-Based Lifetime Activities course offers students the opportunity to demonstrate mastery in basic sport skills, basic sport knowledge, and health and fitness principles. Students experience opportunities that promote physical literacy and lifetime wellness.

TEAM SPORT OFFICIATING PS1035/6

CREDIT (.5)

Students enrolled in Team Sport Officiating learn rules and regulations of selected team sports, developing skills in the area of communication, decision making, and conflict management which are needed to officiate team sport competitions. Working with coaches, players, other officials, and parents, the expectation is that by the end of the course students will have the ability to officiate at various levels and manage responsibilities that come with the role. Students will be introduced to the rules of the games and officiating mechanics based on approved University Interscholastic League (UIL) association specifications which will form a foundation for a lifetime advocacy in officiating. Experienced officials will assist in providing “real-world” experiences in preparing the students for the situations they will face.

LIFETIME RECREATION AND OUTDOOR PURSUITS PO1135/6

CREDIT (1)

The Lifetime Recreation and Outdoor Pursuits course provides opportunities for students to develop competency in five or more lifelong recreational and outdoor pursuits for enjoyment and challenge. Students in Lifetime Recreation and Outdoor Pursuits participate in activities that promote physical literacy, respect for and connection to nature and the environment, and opportunities for enjoyment for a lifetime. Students will experience opportunities that enhance self-worth and support community engagement.

Physical Education Substitutions

Athletics

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

These courses may be taken multiple times provided that a different TEA number is used in sequence each time. No more than

4.0 PE substitution credits may be earned through any combination of allowable substitutions for state credit. Students may earn additional elective credits through Physical Education based on their graduation plan.

WESLACO ISD				
Course No.		Subject	Grade	Credits
PES00000, 01, 02, 03	PA9530	WRESTLING 1, 2, 3, 4	9-12	.5
PES00000, 01, 02, 03	PA1530	BASEBALL 1, 2, 3, 4	9-12	.5
PES00000, 01, 02, 03	BOYS-PA2530 GIRLS-PA2130	BASKETBALL	9-12	.5
PES00000, 01, 02, 03	BOYS-PA7530 GIRLS-PA7130	TRACK/FIELD SPRING	9-12	.5
PES00000, 01, 02, 03	BOYS-PA3535 GIRLS-PA3130	CROSS COUNTRY FALL	9-12	.5
PES00000, 01, 02, 03	GIRLS-PA9130	VOLLEYBALL	9-12	.5
PES00000, 01, 02, 03	BOYS-PA5530 GIRLS-PA5130	GOLF	9-12	.5
PES00000, 01, 02, 03	PA0130	SWIMMING	9-12	.5
PES00000, 01, 02, 03	PA6130	TENNIS	9-12	.5
PES00000, 01, 02, 03	PA4130	FOOTBALL	9-12	.5
PES00000, 01, 02, 03	BOYS-PA8530 GIRLS-PA8130	SOCCER	9-12	.5
PES00000, 01, 02, 03	PA1130	SOFTBALL	9-12	.5
PES00000, 01, 02, 03	PA1530	BASEBALL	9-12	.5
PES00000, 01, 02, 03	BOYS-PA6560 GIRLS-PA4530	POWERLIFTING	9-12	.5

Activity-based Courses for Physical Education Substitutions

MARCHING BAND/COLOR GUARD FALL ONLY PES00012 AB0130

0.5 PE

CREDIT

GRADE 9-

12

APPROVED BY MARCHING BAND DIRECTOR

CHEERLEADING PES00013 PC1135

1.0 PE

CREDIT

GRADED

9-12

APPROVED BY CAMPUS CHEERLEADING SPONSOR

DRILL TEAM PES00014 PP1335

1.0 PE

CREDIT

GRADED

9-12

APPROVED BY DRILL TEAM SPONSOR

JROTC PES00004 PJ0130

1.0 PE

CREDIT

GRADED

9-12

APPROVED BY CAMPUS CHEERLEADING SPONSOR

*Military Science*

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

RESERVE OFFICERS**TRAINING CORPS (ROTC) I, II, III, IV PJ0130 -PJ0430*****CREDIT (1) each year PREREQUISITE: Approval***

The Reserve Officers Training Corps is a cooperative effort between the U.S. Army and school districts to provide a character and leadership developmental program of military science. It instills the student with an

enhanced sense of self-esteem, teamwork, and self-discipline that can be applied to any post-secondary situation. Studies include topics such as military history, geography, service learning, first aid, citizenship, duty, responsibility, communications, leadership, drill and ceremony. Satisfactory completion can lead to advanced placement in the active Army, Army Reserves, or National Guard.



WISD Career & Technical Education

*Department Headquarters: Joe Calvillo, Jr. Career & Technology Complex,
3601 N Mile 5 ½ West, Weslaco, TX
Eliza Gomez, CTE Director
Sonia Gonzalez, CTE Supervisor
Rosie C. Perez, CTE Career Development Advisor
William Brewer, CTE Technology Coordinator*

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

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

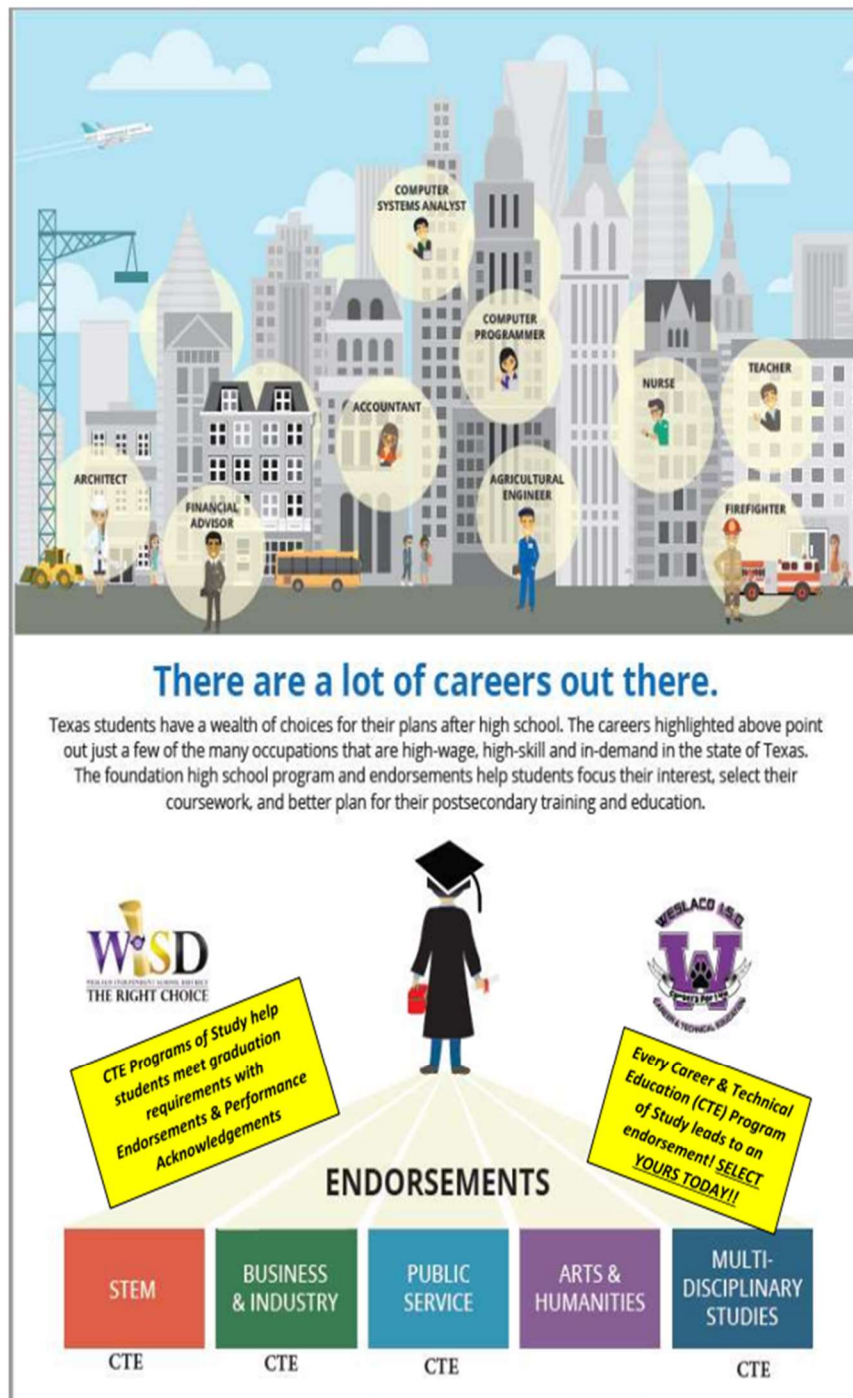
Employers are demanding that their future employees be able to apply academic and technical skills to real-world problems that are encountered in the workplace. According to the U. S. Department of Labor, 85% of all jobs will require students to further their education beyond high school. CTE is critical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

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

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

for secondary and postsecondary education based on a student's interest or career goal. Programs of Study (POS) have been developed for each of the Career Clusters. The POS represents a recommended sequence of coursework based on a student's interest or career goal.

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





SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

CTE Programs of Study under STEM:

Cyber Security

Engineering

Animal Science

Plant Science

Healthcare Diagnostics :

- EKG/Phlebotomy
- C.N.A.-Certified Nurse Aide,
- Pharmacy Technician

Architectural Design

Manufacturing Technology

Programming & Software Development

- Computer Science



PUBLIC SERVICE

CTE Programs of Study under PUBLIC SERVICE:

Healthcare Diagnostics:

- EKG/Phlebotomy
- C.N.A.-Certified Nurse Aide
- Pharmacy Technician

Cosmetology

Family & Community Services

Law Enforcement

Teaching & Training



BUSINESS & INDUSTRY

CTE Programs of Study under BUSINESS & INDUSTRY:

Animal Science

Plant Science

Architectural Design

Digital Communications -

- A/V Production

Graphic Design & Multimedia Arts –

- Photography
- Animation & Video Game Design
- Journalism

Accounting & Financial Services

Business Management

Entrepreneurship

Culinary Arts

Manufacturing Technology

Welding

Cyber Security

Engineering

Programming & Software Development-

- Computer Science

Automotive –

- Automotive Technology
- Collision Repair & Refinishing



MULTIDISCIPLINARY STUDIES

CTE Programs of Study under MULTIDISCIPLINARY STUDIES:

See your counselor - Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation.

Preparing for Your Career

Two-thirds of the high demand jobs openings in Texas will require some postsecondary education. You can position yourself for successful career entry in several ways: While in high school, you will want to do the following:

- ◆ Learn about industry fields and targeted occupations that provide high-wages and are in-demand in your region.
- ◆ Take assessments that match you with potential careers to expand your research.
- ◆ Determine which of the five endorsement options offered by your high school under the Foundation High School Program best align with your career goals and explore the aligned CTE Programs of Study.
- ◆ Complete the required Foundation High School Program, your selected endorsement, and CTE Program of Study, if applicable.
- ◆ Research what training and education levels beyond high school are required to enter your CTE Program of Study or industry field of interest. For a complete list of statewide CTE Programs of Study, visit <https://bit.ly/2UWredv>.
- ◆ Take every opportunity to connect directly with employers. Ask your counselor or college advisor for help!
- ◆ Find training and certifications for specific occupations or skills through community colleges or career and technical schools at www.texasworkforce.org/svcs/propschools/career-schools-colleges.html.
- ◆ Practice or get hands on experience through internships, apprenticeships, or volunteering.

Weslaco ISD Career & Technical Education

Programs of Study

- Animal Science
- Plant Science
- Architectural Design
- Graphic Design & Multimedia Arts:
 - Commercial Photography
 - Animation/Video Game
 - Journalism/Yearbook
- Digital Communications (Audio/Video Production)
- Accounting & Financial Services
- Business Management
- Entrepreneurship
- Teaching & Training
- Healthcare Diagnostics
 - C.N.A.-Certified Nurse Aide
 - Pharmacy Technician
 - EKG/ Phlebotomy
- Culinary Arts
- Cosmetology
- Family & Community Services
- Law Enforcement
- Manufacturing Technology
- Welding
- Cyber Security
- Engineering
- Programming & Software Development
- Automotive:
 - Automotive Technology
 - Collision Repair



STATE CAREER CLUSTERS

 Agriculture, Food & Natural Resources	The Agriculture, Food, and Natural Resources Career Cluster focuses on the essential elements of life, - food, water, land, and air. This career cluster includes a diverse spectrum of occupations ranging from farmer, rancher, and veterinarian to geologist, conservationist, and florist. It also includes non-traditional agricultural occupations like wind energy, solar energy, and oil and gas production.
 Architecture & Construction	The Architecture and Construction Career Cluster focuses on designing, planning, managing, building, and maintaining the built environment. Principles of Architecture provides an overview to the various fields of architecture, interior design, and construction management.
 Arts, A/V Technology & Communications	The Arts, A/V Technology and Communications (AAVTC) Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Careers in the AAVTC career cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication.
 Business, Marketing, and Finance	The Business, Marketing, and Finance Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations
 Education & Training	Providing education and training services, and related learning support services. Occupations include teaching in the following disciplines: law, health specialties, anthropology, archaeology, art, drama, music, career and technical education, foreign languages, kindergarten, library science and communication.
 Health Science	The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and work well with others.
 Hospitality & Tourism	The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services. Students acquire knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success.
 Human Services	The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.
 Information Technology	The Information Technology (IT) Career Cluster focuses on building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services.

 Law and Public Service	Providing legal, public safety, protective, and homeland security services – Occupations include police and sheriff's patrol officer, detective and criminal investigator, correctional officer and jailer, lawyer, judge, court reporter, fire inspector, hearing officer, mediator firefighter, paralegal and legal assistant and bailiff.
 Manufacturing	The Manufacturing Career Cluster focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.
 Science, Technology, Engineering & Mathematics	The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing, scientific research and professional and technical services, including laboratory and testing services, and research and development services.
 Transportation, Distribution & Logistics	The Transportation, Distribution, and Logistics Career Cluster focuses on careers in planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water. It also includes related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

CTE Dual Enrollment Opportunities
through South Texas College

CTE Program of Study	CTE Instructor	Class location
Automotive Technology	Carlos O. Perez	Joe Calvillo, Jr. Career & Technology Complex
Business Management	Marcos Cano	Weslaco East High School
Entrepreneurship	Dr. Stephanie Garcia	Weslaco High School
Graphic Design & Multimedia Arts <i>(Professional Communications aka Speech course only)</i>	Telisa Munoz Angela Sarmiento	Weslaco East High School
Law Enforcement	Marco Siller Eleazar Mendez	Weslaco East High School Weslaco High School
Manufacturing Technology	Juan A. Sierra	Joe Calvillo, Jr. Career & Technology Complex
Teaching & Training	Guadalupe Carranza	Weslaco High School
Welding	Brandon Hernandez	Joe Calvillo, Jr. Career & Technology Complex

CTE COURSES DIRECTLY RELATED TO THE BUSINESS AND INDUSTRY ENDORSEMENT BY CAREER CLUSTER

Agriculture, Food & Natural Resources

- Principles of Agriculture, Food, & Natural Resources
- Advanced Animal Science (Science Credit)
- Livestock Production
- Equine Science / Small Animal Management
- Floral Design (Fine Arts Credit)
- Horticulture Science
- Advanced Plant & Soil Science (Science Credit)
- Practicum in Agriculture, Food, & Natural Resources

Architecture & Construction

- Architectural Design I
- Architectural Design II
- Practicum in Architectural Design

Arts, A/V Technology & Communications

- Professional Communications (Speech Credit)
- Digital Design & Media Production
- Digital Media
- Digital Arts & Animation
- Digital Communications in the 21st Century
- Principles of Arts, A/V Tech & Communications
- A/V Production I/Lab
- A/V Production II/Lab
- Practicum in A/V Production
- Commercial Photography I
- Commercial Photography II
- Practicum in Commercial Photography
- Video Game Design
- Animation I
- Animation II
- Game Programming & Design
- Graphic Design & Illustration I
- Graphic Design & Illustration II
- Practicum I Graphic Design & Illustration

Business, Marketing & Finance

- Principles of Business, Marketing and Finance
- Business Information Management I
- Business Information Management II
- Global Business
- Virtual Business
- Accounting I
- Accounting II
- Financial Mathematics
- Business Management
- Practicum in Business Management
- Entrepreneurship

Hospitality & Tourism

- Introduction to Culinary Arts
- Culinary Arts
- Advanced Culinary Arts
- Practicum in Culinary Arts
- Food Science (Science Credit)

Manufacturing

- Introduction to Welding
- Welding I
- Welding II
- Principles of Manufacturing
- Metal Fabrication & Machining
- Precision Metal Manufacturing I
- Precision in Metal Manufacturing II/Lab

Transportation & Logistics

- Energy, Power, & Transportation Systems
- Automotive Technology I – Maintenance & Light Repair
- Automotive Technology II
- Collision Repair
- Collision Repair
- Paint & Refinishing Basic

BUSINESS & INDUSTRY



CTE COURSES DIRECTLY RELATED TO THE STEM ENDORSEMENT BY CAREER CLUSTER

Science, Technology, Engineering & Mathematics

- Principles of Information Technology
- Foundations of Cybersecurity
- Networking
- Practicum in Information Technology
- Principles of Applied Engineering
- Engineering Design & Problem Solving
- Engineering Design & Presentation
- Engineering Design & Presentation II
- Computer Science I – Honors
- AP Computer Science Principles
- AP Computer Science A - Math
- AP Computer Science A - LOTE
- Computer Science II
- Computer Science III

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS (STEM)



CTE COURSES DIRECTLY RELATED TO THE PUBLIC SERVICE ENDORSEMENT BY CAREER CLUSTER

Health Science

- Principles of Health Science
- Health Science Theory
- Medical Terminology
- Medical Microbiology (Science Credit)
- Pathophysiology (Science Credit)
- Anatomy and Physiology (Science Credit)
- Practicum in Health Science I (Clinical Rotations)
- Practicum in Health Science II - Pharmacy Technician
- Practicum in Health Science II – C.N.A. – Certified Nurse Aide
- Practicum in Health Science II - EKG/Phlebotomy Technician

Human Services

- Principles of Human Services
- Child Development
- Lifetime Nutrition and Wellness
- Dollars and Sense
- Professional Communications
- Family & Community Services
- Principles of Cosmetology Design & Color Theory
- Cosmetology 1
- Cosmetology 2

Education

- Principles of Education
- Child Development
- Human Growth & Development
- Instructional Practices
- Practicum in Education & Training

Law and Public Service

- Principles of Law, Public Safety, Corrections & Security
- Law Enforcement 1
- Federal Law Enforcement & Protective Services
- Criminal Investigations
- Law Enforcement 2
- Forensic Science
- Practicum in Law, Safety, Corrections & Security

PUBLIC SERVICES



CTE Courses Meeting High School Graduation Requirements

Beginning with the 2017-2018 school year, several CTE courses meet English, Fine Arts, Mathematics, and Science high school graduation requirements. The sections below list the CTE courses by area.

Career and Technical (CTE) Courses for Academic Credit			
Effective 2/3/2021			
Course	Credit Satisfied	TAC Chapter 130 & 127 Career Clusters	Program(s) of study in which course appears
Business English	English	§130.135, Business Management and Administration	N/A
Accounting II	Mathematics	§130.188, Business Management and Administration	Accounting & Financial Services
Applied Mathematics for Technical Professionals	Mathematics	§127.13, Career Development	N/A
Digital Electronics	Mathematics	§130.407, STEM	Renewable Energy
Engineering Mathematics	Mathematics	§130.413, STEM	N/A
Financial Mathematics	Mathematics	§130.180, Finance	Accounting & Financial Services
Mathematical Applications in Agriculture, Food, and Natural Resources	Mathematics	§130.5, Agriculture, Food and Natural Resources	N/A
Mathematics for Medical Professionals	Mathematics	§130.229, Health Science	Health Informatics
Manufacturing Engineering Technology II	Mathematics	§130.356, Manufacturing	Advanced Manufacturing and Machinery Mechanics, Engineering
Statistics and Business Decision Making	Mathematics	§130.190, Finance	Business Management, Marketing & Sales
Robotics II	Mathematics	§130.409, STEM	Manufacturing
AP Computer Science A	Mathematics	§130.409, STEM	Programming and Software Development, Cybersecurity
IB Computer Science Higher Level, Math	Mathematics	§130.409, STEM	Programming and Software Development, Cybersecurity
Discrete Mathematics for Computer Science	Mathematics	§130.409, STEM	Programming and Software Development, Cybersecurity
Advanced Animal Science	Science	§130.10, Agriculture, Food, and Natural Resources	Animal Science
Advanced Plant and Soil Science	Science	§130.25, Agriculture, Food, and Natural Resources	Plant Science
Anatomy and Physiology	Science	§130.224, Health Science	Exercise Science and Wellness, Healthcare Diagnostics, Healthcare
Biotechnology I	Science	§130.415, STEM	Biomedical Science
Biotechnology II	Science	§130.416, STEM	Biomedical Science
Engineering Design and Problem Solving	Science	§130.412, STEM	Engineering, Renewable Energy
Engineering Science	Science	§130.414, STEM	Engineering
Food Science	Science	§130.256, Hospitality and Tourism	Culinary Arts
Forensic Science	Science	§130.339, Law, Public Safety, Corrections, and Security	Law Enforcement
Medical Microbiology	Science	§130.225, Health Science	Health Diagnostics, Healthcare Therapeutic, Nursing Science, Biomedical Science
Pathophysiology	Science	§130.227, Health Science	Health Diagnostics, Healthcare Therapeutic, Nursing Science, Biomedical
Principles of Technology	Science	§130.404, STEM	N/A
Scientific Research and Design	Science	§130.417, STEM	Animal Science, Applied Agriculture Engineering, Environmental and Natural Resources, Food Science and Technology, Plant Science, Biomedical Science, Engineering

Agriculture, Food, and Natural Resources Career Cluster

The Agriculture, Food, and Natural Resources (AFNR) Career Cluster focuses on the essential elements of life food, water, land, and air. This career cluster includes a diverse spectrum of occupations, ranging from farmer, rancher, and veterinarian to geologist, land conservationist, and florist. It also includes non-traditional agricultural occupations like wind energy, solar energy, and oil and gas production.

Animal Science Statewide Program of Study



The Animal Science program of study focuses on the science, research, and business of animals and other living organisms. It teaches CTE learners how to apply biology and life science to real-world life processes of animals and wildlife, either in laboratories or in the field, which could include a veterinary office, a farm or ranch, or any outdoor area harboring animal life. Students may also research and analyze the growth and destruction of species and research or diagnose diseases and injuries of animals.

Secondary Courses for High School Credit

Level 1

- Principles of Agriculture, Food, and Natural Resources

Level 2

- Small Animal Management
- Equine Science

Level 3

- Livestock Production/Lab

Level 4

- Advanced Animal Science
- Veterinary Medical Applications/Lab
- Practicum in Agriculture, Food, and Natural Resources
- Project-Based Research
- Scientific Research and Design

Postsecondary Opportunities

Associates Degrees

- Food Science and Technology
- Veterinary Studies
- Biotechnology Laboratory Technician
- Biology Technician

Bachelor's Degrees

- Animal Sciences
- Agriculture
- Biology
- Zoology/ Animal Biology

Master's, Doctoral, and Professional Degrees

- Genetics
- Veterinary Medicine
- Biological and Physical Sciences
- Biological and Biomedical Sciences

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities

- Participate in Texas FFA

Work-Based Learning Activities

- Compete in an Agri-Science Fair 4H
- Volunteer at a local farm or with a veterinarian
- Participate in an FFA supervised agriculture experience

Industry-Based Certifications

- Agricultural Biotechnology
- Certified Veterinary Assistant, Level 1
- Elanco Fundamentals of Animal Science Certification
- Elanco Veterinary Medical Applications Certification
- Equine Management & Evaluation Certification
- Feedyard Technician in Cattle Care and Handling
- Licensed Veterinary Technician
- Production Agriculture - Job Ready
- Small Animal Science and Technology



Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Animal Breeders	\$39,139	28	9%
Animal Scientists	\$57,533	22	12%
Medical Scientists	\$63,898	435	27%
Veterinarians	\$93,496	294	24%
Zoologists and Wildlife Biologists	\$67,309	45	32%

Successful completion of the Animal Science program of study will fulfill requirements of a Business and Industry endorsement or STEM endorsement if the math and science requirements are met. Revised – August 2022



Agriculture, Food, and Natural Resources Career Cluster

The Agriculture, Food, and Natural Resources (AFNR) Career Cluster focuses on the essential elements of life – food, water, land, and air. This career cluster includes a diverse spectrum of occupations, ranging from farmer, rancher, and veterinarian to geologist, land conservationist, and florist. It also includes non-traditional agricultural occupations like wind energy, solar energy, and oil and gas production.

Plant Science Statewide Program of Study



The Plant Science program of study focuses on the science, research, and business of plants and other living organisms. It teaches students how to apply biology and life science to real-world life processes of plants and vegetation, either in laboratories or in the field.

Secondary Courses for High School Credit

Level 1

- Principles of Agriculture, Food, and Natural Resources

Level 2

- Landscape Design and Management
- Turf Grass Management
- Greenhouse Operation and Production/Lab

Level 3

- Floral Design/Lab
- Horticultural Science/Lab
- Viticulture

Level 4

- Practicum in Agriculture, Food, and Natural Resources
- Advanced Plant and Soil Science
- Advanced Floral Design
- Project-Based Research
- Scientific Research and Design

Postsecondary Opportunities

Associates Degrees

- Applied Horticulture/ Horticulture Operations, General
- Ornamental Horticulture
- Agricultural Business and Management, General
- Turf and Turfgrass Management

Bachelor's Degrees

- Applied Horticulture/ Horticulture Operations, General
- Agronomy and Crop Science
- Agricultural Business and Management, General
- Turf and Turfgrass Management

Master's, Doctoral, and Professional Degrees

- Applied Horticulture/ Horticulture Operations, General
- Agronomy and Crop Science
- Agricultural Business and Management, General
- Farm/Farm and Ranch Management

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities

- Participate in Texas FFA

Work-Based Learning Activities

- Work at a florist or landscaper business
- Participate in an FFA supervised agriculture experience

Industry-Based Certifications

- Agricultural Biotechnology
- BASF Plant Science Certification
- Commercial/Non-Commercial Pesticide Applicator
- Commercial/Noncommercial Pesticide Applicator "Vegetation Management" License
- Horticulture - Landscaping - Job Ready
- Landscape Irrigator
- Principles of Floral Design Certification
- Production Agriculture - Job Ready
- Texas Certified Landscape Associate (TCLA)
- Texas Certified Nursery Professional
- Texas State Florist's Association Knowledge Based Floral Certification
- Texas State Florist's Association Level I Floral Certification
- Texas State Florist's Association Level II Floral Certification



Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Soil and Plant Scientists	\$54,662	116	21%
Tree Trimmers and Pruners	\$32,240	589	14%
Pesticide Handlers, Sprayers, and Applicators	\$36,733	196	22%
Landscaping Supervisors	\$44,408	807	19%
Biological Technicians	\$42,931	452	17%

Successful completion of the Plant Science program of study will fulfill requirements of a Business and Industry endorsement or STEM endorsement if the math and science requirements are met. Revised – August 2022



Architecture and Construction Career Cluster

The Architecture and Construction Career Cluster focuses on designing, planning, managing, building, and maintaining the built environment. Principles of Architecture provides an overview to the various fields of architecture, interior design, and construction management.

Architectural Design Statewide Program of Study



The Architectural Design program of study explores the occupations and educational opportunities associated with developing, engineering, and designing building structures and facilities. This program of study may also include exploration into collecting and interpreting geographic information, researching and preparing maps, and interior design.

Secondary Courses for High School Credit

Level 1

- Principles of Architecture

Level 2

- Architectural Design I
- Interior Design I
- Computer Aided Drafting for Architecture

Level 3

- Architectural Design II
- Interior Design II
- Civil Engineering and Architecture (PLTW)

Level 4

- Practicum in Architectural Design
- Career Preparation I

Postsecondary Opportunities

Associates Degrees

- Architecture
- Interior Design
- Civil Engineering, General
- Geographic Information Science and Cartography

Bachelor's Degrees

- Architecture
- Interior Design
- Civil Engineering, General
- Geographic Information Science and Cartography

Master's, Doctoral, and Professional Degrees

- Architecture
- Interior Architecture
- Civil Engineering, General
- Geographic Information Science and Cartography

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities	Work-Based Learning Activities
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- Shadow an architect, interior designer or civil engineer
- Participate in SkillsUSA
- Intern at an architectural firm

Industry-Based Certifications

- Autodesk Associate (Certified User) 3ds MAX
- Autodesk Associate (Certified User & Professional) AutoCAD
- Autodesk Associate (Certified User & Professional) Fusion 360
- Autodesk Associate (Certified User) Revit Architecture
- Autodesk Associate (Certified User) Revit for Electrical
- Autodesk Associate (Certified User) Revit for Structural Design
- Autodesk Certified Professional in AutoCAD for Design and Drafting
- Autodesk Certified Professional & Certified User in Civil 3D for Infrastructure Design
- Autodesk Certified Professional in Revit for Architectural Design
- Autodesk Certified Professional in Revit for Electrical Design
- Autodesk Certified Professional in Revit for Structural Design
- Certified SOLIDWORKS Associate (CSWA) - Electrical
- Certified SOLIDWORKS Associate (CSWA) & Professional (CSWP) - Academic
- Certified SOLIDWORKS Professional (CSWP) - Drawing Tools Certified
- Certified SOLIDWORKS Professional (CSWP) - Model Based Definition
- Certified SOLIDWORKS Associate (CSWA) & Professional (CSWP) - Simulation
- Certified SOLIDWORKS Associate (CSWA) - Sustainability
- LEED Green Associate

- Certified SOLIDWORKS Associate*
- Mastercam Associate Certification*

*IBC sunseting 8/31/24

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Architects	\$77,043	808	16%
Geographic Information Analysts and Surveyors	\$58,926	162	27%
Architectural/ Civil Drafters	\$50,170	1,068	9%
Construction Managers	\$87,402	2,401	14%

Successful completion of the Architectural Design program of study will fulfill requirements of the Business and Industry endorsement or STEM endorsement if the math and science requirements are met. Revised – August 2022



Arts, Audio/Video Technology, and Communications Career Cluster

The Arts, A/V Technology and Communications (AAVTC) Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Careers in the AAVTC career cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication.

Graphic Design & Multimedia Arts (Photography) Statewide Program of Study



The Graphic Design and Multimedia Arts program of study explores the occupations and educational opportunities associated with designing or creating graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. This program of study may also include exploration into designing clothing and accessories, and creating special effects, animation, or other visual images using film, video, computers, or other electronic tools and media, for use in computer games, movies, music videos, and commercials.

Secondary Courses for High School Credit

Level 1

- Principles of Arts, A/V Technology, and Communications
- Video Game Design
- Digital Media

Level 2

- Graphic Design and Illustration I/Lab
- Animation I/Lab
- Video Game Programming
- Commercial Photography I/Lab
- Fashion Design I/Lab
- Digital Design and Media Productions
- Game Programming and Design

Level 3

- Graphic Design and Illustration II/Lab
- Animation II/Lab
- Advanced Video Game Programming
- Commercial Photography II/Lab
- Fashion Design II/Lab
- Digital Arts and Animation
- 3-D Modeling and Animation
- Web Game Development

Level 4

- Practicum in Graphic Design and Illustration
- Practicum in Animation
- Practicum in Commercial Photography
- Practicum in Entrepreneurship
- Career Preparation I

Postsecondary Opportunities

Associates Degrees

- Animation, Interactive Technology, Video Graphics and Special Effects
- Graphic Design
- Game and Interactive Media Design

Bachelor's Degrees

- Animation, Interactive Technology, Video Graphics and Special Effects
- Graphic Design
- Game and Interactive Media Design

Master's, Doctoral, and Professional Degrees

- Animation, Interactive Technology, Video Graphics and Special Effects
- Graphic Design
- Intermedia/Multimedia

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities	Work-Based Learning Activities
• Join a website development or coding club • Participate in SkillsUSA or TSA	• Intern with a multimedia or animation studio • Obtain a certificate or certification in graphic design

Industry-Based Certifications

- Adobe Certified Professional in Digital Video Using Adobe Premiere Pro
 - Adobe Certified Professional in Graphic Design and Illustration Using Adobe Illustrator
 - Adobe Certified Professional in Print and Digital Media Publication Using Adobe InDesign
 - Adobe Certified Professional in Visual Design
 - Adobe Certified Professional in Visual Design Using Adobe Photoshop
 - Adobe Certified Professional in Visual Effects and Motion Graphics Using Adobe After Effects
 - Audio-Visual Communications - Job Ready
 - Autodesk Associate (Certified User) 3ds MAX
 - Certified Professional Photographer
 - Certified Professional Programmer
 - Graphic Production Technology - Job Ready
 - C++ Certified Associate Programmer
 - Certified User: Programmer
 - CodeHS Python Level 1 Certification
 - Oracle Certified Associate Java SE 9 Programmer
 - Certified Entry-Level Python Programmer (PCEP)
 - Adobe Certified Professional Animate*
- *IBC Sunsetting 8/31/24

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Graphic Designers	\$44,824	1,433	15%
Multimedia Artists and Animators	\$67,392	186	21%

Successful completion of the Graphic Design & Multimedia Arts program of study will fulfill requirements of the Business and Industry endorsement. Revised – October 2022



Arts, Audio/Video Technology, and Communications Career Cluster

The Arts, A/V Technology and Communications (AAVTC) Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Careers in the AAVTC career cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication.

Graphic Design & Multimedia Arts (Animation & Video Game Design) Statewide Program of Study



The Graphic Design and Multimedia Arts program of study explores the occupations and educational opportunities associated with designing or creating graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. This program of study may also include exploration into designing clothing and accessories, and creating special effects, animation, or other visual images using film, video, computers, or other electronic tools and media, for use in computer games, movies, music videos, and commercials.

Secondary Courses for High School Credit

Level 1

- Principles of Arts, A/V Technology, and Communications
- Video Game Design
- Digital Media

Level 2

- Graphic Design and Illustration I/Lab
- Animation I/Lab
- Video Game Programming
- Commercial Photography I/Lab
- Fashion Design I/Lab
- Digital Design and Media Productions
- Game Programming and Design

Level 3

- Graphic Design and Illustration II/Lab
- Animation II/Lab
- Advanced Video Game Programming
- Commercial Photography II/Lab
- Fashion Design II/Lab
- Digital Arts and Animation
- 3-D Modeling and Animation
- Web Game Development

Level 4

- Practicum in Graphic Design and Illustration
- Practicum in Animation
- Practicum in Commercial Photography
- Practicum in Entrepreneurship
- Career Preparation I

Postsecondary Opportunities

Associates Degrees

- Animation, Interactive Technology, Video Graphics and Special Effects
- Graphic Design
- Game and Interactive Media Design

Bachelor's Degrees

- Animation, Interactive Technology, Video Graphics and Special Effects
- Graphic Design
- Game and Interactive Media Design

Master's, Doctoral, and Professional Degrees

- Animation, Interactive Technology, Video Graphics and Special Effects
- Graphic Design
- Intermedia/Multimedia

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities	Work-Based Learning Activities
- Join a website development or coding club - Participate in SkillsUSA or TSA	- Intern with a multimedia or animation studio - Obtain a certificate or certification in graphic design

Industry-Based Certifications

- Adobe Certified Professional in Digital Video Using Adobe Premiere Pro
 - Adobe Certified Professional in Graphic Design and Illustration Using Adobe Illustrator
 - Adobe Certified Professional in Print and Digital Media Publication Using Adobe InDesign
 - Adobe Certified Professional in Visual Design
 - Adobe Certified Professional in Visual Design Using Adobe Photoshop
 - Adobe Certified Professional in Visual Effects and Motion Graphics Using Adobe After Effects
 - Audio-Visual Communications - Job Ready
 - Autodesk Associate (Certified User) 3ds MAX
 - Certified Professional Photographer
 - Certified Professional Programmer
 - Graphic Production Technology - Job Ready
 - C++ Certified Associate Programmer
 - Certified User: Programmer
 - CodeHS Python Level 1 Certification
 - Oracle Certified Associate Java SE 9 Programmer
 - Certified Entry-Level Python Programmer (PCEP)
 - Adobe Certified Professional Animate*
- *IBC Sunset 8/31/24

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Graphic Designers	\$44,824	1,433	15%
Multimedia Artists and Animators	\$67,392	186	21%

Successful completion of the Graphic Design & Multimedia Arts program of study will fulfill requirements of the Business and Industry endorsement. Revised – October 2022



Arts, Audio/Video Technology, and Communications Career Cluster

The Arts, A/V Technology and Communications (AAVTC) Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Careers in the AAVTC career cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication.

Graphic Design & Multimedia Arts (Journalism) Statewide Program of Study



The Graphic Design and Multimedia Arts program of study explores the occupations and educational opportunities associated with designing or creating graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. This program of study may also include exploration into designing clothing and accessories, and creating special effects, animation, or other visual images using film, video, computers, or other electronic tools and media, for use in computer games, movies, music videos, and commercials.

Secondary Courses for High School Credit

Level 1

- Principles of Arts, A/V Technology, and Communications
- Video Game Design
- Digital Media

Level 2

- Graphic Design and Illustration I/Lab
- Animation I/Lab
- Video Game Programming
- Commercial Photography I/Lab
- Fashion Design I/Lab
- Digital Design and Media Productions
- Game Programming and Design

Level 3

- Graphic Design and Illustration II/Lab
- Animation II/Lab
- Advanced Video Game Programming
- Commercial Photography II/Lab
- Fashion Design II/Lab
- Digital Arts and Animation
- 3-D Modeling and Animation
- Web Game Development

Level 4

- Practicum in Graphic Design and Illustration
- Practicum in Animation
- Practicum in Commercial Photography
- Practicum in Entrepreneurship
- Career Preparation I

Postsecondary Opportunities

Associates Degrees

- Animation, Interactive Technology, Video Graphics and Special Effects
- Graphic Design
- Game and Interactive Media Design

Bachelor's Degrees

- Animation, Interactive Technology, Video Graphics and Special Effects
- Graphic Design
- Game and Interactive Media Design

Master's, Doctoral, and Professional Degrees

- Animation, Interactive Technology, Video Graphics and Special Effects
- Graphic Design
- Intermedia/Multimedia

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities

- Join a website development or coding club
- Participate in SkillsUSA or TSA

Work-Based Learning Activities

- Intern with a multimedia or animation studio
- Obtain a certificate or certification in graphic design

Industry-Based Certifications

- Adobe Certified Professional in Digital Video Using Adobe Premiere Pro
- Adobe Certified Professional in Graphic Design and Illustration Using Adobe Illustrator
- Adobe Certified Professional in Print and Digital Media Publication Using Adobe InDesign
- Adobe Certified Professional in Visual Design
- Adobe Certified Professional in Visual Design Using Adobe Photoshop
- Adobe Certified Professional in Visual Effects and Motion Graphics Using Adobe After Effects
- Audio-Visual Communications - Job Ready
- Autodesk Associate (Certified User) 3ds MAX
- Certified Professional Photographer
- Certified Professional Programmer
- Graphic Production Technology - Job Ready
- C++ Certified Associate Programmer
- Certified User: Programmer
- CodeHS Python Level 1 Certification
- Oracle Certified Associate Java SE 9 Programmer
- Certified Entry-Level Python Programmer (PCEP)

- Adobe Certified Professional Animate*
- *IBC Sunset 8/31/24

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Graphic Designers	\$44,824	1,433	15%
Multimedia Artists and Animators	\$67,392	186	21%

Successful completion of the Graphic Design & Multimedia Arts program of study will fulfill requirements of the Business and Industry endorsement. Revised – October 2022



Arts, Audio/Video Technology, and Communications Career Cluster

The Arts, A/V Technology and Communications (AAVTC) Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Careers in the AAVTC career cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication.

Digital Communications (A/V Production) Statewide Program of Study



The Digital Communications program of study explores the occupations and educational opportunities associated with the production of audio and visual media formats for various purposes, such as TV broadcasts, advertising, video production, or motion pictures. This program of study may also include exploration into operating machines and equipment to record sound and images, such as microphones, sound speakers, video screens, projectors, video monitors, sound and mixing boards, and related electronic equipment.

Secondary Courses for High School Credit

Level 1

- Principles of Arts, Audio/Video Technology, and Communications
- Professional Communications
- Web Communications
- Digital Communications in the 21st Century

Level 2

- Audio/Video Production I/Lab
- Digital Audio Technology I

Level 3

- Audio/Video Production II/Lab
- Digital Audio Technology II

Level 4

- Practicum of Audio/Video Production
- Practicum in Digital Audio Technology
- Practicum in Entrepreneurship
- Career Preparation I

Postsecondary Opportunities

Associate's Degrees

- Recording Arts Technology/Technician
- Cinematography and Film/Video Production
- Radio and Television Broadcasting Technology/Technician
- Music Technology

Bachelor's Degrees

- Recording Arts Technology/Technician
- Cinematography and Film/Video Production
- Radio and Television
- Agricultural Communication/Journalism

Master's, Doctoral, and Professional Degrees

- Communications Technology/Technician
- Cinematography and Film/Video Production
- Radio and Television
- Agricultural Communication/Journalism

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities

- Shadow a production team
- Participate in SkillsUSA or TSA

Work-Based Learning Activities

- Intern at a local television station or video production company
- Work with a local company on a project

Industry-Based Certifications

- Adobe Certified Professional in Print and Digital Media Publication Using Adobe InDesign
- Adobe Certified Professional in Print and Digital Media Publication Using Adobe InDesign
- Adobe Certified Professional in Visual Design
- Adobe Certified Professional in Visual Design Using Adobe Photoshop
- Adobe Certified Professional in Digital Video Using Adobe Premiere Pro
- Audio-Visual Communications - Job Ready
- Broadcasting and Journalism



Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Sound Engineering Technicians	\$39,562	79	27%
Camera Operators, Television, Video, and Motion Picture	\$50,024	129	9%
Audio and Video Equipment Technicians	\$40,581	757	29%
Film and Video Editors	\$47,382	118	23%

Successful completion of the Digital Communications program of study will fulfill requirements of the Business and Industry endorsement. Revised – October 2022



Business, Marketing, and Finance Career Cluster

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

Accounting and Financial Services Statewide Program of Study



The Accounting and Financial Services program of study teaches CTE learners how to examine, analyze, and interpret financial records. Through this program of study, students will learn the skills necessary to perform financial services, prepare financial statements, interpret accounting records, give advice, or audit and evaluate statements prepared by others. This program of study will also introduce students to mathematical modeling tools.

Secondary Courses for High School Credit

Level 1

- Principles of Business, Marketing, and Finance
- Money Matters
- Business Information Management I/Lab

Level 2

- Accounting I
- Banking and Financial Services
- Financial Mathematics

Level 3

- Accounting II
- Financial Analysis
- Insurance Operations

Level 4

- Securities and Investments
- Practicum in Business Management
- Practicum in Entrepreneurship
- Career Preparation I

Postsecondary Opportunities

Associates Degrees

- Real Estate
- Financial, General
- Financial Planning and Services
- Certified Income Specialist

Bachelor's Degrees

- Accounting
- Financial, General
- Financial Planning and Services
- Certified Income Specialist

Master's, Doctoral, and Professional Degrees

- Financial Accounting
- Business Administration
- Financial Planning

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities

- Participate in Business Professionals of America, Future Business Leaders of America, or DECA

Work-Based Learning Activities

- Intern with a local accounting firm
- Earn Microsoft Office certifications

Industry-Based Certifications

- Accounting - Basic
- Accounting Foundations
- Certified Insurance Service Representative
- Intuit QuickBooks Certified User
- MB-920: Microsoft Dynamics 365 Fundamentals Finance and Operations Apps
- Microsoft Office Specialist: Microsoft Access Expert (Access and Access 2019) Microsoft Office Specialist: Microsoft Excel Expert (Excel and Excel 2019)
- Volunteer Income Tax Assistance/Tax Counseling Certification: Advanced
- Volunteer Income Tax Assistance/Tax Counseling Certification: Basic
- Volunteer Income Tax Assistance/Tax Counseling Certification: Volunteer for Elderly
- Microsoft Office Specialist-Excel*

*IBC sunsetting 8/31/24

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Accountants and Auditors	\$71,469	14,436	22%
Loan Officers	\$68,598	2,419	19%
Personal Financial Advisors	\$86,965	1,861	52%
Administrative service Managers	\$96,138	2,277	21%
Insurance Underwriters	\$66,206	594	14%

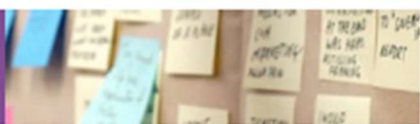
Successful completion of the Accounting and Financial Services program of study will fulfill requirements of the Business and Industry endorsement. Revised – October 2022



Business, Marketing, and Finance Career Cluster

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

Business Management Statewide Program of Study



The Business Management program of study teaches CTE learners how to plan, direct, and coordinate the administrative services and operations of an organization. Through this program of study, students will learn the skills necessary to formulate policies, manage daily operations, and allocate the use of materials and human resources. This program of study will also introduce students to mathematical modeling tools and organizational evaluation methods.

Secondary Courses for High School Credit

Level 1

- Principles of Business, Marketing, and Finance
- Business Information Management I/Lab

Level 2

- Business Law
- Virtual Business
- Business Information Management II/Lab

Level 3

- Business Management
- Global Business
- Human Resources Management

Level 4

- Statistics and Business Decision Making
- Practicum in Business Management
- Practicum in Entrepreneurship
- Career Preparation I

Postsecondary Opportunities

Associates Degrees

- Business Administration
- Business/Commerce
- Public Administration
- Business Management

Bachelor's Degrees

- Business Administration
- Business/Commerce
- Public Administration
- Management Science

Master's, Doctoral, and Professional Degrees

- Business Administration
- Business Management
- Public Administration
- Management Science

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities	Work-Based Learning Activities
Participate in Business Professional of America, Future Business Leaders of America, or DECA	Intern with a local business or chamber of commerce

Industry-Based Certifications

- Administrative Assisting
- Certified Associate in Project Management (CAPM)
- Entrepreneurship and Small Business
- General Management
- MB-920: Microsoft Dynamics 365 Fundamentals-Finance and Operations Apps
- Microsoft Office Specialist 2016 Master
- Microsoft Office Specialist: Microsoft Access Expert (Access 2019)
- Microsoft Office Specialist: Microsoft Excel Expert (Excel 2019)
- Microsoft Office Specialist: Microsoft Word Expert (Word 2019)
- Project Management Institute (PMI) Project Management Ready
- Microsoft Office Specialist-Excel*
- Microsoft Office Specialist-Word*

*IBC sunseting 8/31/24

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Administrative Service Managers	\$96,138	2,277	21%
Management Analysts	\$87,651	4,706	32%
General and Operations Managers	\$107,640	18,679	20%
Supervisors of Administrative Support Works	\$57,616	14,982	20%

Successful completion of the Business Management program of study will fulfill requirements of the Business and Industry endorsement. Revised – August 2022



Business, Marketing, and Finance Career Cluster

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

Entrepreneurship Statewide Program of Study



The Entrepreneurship program of study teaches CTE learners how to plan, direct, and coordinate the management and operations of public or private sector organizations. Through this program of study, students will learn the skills necessary to formulate policies, manage daily operations, analyze management structures, and plan for the use of materials and human resources.

Secondary Courses for High School Credit

Level 1

- Principles of Business, Marketing, and Finance
- Business Information Management I/Lab

Level 2

- Entrepreneurship

Level 3

- Mobile Application Development
- Entrepreneurship II

Level 4

- Practicum in Business Management
- Practicum in Marketing
- Practicum in Entrepreneurship
- Project-Based Research
- Career Preparation I

Postsecondary Opportunities

Associates Degrees

- Business Administration and Management
- Business/Commerce
- Public Administration
- Business Management

Bachelor's Degrees

- Business Administration and Management
- Business/Commerce
- Public Administration
- Management Science

Master's, Doctoral, and Professional Degrees

- Business Administration and Management
- Business/Commerce
- Public Administration
- Management Science

Work-Based Learning and Expanded-Learning Opportunities

Exploration Activities

- Participate in Business Professionals of America, Future Leaders of America, or DECA

Work-Based Learning Activities

- Intern with a local management consulting firm

Industry-Based Certifications

- Entrepreneurship and Small Business
- Facebook Digital Marketing Associate Certification



Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
General and Operations Managers	\$107,640	18,679	20%
Management Analysts	\$87,651	4,706	32%
Managers, All Others	\$113,110	1,794	26%

Successful completion of the Entrepreneurship program of study will fulfill requirements of the Business and Industry endorsement. Revised – August 2022



Education and Training Career Cluster

The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services. All parts of courses are designed to introduce learners to the various careers available within the Education and Training career cluster.

Teaching and Training Statewide Program of Study



The Teaching and Training program of study prepares CTE learners for careers related to teaching, instruction, and creation of instructional and enrichment materials. The program of study introduces CTE learners to a wide variety of student groups and their corresponding needs. It familiarizes them with the processes for developing curriculum, coordinating educational content, and coaching groups and individuals.

Secondary Courses for High School Credit

Level 1

- Principles of Education and Training
- Principles of Human Service

Level 2

- Human Growth and Development
- Child Development
- Communication and Technology in Education

Level 3

- Instructional Practices
- Teaching Strategies for Special Populations (TBD)

Level 4

- Practicum in Education and Training
- Project Based Research
- Career Preparation I

Postsecondary Opportunities

Associates Degrees

- Teacher Education
- Education, General (or specific subject area)
- Special Education
- Health and Physical Education/Fitness

Bachelor's Degrees

- Bilingual and Multilingual Education
- Education, General (or specific subject area)
- Special Education
- Health and Physical Education/Fitness

Master's, Doctoral, and Professional Degrees

- Instruction and Learning
- Educational Leadership and Administration, General
- Special Education
- Social and Philosophical Foundations of Education

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities

- Participate in the Texas Association of Future Educators or Family, Career, and Community Leaders of America

Work-Based Learning Activities

- Teach a community education class
- Intern as a teaching assistant or tutor
- Serve as a camp counselor

Industry-Based Certifications

- Educational Aide I



Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Adult Basic and Secondary Education and Literacy Teachers and Instructors	\$48,069	862	17%
Middle School Teachers, Except Special and Career/Technical Education	\$54,510	6,407	15%
Career and Technical Education Teachers, Secondary School	\$56,360	719	9%
Special Education Teachers, Secondary School	\$56,720	980	18%

Successful completion of the Teaching and Training program of study will fulfill requirements of the Public Service endorsement. Revised – August 2022



Health Science Career Cluster

The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and work well with others.

Healthcare Therapeutic (EKG, Phlebotomy, C.N.A., Pharmacy Tech) Statewide Program of Study



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

Secondary Courses for High School Credit

Level 1

- Principles of Health Science
- Principles of Therapeutic Healthcare
- Introduction to Pharmacy Science
- Introduction to Dental Science

Level 2

- Medical Terminology
- Dental Anatomy and Physiology
- Pharmacy I

Level 3

- Anatomy and Physiology
- Health Science Theory/Health Science Clinical
- Medical Microbiology
- Pharmacy II
- Medical Assistant
- Dental Equipment and Procedures

Level 4

- Pathophysiology
- Pharmacology
- Practicum in Health Science

Postsecondary Opportunities

Associates Degrees

- Dental Hygienist
- Medical/Clinical Assistant

Bachelor's Degrees

- Dental Hygienist

Master's, Doctoral, and Professional Degrees

- Dentist
- Physician Assistant
- Family and General Practitioners
- Pharmacist

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities

- Participate in SkillsUSA or Health Occupation Students of America

Work-Based Learning Activities

- Volunteer at a community wellness center, hospital, assisted living, or nursing home

Industry-Based Certifications

- Certified Clinical Medical Assistant
- Certified Dental Assistant
- Certified EKG Technician
- Emergency Medical Technician - Basic
- Certified Nurse Aide (CNA)
- Certified Occupational Therapy Assistant
- Certified Patient Care Technician (CPCT)
- ECG Technician
- Medical Assistant
- Medical Laboratory Assistant
- Nationally Registered Certified EKG Technician
- Patient Care Technician
- Pharmacy Technician
- Phlebotomy Technician
- Registered Dental Assistant X-Ray Certification
- Certified Ophthalmic Technician*
- Certified Surgical Technologist*
- Licensed Dental Hygienist*
- Orthopedic Technologist*

*IBC sunseting 8/31/24



Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Medical Assistants	\$29,598	8,862	30%
Surgical Technologists	\$45,032	1,150	20%
Dental Hygienists	\$73,507	1,353	38%
Physicians and Surgeons	\$213,071	1,151	30%

Successful completion of the Healthcare Therapeutic program of study will fulfill requirements of a Public Service endorsement or STEM endorsement if the math and science requirements are met. Revised – August 2022



Hospitality and Tourism Career Cluster

The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services. Students acquire knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success.

Culinary Arts Statewide Program of Study



The Culinary Arts program of study introduces CTE learners to occupations and educational opportunities related to the planning, directing, or coordinating activities of a food and beverage organization or department. This program of study also explores opportunities involved in directing and participating in the preparation and cooking of food.

Secondary Courses for High School Credit

Level 1

- Introduction to Culinary Arts
- Principles of Hospitality and Tourism

Level 2

- Culinary Arts
- Foundations of Restaurant Management

Level 3

- Advanced Culinary Arts

Level 4

- Food Science
- Practicum in Culinary Arts
- Practicum in Entrepreneurship
- Career Preparation I

Postsecondary Opportunities

Associates Degrees

- Hotel and Restaurant Management
- Restaurant Culinary and Catering Management
- Hospitality Administration/ Management, General
- Culinary Arts/ Chef Training

Bachelor's Degrees

- Hotel and Restaurant Management
- Food Service Systems Administration/ Management
- Hospitality Administration/ Management, General
- Culinary Science and Food Service Management

Master's, Doctoral, and Professional Degrees

- Hotel and Restaurant Management
- Food Service Systems Administration/ Management
- Hospitality Administration/ Management, General
- Business Administration Management, General

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities

- Participate in Family, Career, and Community Leaders of America, SkillsUSA, American Culinary Federation, or the Texas Restaurant Association

Work-Based Learning Activities

- Plan a catering event or work for a catering company
- Participate in a cooking course
- Work in a restaurant

Industry-Based Certifications

- Certified Fundamentals Cook
- Certified Fundamentals Pastry Cook
- Certified Hospitality & Tourism Management Professional
- Commercial Foods
- Culinary Meat Selection & Cookery Certification
- Food Protection Manager Certification
- Food Safety & Science Certification
- ManageFirst Professional
- Pre-Professional Certification in Culinary Arts
- Pre-Professional Certification in Food Science Fundamentals
- ServSafe Manager



Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Food and Beverage Managers	\$55,619	1,561	28%
Chef and Head Cooks	\$43,285	1,366	25%
Food Science Technicians	\$34,382	236	11%

Successful completion of the Culinary Arts program of study will fulfill requirements of the Business and Industry endorsement. Revised – October 2022



Hospitality and Tourism Career Cluster

The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services. Students acquire knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success.

Culinary Arts Statewide Program of Study



The Culinary Arts program of study introduces CTE learners to occupations and educational opportunities related to the planning, directing, or coordinating activities of a food and beverage organization or department. This program of study also explores opportunities involved in directing and participating in the preparation and cooking of food.

Secondary Courses for High School Credit

Level 1

- Introduction to Culinary Arts
- Principles of Hospitality and Tourism

Level 2

- Culinary Arts
- Foundations of Restaurant Management

Level 3

- Advanced Culinary Arts

Level 4

- Food Science
- Practicum in Culinary Arts
- Practicum in Entrepreneurship
- Career Preparation I

Postsecondary Opportunities

Associates Degrees

- Hotel and Restaurant Management
- Restaurant Culinary and Catering Management
- Hospitality Administration/ Management, General
- Culinary Arts/ Chef Training

Bachelor's Degrees

- Hotel and Restaurant Management
- Food Service Systems Administration/ Management
- Hospitality Administration/ Management, General
- Culinary Science and Food Service Management

Master's, Doctoral, and Professional Degrees

- Hotel and Restaurant Management
- Food Service Systems Administration/ Management
- Hospitality Administration/ Management, General
- Business Administration Management, General

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities

- Participate in Family, Career, and Community Leaders of America, SkillsUSA, American Culinary Federation, or the Texas Restaurant Association

Work-Based Learning Activities

- Plan a catering event or work for a catering company
- Participate in a cooking course
- Work in a restaurant

Industry-Based Certifications

- Certified Fundamentals Cook
- Certified Fundamentals Pastry Cook
- Certified Hospitality & Tourism Management Professional
- Commercial Foods
- Culinary Meat Selection & Cookery Certification
- Food Protection Manager Certification
- Food Safety & Science Certification
- ManageFirst Professional
- Pre-Professional Certification in Culinary Arts
- Pre-Professional Certification in Food Science Fundamentals
- ServSafe Manager



Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Food and Beverage Managers	\$55,619	1,561	28%
Chef and Head Cooks	\$43,285	1,366	25%
Food Science Technicians	\$34,382	236	11%

Successful completion of the Culinary Arts program of study will fulfill requirements of the Business and Industry endorsement. Revised – October 2022



Human Services Career Cluster

The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.

Cosmetology and Personal Care Services Regional Program of Study



The Cosmetology and Personal Care Services regional program of study introduces CTE learners to knowledge and skills related to providing beauty and personal care services. CTE concentrators may learn about or practice managing personal care facilities and coordinating or supervising personal service workers.

Secondary Courses for High School Credit

Level 1

- Principles of Cosmetology Design and Color Theory
- Microbiology and Safety for Cosmetology Careers

Level 2

- Introduction to Cosmetology
- Nail Care, Enhancements, and Spa Services
- Esthetics

Level 3

- Cosmetology I/Lab
- Barbering I

Level 4

- Cosmetology II/Lab
- Barbering II

Postsecondary Opportunities

Certificate/License

- Certified Aesthetic Laser Operator
- Cosmetologist
- Certified Spa Supervisor
- Nail Technician/Specialist and Manicurist

Associates Degrees

- Cosmetology/Cosmetologist, General
- Aesthetician/Esthetician and Skin Care Specialist
- Salon/Beauty Salon Management/Manager
- Cosmetology, Barber/Styling, and Nail Instructor

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities

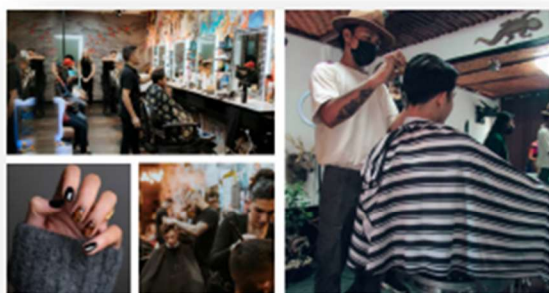
- Participate in TIVA or SkillsUSA

Work-Based Learning Activities

- Job shadow a cosmetologist
- Work part-time at a salon, spa, or barbershop

Industry-Based Certifications

- Cosmetology Operator License
- Cosmetology Esthetician Specialty License
- Cosmetology Manicurist Specialty License
- Barber Operating License



Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
First-Line Supervisors of Personal Service Workers	\$36,941	1,634	24%
Barbers	\$28,267	348	14%
Hairdressers, Hairstylists, and Cosmetologists	\$21,507	3,489	22%
Manicurists and Pedicurists	\$21,715	418	45%
Shampooers	\$18,720	139	24%
Skincare Specialists	\$26,437	637	22%

Successful completion of the Cosmetology and Personal Care Services regional program of study will fulfill requirements of the Public Service endorsement. Revised – August 2022



Human Services Career Cluster

The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.

Family and Community Services Statewide Program of Study



The Family and Community Services program of study introduces students to knowledge and skills related to social services, including child and human development and consumer sciences. CTE learners may learn about or practice managing social and community services or teaching family and consumer sciences. Students may follow career paths in social work or therapy for children, families, or school communities.

Secondary Courses for High School Credit

Level 1

- Principles of Human Services
- Professional Communications
- Interpersonal Studies
- Dollars and Sense
- Principles of Community Services

Level 2

- Lifetime Nutrition and Wellness
- Human Growth and Development
- Child Development
- Social and Community Services

Level 3

- Counseling and Mental Health
- Family and Community Services

Level 4

- Practicum in Human Services
- Practicum in Entrepreneurship
- Project-Based Research
- Career Preparation I

Postsecondary Opportunities

Associates Degrees

- Human Development and Family Studies
- Human Services/Sciences, General
- Family and Consumer Sciences
- Community Health Services

Bachelor's Degrees

- Human Development and Family Studies
- Human Services/Sciences, General
- Family and Consumer Sciences
- Child and Family Services

Master's, Doctoral, and Professional Degrees

- Human Development and Family Studies
- Marriage and Family Therapy/Counseling
- Human Services/Sciences
- Family Studies

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities

- Participate in American Association of Family and Consumer Sciences or Family, Career and Community Leaders of America

Work-Based Learning Activities

- Volunteer at a community center
- Intern for a community non-profit organization

Industry-Based Certifications

- Community Health Workers
- Child Development Associate (CDA)



Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Child, Family, and School Social Workers	\$41,350	2,221	17%
Social and Community Services Managers	\$65,146	608	33%
Marriage and Family Therapists	\$42,266	217	35%
Social and Human Service Assistants	\$32,448	2,822	25%

Successful completion of the Family and Community Services program of study will fulfill requirements of the Public Service endorsement. Revised – August 2022



Law and Public Service Career Cluster

The Law and Public Service Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and fire and emergency services.

Law Enforcement Statewide Program of Study



The Law Enforcement program of study teaches CTE learners about the development of, adherence to, and protection of various branches of law. Students will learn how to appropriately and legally respond to breaches in the law according to statutory rules and regulations as well as investigate how and why the breaches occurred.

Secondary Courses for High School Credit

Level 1

- Principles of Law, Public Safety, Corrections, and Security

Level 2

- Law Enforcement I
- Federal Law Enforcement and Protective Services
- Criminal Investigation

Level 3

- Law Enforcement II
- Correctional Services
- Forensic Psychology

Level 4

- Counseling and Mental Health
- Forensic Science
- Practicum in Law, Public Safety Corrections, and Security

Postsecondary Opportunities

Associate's Degrees

- Criminal Justice/Safety Studies/Law
- Enforcement Administration
- Criminal Justice/Police Science
- Corrections
- Criminalistics and Criminal Science

Bachelor's Degrees

- Criminal Justice/Safety Studies/Law
- Enforcement Administration
- Criminal Justice/Police Science
- Juvenile Corrections
- Cyber/Computer Forensics and Counterterrorism

Master's, Doctoral, and Professional Degrees

- Criminal Justice/Safety Studies/Law
- Enforcement Administration
- Natural Resources
- Law Enforcement and Protective Services

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities

- Join the Texas Public Service Association or local criminal justice clubs

Work-Based Learning Activities

- Attend court hearings and other legal procedures

Industry-Based Certifications

- Non-Commissioned Security Officer Level II
- IAED Emergency Telecommunicator



Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Police and Sheriff's Patrol Officers	\$60,112	5,241	13%
Probation Officers and Correctional Treatment Officers	\$44,054	793	9%
Correctional Officers and Jailers	\$40,186	4,683	9%
Immigration and Customs Inspectors	\$78,104	1,236	9%
First-Line Supervisors of Police and Detectives	\$91,312	253	25%

Successful completion of the Law and Public Service program of study will fulfill requirements of the Public Service endorsement. Revised – August 2022



Manufacturing Career Cluster

The Manufacturing Career Cluster focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.

Manufacturing Technology Statewide Program of Study



The Manufacturing Technology program of study focuses on the development and use of automatic and computer controlled machines, tools, and robots that perform work on metal or plastic. CTE learners will learn how to set up and operate a variety of machine tools to produce precision parts and instruments. Students will also learn how to modify parts to make or repair machine tools or maintain individual machines, and how to use hand-welding or flame-cutting equipment.

Secondary Courses for High School Credit

Level 1

- Blueprint Reading for Manufacturing Applications
- Principles of Manufacturing
- Principles of Applied Engineering

Level 2

- Metal Fabrication and Machining I
- Diversified Manufacturing I
- Occupational Safety and Environmental Technology I

Level 3

- Precision Metal Manufacturing I
- Metal Fabrication and Machining II
- Diversified Manufacturing II
- Occupational Safety and Environmental Technology II
- Computer Integrated Manufacturing (PLTW)

Level 4

- Precision in Metal Manufacturing II/Lab
- Occupational Safety and Environmental Technology III
- Practicum in Manufacturing
- Practicum in Entrepreneurship

Postsecondary Opportunities

Associates Degrees

- Welding Technology/Welder
- Machine Shop Technology/Assistant
- Operations Management and Supervision
- Occupational Safety and Health Technology/Technician

Bachelor's Degrees

- Welding Engineering Technology/Technician
- Biomedical Technology/Technician
- Operations Management and Supervision
- Environmental Health

Master's, Doctoral, and Professional Degrees

- Welding Engineering Technology/Technician
- Occupational Health and Industrial Hygiene
- Operations Management and Supervision
- Environmental Health

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities

- Participate and compete in SkillsUSA
- Job shadow a machinist

Work-Based Learning Activities

- Work in a local business or industry apprenticeship
- Join the American Welding Society

Industry-Based Certifications

- AWS D.1.1 Structural Steel
- AWS SENSE Level 1: Entry Welder
- C-101 Certified Industry 4.0 Associate – Basic Operations
- C-103 Certified Industry 4.0 Associate - Robot System Operations
- Certified Manufacturing Associate
- Certified Production Technician (CPT) 4.0
- Certified SOLIDWORKS Professional (CSWP)- CAM
- Certified SOLIDWORKS Professional (CSWP) - Additive Manufacturing
- CNC Lathe Operations
- CNC Lathe Set Up and Operations
- Machining CNC Mill Operations Level I
- Machining CNC Mill Programming Setup and Operations Level I
- Machining CNC Milling Skills Level II
- Machining CNC Turning Level II
- Machining Drill Press Level I
- Machining Grinding Level I
- Machining Measurement, Material, and Safety Level I
- Machining Milling Level I
- Manufacturing Technology
- NCCER Core
- NCCER Welding Level 1
- Precision Machining - Job Ready
- Welding - Job Ready
- Mastercam Associate Certification Mill Design and Toolpaths*
- Mastercam Certified Professional Mill Level 1*
- Mastercam Professional Level Certification*
- OSHA 30 Hour General*

Aligned Occupations

*BC sunset 8/31/24

Occupations	Median Wage	Annual Openings	% Growth
Mechanical Engineering Technicians	\$57,117	453	9%
CNC Machine Operators	\$39,250	1,319	12%
Aerospace Engineering and Operations Technicians	\$60,757	114	9%
Electrical and Electronics Engineering Technicians	\$60,382	1,439	9%
Industrial Engineering Technicians	\$61,672	326	9%

Successful completion of the Manufacturing Technology program of study will fulfill requirements of the Business and Industry and STEM endorsement if math and science requirements are met. Revised – August 2022



Manufacturing Career Cluster

The Manufacturing Career Cluster focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.

Welding Statewide Program of Study



The Welding program of study focuses on the development and use of automatic and computer-controlled machines, tools, and robots that perform work on metal or plastic. CTE learners will learn how to modify parts to make or repair machine tools or maintain individual machines, and how to use hand-welding or flame-cutting equipment.

Secondary Courses for High School Credit

Level 1

- Introduction to Welding

Level 2

- Welding I
- Introduction to Film Interpretation of Weldments

Level 3

- Welding II/Lab

Level 4

- Practicum in Manufacturing
- Practicum in Entrepreneurship
- Career Preparation I

Postsecondary Opportunities

Associates Degrees

- Certified Welder or Welder Inspector
- Machine Shop Technology/Assistant
- Operations Management and Supervision
- Occupational Safety and Health Technology/Technician

Bachelor's Degrees

- Welding Engineering Technology/Technician
- Biomedical Technology/Technician
- Operations Management and Supervision
- Environmental Health

Master's, Doctoral, and Professional Degrees

- Welding Engineering Technology/Technician
- Occupational Health and Industrial Hygiene
- Operations Management and Supervision
- Environmental Health

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities

- Participate and compete in SkillsUSA
- Job shadow a machinist

Work-Based Learning Activities

- Work in a local business or industry apprenticeship
- Join the American Welding Society

Industry-Based Certifications

- API 1104 Welding Pipelines and Related Facilities
- AWS Certified Welder
- AWS D1.1 Structural Steel
- AWS D9.1 Sheet Metal Welding
- AWS SENSE Level 1: Entry Welder
- Industrial Technology Maintenance (ITM) - Maintenance Welding
- NCCER Construction Technology Certification Level I
- NCCER Core
- NCCER Welding Level I
- Welding - Job Ready
- OSHA 30 Hour General*

*IBC sunseting 8/31/24



Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Welders, Cutters, Solderers, and Brazers	\$41,350	6,171	9%
Welding Soldering and Brazing Machine Setters, Operators and Tenders	\$40,040	280	9%

Successful completion of the Welding program of study will fulfill requirements of the Business and Industry endorsement. Revised – August 2022



Science, Technology, Engineering, and Mathematics Career Cluster

The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing, scientific research and professional and technical services, including laboratory and testing services, and research and development services.

Cybersecurity Statewide Program of Study



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

Secondary Courses for High School Credit

Level 1

- Principles of Information Technology
- Fundamentals of Computer Science
- Foundations of Cybersecurity

Level 2

- Internetworking Technologies I
- Computer Science I
- AP Computer Science Principles
- Computer Maintenance/Lab

Level 3

- Engineering Applications of Computer Science Principles
- Networking/Lab
- Digital Forensics
- Internetworking Technologies II
- AP Computer Science A-Math
- AP Computer Science B-LOTE
- IB Computer Science Standard Level
- Discrete Mathematics for Computer Science

Level 4

- Cybersecurity Capstone
- Practicum in Information Technology
- Practicum in STEM
- Project-Based Research
- Independent Study in Technology Applications
- Independent Study in Evolving/Emerging Technologies
- IB Computer Science Higher Level- Math
- IB Computer Science Higher Level-LOTE

Postsecondary Opportunities

Associate's Degrees

- System Networking, and LAN/WAN Management
- Information Technology
- Computer and Information Sciences, General
- Computer Science

Bachelor's Degrees

- Computer Systems Networking and Telecommunications
- Computer Systems Networking and Telecommunications
- Computer and Information Sciences, General
- Computer Science

Master's, Doctoral, and Professional Degrees

- Computer Systems Analysis/Analyst
- Information Technology
- Computer Information Sciences, General
- Computer Science

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities

- Join TSA
- Job shadow a computer system analyst or information security analyst

Work-Based Learning Activities

- Obtain a cybersecurity IBC

Industry-Based Certifications

- Cisco 100-490 RSTech Supporting Cisco Routing and Switching Network Devices
- Cisco 200-201 CCROPs - Understanding Cisco Cybersecurity Operations Fundamentals
- Cisco CCNA (200-301) Implementing and Administering Cisco Solutions
- CodeHS Cybersecurity Level 1 Certification
- CompTIA A+ Certification
- CompTIA Network+
- CompTIA Security+
- Computer Networking Fundamentals- Job Ready
- Cybersecurity Fundamentals
- CyberSecurity Fundamentals: An ISACA Certificate
- Information Technology Specialist: Java
- Information Technology Specialist: JavaScript
- Information Technology Specialist: Networking
- Microsoft Security, Compliance, and Identity Fundamentals
- Microsoft 365 Fundamentals
- Oracle Certified Associate Java SE 8 Programmer

- Associate of (ISC)*

*IBC sunsetting 8/31/24



Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Information Security Analysts	\$91,915	814	29%
Network and Computer System Administrators	\$82,597	2,814	19%
Computer System Analysts	\$87,568	5,937	29%

Successful completion of the Cybersecurity program of study will fulfill requirements of the Business and Industry or STEM endorsement if the math and science requirements are met. Revised – October 2022



Science, Technology, Engineering, and Mathematics Career Cluster

The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing, scientific research and professional and technical services, including laboratory and testing services, and research and development services.

Engineering Statewide Program of Study



The Engineering program of study focuses on the design, development, and use of engines, machines, and structures. CTE learners will learn how to apply science, mathematical methods, and empirical evidence to the innovation, design, construction, operation, and maintenance of different manufacturing systems.

Secondary Courses for High School Credit

Level 1

- Principles of Applied Engineering
- Introduction to Engineering Design (PLTW)
- Engineering Essentials (PLTW)

Level 2

- Manufacturing Engineering Technology I

Level 3

- Engineering and Design and Development (PLTW)
- Engineering Design and Presentation I
- Computer Integrated Manufacturing (PLTW)
- Aerospace Engineering (PLTW)
- Digital Electronics
- Civil Engineering and Architecture (PLTW)
- Engineering Science
- Environmental Sustainability (PTLW)

Level 4

- Engineering Design and Problem Solving
- Engineering Design and Presentation II
- Practicum in STEM
- Scientific Research and Design

Postsecondary Opportunities

Associates Degrees

- Electrical and Electronics Engineering
- Drafting and Design Technology/ Technician, General
- Engineering Technology

Bachelor's Degrees

- Electrical and Electronics Engineering
- CAD/CADD Drafting and/or Design Technology/ Technician
- Bioengineering and Biomedical Engineering
- Construction Engineering Technology/ Technician

Master's, Doctoral, and Professional Degrees

- Electrical and Electronics Engineering
- Mechanical Engineering
- Bioengineering and Biomedical Engineering

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities

- Participate in Skills USA competitions

Work-Based Learning Activities

- Intern at an engineering firm
- Shadow a machinist

Industry-Based Certifications

- Autodesk Associate (Certified User) AutoCAD
- Autodesk Associate (Certified User) & Professional Fusion 360
- Autodesk Associate (Certified User) & Professional Inventor for Mechanical Design
- Autodesk Associate (Certified User) & Professional Revit Architecture
- Autodesk Associate (Certified User) & Professional Revit for Electrical
- Autodesk Associate (Certified User) & Professional Revit for Structural Design
- Autodesk Certified Professional in AutoCAD for Design and Drafting
- Autodesk Certified Professional in Civil 3D for Infrastructure Design
- Autodesk Certified Professional in Revit for Architectural Design
- Autodesk Certified User & Professional in Inventor
- C-103 Certified Industry 4.0 Associate - Robot System Operations
- Engineering Technology Foundations
- Lean Six Sigma Green Belt Certification
- Pre-Engineering/Engineering Technology - Job Ready
- Certified SOLIDWORKS Associate (CSWA) - Electrical
- Certified SOLIDWORKS Associate (CSWA) - Academic
- Certified SOLIDWORKS Associate (CSWA) - Mechanical Design
- Certified SOLIDWORKS Associate (CSWA) - Simulation
- Certified SOLIDWORKS Associate (CSWA) - Sustainability
- Certified SOLIDWORKS Professional (CSWP) - Model Based Definition
- Certified SOLIDWORKS Professional (CSWP) - Academic
- Certified SOLIDWORKS Professional (CSWP) - Simulation
- Certified SOLIDWORKS Professional (CSWP) - Mechanical Design
- Certified SOLIDWORKS Professional (CSWPA) - Drawing Tools

- Certified SOLIDWORKS Associate*

*BC sunseting 8/31/24

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Aerospace Engineers	\$110,843	481	9%
Industrial Engineers	\$97,074	1,263	10%
Mechanical Engineers	\$91,107	1,535	11%
Chemical Engineers	\$112,819	474	9%
Electrical Engineers	\$98,405	1,137	10%

Successful completion of the Engineering program of study will fulfill requirements of the Business and Industry or STEM endorsement if the math and science requirements are met. Revised – November 2022



Transportation, Distribution, and Logistics Career Cluster

The Transportation, Distribution, and Logistics Career Cluster focuses on careers in planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water. It also includes related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Automotive (Automotive Technology) Statewide Program of Study



The Automotive program of study teaches CTE learners how to repair and refinish automobiles and service various types of vehicles. CTE learners may learn to collect payment for services or supplies and perform typical vehicle maintenance procedures such as lubrication, oil changes, installation of antifreeze, or replacement of accessories like wiper blades or tires.

Secondary Courses for High School Credit

Level 1

- Principles of Transportation Systems
- Small Engine Technology I
- Basic Collision Repair and Refinishing

Level 2

- Automotive Basics
- Introduction to Transportation Technology
- Small Engine Technology II
- Collision Repair/Lab
- Occupational Safety and Environmental Technology I

Level 3

- Automotive Technology I
- Energy and Power of Transportation Systems
- Paint and Refinishing/Lab

Level 4

- Automotive Technology II/Lab
- Practicum in Transportation Systems
- Practicum in Entrepreneurship
- Career Preparation I

Postsecondary Opportunities

Associates Degrees

- Autobody/ Collision and Repair Technology/ Technician
- Medium/Heavy Vehicle and Truck Technology/ Technician
- Mechanical Engineering/ Mechanical Technology/ Technician

Bachelor's Degrees

- Mechanical Engineering/ Mechanical Technology/ Technician

Master's, Doctoral, and Professional Degrees

- Mechanical Engineering

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities

- Join SkillsUSA or the Automotive Service Association

Work-Based Learning Activities

- Work at a local automotive repair or body shop

Industry-Based Certifications

- ASE Entry Level Automobile Maintenance and Light Repair (MR)
- ASE Entry-Level Automobile Automatic Transmission/Transaxle (AT)
- ASE Entry-Level Automobile Brakes (BR)
- ASE Entry-Level Automobile Electronic/Electrical Systems (EE)
- ASE Entry-Level Automobile Engine Performance (EP)
- ASE Entry-Level Automobile Engine Repair (ER)
- ASE Entry-Level Automobile Heating and Air Conditioning (AC)
- ASE Entry-Level Automobile Manual Drive Train and Axles (MD)
- ASE Entry-Level Automobile Service Technology
- ASE Entry-Level Automobile Suspension and Steering (SS)
- ASE Entry-Level Collision Mechanical and Electrical Components (ME)
- ASE Entry-Level Collision Non-Structural Analysis and Damage Repair (SR)
- ASE Entry-Level Collision Painting and Refinishing (PR)
- ASE Entry-Level Collision Structural Analysis and Damage Repair
- ASE Refrigerant Recovery and Recycling
- Principles of Small Engine Technology Certification
- Small Engine Technology
- OSHA 30 Hour General*
- ASE Suspension and Steering*
- ASE Structural Analysis Damage Repair*
- ASE Painting & Refinishing*
- ASE Non-Structural Analysis Damage Repair*
- ASE Mech Elec Components*
- ASE Manual Drive Train Axles*
- ASE Maintenance Light Repair*
- ASE Heating, Ventilation, AC (HVAC)*
- ASE Auto Transmission*
- ASE Automobile Service Technology*
- ASE Brakes*
- ASE Electrical/Electronic Systems*
- ASE Engine Performance*
- ASE Engine Repair*

*IBC sunset 8/31/24

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Automotive Body and Related Repairers	\$40,144	1,456	25%
Automotive Service Technician and Mechanics	\$38,459	5,557	18%

Successful completion of the Automotive program of study will fulfill requirements of the Business and Industry endorsement. Revised – October 2022



Transportation, Distribution, and Logistics Career Cluster

The Transportation, Distribution, and Logistics Career Cluster focuses on careers in planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water. It also includes related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Automotive (Collision Repair) Statewide Program of Study



The Automotive program of study teaches CTE learners how to repair and refinish automobiles and service various types of vehicles. CTE learners may learn to collect payment for services or supplies and perform typical vehicle maintenance procedures such as lubrication, oil changes, installation of antifreeze, or replacement of accessories like wiper blades or tires.

Secondary Courses for High School Credit

Level 1

- Principles of Transportation Systems
- Small Engine Technology I
- Basic Collision Repair and Refinishing

Level 2

- Automotive Basics
- Introduction to Transportation Technology
- Small Engine Technology II
- Collision Repair/Lab
- Occupational Safety and Environmental Technology I

Level 3

- Automotive Technology I
- Energy and Power of Transportation Systems
- Paint and Refinishing/Lab

Level 4

- Automotive Technology II/Lab
- Practicum in Transportation Systems
- Practicum in Entrepreneurship
- Career Preparation I

Postsecondary Opportunities

Associates Degrees

- Autobody/ Collision and Repair Technology/ Technician
- Medium/Heavy Vehicle and Truck Technology/ Technician
- Mechanical Engineering/ Mechanical Technology/ Technician

Bachelor's Degrees

- Mechanical Engineering/ Mechanical Technology/ Technician

Master's, Doctoral, and Professional Degrees

- Mechanical Engineering

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities

- Join SkillsUSA or the Automotive Service Association

Work-Based Learning Activities

- Work at a local automotive repair or body shop

Industry-Based Certifications

- ASE Entry Level Automobile Maintenance and Light Repair (MR)
- ASE Entry-Level Automobile Automatic Transmission/Transaxle (AT)
- ASE Entry-Level Automobile Brakes (BR)
- ASE Entry-Level Automobile Electronic/Electrical Systems (EE)
- ASE Entry-Level Automobile Engine Performance (EP)
- ASE Entry-Level Automobile Engine Repair (ER)
- ASE Entry-Level Automobile Heating and Air Conditioning (AC)
- ASE Entry-Level Automobile Manual Drive Train and Axles (MD)
- ASE Entry-Level Automobile Service Technology
- ASE Entry-Level Automobile Suspension and Steering (SS)
- ASE Entry-Level Collision Mechanical and Electrical Components (ME)
- ASE Entry-Level Collision Non-Structural Analysis and Damage Repair (SR)
- ASE Entry-Level Collision Painting and Refinishing (PR)
- ASE Entry-Level Collision Structural Analysis and Damage Repair
- ASE Refrigerant Recovery and Recycling
- Principles of Small Engine Technology Certification
- Small Engine Technology
- OSHA 30 Hour General*
- ASE Suspension and Steering*
- ASE Structural Analysis Damage Repair*
- ASE Painting & Refinishing*
- ASE Non-Structural Analysis Damage Repair*
- ASE Mech Elec Components*
- ASE Manual Drive Train Axles*
- ASE Maintenance Light Repair*
- ASE Heating, Ventilation, AC (HVAC)*
- ASE Auto Transmission*
- ASE Automobile Service Technology*
- ASE Brakes*
- ASE Electrical/Electronic Systems*
- ASE Engine Performance*
- ASE Engine Repair*

*IBC sunset 8/31/24

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Automotive Body and Related Repairers	\$40,144	1,456	25%
Automotive Service Technician and Mechanics	\$38,459	5,557	18%

Successful completion of the Automotive program of study will fulfill requirements of the Business and Industry endorsement. Revised – October 2022



Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.



Agriculture, Food, and Natural Resources is a dynamic industry. Agriculture is also closely linked with careers in management, natural resources, and environmental science. Agriculture is the nation's largest industry, employing 20% of the nation's workforce. When most people think of agriculture, they often picture raising cattle and growing crops. Only a small percentage of the agricultural jobs are directly related to animal and food production, while the largest percent of careers involve agriculture-related science, sales, and services.

Animal Science

9 th	10 th	11 th	12 th
Principles of Ag, Food & Natural Resources	Equine Science and Small Animal Management	Livestock Production	Advanced Animal Science (Science Credit) or Project Based Research or Scientific Research & Design

Plant Science

9 th	10 th	11 th	12 th
Principles of Ag, Food & Natural Resources	Floral Design (Fine Arts credit)	Horticulture Science	Advanced Plant & Soil (Science Credit) or Practicum in Agriculture, Food & Natural Resources or Project Based Research or Scientific Research & Design

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

Course	LIVESTOCK PRODUCTION
Course number	QA18 A0 QA18 Y0
Credit	1.0 elective credit
Grade level	10-12

Description	In Livestock Production, students will acquire knowledge and skills related to livestock and the livestock production industry. Livestock Production may address topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry. To prepare for careers in the field of animal science, students must attain academic skills and knowledge, acquire knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.
Prerequisites	Recommended: Principles of Agriculture, Food and Natural Resources, Equine Science/Small Animal Management

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

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

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

Course	WILDLIFE, FISHERIES, AND ECOLOGY MANAGEMENT
Course number	QA1530 QA15A0
Credit	1.0 elective credit
Grade level	9-12
Description	Wildlife, Fisheries, and Ecology Management examines the management of game and non-game wildlife species, fish, and aquacrops and their ecological needs as related to current agricultural practices. To prepare for careers in natural resource systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.
Prerequisites	Recommended: Principles of Agriculture, Food and Natural Resources

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

Course	HORTICULTURAL SCIENCE
Course number	QA3130 QA31Y0
Credit	1.0 elective credit
Grade level	10-12
Description	Horticultural Science is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production. To prepare for careers in horticultural systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticulture and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.
Prerequisites	Recommended: Principles of Agriculture, Food and Natural Resources, Floral Design, Turf Grass Management, Landscape Design & Management

Course	ADVANCED PLANT & SOIL SCIENCE
Course number	QW2530 QW25Y0
Credit	1.0 science credit

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

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

Course	CAREER PREPARATION - AG
Course number	QA9530 QA95Y0
Credit	2.0 elective credits
Grade level	11-12
Description	Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.
Prerequisites	None

Course	SCIENTIFIC RESEARCH & DESIGN
Course number	QS1030
Credit	1.0 science credit
Grade level	11-12

Description	Scientific Research and Design is a broad-based course designed to allow districts and schools considerable flexibility to develop local curriculum to supplement any program of study or coherent sequence. The course has the components of any rigorous scientific or engineering program of study from the problem identification, investigation design, data collection, data analysis, formulation, and presentation of the conclusions. All of these components are integrated with the career and technical education emphasis of helping students gain entry-level employment in high-skill, high-wage jobs and/or continue their education. This course is recommended for students in Grades 11 and 12. Prerequisite: Biology, Chemistry, Integrated Physics and Chemistry (IPC), or Physics. Students must meet the 40% laboratory and fieldwork requirement. This course satisfies a high school science graduation requirement. Students shall be awarded one credit for successful completion of this course. Students may take this course with different course content for a maximum of three credits.
Prerequisites	Recommended: Biology, Integrated Physics and Chemistry, Chemistry, or Physics and a minimum of one credit from the courses in the Agriculture, Food, and Natural Resources Career Cluster

Course	PROJECT-BASED RESEARCH
Course number	QT9330QT93Y0
Credit	1.0
Grade level	11-12
Description	Project-Based Research is a course for students to research a real-world problem. Students are matched with a mentor from the business or professional community to develop an original project on a topic related to career interests. Students use scientific methods of investigation to conduct in-depth research, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. General requirements. This course is recommended for students in Grades 11 and 12. Students shall be awarded one credit for successful completion of this course. Students may repeat this course with different course content for up to three credits.
Prerequisites	None



Architecture &
Construction

CTE Architecture and Construction Cluster

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

Architecture

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

Course	ARCHITECTURAL DESIGN I
Course number	QW2030 QW20A0
Credit	1.0 elective credit
Grade level	10-12
Description	In Architectural Design I, students will gain knowledge and skills needed to enter a career in architecture or construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, or landscape architecture. Architectural Design I include the knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for nonresidential or residential architectural purposes.
Prerequisites	Algebra I and English I. Recommended Prerequisites: Geometry

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

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

Course	CAREER PREPARATION I
Course number	QT9530 QT95Y0
Credit	2.0 elective credits
Grade level	12

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



CTE Arts, Audio/Video Technology, and Communications Cluster

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

Digital Communications (A/V Production)

Year 1	Year 2	Year 3	Year 4
Principles of Arts, A/V Technology & Comm. or Professional Comm. or Digital Communications in the 21st Century	Audio Video Production I w/Lab	Audio/Video Production II w/Lab	Practicum in Audio Video Production I or Career Preparation

Graphic Design & Multimedia Arts (Commercial Photography)

Year 1	Year 2	Year 3	Year 4
Principles of Arts, A/V Technology & Communications	Commercial Photography I / Lab	Commercial Photography II / Lab	Practicum in Commercial Photography

Graphic Design & Multimedia Arts (Animation/Video Game Design)

Year 1	Year 2	Year 3	Year 4
Digital Design & Media Production or Digital Media or Digital Arts & Animation	Animation I	Video Game Design or Game Programming & Design	Animation II or Game Programming & Design

Graphic Design & Multimedia Arts (Journalism)

Year 1	Year 2	Year 3	Year 4
Digital Media	Graphic Design & Illustration I	Graphic Design & Illustration II	Practicum in Graphic Design & Illustration

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

Course	PROFESSIONAL COMMUNICATIONS
Course number	QF1335/6
Credit	0.5 Speech credit
Grade level	9-12
Description	Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.
Prerequisites	None

Course	DIGITAL COMMUNICATIONS IN THE 21ST CENTURY
Course number	QQ2435/6
Credit	1.0
Grade level	9-12
Description	Digital Communications in the 21st Century will prepare students for the societal demands of increased civic literacy, independent working environments, global awareness, and the mastery of a base set of analysis and communication skills. Students will be expected to design and present an effective product based on well-researched issues in order to thoughtfully propose suggested solutions to authoritative stakeholders. The outcome of the process and product approach is to provide students an authentic platform to demonstrate effective application of multimedia tools within the contexts of global communication and collaborative communities and appropriately share their voices to affect change that concerns their future. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts
Prerequisites	None

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

	post-production audio and video products.
Prerequisites	Recommended: Principles of Art, Audio/Video Technology, and Communications.

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

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

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

Course	COMMERCIAL PHOTOGRAPHY II
Course number	QW3530 QW35Y0
Credit	2.0 (1 blk) elective credit
Grade level	10-12

Description	In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs.
Prerequisites	Commercial Photography I

Course	PRACTICUM IN COMMERCIAL PHOTOGRAPHY
Course number	QW4530 QW45y0
Credit	2.0 (1 blk) elective credit
Grade level	10-12
Description	In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs.
Prerequisites	Commercial Photography I or Commercial Photography I/Lab

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

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

Course	GAME PROGRAMMING & DESIGN
Course number	QQ2030
Credit	1.0 elective credit
Grade level	9-12

Description	Game Programming and Design will foster student creativity and innovation by presenting students with opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve gaming problems. Through data analysis, students will include the identification of task requirements, plan search strategies, and use programming concepts to access, analyze, and evaluate information needed to design games. By acquiring programming knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will create a computer game that is presented to an evaluation panel. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.
Prerequisites	Pre-requisite: Algebra I

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

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

Course	GRAPHIC DESIGN AND ILLUSTRATION II
Course number	QW4330 QW43Y0
Credit	2.0 (1 blk) elective credits
Grade level	10-12

Description	Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.
Prerequisites	Recommended: Principles of Art, Audio/Video Technology & Communications, Graphic Design and Illustration I or Graphic Design and Illustration I/Lab

Course	PRACTICUM IN GRAPHIC DESIGN AND ILLUSTRATION
Course number	QW9830 QW98Y0
Credit	2.0 (1 blk) elective credits
Grade level	10-12
Description	The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Arts, Audio/Video Technology, and Communications Career Cluster.
Prerequisites	Prerequisites: Graphic Design and Illustration II and Graphic Design and Illustration II Lab. Corequisite: Practicum in Graphic Design and Illustration. This course must be taken concurrently with Practicum in Graphic Design and Illustration and may not be taken as a stand-alone course. Students shall be awarded one credit for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills

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



Business, Marketing, and Finance

CTE Business, Marketing & Finance

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

Accounting

Year 1	Year 2	Year 3	Year 4
Principles of Business, Marketing & Finance	Business Information I	Accounting I or Financial Mathematics	Accounting II or Practicum in Business Management

Business Management

Virtual Business and/or Global Business, or Principles of Business, Marketing & Finance	Business Information I	Business Information Management II or Business Management	Practicum in Business Management
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Entrepreneurship

Principles of Business, Marketing & Finance	Business Information I	Entrepreneurship	Practicum in Business Management or Career Preparation or Project-Based Research
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COURSES

Course	PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE
Course number	QB1230
Credit	1.0 elective credit
Grade level	9-11
Description	In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance
Prerequisites	None

Course	BUSINESS INFORMATION MANAGEMENT I
Course number	QB6030
Credit	1.0 elective credit

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

Course	ACCOUNTING I
Course number	QB3730
Credit	1.0 elective credit
Grade level	10-12
Description	Accounting encompasses careers that record, classify, summarize, analyze, and communicate a business's financial information/business transactions for use in management decision making. Accounting includes such activities as bookkeeping, systems design, analysis, and interpretation of accounting information.
Prerequisites	Recommended prerequisite: Principles of Business, Marketing, and Finance

Course	ACCOUNTING II
Course number	QB4030
Credit	1.0 Mathematics credit
Grade level	11-12
Description	In Accounting II, students will continue the investigation of the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students will reflect on this knowledge as they engage in various managerial, financial, and operational accounting activities. Students will formulate, interpret, and communicate financial information for use in management decision making. Students will use equations, graphical representations, accounting tools, spreadsheet software, and accounting systems in real-world situations to maintain, monitor, control, and plan the use of financial resources.
Prerequisites	Prerequisite: Accounting I. This course satisfies a high school mathematics graduation requirement. Students shall be awarded one credit for successful completion of this course.

Course	BUSINESS INFORMATION MANAGEMENT II
Course number	QB1530 QB65D0
Credit	1.0 elective credit
Grade level	10-12
Description	In Business Information Management II, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software

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

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

Course	CAREER PREPARATION
Course number	QB9030 QB90Y0
Credit	2.0 elective credits
Grade level	12

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



CTE Education and Training Cluster

The Education and Training Cluster focuses on planning, managing, and providing education and training services and related learning support services. All parts of courses are designed to introduce learners to the various careers available within the Education & Training Career Cluster.

Teaching & Training

Year 1	Year 2	Year 3	Year 4
Principles of Education & Training or Principles of Human Services	Child Development or Human Growth & Development	Instructional Practices	Practicum in Education & Training or Project Based Research

Course	PRINCIPLES OF EDUCATION AND TRAINING
Course number	QE3030
Credit	1.0 elective credit
Grade level	9-10
Description	Principles of Education and Training is designed to introduce learners to the various careers available within the Education and Training Career Cluster. Students use self- knowledge as well as educational and career information to analyze various careers within the Education and Training Career Cluster. Students will develop a graduation plan that leads to a specific career choice in the student's interest area
Prerequisites	None
Course	PRINCIPLES OF HUMAN SERVICES
Course number	QE1330
Credit	1.0 elective credit
Grade level	9-12

Description	Principles of Human Services is a laboratory course that will enable students to investigate careers in the Human Services Career Cluster, including counseling and mental health, early childhood development, family and community, personal care, and consumer services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.
Prerequisites	None

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

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

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

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

Course	CAREER PREPARATION
Course number	QE9030 QE90Y0
Credit	2.0 elective credits
Grade level	12
Description	Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.
Prerequisites	None

Course	PROJECT-BASED RESEARCH
Course number	QT933QT93Y0
Credit	1.0
Grade level	11-12
Description	Project-Based Research is a course for students to research a real-world problem. Students are matched with a mentor from the business or professional community to develop an original project on a topic related to career interests. Students use scientific methods of investigation to conduct in-depth research, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. General requirements. This course is recommended for students in Grades 11 and 12. Students shall be awarded one credit for successful completion of this course. Students may repeat this course with

	different course content for up to three credits.
Prerequisites	None



CTE Health Science Cluster

The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and work well with others.

Healthcare Diagnostics (C.N.A., EKG, Phlebotomy, Pharmacy Technician)

Year 1	Year 2	Year 3	Year 4
Principles of Health Science	Health Science Theory	Practicum in Health Science I- Clinical Rotations or Medical Terminology or Anatomy & Physiology or Medical Microbiology	Pathophysiology AND Practicum in Health Science II – C.N.A., EKG, Phlebotomy or Pharmacy Technician

Course	PRINCIPLES OF HEALTH SCIENCE
Course number	QH1030
Credit	1.0 health credit
Grade level	9-10
Description	Principles of Health Science is designed to provide an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care
Course	HEALTH SCIENCE THEORY
Course number	QH1030
Prerequisites	None
Credit	1.0 health credit
Grade level	11-12
Description	The Health Science Theory course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development.
Course	PRACTICUM IN HEALTH SCIENCE I – Clinical Rotations
Course number	QH8030 QH80Y0
Credit	2.0 elective credits
Grade level	11-12
Description	The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience
Prerequisites	Health Science Theory and Biology Recommended: Principles of Health Science

Course	MEDICAL TERMINOLOGY
Course number	QW5230 QW52Y0
Credit	1.0 elective credit
Grade level	9-12
Description	The Medical Terminology course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology
Prerequisites	Recommended: Principles of Health Science

Course	MEDICAL MICROBIOLOGY
Course number	QW5330 QW53Y0
Credit	1.0 science credit
Grade level	10-12
Description	Medical Microbiology is designed to explore the microbial world, studying topics such as pathogenic and non- pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases. Texas law requires at least 40 percent lab and field investigations. Note: This course satisfies a science credit requirement for students on the Foundation High School Program
Prerequisites	Biology and Chemistry. Recommended: One course from Health and Science Career Cluster.
Course	PATHOPHYSIOLOGY
Course number	QW5430 QW54Y0
Credit	1.0 science credit
Grade level	11-12
Description	The Pathophysiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Pathophysiology will study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of disease. Students will differentiate between normal and abnormal physiology. Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable. Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

Prerequisites	Biology and Chemistry. Recommended: One course from Health and Science Career Cluster.
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Course	ANATOMY AND PHYSIOLOGY
Course number	QH1130 QH11Y0
Credit	1.0 science credit
Grade level	10-12
Description	In Anatomy and Physiology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem-solving. Students in Anatomy and Physiology study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis. Texas law requires at least 40 percent lab and field investigations. Note: This course satisfies a science credit requirement for students on the Foundation High School Program
Prerequisites	Biology and a second science credit. Recommended: One course from Health and Science Career Cluster.

Course	PRACTICUM IN HEALTH SCIENCE II – Certified Nurse Aide (C.N.A.)
Course number	QH8130 QH81Y0
Credit	2.0 elective credits
Grade level	11-12
Description	The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.
Prerequisites	Health Science Theory and Biology Recommended: Principles of Health Science.

Course	PRACTICUM IN HEALTH SCIENCE II – Pharmacy Technician
Course number	QH8230 QH82Y0
Credit	2.0 elective credits
Grade level	11-12
Description	The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience
Prerequisites	Health Science Theory and Biology. Recommended: Principles of Health Science.

Course	PRACTICUM IN HEALTH SCIENCE II – EKG – Electrocardiogram/Phlebotomy
Course number	QH8730 QH87Y0
Credit	2.0 elective credits
Grade level	11-12
Description	The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience
Prerequisites	Health Science Theory and Biology Recommended: Principles of Health Science.



CTE Hospitality and Tourism Cluster

The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events and travel related services. Students acquire knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine the characteristics needed for success.

Culinary Arts

Year 1	Year 2	Year 3	Year 4
Introduction to Culinary Arts	Culinary Arts	Advanced Culinary Arts	Advanced Culinary Arts AND Food Science OR Practicum in Culinary Arts AND Principles of Hospitality & Tourism

Course	INTRODUCTION TO CULINARY ARTS
Course number	QW6030
Credit	1.0 elective credit
Grade level	9-10
Description	Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide insight into food production skills, various levels of industry management and hospitality.
Prerequisites	None

Course	CULINARY ARTS
Course number	QE25Y0
Credit	2.0 elective credits
Grade level	10-12
Description	Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification or other appropriate industry certification.
Prerequisites	Recommended: Introduction to Culinary Arts

Course	FOOD SCIENCE
Course number	QE2030
Credit	1.0 science credit
Grade level	11-12
Description	In Food Science students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Food Science is the study of the nature of foods, the causes of deterioration, the principles underlying food processing, and the improvement of foods for the consuming public.
Prerequisites	(3) three units of science, including chemistry and biology. Recommended prerequisite: Principles of Hospitality and Tourism. Students must meet the 40% laboratory and fieldwork requirement. This course satisfies a high school science graduation requirement. Students shall be awarded one credit for successful completion of this course.

Course	ADVANCED CULINARY ARTS
Course number	QW2330 QW23Y0
Credit	2.0 elective credits
Grade level	10-12
Description	Advanced Culinary Arts will extend content and enhance skills introduced in Culinary Arts by in-depth instruction of industry-driven standards to prepare students for success in higher education, certifications, and/or immediate employment.
Prerequisites	Culinary Arts
Course	PRACTICUM IN CULINARY ARTS
Course number	QE8530 QE85Y0
Credit	2.0 elective credits
Grade level	11-12
Description	This course is a continuation of Culinary Arts. This course is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with laboratory-based actual business and industry career experiences.
Course	CAREER PREPARATION
Course number	QT9530 QT95Y0
Credit	2.0 elective credits
Grade level	12
Description	Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.
Prerequisites	None



CTE Human Services Cluster

The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.

Family & Community Services

Year 1	Year 2	Year 3	Year 4
Principles of Human Services or Professional Communications	Child Development	Dollars & Sense or Lifetime Nutrition & Wellness or Professional Communications	Family & Community Services or Child Guidance or Project-Based Research

Cosmetology

Year 1	Year 2	Year 3	Year 4
		Principles of Cosmetology, Design & Color Theory AND Cosmetology I Lab	Cosmetology II & Lab

Course	PRINCIPLES OF HUMAN SERVICES
Course number	QE1330
Credit	1.0 elective credit
Grade level	9-12
Description	Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research. This course is recommended for students in Grades 9-12. This course satisfies a speech credit or skills graduation requirement. Students shall be awarded one-half credit for successful completion of this course.

Prerequisites	None
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Course	PROFESSIONAL COMMUNICATIONS
Course number	QF1335/6 QF13D5/6
Credit	0.5 Speech credit
Grade level	9-12
Description	Principles of Human Services is a laboratory course that will enable students to investigate careers in the Human Services Career Cluster, including counseling and mental health, early childhood development, family and community, personal care, and consumer services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.
Prerequisites	None

Course	CHILD DEVELOPMENT
Course number	QE1030 QE10Y0
Credit	1.0 elective credit
Grade level	10-12
Description	This technical laboratory course addresses knowledge and skills related to a technical laboratory course that addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.
Prerequisites	Recommended: Principles of Human Services

Course	DOLLARS AND SENSE
Course number	QW6235 and QW6236 QW62Y5 and QW62Y6
Credit	0.5 elective credit
Grade level	11-12
Description	Dollars and Sense focuses on consumer practices and responsibilities, the money management process, decision-making skills, impact of technology, and preparation for human services careers.
Prerequisites	Recommended: Principles of Human Services

Course	LIFETIME NUTRITION AND WELLNESS
Course number	QW6135 and QW6136 QW61Y5 and QW61Y6
Credit	0.5 elective credit
Grade level	9-12

Description	Lifetime Nutrition and Wellness is a laboratory course that allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences.
Prerequisites	Recommended: Principles of Human Services, Principles of Hospitality or Principles of Health Science

Course	FAMILY AND COMMUNITY SERVICES
Course number	QW6330 QW63Y0
Credit	1.0 elective credit
Grade level	10-12

Description	Family and Community Services is a laboratory-based course designed to involve students in realistic and meaningful community-based activities through direct service or service-learning experiences. Students are provided opportunities to interact with and provide services to individuals, families, and the community through community or volunteer services. Emphasis is placed on developing and enhancing organizational and leadership skills and characteristics.
Prerequisites	Recommended: Principles of Human Services

Course	CHILD GUIDANCE
Course number	QE2130
Credit	2.0 elective credit
Grade level	10-12
Description	Child Guidance is a technical laboratory course that addresses the knowledge and skills related to child growth and guidance equipping students to develop positive relationships with children and effective caregiver skills. Students use these skills to promote the well-being and healthy development of children, strengthen a culturally diverse society, and pursue careers related to the care, guidance, and education of children, including those with special needs. Instruction may be delivered through school -based laboratory training or through work -based delivery arrangements such as cooperative education, mentoring, and job shadowing.
Prerequisites	Recommended: Principles of Human Services , Recommended Co-requisite: Child Development

Course	PROJECT BASED RESEARCH
Course number	QT9330 QT93Y0
Credit	1.0 elective credit
Grade level	11-12

Description	Project-Based Research is a course for students to research a real-world problem. Students are matched with a mentor from the business or professional community to develop an original project on a topic related to career interests. Students use scientific methods of investigation to conduct in-depth research, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.
Prerequisite	None

Course	COSMETOLOGY I
Course number	QE1630 QE16Y0
Credit	3.0 elective credits
Grade level	10-11
Description	In Cosmetology I, students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the Texas Department of Licensing and Regulation (TDLR) requirements for licensure upon passing the state examination. Analysis of career opportunities, license requirements, knowledge and skills expectations, and development of workplace skills are included.
Prerequisites	None

Course	COSMETOLOGY II
Course number	QW0230 QW02Y0
Credit	3.0 elective credits
Grade level	11-12
Description	In Cosmetology II, students will demonstrate proficiency in academic, technical, and practical knowledge and skills. The content is designed to provide the occupational skills required for licensure. Instruction includes advanced training in professional standards/employability skills; Texas Department of Licensing and Regulation (TDLR) rules and regulations; use of tools, equipment, technologies and materials; and practical skills.
Prerequisites	Cosmetology I



Law and Public Service

CTE Law, Public Safety, Corrections, and Security Cluster

The Law, Public Safety, Corrections, and Security Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services.

Law Enforcement

Year 1	Year 2	Year 3	Year 4
Principles of Law, Public Safety, Corrections & Security	Law Enforcement I	Federal Law Enforcement & Protective Services or Correctional Services or Criminal Investigations	Law Enforcement II or Forensic Science or Practicum in Law, Public Safety, Corrections & Security

Course	PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY P
Course number	QL3530
Credit	1.0 elective credit
Grade level	9-12
Description	Principles of Law, Public Safety, Corrections, and Security introduces students to professions in law enforcement, security, corrections, and fire and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services. The course provides students with an overview of the skills necessary for careers in law enforcement, fire service, security, and corrections.
Prerequisites	None.

Course	LAW ENFORCEMENT I
Course number	QL4530QL45D0
Credit	1.0 elective credit
Grade level	10-12

Description	Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. This course includes the role of constitutional law, the United States legal system, criminal law, law enforcement terminology, and the classification and elements of crime.
Prerequisites	Recommended: Principles of Law, Public Safety, Corrections and Security

Course	CORRECTIONAL SERVICES
Course number	QL2730 QL23D0
Credit	1.0 elective credit
Grade level	10-12
Description	In Correctional Services, students prepare for certification required for employment as a municipal, county, state, or federal correctional officer. Students will learn the role and responsibilities of a county or municipal correctional officer; discuss relevant rules, regulations, and laws of municipal, county, state, or federal facilities; and discuss defensive tactics, restraint techniques, and first aid procedures as used in the municipal, county, state, or federal correctional setting. Students will analyze rehabilitation and alternatives to institutionalization for inmates
Prerequisites	Recommended: Principles of Law, Public Safety, Corrections and Security

Course	LAW ENFORCEMENT II
Course number	QL3430 QL34Y0 Q34D0
Credit	1.0 elective credit
Grade level	10-12
Description	Law Enforcement II provides the knowledge and skills necessary to prepare for a career in law enforcement. Students will understand ethical and legal responsibilities, patrol procedures, first responder roles, telecommunications, emergency equipment operations, and courtroom testimony.
Prerequisites	Recommended: Law Enforcement I

Course	FORENSIC SCIENCE
Course number	QL9630 QL96Y0
Credit	1.0 science credit
Grade level	11-12
Description	Forensic Science is a course that introduces students to the application of science to connect a violation of law to a specific criminal, criminal act, or behavior and victim. Students will learn terminology and procedures related to the search and examination of physical evidence in criminal cases as they are performed in a typical crime laboratory. Using scientific methods, students will collect and analyze evidence such as fingerprints, bodily fluids, hairs, fibers, paint, glass, and cartridge cases. Students will also learn the history and the legal aspects as they relate to each discipline of forensic science. Methods of investigation can be experimental, descriptive, or comparative. The method chosen should be appropriate to the question being asked. Note: This course satisfies a science credit requirement for students on

	the Foundation High School Program.
Prerequisites	Biology and Chemistry Recommended or Corequisite: Any Law, Public Safety, Corrections, and Security Career Cluster course.

Course	CRIMINAL INVESTIGATIONS
Course number	QW7030 QW70Y0 QW70D0
Credit	1.0 elective credit
Grade level	10-12
Description	Criminal Investigation is a course that introduces students to the profession of criminal investigations by introducing students will understand basic functions of criminal investigations and procedures how to investigate or follow up during investigations. Students will learn terminology and investigative procedures related to criminal investigation, crime scene processing, evidence collection, fingerprinting, and courtroom presentation. Through case studies and simulated crime scenes, students will collect and analyze evidence such as fingerprint analysis, bodily fluids, hairs, fibers, shoe and tire impressions, bite marks, drugs, tool marks, firearms and ammunition, blood spatter, digital evidence and other types of evidence.
Prerequisites	Recommended: Principles of Law, Public Safety, Corrections and Security

Course	FEDERAL LAW ENFORCEMENT AND PROTECTIVE SERVICES
Course number	QW6930 QW69y0 QW69D0
Credit	1.0 elective credit
Grade level	10-12
Description	Federal Law Enforcement and Protective Services provides the knowledge and skills necessary to prepare for certification in security services for federal law enforcement and protective services. The course provides an overview of security elements and types of organizations with a focus on security measures used to protect lives, property, and proprietary information, to ensure computer security, to provide information assurance, and to prevent cybercrime
Prerequisites	Recommended: Principles of Law, Public Safety, Corrections and Security

Course	PRACTICUM IN LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY
Course number	QL8030 QL80Y0
Credit	2.0 elective credits
Grade level	11-12
Description	The practicum course is designed to give students supervised practical application of previously studied knowledge and skills in law, public safety, corrections, and security. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
Prerequisites	None

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



Manufacturing

CTE Manufacturing Cluster

The Manufacturing Career Cluster focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering

Manufacturing Technology

Year 1	Year 2	Year 3	Year 4
	Principles of Manufacturing	Metal Fabrication & Machining I	Metal Fabrication & Machining II OR Practicum in Manufacturing

Welding Technology

Year 1	Year 2	Year 3	Year 4
	Introduction to Welding	Welding I	Welding II or Practicum in Manufacturing or Career Preparation

Course	PRINCIPLES OF MANUFACTURING
Course number	QT5230 QT52Y0
Credit	1.0 elective credit
Grade level	9-12
Description	In Principles of Manufacturing, students are introduced to knowledge and skills used in the proper application of principles of manufacturing. The study of manufacturing technology allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities. Students will gain an understanding of what employers require to gain and maintain employment in manufacturing careers.
Prerequisites	Recommended prerequisite: Algebra I or Geometry
Course	METAL FABRICATION & MACHINING I
Course number	QW29D0
Credit	2.0 elective credits
Grade level	10-12
Description	Metal Fabrication and Machining I provides the knowledge, skills, and certifications required for equal employment opportunities in the metal production industry. Students must have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

Prerequisites	Recommended prerequisite: Algebra I or Geometry.
Course	METAL FABRICATION & MACHINING II
Course number	QW36D0
Credit	2.0 elective credits
Grade level	11 -12
Description	Metal Fabrication and Machining II builds on the knowledge, skills, and certifications students acquire in Metal Fabrication and Machining I. Students will develop advanced concepts and skills as related to personal and career development. This course integrates academic and technical knowledge and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.
Prerequisites	Prerequisite: Metal Fabrication and Machining I. Recommended prerequisites: Geometry and Algebra II.

Course	PRACTICUM IN MANUFACTURING
Course number	QW71Y0
Credit	2.0 elective credit
Grade level	12
Description	The Practicum in Manufacturing course is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Manufacturing Career Cluster. Students shall be awarded two credits for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.
Prerequisites	None

Course	INTRODUCTION TO WELDING
Course number	QW7330
Credit	1.0 elective credit
Grade level	9-12
Description	Introduction to Welding will introduce welding technology with an emphasis on basic welding laboratory principles and operating procedures. Students will be introduced to the three basic welding processes. Topics include: industrial safety and health practices, hand tool and power machine use, measurement, laboratory operating procedures, welding power sources, welding career potentials, and introduction to welding codes and standards. Introduction to Welding will provide students with the knowledge, skills, and technologies required for employment in welding industries. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge

	and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills will prepare students for future success.
Prerequisites	Recommended or corequisite: Algebra I

Course	WELDING I
Course number	QW7430 QW74Y0 QW74D0
Credit	2.0 elective credit
Grade level	10-12
Description	Welding I provide the knowledge, skills, and technologies required for employment in metal technology systems. Students will develop knowledge and skills related to this system and apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for future success.
Prerequisites	Recommended prerequisites: Algebra I, Principles of Manufacturing, Introduction to Precision Metal Manufacturing, or Introduction to Welding.

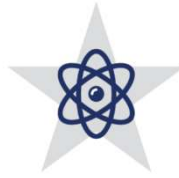
Course	WELDING TECHNOLOGY II
Course number	QW7530 QW75Y0 QW75D0
Credit	2.0 elective credit
Grade level	11-12
Description	Welding II builds on the knowledge and skills developed in Welding I. Students will develop advanced welding concepts and skills as related to personal and career development. Students will integrate academic and technical knowledge and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.
Prerequisites	Welding I. Recommended prerequisites: Algebra I or Geometry. Recommended corequisite: Welding II Lab

Course	PRACTICUM IN MANUFACTURING
Course number	QW71Y0
Credit	2.0 elective credit
Grade level	12

Description	The Practicum in Manufacturing course is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.
Prerequisites	None

Course	CAREER PREPARATION
Course number	QT9530

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



Science,
Technology,
Engineering &
Mathematics

CTE Science, Technology, Engineering and Mathematics (STEM) Cluster

The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing scientific research and professional and technical services, including laboratory and testing services, and research and development services.

Programming & Software Development

Year 1	Year 2	Year 3	Year 4
Computer Science I Honors	AP Computer Science Principles OR AP Computer Science A (Math & LOTE) OR Computer Science II	AP Computer Science A (Math & LOTE) OR AP Computer Science Principles OR Computer Science III	Computer Science II Honors

Cyber Security

Year 1	Year 2	Year 3	Year 4
Principles of Information Technology	Foundations of Cyber Security	Networking Lab	Practicum in Information Technology or Project-Based Research

Engineering

Year 1	Year 2	Year 3	Year 4
	Principles of Applied Engineering	Engineering Design & Problem Solving	Engineering Design & Presentation or Practicum in Science, technology, Engineering & Mathematics

Course	COMPUTER SCIENCE I HONORS
Course number	QW0670
Credit	1.0 elective credit
Grade level	9-12
Description	Computer Science I will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access,

	analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.
Prerequisites	Algebra I

Course	AP COMPUTER SCIENCE PRINCIPLES
Course number	QW0790 QWL890 (LOTE)
Credit	1.0 elective credit
Grade level	9-12
Description	AP Computer Science Principles introduces students to the breadth of the field of computer science. In this course, students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems, including the Internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. It is important to note that the AP Computer Science Principles course does not have a designated programming language. Teachers have the flexibility to choose a programming language(s) that is most appropriate for their students to use in the classroom.
Prerequisites	Recommended prerequisite: Algebra I.

Course	AP COMPUTER SCIENCE A
Course number	QWL790 (LOTE) QW0990 (Math)
Credit	2.0 elective credits
Grade level	9-12
Description	AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language
Prerequisite	Recommended prerequisites: Algebra I or a student should be comfortable with functions

	and the concepts found in the uses of functional notation such as $f(x) = x + 2$ and $f(x) = g(h(x))$.
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Course	COMPUTER SCIENCE II / HONORS
Course number	QW9170
Credit	1.0 elective credits
Grade level	10-12
Description	Computer Science II will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through computational thinking and data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will gain an understanding of computer science through the study of technology operations, systems, and concepts.
Prerequisite	Prerequisites: Algebra I and Computer Science I or AP Computer Science Principles.

Course	COMPUTER SCIENCE III
Course number	
Credit	1.0 elective credits
Grade level	11-12
Description	Computer Science III will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through computational thinking and data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will gain an understanding of advanced computer science data structures through the study of technology operations, systems, and concepts
Prerequisite	Prerequisite: Computer Science II, Advanced Placement (AP) Computer Science A, or International Baccalaureate (IB) Computer Science Standard Level or IB Computer Science Higher Level

Course	PRINCIPLES OF INFORMATION TECHNOLOGY
Course number	QT4630
Credit	1.0 elective credit

Grade level	9-10
Description	In Principles of Information Technology, students will develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students will enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.
Prerequisite	None

Course	FOUNDATIONS OF CYBER SECURITY
Course number	QW9630
Credit	1.0 elective credit
Grade level	9-10
Description	In the Foundations of Cybersecurity course, students will develop the knowledge and skills needed to explore fundamental concepts related to the ethics, laws, and operations of cybersecurity. Students will examine trends and operations of cyberattacks, threats, and vulnerabilities. Students will review and explore security policies designed to mitigate risks. The skills obtained in this course prepare students for additional study in cybersecurity. A variety of courses are available to students interested in this field. Foundations of Cybersecurity may serve as an introductory course in this field of study.
Prerequisite	None

Course	NETWORKING LAB
Course number	QW67Y0
Credit	2.0 elective credits
Grade level	10-12
Description	In Networking Lab, students will develop knowledge of the concepts and skills related to telecommunications and data networking technologies and practices in order to apply them to personal or career development. To prepare for success, students must have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.
Prerequisite	Recommended prerequisites: Principles of Information Technology, Computer Maintenance, and Computer Maintenance Lab. Corequisite: Networking. This course must be taken concurrently with Networking and may not be taken as a stand-alone course.

Course	PRACTICUM IN INFORMATION TECHNOLOGY
Course number	QW67Y0
Credit	2.0 elective credits
Grade level	12
Description	In the Practicum in Information Technology, students will gain advanced knowledge and skills in the application, design, production, implementation, maintenance, evaluation, and assessment of products, services, and systems. Knowledge and skills in the proper use of analytical skills and application of IT concepts and standards are essential to prepare students for success in a technology-driven society. Critical thinking, IT experience, and

	product development may be conducted in a classroom setting with an industry mentor, as an unpaid or paid internship, as part of a capstone project, or as career preparation.
Prerequisite	Prerequisite: a minimum of two high school information technology (IT) courses

Course	PROJECT BASED RESEARCH
Course number	QT9330 QT93Y0
Credit	1.0 elective credit
Grade level	11-12
Description	Project-Based Research is a course for students to research a real-world problem. Students are matched with a mentor from the business or professional community to develop an original project on a topic related to career interests. Students use scientific methods of investigation to conduct in-depth research, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.
Prerequisite	None

Course	PRINCIPLES OF APPLIED ENGINEERING
Course number	QW8130
Credit	1.0 elective credit
Grade level	9-10
Description	Principles of Applied Engineering provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will develop engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will have an understanding of the various fields of engineering and will be able to make informed career decisions. Further, students will have worked on a design team to develop a product or system. Students will use multiple software applications to prepare and present course assignments.
Prerequisite	None

Course	ENGINEERING DESIGN AND PROBLEM SOLVING
Course number	QS60Y5
Credit	1.0 Science credit
Grade level	11-12

Description	The Engineering Design and Problem-Solving course is the creative process of solving problems by identifying needs and then devising solutions. The solution may be a product, technique, structure, or process depending on the problem. Science aims to understand the natural world, while engineering seeks to shape this world to meet human needs and wants. Engineering design takes into consideration limiting factors or "design under constraint." Various engineering disciplines address a broad spectrum of design problems using specific concepts from the sciences and mathematics to derive a solution. The design process and problem solving are inherent to all engineering disciplines. This course satisfies a high school science graduation requirement. Students shall be awarded one credit for successful completion of this course. Note: This course satisfies a science credit requirement for students on the Foundation High School Program.
Prerequisites	Algebra 1 and Geometry Recommended: TWO Science, Technology Engineering & Mathematics Career Cluster CREDITS

Course	ENGINEERING DESIGN AND PRESENTATION I
Course number	QW82Y6
Credit	1.0 elective credit
Grade level	10-12
Description	Engineering Design and Presentation I is a continuation of knowledge and skills learned in Principles of Applied Engineering. Students enrolled in this course will demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain employment in these areas.
Prerequisites	Algebra 1 Recommended: Principles of Applied Engineering

Course	ENGINEERING DESIGN AND PRESENTATION II
Course number	QW8330 QW83Y0
Credit	2.0 elective credit
Grade level	10-12
Description	Engineering Design and Presentation II is a continuation of knowledge and skills learned in Engineering Design and Presentation I. Students enrolled in this course will demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Emphasis will be placed on using skills from ideation through prototyping.

Prerequisites	Algebra 1 and Geometry Recommended: Principles of Applied Engineering or Engineering Design & Presentation I
Course	SCIENTIFIC RESEARCH AND DESIGN I, II or III
Course number	QS1030, QS10Y0 QS1130, QS11Y0 QS1380
Credit	1.0 science credit
Grade level	11-12
Description	Scientific Research and Design is a broad-based course designed to allow districts and schools considerable flexibility to develop local curriculum to supplement any program of study or coherent sequence. The course has the components of any rigorous scientific or engineering program of study from the problem identification, investigation design, data collection, data analysis, formulation, and presentation of the conclusions. These components are integrated with the career and technical education emphasis of helping students gain entry-level employment in high-skill, high-wage jobs and/or continue their education. Students must meet the 40% laboratory and fieldwork requirement. This course satisfies a high school science graduation requirement. Students may take this course with different course content for a maximum of three credits. Note: This course satisfies a science credit requirement for students on the Foundation High School Program
Prerequisites	Biology, Chemistry, Integrated Physics and Chemistry (IPC), or Physics



Transportation, Distribution & Logistics

CTE Transportation, Distribution, and Logistics Cluster

The Transportation, Distribution, and Logistics Career Cluster focuses on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.

Automotive Technology

Year 1	Year 2	Year 3	Year 4
	Energy and Power of Transportation Systems	Automotive Technology I – Maintenance & Light Repair	Automotive Technology II – Automotive Service or Practicum in Transportation Systems or Career Prep

Collision Repair

Year 1	Year 2	Year 3	Year 4
	Energy and Power of Transportation Systems	Collision Repair	Paint & Refinishing or Career Preparation or Practicum in Transportation Systems

Course	ENERGY AND POWER OF TRANSPORTATION SYSTEMS
Course number	QT0130
Credit	1.0 elective credit
Grade level	10-12
Description	Energy and Power of Transportation Systems will prepare students to meet the expectations of employers in this industry and to interact and relate to others. Students will learn the technologies used to provide products and services in a timely manner. The businesses and industries of the Transportation, Distribution, and Logistics Career Cluster are rapidly expanding to provide new career and career advancement opportunities. Performance requirements will include academic and technical skills. Students will need to understand the interaction between various vehicle systems, including engines, transmissions, brakes, fuel, cooling, and electrical. Students will also need to understand the logistics used to move goods and services to consumers, as well as the components of transportation infrastructure.
Prerequisites	None

Course	AUTOMOTIVE TECHNOLOGY I: MAINTENANCE AND LIGHT REPAIR
Course number	QW8430 QW84Y0 QW84D0
Credit	2.0 elective credits
Grade level	9-12
Description	Automotive Technology I: Maintenance and Light Repair includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. This course includes applicable safety and environmental rules and regulations. In Automotive Technology I: Maintenance and Light Repair, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability
Prerequisites	Recommended: Energy & Power of Transportation Systems

Course	AUTOMOTIVE TECHNOLOGY II: AUTOMOTIVE SERVICE
Course number	QW8530 QW85Y0 QW85D0
Credit	2.0 elective credits
Grade level	11-12
Description	Automotive Technology II: Automotive Service includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. Automotive Technology II: Automotive Service includes applicable safety and environmental rules and regulations. In this course, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability
Prerequisites	Automotive Technology I: Maintenance and Light Repair

Course	BASIC COLLISION REPAIR
Course number	QW9430
Credit	1.0 elective credit
Grade level	9-12
Description	Basic Collision Repair and Refinishing includes knowledge of the processes, technologies, and materials used in the reconstruction of vehicles. This course is designed to teach the concepts and theory of systems related to automotive collision repair and refinishing.
Prerequisites	None

Course	COLLISION REPAIR
Course number	QT1030 QT10Y0 QT10D0

Credit	2.0 elective credits
Grade level	10-12
Description	Collision Repair includes knowledge of the processes, technologies, and materials used in the reconstruction of vehicles. This course is designed to teach the concepts and theory of systems related to automotive collision repair and refinishing
Prerequisites	Recommended: Energy & Power of Transportation Systems
Course	PAINT AND REFINISHING
Course number	QW8730 QW87Y0 QW87D0
Credit	2.0 elective credits
Grade level	10-12
Description	Paint and Refinishing includes knowledge of the processes, technologies, and materials used in the reconstruction of vehicles. This course is designed to teach the concepts and theory of systems related to automotive paint and refinishing.
Prerequisites	Collision Repair

**Have a question?
Just call us!**

Need help finding a phone number? Call WISD at 956-969-6500 or check our website at www.wisd.us



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