



High School Academic Guide 2024-2025

High
Expectations

Dedicated
Staff

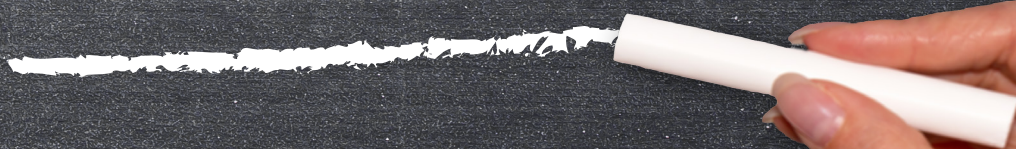
Working
Together



Character
Matters

STEM for
ALL

HPS CORE VALUES



HARMONY PUBLIC SCHOOLS

HIGH SCHOOL ACADEMIC GUIDE & COURSE CATALOG

Taking action. Shaping the future.

2024 - 2025

9321 W. Sam Houston Pkwy S.
Houston, TX 77099

TABLE OF CONTENTS

Section I: Harmony - College Ready	5
Section II: General Information	7
Section III: High School Graduation Requirements	12
Section IV: Advanced Placement (AP) Program	15
Section V: Dual Credit Programs	17
Section VI: Career & Technical Programs	19
Section VII: College Counseling.	21
Section VIII: Course Descriptions	28

MISSION

Our mission at Harmony Public Schools (HPS) is to prepare each student for higher education by providing a safe, caring, and collaborative atmosphere featuring a quality, student-centered educational program with a strong emphasis on Science, Technology, Engineering, and Mathematics.

SECTION I: HARMONY - COLLEGE READY

INTRODUCTION

Founding members of Harmony Public Schools believe that excelling in math and science prepares youth to succeed in college, the workplace, and the 21st century. Harmony schools demonstrate that, with a high-quality program and the right social and emotional supports in place, all students, regardless of racial or economic background, can achieve outstanding results.

At Harmony, students are expected to master their subjects, and every Harmony student graduates college-ready. Our high school program is designed to provide each student with the essential elements of a college prep education, along with opportunities to engage in the exploration of intense study within particular fields of interest.

Through the following components, every Harmony student will attain skills and abilities that are necessary to be successful in college and beyond.

Rigorous Curriculum

Harmony offers rigorous and relevant course work with a heavy emphasis on STEM courses. Middle and high school curriculum and programs are designed to prepare students for college level course work.

College Geared Coursework (4x4 Plan)

Harmony's high school program is designed to ensure acceptance, enrollment, and success in four year colleges/universities and requires the 4x4 course-by-credit plan for all students. Students are expected to successfully complete four full-year courses in each of the four core subjects - English, Mathematics, Science, and Social Studies.

Progress Monitoring with Ongoing Assessment and Personalized Support

Harmony educators have necessary tools to monitor academic progress of each student and to adjust instructional strategies to better meet students' needs. Based on ongoing assessment and data analysis, personalized learning opportunities and individualized need-based support will be provided to every student in order to achieve their college and career goals.

College and Career Counseling Support for Students

Our goal is to guide every Harmony student in preparing for and achieving his or her postsecondary goals and aspirations. College counselors provide individualized support for each student in the five areas of college and career readiness:

- Personal Readiness
- Academic Readiness
- Career Readiness
- College Admissions
- Financial Aid and Scholarships

Student Expectations and Commitment

At Harmony, all students are expected to:

- Receive a college-readiness label with an eligible test score by the end of junior year (see Table 1)
- Complete the 4x4 graduation plan
- Receive acceptance to a four-year college or university

Table 1: College Readiness Scores

Test	Combined Score	Math	Reading	Writing
TSIA2	N/A	950-990	945-990	5 or higher on the Essay Test
SAT	N/A	530	480	N/A
ACT	23	19	19	N/A

Exceptions may apply to students receiving Special Education services. Diagnostics tests include College Readiness Student Expectations

COLLEGE READINESS MONITORING

HPS implements College Board's College Readiness Benchmarks and Texas Success Initiative (TSI) Assessments to track the academic readiness of students. Students who meet minimum expected scores for each grade level are on target to be college ready.

College Board's SAT Benchmark System

Harmony utilizes the College Board's SAT Benchmark system (PSAT/SAT) to monitor the progress of each student toward college readiness goals. Beginning in 8th grade, students take College Board tests every year in the fall semester. Benchmarks indicating college and career readiness are determined using SAT Suite data and first-year college performance data. The benchmark indicates that students

who earn that score or higher have a 75% likelihood of earning a C or better in a first-year, credit-bearing course in the same subject area. These score reports will inform decisions on

- Course enrollment and graduation plans
- Intervention needs of each student (individual plans)
- Instructional resources and curricular enhancements

Below is each grade level's minimum score expectation for Math and Evidence based Reading and Writing sections.

Table 2: Minimum grade level scores to be a "College Track" student:

Grade Level	Assessment	Point Scale	Math	Evidence Based Reading and Writing
8th	PSAT 8/9	120-720	430	390
9th	PSAT 8/9	120-720	450	410
10th	PSAT/NMSQT	160-760	480	430
11th	PSAT/ NMSQT	160-760	510	460
	SAT	200-800	530	480

Note: ACT-SAT concordance chart will be used for student who has ACT scores.

Texas Success Initiative (TSI2) Assessment

The TSI2 Assessment is a program designed to help colleges determine if a student is ready for college-level coursework in the general areas of reading, writing, and mathematics. Harmony schools are TSIA centers and administer the test a few times each year. There is no grade level expectation for the TSIA test. Students who earn a college readiness score as listed below may enroll in dual credit courses at any grade in high school to receive college credits.

TSI 2.0 Updates

An updated TSIA2 will replace the current TSIA effective Fall 2020. If a student previously took TSIA, the test scores are valid for a period of 5 years from the date of testing. However, if a student has not yet completed TSIA on any section of the TSIA, and tests on or after January 11, 2021, he/she will need to test with the new TSIA 2.0 test.

ELAR

1. A score in the range of 945-990 on the multiple choice CRC Test and a 5 or higher on the Essay Test, or
2. A score below 945 on the multiple-choice CRC Test, receive a diagnostic level of 5 or higher on the Diagnostic Test, and score 5 or higher on the Essay Test.

MATHEMATICS

1. A score in the range of 945-990 on CRC Test or
2. A score below 950 on the CRC Test but a diagnostic level of 6 on the Diagnostic Test

SECTION II: GENERAL INFORMATION

Attendance

Attendance Requirements to receive credit for a course:

1. State law mandates that a student must be in attendance for 90% of the time a class in session to receive credit.
2. The Attendance Committee will make the ultimate decision whether or not the student receives credit in a class.
3. Dual Credit students must meet the attendance requirements set by the local campus.
4. ARD and 504 committees may be considered as an attendance committee for students with disabilities.

Minimum Course Load

All students are required to enroll in eight classes (or equivalent) per semester.

EXCEPTIONS:

1. Senior students enrolled in off campus Dual Credit courses can take the last period off in their high school schedules. College course schedule verification and counselor/administrator approval is required.
2. Senior students who are on track their graduation credit requirements and are enrolled in at least 15 College Credit Hours (including Dual Credit and AP courses), may be granted Independent Study classes. Counselor/administrator approval is required.

Student Classification

Freshman (9th) – must have been promoted from the 8th grade.

Sophomore (10th) – must have satisfactorily completed 5 credits, including English I and Algebra I

Junior (11th) – must have satisfactorily completed 11 credits, including English II

Senior (12th)* – must have satisfactorily completed 18 credits by the beginning of the fall semester of the school year in which the student expects to graduate, including English III, US History, and 5 EOC tests required for graduation.

**Exceptions for Senior classification requirements can be modified by ARD or IGC committees.*

How to Earn Credits

Courses vary from one to two semesters in length. Students can earn a half credit for each semester course and a whole credit for a year-long course*. Students earn credits when they pass their courses with the minimum of 70% average and meet 90% attendance requirement.

Each semester stands alone. Semesters are not averaged together except in cases of student progression plan.

Any course taught off students' regular high school schedules (including summer and online courses) will receive on-level grade points corresponding with the grade earned.

Students are expected to consult with counselors before enrolling any course outside of Harmony Public Schools.

The following are ways a student can earn credit:

- A course is taken as a part of the student's high school schedule
- HPS Approved Dual Credit College Course - approved by counselor - is taken for high school credit and college credit (must be one of the approved courses listed on the dual credit list-- refer to the Dual Credit programs, Section IV.)
- Through a Credit-by-Exam (CBE) or Exam for Acceleration (EA) offered through the UT Austin or Texas Tech University, AP Exam, or CLEP exam (College Level Examination Program) or ACTFL/AVANT (Language Assessment)
- Online courses - approved courses through accredited online course providers
- Summer School Opportunities

Students and parents assume the responsibility for registering for, and completing courses attempted. Students and parents assume the cost of taking courses outside of their regular high school schedule.

Progression Plan

Starting 2018: A high school student who fails one semester and pass the other semester of a two-semester course, the student will earn one whole credit if the average is a 70 or above for both semesters combined.

Repeating a Course

The following guidelines apply if a student wants to repeat a course in which credit has been earned:

- No additional credit is earned when a course is repeated
- Students who have already earned a credit for specific high school course cannot repeat the course to pull up her/his GPA

High School Credits in Middle School

By Texas Administrative Code (TAC) §74.26. (b), districts may offer courses designated for Grades 9-12 in earlier grade levels. Students in middle school may be given high school graduation credit for passing courses offered in middle school that is aligned with the Texas Essential Knowledge and Skills for each course. Credit for courses for high school graduation may be earned only if the student received a grade which is the equivalent of 70 on a scale of 100 (TAC §74.26. (c)).

Credits obtained in middle school will not be included in the GPA calculation and class rank.

Schedule Changes

Students must choose their courses carefully and with the advice of their counselor and parents to minimize the need for a change. The master schedule is built to accommodate the classes originally chosen by the student. A copy of the courses requested will be provided to the students at the end of the school year. Any course request changes for the following school year must be made before the end of the spring semester. Parents of 8th-grade students will have opportunities to receive assistance with course registration. *Parents are strongly encouraged to attend one of the help-sessions or schedule an appointment with school administrators.*

Schedule changes based on teacher, elective, or section preferences will not be honored. The administration reserves the right and has the responsibility to only make changes as necessary to meet graduation requirements, balance class sizes, correct administrative or clerical error, reflect changes in school personnel, or other educationally appropriate reasons.

In determining whether there are extenuating circumstances for an absence, the Attendance Review Committee will use the following guidelines:

- Changes requested after the Course Plan has been submitted will be made only for the following reasons per counselor approval:
 - A Senior needs to make up deficient graduation credits
 - A student received a failing grade and needs to repeat the class for high school graduation requirements or to meet college eligibility requirements
 - A student is in the incorrect course level
 - A course requested will not be offered due to budgetary restraints or low-class size
 - A student completed a course credit at summer school
- Campus administrators can consider level changes on extenuating circumstances during the first semester. Level changes can only be granted for courses that have the same PEIMS code and curriculum alignment. Acceptable Examples: Honors English I-English I; PreAP Algebra I - Algebra I. Unacceptable Examples: AP English Composition - English III; Dual Credit Precalculus - Precalculus
- Students may request a course change according to the following guidelines in the first 15 school days of the academic year. Afterwards, all course change requests will be considered for the second semester.
 - Placement recommendation based on academic performance
 - Medical/health issues require adjustment in schedule

- Course needed for graduation or college eligibility requirements
- A student taking 15 college credit hours (5 courses) per semester, including AP, Dual Credit and OnRamps courses, has the course load of a full-time college student. Considering the workload and the importance of academic success, students cannot be enrolled in more than 15 college credit (AP, Dual and OnRamps) hours per school semester.

Campus Advanced Academics Placement Committee (AAP)

Each HPS campus should develop Campus Advanced Academics Placement Committee (AAP) which is made up of teachers and administrators. This committee finalizes course enrollment decisions about the AP, Pre-AP, Honors, PLTW and Dual Credit courses. Campus AAP Committee ultimately implements and enforces college-level course enrollment policies and regulations. HPS central office provides a guide for campuses to use for AP/Honors/Pre-AP and Honors course enrollment. AAP committee may revise this guide for their local needs. (Refer to AP/Honors/Pre-AP Campus Guide).

Grading Scale, Class Ranking, GPA

Grade Calculation

A student's Grade Point Average (GPA) is calculated by dividing the total amount of grade points earned by the total amount of credit hours attempted. All semester grades for courses attempted will count toward a student's GPA. Weighted GPA is used to determine class rank. Unweighted GPA is used for admission to most colleges and universities, and for scholarships at in-state schools.

Grading Scale (starting in 2016-2017 school year)

A	90-100	"Excellent"
B	80-89	"Above Average"
C	75-79	"Average"
D	70-74	"Below Average"
F	0-69	"Failing"

Class Ranking

Harmony Public Schools are non-ranking schools and only rank students within the top 10%, or if it is for the benefit of the student. A class rank indicates how a student's grades compare with those of other students in his/her class.

Class Rank for College Admissions (Top 10%) - End of the Junior Year (June 15th).

Class Rank for Honors Graduation Ceremony - Class rank for honors graduation status is determined by the weighted GPA through the end of the first semester of the senior year. To be eligible for this ranking, students must be enrolled in the

Table 4a: Course Weight - Seniors, Juniors and Sophomores, Class of 2024, Class of 2025, Class of 2026

Letter Grade	Grade Range	Advanced Placement (AP) / OnRamps / Dual Credit (DC)	Pre-AP / Honors	On-Level Course
A	90-100+	5.0	4.5	4.0
B	80-89	4.0	3.5	3.0
C	75-79	3.0	2.5	2.0
D	70-74	2.0	1.5	1.0
F	Below 70	0.0	0.0	0.0

Starting 2019-2020 school year, all OnRamps courses will be weighted as AP/DC level course. Starting with the class of 2023 (freshman during the 2019-2020 year). PLTW courses will be weighted as AP/DC level courses.

Table 4b: Course Weight - Freshmen, Class of 2027 and thereafter

Letter Grade	Grade Range	Advanced Placement (AP) / OnRamps / Dual Credit (DC)	Pre-AP / Honors	On-Level Course / PLTW
A	90-100+	5.0	4.5	4.0
B	80-89	4.0	3.5	3.0
C	75-79	3.0	2.5	2.0
D	70-74	2.0	1.5	1.0
F	Below 70	0.0	0.0	0.0

same high school starting no later than Fall semester of Junior year (January 15th).

Highest Ranking Graduate - Final class rank for highest ranking graduate classification is determined by the weighted GPA of all high school credit courses taken through the end of the senior year. To be eligible for this ranking, students must be enrolled in the same high school starting no later than Spring semester of their Junior year and complete full senior year in the same high school, and graduate in no fewer than eight regular semesters. HPS allows for a tie between two students. The HPS method for selection is:

In the case of a tie: the “the Highest Ranking Graduate Certificate” will be awarded according to the following sequence until the tie is broken.

- The student who has spent four years at HPS in grades 9 - 12
- However, If a tie still remains, the student with the highest numerical grade averages of all courses taken shall be ranked among the others.

Early Graduate Ranking

A student’s rank will be determined within the graduation class of the school year in which the student completes all the requirements. The ranking will be used for the top 10% college application process. Early graduates will be eligible for recognition, but not for the valedictorian, salutatorian, or highest graduate ranking distinctions.

To be eligible for early graduation and to be included in the top 10% ranking, a student must complete all grade level required coursework, including English III (A&B) and US History (A&B)

and pass 5 EOC tests by End-of-Junior year ranking period (June 15th).

Graduation Ceremony

Students completing the Harmony Public Schools and State of Texas requirements for graduation will be granted a high school diploma. HPS annually sponsors a graduation ceremony for students who have completed requirements established by both the HPS and the State. Students who have not completed requirements may participate in graduation ceremony with an approval from principal and receive a certificate of attendance. Even if the student participates in graduation ceremony to receive the certificate of attendance, he or she may remain enrolled to complete the HPS requirements and earn his and her high school diploma; however, the student will only be allowed to participate in graduation ceremony. Ordering graduation cap and gown, announcements, or other senior memorabilia does not guarantee a student’s participation in graduation ceremonies. Graduation announcements are not invitations to the graduation ceremony. If a student does not attend and does not participate in the graduation ceremony practice, the student is ineligible to participate in the HPS Graduation ceremony.

A student with a disability who has completed four years of high school, but not graduating and is continuing to receive special education and related services from the school district, is permitted to participate in the graduation ceremony with classmates. The student is entitled to a certificate of completion as part of the graduation ceremony, but must receive a regular high school diploma when formal schooling ends.

Eligibility for Automatic College Admission

Explanation of Eligibility for Automatic College Admission under the Automatic Admission policy (Texas Education Code §51.803):

Under the Automatic Admission policy (Texas Education Code §51.803), Texas students may be eligible for automatic admission to a state college or university as an undergraduate student if they meet certain criteria. To qualify for automatic admission, a student must:

1. Earn a grade point average in the top 10 percent* of his/her high school graduating class,
2. Graduate from a Texas public or private high school (or, if the student is a Texas resident, from a high school operated by the U.S. Department of Defense),
3. Earn the Distinguished Level of Achievement and/or a Performance Acknowledgment for outstanding performance (starting from Class of 2018) OR successfully complete the requirements for the Recommended High School Program (RHSP) OR the Distinguished Achievement Program (DAP) (or the equivalent if enrolled in private school) OR satisfy ACT's College Readiness Benchmarks on the ACT college entrance exam OR earn a score of at least 1,500 out of 2,400 on the SAT college entrance exam, and
4. Apply for admission to a state college or university within the first two school years after graduation from high school.

Students who meet the criteria for automatic admission must submit an application before the deadline set by the college or university to which they are applying. Students must also provide a high school transcript or diploma that indicates whether they have satisfied or are on schedule to satisfy the requirements of the Distinguished Level of Achievement and/or a Performance Acknowledgment for outstanding performance, RHSP or DAP.

Curriculum Requirements

No later than the end of a student's junior year in high school, his or her official transcript should indicate whether the student has satisfied or is on schedule to satisfy the requirements for the Distinguished Level of Achievement and/or a Performance Acknowledgment for outstanding performance. Students who are unable to satisfy the curriculum requirements for graduation because the courses necessary to complete the requirements are unavailable as a result of course scheduling, lack of enrollment capacity, or another cause not within the student's control, are considered to have satisfied the requirements of the relevant program. In such cases, the student must have successfully completed the portions of the graduation requirement curricula that were available and the student's official transcript or diploma must indicate this.

Admission and Enrollment

State colleges and universities may admit a student accepted under the Automatic Admission policy for either the fall semester of the academic year for which the student applied or for the summer session that proceeds that fall semester. Additionally, the admitting college or university may require that applicants in need of additional preparation for college-level work enroll in enrichment courses or programs during the summer immediately after the student is admitted. Colleges and universities are required to admit an applicant as an undergraduate student if the applicant is the child of a public servant who was killed or fatally injured in the line of duty and who meets the minimum entrance requirements set by the college or university.

*The University of Texas 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 2020 and spring 2021 freshman applicants who rank within the top 6% of their high school graduating classes, with remaining spaces to be filled through holistic review.

Cum Laude System

Harmony Public Schools recognize at graduation those students with weighted GPAs at or above specific benchmarks. Benchmarks may require occasional adjustments as changes in curriculum dictate. Currently, graduates are recognized as follows:

Table 5: Cum Laude System

Summa Cum Laude	Weighted average of exactly 128.0 or higher	GPA = 4.0+
Magna Cum Laude	Weighted average of exactly 120.0 or higher	GPA = 3.8 to 3.9
Cum Laude	Weighted average of exactly 112.0 or higher	GPA = 3.5 to 3.7

Transfer Students

A student transferring into the district from a **public school or a regionally/nationally accredited institution** will receive the numerical grade earned in courses from that school. Weighted courses will be honored and converted to match our system.

Students Transferring from Schools Outside of the United States: Students from other countries will receive Ps for passing in appropriate courses. Translation of out-of-country transcripts is the responsibility of the parent/guardian. Awarding of credit will be determined by school administration after review of all documentation.

Students from Home Schooling Programs or Private Schools: Credits earned through home schooling programs and private schools will not be calculated for GPA and class rank by the district. Students must provide documentation of enrollment and completion of courses in order to get credit.

Letter Grade Conversion Table:

A+	100	B+	89	C+	79	D+	74	F	50
A	95	B	85	C	77	D	72		
A-	91	B-	81	C-	75	D-	70		

Obtaining a Replacement Diploma

A graduate who wishes to obtain a replacement copy of his or her high school diploma must first obtain a copy of his or her transcript and present it to the registrar at his or her individual high school. Each high school has its own policies and procedures for obtaining copies of diplomas, but most charge a fee and require time to process the request.

Please note: Replacement diplomas are not reproductions of the original documents issued. Replacement diplomas will be signed by the current principal and superintendent of schools at the time the request is processed, which may be different from those who were in office when the degree was originally obtained.

CREDIT BY EXAM (CBE) / EXAM FOR ACCELERATION (EA)/ ADVANCE PLACEMENT EXAM (AP)/(CLEP)

Credit by exam (CBE) is available for students who failed a course and can be taken only for an original credit.

1. A student in grades 6-12 will be given credit for an academic subject if the student scores 70% or above on each of the criterion-referenced examinations for the applicable course. Credit will be given and the examination score will be entered on the student's transcript.
2. It is not recommended to gain credit by such an examination if the course grade is less than 60% in the course failed. Students may not attempt to earn credit by examination for a specific high school course more than two times.
3. Students who have already earned a credit for specific high school course cannot take CBE to pull up her/his GPA.

Exam for acceleration (EA) is available for students who want to skip each of the following areas: English/Language Arts, Mathematics, Science, and Social Studies.

1. To earn a credit students need to score 80% or above for EA.
2. Students may take a specific examination only once during each window. Students may not attempt to earn credit by examination for a specific high school course more than two times.
3. Credits obtained through EA (without instruction) will not be calculated for GPA and class rank.

World Language CBEs (AVANT/ACTFL): In high school, it's important to note that credits achieved through AVANT or ACTFL will contribute to the GPA calculation.

Procedure

Students are required to register for CBE/EA at least one month prior to first day of testing (or CBE/EA window). Parents/Students need a counselor (and/or Campus CBE coordinator) approval to order a CBE. Once approved, parents/students pay a fee (only for credit recovery / fee subject to change) per semester course. There is no fee for taking Exam for Acceleration.

No Prior Instruction Credit Exams

Students who have had no prior instruction in a course will be awarded credit for the applicable course if the student receives one of the following scores:

- Three or high on an AP exam
- A scaled score of 50 or higher on a CLEP exam

Credits obtained through AP or CLEP exams will not be calculated for GPA or class rank.

EDGEUNITY CREDIT RECOVERY

Edgenuity program provides a learning environment to support online and blended instruction. Edgenuity offers standards-aligned video-based curriculum for students. Courses are completed online in a class period. These courses are also available after school hours anywhere that online services are accessible.

Edgenuity Program Goals/Objectives

Provide enrolled students an alternate instructional setting for the opportunity to recover credits in a self-directed, self-paced program. Offer high school students the opportunity to earn and/or recover credits in order to graduate on-time according to their individual graduation plan.

How Does Credit Recovery Work?

Students have an account with the online program which delivers instruction. Students are assigned course(s) and given a date in which the class should be completed.

Credit Recovery Enrollment Procedures

Important Dates for Edgenuity Credit Recovery Program

1. Fall Semester Start/End Date: Sep 15th - Dec 15th
2. Spring Semester Start/End Date: Feb 1st - May 1st
3. Summer Semester Start/End Date: June 7th- June 30th

SECTION III: HIGH SCHOOL GRADUATION REQUIREMENTS

In order for a student to graduate from Harmony Public Schools, the student must fulfill:

- 1. HPS High School Credit Requirement
- 2. Passing Score on Texas State Assessments (STAAR)
- 3. Admission by a 4-Year College
- 4. Completion of a Free Application for Federal Student Aid (FAFSA) or a Texas Application for State Financial Aid (TASFA), or an opt-out form¹
- 5. Minimum 100 Community Service Hours²

¹Exceptions may apply to students receiving Special education services.

¹Refer to Appendix 2 for HB3 FAFSA requirement.

²Community service requirement is 25 hours per year.

Course-by-Credit Summary

Harmony’s High School Program is designed to ensure acceptance, enrollment, and success in 4-year universities, and requires the following course-by-credit plan for all students, regardless of the plan they choose to graduate. Exceptions may apply to students receiving Special Education services.

Table 6: HPS High School Credit Requirement

Course	Credit
English	4.0
Mathematics	4.0
Science	4.0
Social Studies & Economics	4.0
Physical Education	1.0
Languages other than English	2.0*
Fine Arts	1.0
Electives	6.0
TOTAL	26.0 credits

*To earn Performance Acknowledgment in Bilingualism and Biliteracy, student will need to complete 3 LOTE credits in the same language.

Students in 8th grade will begin the process of developing a Personalized Graduation Plan (PGP) for the next 4 years in high school. A Personalized Graduation Plan is a 4-year plan that each student makes to help guide his or her course selection to meet the criteria of the chosen endorsement.

Required Academic Program for HPS High School Graduation

In accordance with House Bill 5, all students are required to choose one endorsement in order to graduate under the State of Texas Foundation High School Plan. “Foundation High School Plan with Endorsements and Distinguished Level of Achievement” is the default plan all Harmony students are expected to follow.

Algebra II Notification

A student is not required by state law to successfully complete Algebra II as a requirement for high school graduation. However, there are potential consequences to a student who does not successfully complete an Algebra II course. Refer to Appendix 1 for official notification letter.

Community Service Hours

Community Service is any service that is done for non profit agencies and organizations, educational institutions, and/or religious organizations. For activities that do not fall in these categories, justification is required to demonstrate how the community is being served by the activities

* Submit a signed opt-out form

Table 7: HPS High School Course Plan

CORE DISCIPLINE	HPS High School Course Plan = FHSP + Endorsements + Distinguished Level of Achievement Plan1 26 CREDITS
English (4.0 Credits)	<p><i>Four credits must consist of:</i></p> <ul style="list-style-type: none"> ▪ English I or English I for Speakers of Other Languages ▪ English II or English II for Speakers of Other Languages ▪ English III or AP English Language and Composition or OnRamps/Dual Credit course equivalent ▪ The fourth credit may be selected from the district-approved courses in the HPS Scheduling Guide.
Mathematics (4.0 Credits)	<p><i>Four credits must consist of:</i></p> <ul style="list-style-type: none"> ▪ Algebra I ▪ Geometry ▪ Algebra II ▪ The fourth credit may be selected from the district-approved courses in the HPS Scheduling Guide.
Science (4.0 Credits)	<p><i>Four credits must consist of:</i></p> <ul style="list-style-type: none"> ▪ A biology credit (Biology or AP Biology or OnRamps/Dual Credit course equivalent) ▪ A chemistry credit (Chemistry or AP Chemistry OnRamps/Dual Credit course equivalent) ▪ A physics credit (Physics or AP Physics (I,II or C) OnRamps/Dual Credit course equivalent) ▪ The fourth credit may be selected from the district-approved courses in the HPS Scheduling Guide.
Social Studies & Economics (4.0 Credits)	<p><i>Three-and one-half credits must consist of:</i></p> <ul style="list-style-type: none"> ▪ World Geography or AP Human Geography (one credit) or OnRamps/Dual Credit course equivalent ▪ World History or AP World History (one credit) or OnRamps/Dual Credit course equivalent ▪ US History or AP US History (one credit) or OnRamps/Dual Credit course equivalent ▪ US Government or AP US Government (one-half credit) or OnRamps/Dual Credit course equivalent <p><i>One-half credit must consist of:</i></p> <ul style="list-style-type: none"> ▪ Economics or AP Macroeconomics or AP Microeconomics or OnRamps/Dual Credit course equivalent
Physical Education (1.0 Credit)	<p><i>One credit must consist of any combination of the following one-half to one credit courses:</i></p> <ul style="list-style-type: none"> ▪ Foundations of Personal Fitness Adventure/Outdoor Education ▪ Aerobic Activities ▪ Team or Individual Sports ▪ Dual Credit course equivalent <p><i>In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities:</i></p> <ul style="list-style-type: none"> ▪ Athletics ▪ JROTC ▪ Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions. ▪ A student who is unable to participate in physical activity due to disability or illness may substitute an academic elective credit (English language arts, mathematics, science, or social studies).
Languages Other Than English (2.0 Credits)	<p><i>Two credits must consist of:</i></p> <ul style="list-style-type: none"> ▪ Any two levels in the same language. <p>An AP course or OnRamps/Dual Credit course equivalent can also be substituted for each level (must also be the same language).</p>

Fine Arts (1.0 Credits)	One credit from any of the following: <ul style="list-style-type: none"> * Art (I,II,III) * Dance (I,II,III) * Music (I,II,III) * Theatre (I,II,III) * AP Music Theory * AP Studio Arts * AP Art History * Dual Credit course equivalent*
Electives + Endorsements (6.0 Credits)	Six credits from any of the following: <ul style="list-style-type: none"> ▪ The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills), including AP and equivalent OnRamps/Dual Credit courses. Credit/Elective choices should be specific to at least one endorsement
ENDORSEMENTS	Students entering 9th grade must choose and complete curriculum requirements from one of the following endorsements: <ul style="list-style-type: none"> * STEM * Arts and Humanities * Multidisciplinary Studies * Business and Industry * Public Services
Performance Acknowledgements	For outstanding performance <ul style="list-style-type: none"> ▪ in a dual credit course ▪ in bilingualism and biliteracy ▪ on an AP test or IB exam ▪ on the PSAT, the ACT-Plan, the SAT, or the ACT ▪ For earning a nationally or internationally recognized business or industry certification or license ▪ OnRamps courses
State Assessment Requirements For Graduation	Students must satisfactorily pass following STAAR End-of-Course assessments ¹: <ul style="list-style-type: none"> * English I * English II * Algebra I * Biology * US History

¹ May not apply to students exempt by the ARD Committee or IGC. A student is not required to retake a course as a condition of retaking an EOC assessment. Students who are taking any of these five high school courses in middle school will also take the required EOC assessment. Students may not retake an EOC assessment that they have passed. EOC assessment scores are not included in students' course grades.

Graduation Toolkit: https://tea.texas.gov/sites/default/files/Graduation_Toolkit_2020%20English%20Website.pdf

Texas First Early High School 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. The purpose of the Texas First Early High School Completion Program, in conjunction with the Texas First Scholarship Program (Texas Education Code, Chapter 56, Subchapter K-1), is to promote efficiency in the state public education system and incentivize the enrollment of high performing students at eligible institutions within the state of Texas.

<https://tea.texas.gov/academics/graduation-information/state-graduation-requirements/texas-first-early-high-school-completion-program>

The Texas First Diploma and Scholarship Program: Students who graduate two or more semesters before their class receive a two-semester scholarship, equivalent to the amount of the TEXAS grant, to a participating university. Students who graduate one semester early receive a one-semester scholarship to a participating university. Students may also be eligible for additional financial aid at most of these institutions. The Texas First Diploma does not guarantee automatic admission for students. A student should consult their counselor for guidance on whether the student's grade point average at graduation qualifies the student for automatic admission under the state's top 10 percent law. Students who graduate early with a Texas First Diploma may apply to any college or university they choose. However, the scholarship will only apply toward participating universities. Visit The Texas First Diploma and Scholarship Program (Create link for HPS website) website for program details and student eligibility information. Students should contact their counselor to learn more about this program and verify their eligibility.

SECTION IV: ADVANCED PLACEMENT (AP) PROGRAM

AP ENROLLMENT GUIDELINES

College Board AP Equity and Access Policy

The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by allowing all willing and academically prepared students to participate in AP.

The AP Program offers college-level instruction to the academically successful high school student with the option of taking an Advanced Placement examination and possibly qualifying for college credit. AP students are expected to work at an accelerated pace and to engage in outside reading and independent learning.

AP courses are open to all students with the prerequisite coursework who wish to take on the additional challenge of advanced academics. Students who choose to enroll, however, should be prepared for the increased academic challenge of these courses.

Exploration and Registration: January – February

Campuses are encouraged to provide opportunities for students to explore and learn more about various AP courses offered at your campus. Counselors and AP teachers should organize AP information events and talk to students personally about registering for AP courses. Academic counselors should discuss career and college aspirations when recommending AP courses.

Examples of activities include:

- Campus-wide AP Program information event
- Parent information session
- Class visits by AP teachers
- Personal course selection meeting with academic counselor
- AP Student experience presentations

Students in AP Courses are expected to:

- Be independent learners who are willing to read, learn, and ask questions as well as pursue outside reading and research
- Discuss and share material relevant to the course in a collegial manner
- Spend adequate time every week studying or in tutorials to avoid falling behind
- Understand that enrollment in an AP course does not guarantee an A or B grade
- Openly accept assignments, suggestions, and coaching from the teacher

- Maintain levels of academic integrity as expected in college-level courses
- Thoughtfully select their course load
- Prepare to take the AP exam in May for the course(s) in which they are enrolled
- Comply with any amendments to these expectations that their AP teacher chooses to implement
- Complete Summer work prior to the beginning of the second week of the quarter to maintain enrollment in the course
- Sign the [AP contract](#) with their parents and agree to the outlined AP course guidelines

Level Changes

Campus administrators can consider level changes(removing students from AP level courses to on-level courses) on extenuating circumstances at the end of the first semester. Level changes can only be granted for courses that have curriculum alignment.

Table 8: AP Pre-Requisite Course List

Course	Prerequisite
AP English Language & Composition	English II Honors or English II
AP English Literature & Compositions	English III or AP English Language & Comp.
AP Statistics	Algebra I, Geometry, Algebra II
AP Calculus AB	Pre-Calculus
AP Calculus BC	Pre-Calculus
AP Biology	Biology and Chemistry
AP Environmental Science	Algebra I and Biology
AP Chemistry	Chemistry/ Completion or concurrent enrollment in Algebra II is highly recommended.
AP Physics C: Mechanics	Honors Physics or onRamps Physics or dual credit Physics Corequisites: Calculus
AP Physics C: Electricity & Magnetism	Honors Physics or onRamps Physics or dual credit Physics Corequisites: Calculus
AP Human Geography	None
AP World History: Modern	World Geography or AP Human Geography
AP United States History	World History or AP World History: Modern
AP U.S. Government & Politics	U.S. History or AP U.S. History
AP Macroeconomics	U.S. History or AP U.S. History
AP European History	World Geography or AP Human Geography
AP Comparative Government & Politics	U.S. History or AP U.S. History
AP Art History	World History or AP World History
AP Psychology	None
AP Spanish Language	None
AP Spanish Literature & Culture	AP Spanish Language
AP Computer Science Principles	Algebra I
AP Computer Science A	Algebra I

Table 9: AP Pre-Requisite Course List

Students must maintain a yearly average of 80+ in prerequisite on-level courses in the same subject area as the Pre-AP course.

English I Honors/Pre-AP	8th Grade English or equivalent
English II Honors/Pre-AP	English I Honor or English I
Algebra I Honors/Pre-AP	8th Grade Math or equivalent
Geometry Honors/Pre-AP	Algebra I
Algebra II Honors/Pre-AP	Algebra I
Pre-Calculus Honors/Pre-AP	Algebra II Honors/Pre-AP or Algebra II
Biology Honors/Pre-AP	8th Grade Science
Chemistry Honors/Pre-AP	Algebra I /Biology
Physics Honors	Algebra I

SECTION V: DUAL CREDIT PROGRAM

“Dual credit is a process through which a student may earn high school credit for successfully completing a college course that provides advanced academic instruction beyond, or in greater depth than, the Texas Essential Knowledge and Skills (TEKS) for a corresponding high school course. The “dual credit” earned is college credit and high school credit for one course.”

“TEA Dual Credit Frequently Asked Questions.”

Texas Education Agency

What is Dual Credit?

- Dual Credit courses are courses offered for dual credit from agreements between high schools, universities and community colleges whereby a high school student enrolls in a college course and simultaneously earns college credit and high school credit for the course.
- Partnerships between Texas secondary schools and Texas colleges and universities have enabled high school students to earn college credits before graduating from high school, making their transition to the collegiate campus smoother and their likelihood of graduating from college greater.
- Courses are offered by accredited colleges and include both academic and career/technical courses. HPS Dual Credit Program is designed towards helping students complete 42 hours of Texas State College Core Curriculum. Courses taken as dual credit will transfer to Texas public institutions according to their transfer policies; however, if the student completes the core curriculum, the entire core will transfer towards a Bachelor Degree in Texas public institutions. Private and out-of-state institutions choose which courses to accept and whether credit for Dual Credit coursework will be honored.
- To ensure that students are taking meaningful dual credit courses, they need to be aware of the requirements and degree/certification requirements in their field of interest as well as their two-year college and their future four-year college. By tracking students' college coursework along with their high school graduation plan, students should be aware of their progress toward the college goals.
- College courses offered for dual credit may be offered online, taught at the college campus or the high school campus by credentialed instructors. Courses offered for dual credit include the same content and rigor as courses taught to other college students, utilizing the same instructors, curriculum and policies.
- The number of Dual Credit courses students can take will depend on course load and schedule availability of

each student. A student taking 15 college credit hours per semester, including AP and Dual Credit courses, has the course load of a full-time college student. Considering the workload and the importance of academic success, students cannot be enrolled in more than 15 college credit hours per school semester.

Why Dual Credit?

The benefits to high school students who participate in dual credit courses are numerous. At many colleges, students are able to earn 12 or more hours of college credit prior to graduating from high school. Additionally, a college course offered for dual credit has a guarantee of being included on the transcript for college credit at Texas public institutions.

Advantages for dual credit students include the following:

- Receive high school and college credit for courses in which they earn a “C” or better
- Fast-track their undergraduate or vocational degrees
- Save on tuition and fees by accelerating time to complete a degree
- Reduced cost of enrolling in higher education courses
- Opportunity to access college facilities and resources such as tutoring services, computer labs, and counseling services
- Enhances skills required to be successful at the collegiate level such as time management skills, critical thinking skills, study skills and following directions and procedures

How Do Students Qualify for Dual Credit?

The Texas Administrative Code and the Texas Higher Education Coordinating Board outline the rules of eligibility for taking Dual Credit courses.

To enroll in dual credit courses, students must show college readiness in **reading, writing, and/or math** as applicable to the course(s) the student plans to take.

All students in Texas public colleges are required to demonstrate college readiness through the **Texas Success Initiative (TSI)**, which is a state program designed to promote student success by assessing students' academic skills through the TSI Assessment (TSIA). Students may either take the TSIA or show scores from other accepted assessments approved for placement. Approved assessments are the TSI, ACT, SAT, STAAR, PLAN/ACT Aspire.

Students with Disabilities (SWDs) will be assisted by the Campus Section 504/Special Education Coordinator and Dual Credit Coordinator with the process for requesting academic adjustments/accommodations in dual credit courses taken at post-secondary institutions (e.g., assist SWDs in identifying the

colleges' processes, coordinate with colleges' disability services offices, etc.).

Upon request, the campus will provide institutions of higher education offering dual credit courses to students with disabilities with the information and documentation these entities deem necessary to accommodate individual student needs in accordance with each student's Section 504/IEP Plan. These institutions will determine the appropriate accommodations based on their policies/procedures.

1. TSIA2- TSIA2 assessment is a program designed to help your institution determine if you are ready for college-level work in the general areas of reading, writing and mathematics. If you are an incoming college student in Texas, you are required to take the TSIA2 Assessment – unless you are already exempt (read below) - to determine your readiness for college level work

A high school student is eligible to enroll in Dual Credit with the following TSIA2 Assessment Scores:

ELAR: A score in the range of 945-990 on the ELAR CRC Test and a score of at least 5 on the Essay Test or an ELAR CRC Test score of 5 or higher

Mathematics: A score in the range of 950-990 on the Mathematics CRC Test of a Mathematics CRC Test score below 950 and a Diagnostic Test score of 6.

2. You may be exempt from taking TSI Assessment and be eligible for Dual Credit enrollment by meeting one of the following requirements:

a) **SAT:** A minimum score of **480** on the Evidence-Based Reading and Writing (EBRW)

b) **ACT:** Composite score of **23** with a minimum of **19** in both the Math and English portions of the test.

c) **STAAR (BOC):** minimum score of 4000+ (Level II) on the English III, and a minimum score of 4000+ (Level II) on the Algebra II EOC exams.

d) **PLAN:** a composite score of **23** on the PLAN with a **19** or higher in Mathematics and English

Dual Credit Tuition and Fees

Dual Credit fees will be covered by Harmony Public Schools under the following conditions:

- Dual Credit course is part of the Texas General Education Core Curriculum and aligned with a high school course as stated in the MOU with a partnered community college.

- Dual Credit courses are taken within the academic school year

- Dual Credit course is taken for the first time.

- Dual Credit courses are taken within the full time high school course load.

The Dual Credit registration and qualification process may vary depending on the application and course registration requirements of an Institution of Higher Education your school has the agreement with. Contact your campus Dual Credit coordinator for more detailed information.

High School Graduation with College Core Curriculum Completion

High School Graduation with College Core Curriculum Completion prepares for transfer to a Texas public university with 42 hours of core curriculum completed

You and the Texas Core Curriculum

If you first enrolled at a Texas public university or college in Fall 1999 or more recently, your degree requirements include a General Education Core Curriculum. Every public institution in Texas has a Core, which is designed to provide a solid foundation for your college education and to make transfers between and among Texas institutions of higher education as smooth and seamless as possible.

How the Core Curriculum Works

Each institution's Core Curriculum applies to all academic degrees. They range from 42 to 48 credit hours, depending on the college or university. Each Core Curriculum is divided into 8 or 9 categories that are common across the state. If you take the approved Core natural science courses at institution A, they are annotated on your transcript with a Core code by A and must be accepted as fulfilling that portion of the Core at institution B or any other Texas public institution. If Astronomy is a Core natural science at A and is not at B, it must still be accepted at B. This is a whole new way of doing things because the school where you take the course decides how it will transfer. And that decision is binding on any Texas school to which you transfer

Watch Out!

You may choose a major which has some more rigorous or more specific requirements than the Core. Most science majors, for instance, have more intensive math and science requirements. In these cases, the major requirements have priority. So, switching institutions has become easier, but changing majors may still involve taking some extra courses. For those and other reasons, no one should enroll in courses, Core Curriculum or otherwise, without consulting with a trained academic advisor or counselor at the appropriate institution.

One more thing to know: If you finish a 42-credit Core and transfer to a college or university that has, for example, a 47-credit Core, you may be required to complete those additional 5 credits. However, you will never be required to complete a course or category you have already completed, unless one of those more rigorous major requirements intervenes.

Retrieved from <https://statecore.its.txstate.edu/>

HPS Approved Dual Credit/OnRamps Coures Matrix

Starting 2023-2024 school year, college level courses not included in the course matrix will not be awarded HPS high school credit.

Subject	High School Course	Approved Dual Credit	On Ramps
Math	Precalculus (1.0) (03101100)	Math 1314+1316	Discovery PreCal - MATH 2312
	Ind. Studies in Math (0.5/1.0) (03102500)	Math 1314, Math 1316, Math 1342	Discovery PreCal - MATH 2312; College Algebra- MATH 1314, Elementary Statistical Methods - MATH 1342
English	English III (1.0) (03220300)	ENGL 1301+ENGL 1302	Rhetoric and Writing - ENGL 1301+ENGL 1302
	English IV (1.0) (03220400)	ENGL 1301+ENGL 1302	Rhetoric and Writing - ENGL 1301+ENGL 1302
Social Studies	US History (1.0) (03340100)	HIST 1301+HIST 1302	The History of the United States, 1492-1865 - HIST 1301 & The History of the United States Since 1865- HIST 1302
	US Government (0.5) (03330100)	GOVT 2305	Not Applicable
	Special Topics in S.S (0.5) (03380002)	GOVT 2306	Not Applicable
	Economics ECO-FE (0.5) (03310300)	ECON 2301	Not Applicable
	Economics Adv. Studies (0.5) (03310301)	ECON 2302	Economics- ECON 2302
Science	Scientific Research & Design (I-IV) (13037200)	College Credit Only*	Introductory Biology I +Lab - BIOL 1306+1106
	Chemistry On Ramps (03040000)	NA	Chemistry I: Chemistry I +Lab - CHEM 1311+1111
	Scientific Research & Design (I-IV) (13037200)	College Credit Only*	Chemistry II: Principles of Chemistry II - CHEM 1312+1112
	Physics On Ramps (03050000)	NA	Physics I: Mechanics, Heat, and Sound +Lab
	Scientific Research & Design (I-IV) (13037200)	College Credit Only*	Physics II: Electromagnetism, Optics, & Nuclear Physics +Lab
	Anatomy & Physiology (13020600)	BIOL 2401+2402	NA / Prereq. Course: Introductory Biology I - BIOL 1306
LOTE	Spanish III/IV (03440300/03440400)	SPAN 1411/1412, SPAN 2311/2312	Not Applicable
Art (Art,Music)	Art I, Art Appreciation (03500110); Music Appreciation I (03155600)	ARTS 1301, MUSI 1306	Not Applicable
Electives	Psychology (0.5) (03350100)	PSYC 2301	Not Applicable
	Sociology (0.5) (03370100)	SOCI 1301	Not Applicable
	Comm. Applications (0.5) (03241400)	SPCH 1311	Not Applicable
	Public Speaking I (0.5) (03240900)	SPCH 1315	Not Applicable
	Social Studies Advanced Studies (03380001)	HUMA 1301	Not Applicable

***College Credit ONLY** courses offer students the opportunity to earn College Credit for the enrolled course with the partnered community college. These courses will be included on the College transcript and College GPA only and will not meet any high school graduation requirements, nor be included in the high school transcript and/or GPA. Students pay the tuition for the College Credit Only courses.

**** If EDUC 1300** is a required course set by a community college, districts may offer this course as **College Readiness And Study Skills (03270100)** high school equivalent.

***** If HUMA 1301** is not available, districts may offer **HUMA 1302**.

SECTION VI: CAREER & TECHNICAL EDUCATION PROGRAMS

CTE PROGRAMS OF STUDIES OVERVIEW

The Division of College, Career, and Military Preparation of Texas Education Agency has engaged members of the workforce, secondary education, and higher education to advise on the development of programs of study, including coherent sequences of courses, industry-based certifications, and work-based learning to ensure students are prepared for in-demand, high-skill, high-wage careers in Texas.

The proposed programs of study will allow Texas to meet the federal program approval requirements within the Strengthening CTE for the 21st Century Act (Perkins V).

Students who are a CTE concentrator* or completer** will be included in federal accountability.

*Concentrator: A student served by an LEA who has completed two or more courses for at least 2 credits in a single program of study.

**Completer: A student served by an LEA who has completed 3 or more courses for 4 or more credits including an advanced course (level 3 or level 4) within an approved program of study.

Harmony Public Schools are offering ten different programs of studies which will lead students to postsecondary education and expand opportunities for students to engage in STEM related occupations.

High Schools are offering the following programs of studies depending on the student enrollment;

1. Biomedical Science
2. Healthcare Diagnostics
3. Engineering
4. Cybersecurity
5. Programming and Software Development
6. Web Development
7. Design and Multimedia Arts
8. Accounting and Financial Services
9. Business Management
10. Law Enforcement

For more course information, refer to CTE Guideline at HarmonyTX.org/cteguide



SECTION VII: COLLEGE COUNSELING

COLLEGE & CAREER COUNSELING FRAMEWORK

HPS CC-Counseling multidimensional student support model builds the awareness and skill sets students need to be prepared for, accepted to, and successfully enroll in their best fit 4-year college or university. The College & Career Counseling team believes that students who are well-informed of skills and steps required for success and adequately guided towards achieving their postsecondary goals are more likely to succeed after high school.

CC-Counseling services consist of three student touchpoint settings:

Advance students' planning, preparation, participation, and performance in a rigorous academic program that connects to their college and career aspirations and goals.



Seminar Advising: College & Career advising curriculum delivered by seminar advisors in a classroom setting.

College & Career Counseling: College & Career planning & success topics and activities delivered by students' college & career counselors

1-1 Meetings: One-on-One student guidance for key College & Career planning decisions that incorporates necessary actions and skills needed to identify, be prepared for, get accepted to, and enroll in a best-fit 4-year college or university. A 1-1 meeting is a minimum 1 hour long meeting between a student and his/her college & career counselor that covers all the action steps specified in the 1-1 meeting scope & sequence guidelines



COLLEGE & CAREER COUNSELING CURRICULUM RESOURCES OVERVIEW

HPS College & Career team will utilize a variety of tools and resources in delivering comprehensive student and parent services during the 2022-2023 school year.

Ramp-Up to Readiness (Grades 6-12)

Delivery: Seminar Classes

Ramp-Up to Readiness is a comprehensive instruction-based program that addresses five essential areas of readiness: Academic, Admissions, Career, Financial, and Social/Emotional. Delivered by Seminar Advisors, the curriculum will be implemented during the scheduled seminar courses students will take during the school year and will receive a high school credit counted for high school graduation requirements.

HPS CC-Counseling Resources (Grades 8-12)

Delivery: Seminar Classes, College & Career Counseling Sessions

HPS CC-Counseling Resources include presentations and student worksheets used for delivering critical topics related to college and career counseling items, timeline, and priorities.

Everfi Interactive Digital Lessons (Grades K-12)

Delivery: Seminar Classes, Student-Paced Supplemental

Everfi is a student-paced interactive curriculum platform designed to teach real-world skills related to financial literacy, college & workforce readiness and help students plan for and practice achieving their personal goals.

Woodburn Press Resource Library (Grades PK-12)

Delivery: Parent & Student Outreach Activities, Online Resources

Woodburn Press Resource Library contains concise presentable materials that are ready to be shared with parents and students. Monthly newsletters both in English and Spanish are focused on content to improve academic skills, get parents involved, and help students be career and college ready.

COLLEGE & CAREER COUNSELING PLATFORMS

Skyward (Grades 8-12)

Purpose: Academic Advising & Tracking

Skyward is a K-12 student information system where students can find everything related to their academic progress at HPS. College & Career counselors will use Skyward to track students for timely high school graduation, high school credit entries, course scheduling and other academic tracking purposes.

Schoolinks (Grades 8-12)

Purpose: College & Career Counseling & Tracking

Schoolinks is a college & career readiness platform to prepare students for postsecondary paths through career assessments, individualized career and college planning, and college application process support. Schoolinks will be the major platform in delivering and tracking the HPS college & career counseling services.

Schoology (Grades 8-12)

Purpose: CC-Counseling Content Library & Delivery

Schoology is an online classroom designed to deliver lessons and instructional content to students in a virtual environment. Schoology will be the major platform in hosting the seminar advising curriculum resources and delivering the lessons to students.

YouScience (Grades 11-12)

Purpose: Career Assessment & Counseling

YouScience provides students with a comprehensive aptitude & career assessment with engaging results and personalized career information guiding students to build more informed decisions about college majors and career-related options. The assessment will be administered to all Juniors during the 1st semester of a school year, with the results and reports evaluated by students' college & career counselors in 1-1 meetings.

Nearpod (Grades 6-12)

Purpose: Interactive Presentations

Nearpod is an award-winning student engagement platform for K-12 teachers that engages students in the classroom with interactive learning experiences. With Nearpod, students have the ability to participate in lessons that contain virtual reality, 3D objects, PhET simulations and so much more. Most of the College & Career topics will be presented through Nearpod.

COLLEGE MATCH & FIT FRAMEWORK

College acceptance and enrollment are important, but college completion is the goal! Students are more likely to graduate if the college they choose to attend fits their social, academic, and financial needs. The HPS College Match & Fit framework is designed to ensure that all students are provided with resources and guidance to help them make informed post secondary choices in their college planning, application, and enrollment.

What is Match and Fit?

FIT	MATCH
Student's Needs	College's Needs
How the student's academic, financial, social, and personal preferences align to the college.	How the student's academic profile(GPA, test scores, transcript) relates to the college's competitiveness.
The "Art" of the college search process.	The "Science" of the college search process.

Match, most broadly, refers to the degree that a student meets a college's needs or prerequisites. Often, it explicitly refers to institutional selectivity/entrance requirements and students' academic ability.

Fit is the degree to which a college meets a student's academic, social, financial, and other needs and interests. Fit may be based on a variety of these factors, including location, academic programs, class sizes, graduation and employment rate and support services. Students will encounter a variety of options that meet their needs.

Why are Match & Fit Important?

College acceptance and enrollment are important, but college completion is the goal! Students are more likely to graduate if the college they choose to attend fits their social, academic, and financial needs. The HPS College Match & Fit framework is designed to ensure that all students are provided with resources and guidance to help them make informed post secondary choices in their college planning, application, and enrollment.

Types of College Match

Match Student enrolls at a college or university whose selectivity level matches his or her academic credentials.	
Undermatch	Overmatch
Student's academic credentials are higher than the average student's academic profile and institutional standards.	Student's academic credentials are lower than the average student's academic profile and institutional standards
Why? - Perception that college is too expensive; lack of financial resources; lack of college knowledge; low expectations; lack of advising/guidance; minimal college recruiting/visits.	Why? - Inaccurate representation of a student's academic potential (inflated GPA, insufficient academic content knowledge)
Application: A student did not apply to a match or more selective schools (affordability concerns, self-doubt; lack of knowledge). Admittance: A student applied but was not admitted to a match or more selective school. Enrollment: A student was admitted but chose not to attend a match or more selective school.	Application: A student applied to very selective colleges based on the given academic credentials that might not truly represent his/her potential. Admittance: A student overmatches because colleges admitted him/her based on the provided academic credentials (HS transcript) Enrollment: A student enrolls into a selective college that he/she is not academically ready for.

HPS COLLEGE MATCH & FIT PROCESS

College match & fit process starts with developing students' aspirations for college, teaching them how to effectively navigate through the college search process, guiding students through building their balanced college lists, and assisting students during their postsecondary decision-making and college enrollment process.

1. Aspire	2. Search	3. Choose	4. Enroll
Grades PK-8	Grades 9-12	Grade 11	Grade 12
Students begin developing aspirations for college education and careers.	Students learn how to sort through information to research colleges and identify "good fit" and a "probable match".	Students build a balanced college list out of their "fit favorites" that includes two colleges in each major match category: Likely, Target, and Reach.	Students analyze their final postsecondary options and choose to enroll into a best Match & Fit college option.

HPS BALANCED COLLEGE LIST CATEGORIES AND EXPECTATIONS

Likely	Target	Reach
Colleges where a student has a greater than 75% chance of acceptance and a high chance of graduation.	Colleges where a student has a 25-75% chance of acceptance and a high chance of graduation.	Colleges where a student has less than a 25% chance of acceptance and a high chance of graduation.
College Planning (End of Junior Year/Beginning of Senior Year)		
At Least 2	At Least 2	At Least 2
College Applications (Senior Year - by the priority application timeline)		
At Least 2	At Least 2	At Least 2

COLLEGE MATCH & FIT TIMELINE

Junior Year	Junior Year	Summer
March - May	March - May	June - August
Students build their initial Match & Fit college lists (2 Likely, 2 Target, 2 Reach)	CC-Counselors review students' college lists, provide feedback and suggestions with the initial approval.	Students do independent research on colleges they chose for their final college lists.

Senior Year	Senior Year	Senior Year
September - November	September - November	June-August
Students refine their final college lists based on their possible changes of interests, academic profiles, or personal/financial circumstances.	Counselors provide feedback for the final approval of the college list.	Students apply to at least 3 colleges from their Match & Fit college lists.

SCHOOLINKS - MATCH & FIT PLATFORM

HPS will use Schoolinks to provide students with an in-depth college search and analysis opportunity to find their best fit colleges, and build their balanced college lists using the automatic college match feature of the platform.

COLLEGE MATCH & FIT - Schoolinks Tasks

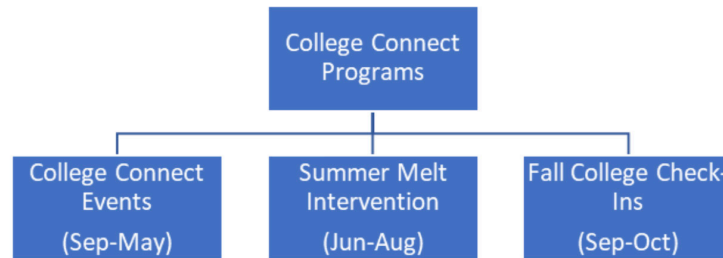
9th & 10th Grade	11th Grade	12th Grade
------------------	------------	------------

Exploration	Favoriting & Goal Setting	Building a Final List	Applying & Deciding
Explore Colleges	Favorite Colleges Set Goal College	Student - Create a Balanced Final List Counselor - Approve Student's Final College List	Submit College Application Record College Application Results Record College Decision

POSTSECONDARY & CAREER SUCCESS

College Connect Program: The transition from high school to a postsecondary institution is an important milestone. This period can be marked with enthusiasm as well as self-doubt, stress, and uncertainty. College connect program aims to build a sustainable college bound school culture that promotes the importance of higher education by linking Harmony students with Harmony alumni.

College and Career counselors and alumni college coaches/leaders use activity guides and quarterly seminar resources to help prepare students and families for the first year after high school, including what to expect and how to navigate common challenges and increase their college retention and completion.



Summer Melt refers to the difference between the number of college-intending high school graduates and the number of students who actually enroll in any post-secondary educational program the fall following graduation.

Harmony Public Schools implements following research based strategies recommended by Harvard University to prevent Summer Melt issues across all high school campuses.

- Administering senior exit surveys to learn final college plans of seniors
- Organizing Summer Melt Intervention support by college counselors or alumni coaches for seniors over the summer
- Sending reminders through social media and text messaging
- Connecting Harmony seniors with Harmony alumni via engagement opportunities
- Following college specific checklists for successful matriculation

Grow Your Own Teacher: In support of the HPS mission and vision, the HPS Board of Directors has established the GYOT Progra, which identifies and supports students and graduates of the HPS program, assisting them in attaining an undergraduate degree and obtaining a Texas teaching certificate, and then returning them to HPS in an instructional capacity that uses their experience and success in the HPS program to deliver high quality instruction to HPS students. The maximum financial assistance provided under the GYOT Program is \$5,000 per academic year, and the maximum amount of financial assistance available to a participant in the GYOT Program is \$20,000 toward completion of an undergraduate degree.

Alumni Coaching Program: Experienced HPS alumni college coaches with 60+ credits in colleges and universities are providing one on one coaching services and monthly success workshops to our college freshman and sophomores at their universities. Our coaches can earn up to \$8,000 annual payment for their coaching services.

HPS alumni college coaches help the new comers with:

- College enrollment/retention support
- Ongoing college success coaching
- FAFSA/TASFA renewal support
- Scholarship, internship and job opportunities
- Networking with other fellows
- Rewards to their college success efforts
- Access to thousands of Harmony alumni perks

SECTION VIII: COURSE DESCRIPTIONS

These are courses offered by Harmony campuses across Texas. Campus course offerings may vary:

ENGLISH DEPARTMENT

Course	Grade Level	Prerequisite	Credit
English I	9	None	1
English I Honors/	9	None	1
English I (ESOL-I)	9	None	1
English Language Development & Acquisition	9	None	1
English II	10	English I	1
English II Honors	10	English I Honors/Pre-AP or English I	1
English II (ESOL-II)	10	English I (ESOL-I)	1
English III	11	English II	1
AP English Language & Composition	11	English II Honors/English II	1
English IV	12	English III	1
AP English Literature & Compositions	12	English III or AP English Language & Comp.	1
Reading I/II/III	12	None	1

Note: Pre-AP course label can be used only by the campuses received Pre-AP designation from College Board.



English I

Offered in: 9 **Credits:** 1 **Level:** On level

Prerequisites:

In English I, students explore the interconnected nature of listening, speaking, reading, writing, and thinking as they continue to develop knowledge and college readiness-skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy. Through four thematic units, students engage in authentic reading and reflective writing, as well as refine their listening skills to better participate in classroom discussion and cooperative learning activities. Students read and analyze increasingly complex texts from American, British, and World Literature with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas from a variety of genres, including cultural and historical fiction, informational and argumentative texts, drama, poetry, memoir, and multimodal texts. Focusing on the development and mastery of focus and organization, coherence, voice, depth of thought, and written conventions, teachers model writing strategies that students apply to their work as they hone writing skills for life beyond school; English I students engage in a variety of writing tasks including a narrative story or story in verse, an argumentative research paper, a personal essay, and a literary analysis essay.

English I Honors

Offered in: 9 **Credits:** 1 **Level:** Honors/Pre-AP

Prerequisites:

This course description is the same as English I, but with additional emphasis on preparation for the AP English Language and AP English Literature courses offered in junior and senior years.

English for Speakers of Other Languages I (ESOL-I)

Offered in: 9 **Credits:** 1 **Level:** On level

Prerequisite: *Language Proficiency Language Proficiency Placement Test, LPAC Recommendation*

ESOL I objectives and expectations are identical to those of English I with additional expectations for Emergent Bilinguals at the beginning or intermediate level. This course is designed to accelerate the non-English speaking student's social and academic English language acquisition. Emphasis is placed on vocabulary expansion, written and oral communication, reading comprehension and attentive listening

English Language Development & Acquisition (ELDA)

Offered in: 9 **Credits:** 1 **Level:** Honors/Pre-AP

Prerequisites:

English Language Development and Acquisition (ELDA) is designed to provide instructional opportunities for secondary recent immigrant students with little or no English proficiency. This

course enables students to become increasingly more proficient in English in all four language domains. It addresses cognitive, linguistic, and affective needs of the students. It will validate a student's native language and culture as a valuable resource and as a foundation to attain the English language. It will develop social language, survival vocabulary, and the basic building blocks of literacy for newly arrived and preliterate students.

English II

Offered in: 10 **Credits:** 1 **Level:** On level

Prerequisites: *English I*

In English II, students explore the interconnected nature of listening, speaking, reading, writing, and thinking as they continue to build upon the knowledge and college-readiness skills they developed in English I with an increase in text complexity and rigor. Through four thematic units, students engage in authentic reading and reflective writing, as well as refine their listening skills to better participate in classroom discussion and cooperative learning activities. Students read and analyze increasingly complex texts from American, British, and World Literature with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas from a variety of genres, including cultural and historical fiction, informational and argumentative texts, drama, poetry, memoir, and multimodal texts. Focusing on the development and mastery of focus and organization, coherence, voice, depth of thought, and written conventions, teachers model writing strategies that students apply to their work as they hone writing skills for life beyond school; English II students engage in a variety of writing tasks including informational research, argumentative research, a personal essay, and a short story or story in verse.

English II Honors

Offered in: 10 **Credits:** 1 **Level:** Honors/Pre-AP

Prerequisites: *Honors English I or English I*

This course description is the same as English II, but with additional emphasis on preparation for the AP English Language and AP English Literature courses offered in junior and senior years.

English for Speakers of Other Languages II (ESOL-II)

Offered in: 10 **Credits:** 1 **Level:** On level

Prerequisite: *Language Proficiency Placement Test, LPAC Recommendation*

ESOL II objectives and expectations are identical to those of English I with additional expectations for Emergent Bilinguals at the beginning or intermediate level. This course is designed to accelerate the non-English speaking student's social and academic English language acquisition. Emphasis is placed on vocabulary expansion, written and oral communication, reading comprehension and attentive listening.

English III**Offered in:** 11 **Credits:** 1 **Level:** On level**Prerequisites:** English II

In English III, students explore the interconnected nature of listening, speaking, reading, writing, and thinking as they continue to build upon the knowledge and college-readiness skills they developed in English I, and II with an increase in text complexity and rigor. Through four thematic units, students engage in authentic reading and reflective writing, as well as refine their listening skills to better participate in classroom discussion and cooperative learning activities. Students read and analyze increasingly complex texts from American Literature with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas from a variety of genres, including cultural and historical fiction, informational and argumentative texts, drama, poetry, memoir, and multimodal texts. Focusing on the development and mastery of focus and organization, coherence, voice, depth of thought, and written conventions, teachers model writing strategies that students apply to their work as they hone writing skills for life beyond school; English III students engage in a variety of writing tasks including a research report, professional correspondence, rhetorical and literary analyses, and informational and argumentative essays.

** While taking English III/IV, students will simultaneously satisfy the speech credit required for graduation.*

AP English Language & Composition**Offered in:** 11 **Credits:** 1 **Level:** AP/Dual**Prerequisites:** Honors English II

According to The College Board, students of Advanced Placement English Language and Composition will be “engaged in becoming skilled readers of writing from a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who can compose for a variety of purposes.” Therefore, fiction and nonfiction on a myriad of topics, including arts and culture, public policy, personal experience, and popular culture will be explored and discussed orally and in writing. This course mimics the college experience. Students who take the AP Language and Composition exam offered by College Board in the spring semester could earn college credit for this course based on their score and college’s requirements.

AP English Literature & Compositions**Offered in:** 12 **Credits:** 1 **Level:** AP/Dual**Prerequisites:** English III

According to The College Board, students of Advanced Placement English Literature and Composition will be “engaged in close reading and critical analysis of imaginative literature to deepen

their understanding of the ways writers use language to provide both meaning and pleasure.” To this end, a wide variety of literary texts will be explored and analyzed with emphasis on the author’s purpose and style. Writing assignments will include the use of expository, analytical, and argumentative formats to analyze and interpret literary works. This course mimics the college experience. Students who take the AP Literature and Composition exam offered by College Board in the spring semester could earn college credit for this course based on their score and college’s requirements.

English IV**Offered in:** 12 **Credits:** 1 **Level:** On level**Prerequisites:** English III

In English IV, students explore the interconnected nature of listening, speaking, reading, writing, and thinking as they continue to build upon the knowledge and college-readiness skills they developed in English I, II, and III with an increase in text complexity and rigor. Through four thematic units, students engage in authentic reading and reflective writing, as well as refine their listening skills to better participate in classroom discussion and cooperative learning activities. Students read and analyze increasingly complex texts from British Literature with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas from a variety of genres, including cultural and historical fiction, informational and argumentative texts, drama, poetry, memoir, and multimodal texts. Focusing on the development and mastery of focus and organization, coherence, voice, depth of thought, and written conventions, teachers model writing strategies that students apply to their work as they hone writing skills for life beyond school; English IV students engage in a variety of writing tasks including a personal essay, literary and rhetorical analyses, a resume and professional correspondence, an informational presentation, a short story or story in verse, and an argumentative essay.

** While taking English III/IV, students will simultaneously satisfy the speech credit required for graduation.*

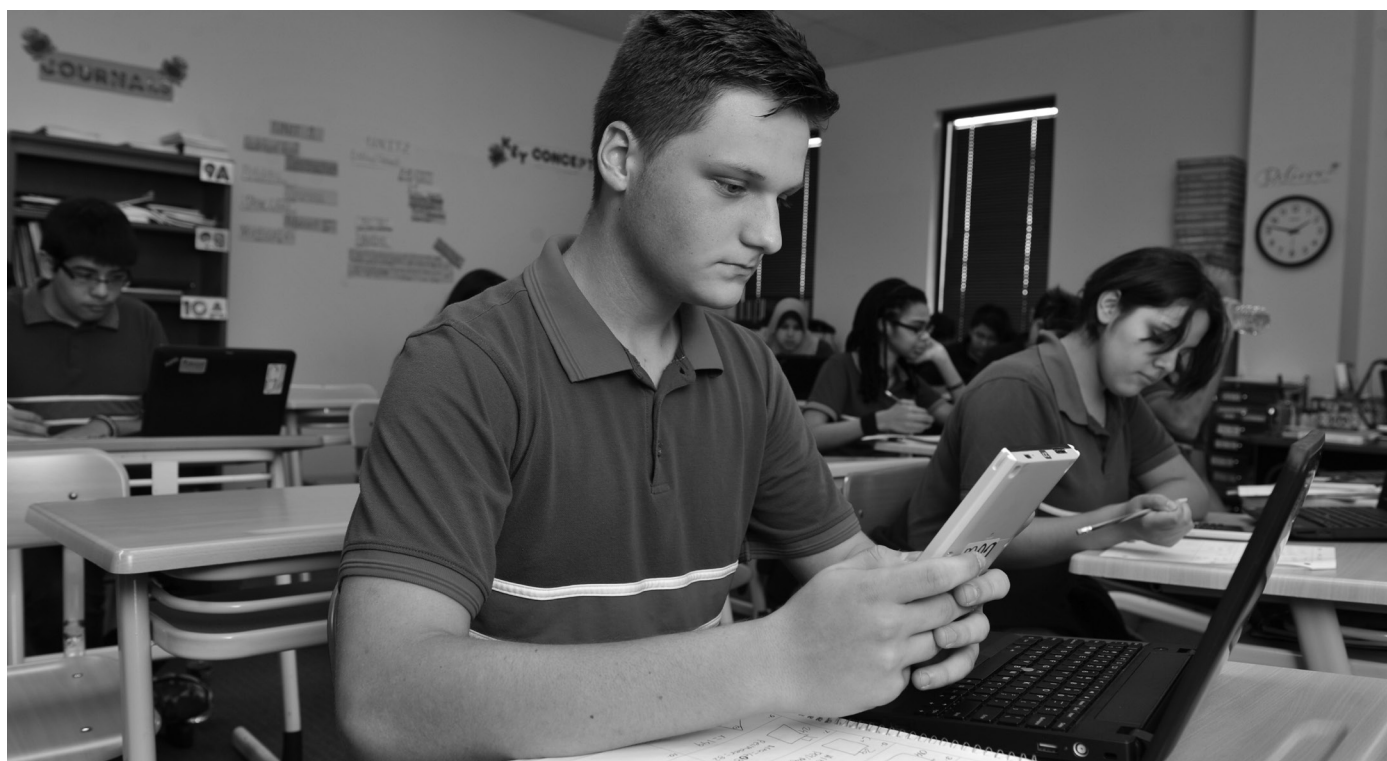
Reading I/II/III**Offered in:** 12 **Credits:** 1 **Level:** AP/Dual**Prerequisites:**

This reading course strives to help students reach a reading level consistent with their grade level by supporting growth of fluency, phonics, decoding, word recognition, spelling, and general comprehension. The goal of this course is to ensure that high school students have opportunities to read with competence, confidence, and understanding and can be successful in other courses and on all subjects of state assessments. (Offered for ESL students as elective to increase ESOL time).

MATHEMATICS DEPARTMENT

Mathematics Courses

Course	Grade Level	Prerequisite	Credit
Algebra I	9	8th Grade Math or equivalent	1
Algebra I Honors/Pre-AP	8-9	8th Grade Math or equivalent	1
Geometry	10-11	Algebra I	1
Geometry Honors/Pre-AP	10-11	Algebra I	1
Algebraic Reasoning	10-12	Algebra I	1
Algebra II	11-12	Algebra I	1
Algebra II Honors/Pre-AP	10-12	Algebra I	1
Pre-Calculus Honors/Pre-AP	11-12	Algebra I, Geometry, Algebra II	1
AP Statistics	11-12	Algebra I, Geometry, Algebra II	1
AP Calculus AB	11-12	Pre-Calculus	1
AP Calculus BC	11-12	Pre-Calculus	1
College Prep Math Course	12	Algebra I	1
Statistics	11-12	Algebra I	1



Algebra I

Offered in: 9 **Credits:** 1 **Level:** On level

Prerequisites: 8th grade math or equivalent

This course serves as the foundation for all upper level mathematics courses, and covers the following topics: Solving Equations and Inequalities, Introduction to Functions, Linear Functions, Systems of Equations and Inequalities, Exponents and Radicals, Sequences, Polynomials and Factoring, Quadratic Functions and Equations, Exponential Functions and Equations. Students will connect functions and their associated solutions in both mathematical and real-world situations. They will use technology to collect and explore data and analyze statistical relationships; they will generate and solve linear systems with two equations and two variables, and will create new functions through transformations. Students will also use mathematical relationships to generate solutions and make connections and predictions.

Algebra I Honors/Pre-AP

Offered in: 8-9 **Credits:** 1 **Level:** Honors/Pre-AP

Prerequisites: 8th grade math or equivalent

This course serves as the foundation for all upper level mathematics courses, and covers the following topics: Solving Equations and Inequalities, Introduction to Functions, Linear Functions, Systems of Equations and Inequalities, Exponents and Radicals, Sequences, Polynomials and Factoring, Quadratic Functions and Equations, Exponential Functions and Equations. Students will connect functions and their associated solutions in both mathematical and real-world situations. They will use technology to collect and explore data and analyze statistical relationships; they will generate and solve linear systems with two equations and two variables, and will create new functions through transformations. Students will also use mathematical relationships to generate solutions and make connections and predictions. *Honors Algebra I will include a more in depth study of the topics covered in Algebra I. A strong emphasis is placed on increasing the development of critical thinking and problem solving skills. The intention of this course is to prepare students for AP level math course.*

Geometry

Offered in: 10-11 **Credits:** 1 **Level:** On level

Prerequisites: Algebra I

In this course, students will study Transformational Geometry, Parallel and Perpendicular Lines, Relationships within Triangles, Polygons and Quadrilaterals, Congruent Triangles, Surface Area and Volume, Right Triangles and Trigonometry, Probability, Coordinate

Geometry, Similarity, Circle Measurement, Tools of Geometry, Area, Theorems about Circles, Reasoning and Proofs. Students use geometric methods, properties, and relationships as a means to recognize, draw, describe, connect, and analyze shapes and representations in the physical world. Geometry offers students many opportunities to explore geometric situations, properties of two- and three-dimensional objects, and to develop and prove conjectures using a variety of methods.

Geometry Honors/Pre-AP

Offered in: 9-11 **Credits:** 1 **Level:** Honors/Pre-AP

Prerequisites: Algebra I

In this course, students will study Transformational Geometry, Parallel and Perpendicular Lines, Relationships within Triangles, Polygons and Quadrilaterals, Congruent Triangles, Surface Area and Volume, Right Triangles and Trigonometry, Probability, Coordinate Geometry, Similarity, Circle Measurement, Tools of Geometry, Area, Theorems about Circles, Reasoning and Proofs. Students use geometric methods, properties, and relationships as a means to recognize, draw, describe, connect, and analyze shapes and representations in the physical world. Geometry offers students many opportunities to explore geometric situations, properties of two- and three-dimensional objects, and to develop and prove conjectures using a variety of methods. *In Honors Geometry students will extend their work with proofs to include additional theorems and alternative proof approaches. Emphasis will be placed on connections among Geometry and Algebra along with student's justification of reasoning. This course is intended to prepare students for AP level course work.*

Algebra II

Offered in: 11-12 **Credits:** 1 **Level:** On level

Prerequisites: Algebra I

In this course, students will study Functions, Absolute Value Equations and Functions, Systems of Linear Equations, Quadratic Functions and Equations, Square Root Functions and Equations, Exponential and Logarithmic Functions and Equations, Polynomials, Radical Expressions, Cubic and Cube Root Functions and Equations, Rational Functions and Equations, Data. This course reviews and builds on those concepts learned in Algebra I and Geometry by placing more emphasis on applying the basic concepts of Algebra to rational and irrational numbers. The course expands techniques in analytical geometry and trigonometry learned in Geometry as a preview of the next two courses offered. Algebra II is a course which extends the content of Algebra I and provides further development of the concept of a function.

Algebra II Honors/Pre-AP

Offered in: 9-11 **Credits:** 1 **Level:** Honors/Pre-AP

Prerequisites: Algebra I

In this course, students will study Functions, Absolute Value Equations and Functions, Systems of Linear Equations, Quadratic Functions and Equations, Square Root Functions and Equations, Exponential and Logarithmic Functions and Equations, Polynomials, Radical Expressions, Cubic and Cube Root Functions and Equations, Rational Functions and Equations, Data. This course reviews and builds on those concepts learned in Algebra I and Geometry by placing more emphasis on applying the basic concepts of Algebra to rational and irrational numbers. The course expands techniques in analytical geometry and trigonometry learned in Geometry as a preview of the next two courses offered. Algebra II is a course which extends the content of Algebra I and provides further development of the concept of a function. *Honors Algebra II will include a more in depth study of the topics covered in Algebra II. The intent of this course is to prepare students for AP level course work. Algebra II is the required pre-requisite for many fourth year math courses.*

Pre-Calculus Honors/Pre-AP

Offered in: 10-12 **Credits:** 1 **Level:** Honors/Pre-AP

Prerequisites: Algebra I, Geometry, Algebra II

Honors Pre-Calculus is a preparation course for calculus that 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 Honors Pre-Calculus 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. In this course, students will study Equations and Inequalities, Graphs and Functions, Polynomial and Rational Functions, Inverse, Exponential, and Logarithmic Functions, Trigonometric Functions, the Circular Functions and Their Graphs, Trigonometric Identities and Equations, Applications of Trigonometry, Systems and Matrices, Analytic Geometry.

College Prep Math Course

Offered in: 12 **Credits:** 1 **Level:** On level

Prerequisites: Algebra I

This course is designed to support students who do not meet

college readiness indicators for mathematics. Course content will focus on strengthening numeracy, algebraic reasoning, and developing understanding of functional relationships. This course is available for seniors only, and aims to prepare seniors for college before they graduate high school. Topics include real numbers, basic geometry, polynomials, factoring, linear equations, inequalities, quadratic equations, rational expressions, factoring techniques, radicals, and algebraic fractions, complex numbers, graphing linear equations and inequalities, quadratic equations, systems of equations, graphing quadratic equations, and an introduction to functions. Algebraic techniques are emphasized in order to successfully complete an entry-level college mathematics course.

Statistics

Offered in: 11-12 **Credits:** 1 **Level:** On level

Prerequisites: Algebra I

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

Algebraic Reasoning

Offered in: 11-12 **Credits:** 1 **Level:** On level

Prerequisites: 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.

AP Statistics

Offered in: 11-12 *Credits:* 1 *Level:* AP/Dual

Prerequisites: *Algebra I, Geometry, Algebra II*

Students are introduced to major concepts and tools for collecting, analyzing, and drawing conclusions from data, and are engaged in collecting, organizing, analyzing, interpreting, and reporting data using statistical formulas and processes. Students distinguish between random and biased sampling, and use statistical measures to analyze real-world phenomena. This course prepares students for the College Board's Advanced Placement (AP) Statistics Examination for possible college (one-semester, non-calculus based statistics) credit.

AP Calculus AB

Offered in: 11-12 *Credits:* 1 *Level:* AP/Dual

Prerequisites: *Pre-Calculus*

Students explore functions, graphs, limits, derivatives, and integrals. This course prepares students for the College Board's Advanced Placement (AP) Calculus AB Examination for possible college credit (first semester calculus). Students are advised to take a Calculus course in which they will be challenged, yet will perform successfully. Students may not take Calculus AB followed by Calculus BC.

AP Calculus BC

Offered in: 11-12 *Credits:* 1 *Level:* AP/Dual

Prerequisites: *Pre-Calculus*

Students explore all topics covered in AP Calculus AB plus additional topics including parametric, polar, and vector functions, and polynomial approximations and series. This course prepares students for the College Board's Advanced Placement (AP) Calculus BC Examination for possible college credit (a full year of calculus). This exam also has a Calculus AB sub-score grade for students to receive first semester college calculus credit. Students are advised to take a Calculus course in which they will be challenged, yet will perform successfully. Students may not take Calculus AB followed by Calculus BC.



Science Courses

Course	Grade Level	Prerequisite	Credit
Biology	9	8th Grade Science	1
Biology Honors/Pre-AP	9	8th Grade Science	1
Chemistry	9-12	Algebra I /Biology	1
Chemistry Honors/Pre-AP	9-12	Algebra I /Biology	1
Physics	9-11	Algebra I	1
Physics Honors	9-11	Algebra I	1
Scientific Research and Design	10-12	Biology, Chemistry and Physics	1
Forensic Science	11-12	Biology, Chemistry	1
Engineering Design & Problem Solving	11-12	Geometry, Algebra II, Chemistry, and Physics	1
Anatomy and Physiology	10-12	Biology and a second science credit	1
AP Biology	10-12	Biology and Chemistry	1
AP Environmental Science	11-12	Algebra I and Biology	1
AP Chemistry	11-12	Chemistry/ Completion or concurrent enrollment in Algebra II is highly recommended.	1
AP Physics C: Mechanics	11-12	Honors Physics or onRamps Physics or dual credit Physics Corequisites: Calculus	1
AP Physics C: Electricity & Magnetism	11-12	Honors Physics or onRamps Physics or dual credit Physics Corequisites: Calculus	1

Biology**Offered in:** 9 **Credits:** 1 **Level:** On level**Prerequisites:** 8th Grade Science

Biology is designed to acquaint students with basic concepts in science process skills, laboratory skills, and the study of living organisms. Topics discussed include: ecosystem and the environment; metabolism and energy transfer in living organism; living system; homeostasis; cells, tissues, and organs; nucleic acids and genetics; classification, taxonomy, and biological evolution. Students in this course will be required to complete a grade level appropriate science project that will constitute 20% of the final grade in the course.

Biology Honors/Pre-AP**Offered in:** 9 **Credits:** 1 **Level:** Honors/Pre-AP**Prerequisites:** 8th Grade Science

Honors Biology is designed to acquaint students with basic concepts in science process skills, laboratory skills, and the study of living organisms. Topics discussed include: ecosystem and the environment; metabolism and energy transfer in living organism; living system; homeostasis; cells, tissues, and organs; nucleic acids and genetics; classification, taxonomy, and biological evolution. In addition, students will learn to set up inquiry investigations, use descriptive statistic to analyze data and write investigation report. Students are expected to develop critical thinking, problem solving and writing skills necessary to be successful in the AP Biology course. The course can be considered college preparatory, suggested for the average to above average student. Any student enrolled in this course will be required to take the SAT II Biology exam. Furthermore, students in this course will be required to complete a grade level appropriate science investigation project that will constitute 20% of the final grade in the course.

Chemistry**Offered in:** 9-12 **Credits:** 1 **Level:** On level**Prerequisites:** Algebra I, Biology

Chemistry provides students with a broad survey of basic chemistry. The first semester examines chemical and physical properties, the qualitative nature of chemical reactions, chemical periodicity, and bonding. The second semester continues with the quantitative nature of chemical reactions, states of matter, gaseous behavior, and solutions. Throughout the year, the course makes use of laboratory investigations to better develop the relationships between experiment and theory. Students in this course will be required to complete a grade level appropriate

science event project that constitutes 20% of the final grade in the course.

Chemistry Honors/Pre-AP**Offered in:** 9-12 **Credits:** 1 **Level:** Honors/Pre-AP**Prerequisites:** Algebra I, Biology

Honors Chemistry covers many of the same topics as Chemistry in greater depth, and a special emphasis is placed on rigorous mathematical examination of chemical principles. The first semester focuses on basic concepts of chemistry, including the qualitative nature of chemical reactions, atomic structure, chemical bonding and molecular geometry. The second semester opens with stoichiometry and the quantitative nature of chemical equations. These concepts are then applied to various topics such as the kinetic theory of gases, reaction kinetics, equilibrium, acid-base chemistry and oxidation-reduction chemistry. Students enrolled in this course are required to complete a grade level appropriate science (or math) project (i.e. Level II or III PBL) that constitutes 20% of the final grade in the course.

Physics**Offered in:** 9-11 **Credits:** 1 **Level:** On level**Prerequisites:** Algebra I

Physics, as the most basic of all sciences, introduces the nature of basic things around us such as matter, energy, heat, motion, forces, light, and sound. This course is designed to teach the laws of nature in their simplicity, and problem solving skills corresponding to both ideal and real world situations. The course of physics is integrated with basic mathematical rules including mechanics, heat and thermodynamics, waves and optics, electricity and magnetism, and atomic and nuclear physics. A set of experiments will allow students to implement the theory into the real world as well as appreciate the beauty of the natural world. Students in this course will be required to complete a grade level appropriate science event project that constitutes 20% of the final grade in the course.

Physics Honors**Offered in:** 9-11 **Credits:** 1 **Level:** Honors/Pre-AP**Prerequisites:** Algebra I

Honors Physics is a comprehensive introductory physics course covering the major topics of classical physics including mechanics, thermodynamics, waves, optics, electromagnetism, and atomic theory. Honors Physics is a first year course in Physics designed to prepare the student for entry into AP level Physics in a subsequent year. Mathematics is very important for physics, and will be used extensively in this class, therefore a solid background in algebra

and trigonometry is essential for student success. Laboratory investigations emphasize accurate observations, collection, analysis, and presentation of data, and safe manipulation of laboratory apparatus and materials. In this Honors class, students will be challenged to design their own laboratory investigations following scientific principles of research and proper lab practices.

Scientific Research and Design

Offered in: 10-12 **Credits:** 1 **Level:** On level

Prerequisites: Biology, Chemistry, Physics

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.

Forensic Science

Offered in: 9-12 **Credits:** 1 **Level:** On level

Prerequisites: Biology, Chemistry

According to TEA's 19 TAC Chapter 130 Texas Essential Knowledge and Technical Education, Subchapter L Section §130.295, students in this course use a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scenes, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood spatter analysis. Students will learn the history, legal aspects, and career options for forensic science.

Anatomy and Physiology

Offered in: 10-12 **Credits:** 1 **Level:** On level

Prerequisites: Biology and a second science credit

According to TEA's 19 TAC Chapter 130 Texas Essential Knowledge and Technical Education, Subchapter H, Section §130.206, this 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 Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.

AP Biology

Offered in: 10-12 **Credits:** 1 **Level:** AP/Dual

Prerequisites: Biology, Chemistry

The AP Biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. The course is centered on preparing students for the College Board's AP Biology Exam, given May each year. The course syllabus is designed around four big ideas as suggested by College Board's AP Biology curriculum framework 2012-2013 (1) The process of evolution drives the diversity and unity of life; (2) Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis; (3) Living systems store, retrieve, transmit, and respond to information essential to life processes; (4) Biological system interact, and these systems and their interactions possess complex properties. This course may require a two hour lab one evening per week.

AP Environmental Science

Offered in: 11-12 **Credits:** 1 **Level:** AP/Dual

Prerequisites: Algebra I, Biology

The AP Environmental Science course is designed to be the equivalent of an introductory college course in environmental science. The course draws from a diverse range of scientific disciplines, including biology, chemistry, geology, and ecology. AP Environmental Science combines scientific principles and analysis with an extensive research and field-based laboratory components to provide students with the methodologies and concepts to understand the interrelationships in the natural world, to identify and analyze problems both natural and human-made, to evaluate the risks associated with these problems, and to examine alternative solutions to preventing and resolving them. Students will be exposed to and participate in forward-moving research and problem solving in the environmental science community.

AP Chemistry

Offered in: 11-12 Credits: 1 Level: AP/Dual

Prerequisites: Chemistry, Completion or concurrent enrollment in Algebra II is highly recommended

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Created by the AP Chemistry Development Committee, the course curriculum is compatible with many Chemistry courses in colleges and universities. Students are expected to take the AP Examination given by the Educational Testing Service in May. As it is mentioned in the College Board's course requirements, a minimum twenty-five percent of instructional time is devoted to inquiry based laboratory investigations. Students ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress. This course may require a two hour lab one evening per week.

AP Physics C: Mechanics

Offered in: 11-12 Credits: 1 Level: AP/Dual

Prerequisites: Honors Physics or onRamps Physics or dual credit Physics Corequisites: Calculus

AP Physics C: Mechanics is a calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in one of the physical sciences or engineering. Students cultivate their understanding of physics through classroom study and activities as well as hands-on laboratory work as they explore concepts like change, force interactions, fields, and conservation. Laboratory experience must be part of the education of AP Physics C students and should be included in all AP Physics courses. Colleges may require students to present their laboratory materials from AP science courses before granting college credit for laboratory, so students are encouraged to retain their laboratory notebooks, reports, and other materials.

AP Physics C: Electricity and Magnetism

Offered in: 11-12 Credits: 1 Level: AP/Dual

Prerequisites: Honors Physics or OnRamps Physics or dual credit Physics Corequisites: Calculus

AP Physics C: Electricity and Magnetism is a calculus-based, college-level physics course, especially appropriate for students

planning to specialize or major in one of the physical sciences or engineering. Students cultivate their understanding of physics through classroom study and activities as well as hands-on laboratory work as they explore concepts like change, force interactions, fields, and conservation. Laboratory experience must be part of the education of AP Physics C students and should be included in all AP Physics courses. Colleges may require students to present their laboratory materials from AP science courses before granting college credit for the laboratory, so students are encouraged to retain their laboratory notebooks, reports, and other materials.

Course	Grade Level	Prerequisite	Credit
World Geography	9-10	None	1
AP Human Geography	9-12	None	1
World History	10	World Geography or AP Human Geography	1
AP World History: Modern	10-12	World Geography or AP Human Geography	1
US History	11	World History or AP World History: Modern	1
AP United States History	11-12	World History or AP World History: Modern	1
U.S. Government & Politics	11-12	U.S. History or AP U.S. History	0.5
Economics	11-12	U.S. History or AP U.S. History	0.5
AP U.S. Government & Politics	11-12	U.S. History or AP U.S. History	0.5
AP Macroeconomics	11-12	U.S. History or AP U.S. History	0.5
Social Studies Electives			
Sociology	11-12	None	0.5
Psychology	11-12	None	0.5
Personal Financial Literacy	10-12	None	0.5
Ethnic Studies: Mexican American	11-12	None	1
Ethnic Studies: African American	11-12	None	1
Special Topics in Social Studies	11-12	World History or AP World History	0.5
AP European History	10-12	World Geography or AP Human Geography	1
AP Comparative Government & Politics	12	U.S. History or AP U.S. History	0.5
AP Psychology	10-12	None	0.5
AP Art History	11-12	World History or AP World History	1
AP Microeconomics	11-12	U.S. History or AP U.S. History	0.5

Social Studies Courses**World Geography**

Offered in: 9-10 *Credits:* 1 *Level:* On level

Prerequisites:

According to TEA's 19 TAC Chapter 113 Texas Essential Knowledge and Skills for Social Studies, Subchapter C, Section §113.43, in World Geography, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present, as well as compare how components of culture shape the characteristics of regions. They analyze the impact of technology and human modifications on the physical environment, and use problem-solving and decision-making skills to ask and answer geographic questions.

AP Human Geography

Offered in: 9-12 *Credits:* 1 *Level:* AP/Dual

Prerequisites:

According to the College Board, the Advanced Placement (AP) Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

World History

Offered in: 10 *Credits:* 1 *Level:* On level

Prerequisites: World Geography or AP Human Geography

According to TEA's 19 TAC Chapter 113 Texas Essential Knowledge and Skills for Social Studies, Subchapter C, Section §113.42, World History offers students an overview of the entire history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Students evaluate the causes and effects of both political and economic imperialism, and of major political revolutions since the 17th century. Students analyze the connections between major developments in science and technology and the growth of industrial economies while using the process of historical inquiry to research, interpret, and synthesize multiple sources of evidence.

AP World History: Modern

Offered in: 10-12 *Credits:* 1 *Level:* AP/Dual

Prerequisites: World Geography or AP Human Geography

According to the College Board, the AP World History: Modern course encourages students to investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time.

U.S. History

Offered in: 11 *Credits:* 1 *Level:* On level

Prerequisites: World History or AP World History: Modern

According to TEA's 19 TAC Chapter 113 Texas Essential Knowledge and Skills for Social Studies, Subchapter C, Section §113.41, "students examine the history of the United States from 1877 to the present. The course content is based on the founding documents of the U.S. government, which provide a framework for its heritage. Historical content focuses on the political, economic, and social events related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Throughout the course, students examine and analyze the following: the impact of geographic factors on major events and eras while analyzing their causes and effects, the impact of constitutional issues on American society, the dynamic relationship of the three branches of the federal government, the efforts to expand the democratic process, the relationship between the arts and popular culture and the times during which they were created, and the impact of technological innovations on American life. Students also utilize critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context."

AP U.S. History

Offered in: 11-12 *Credits:* 1 *Level:* AP/Dual

Prerequisites: World History or AP World History: Modern

This course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. According to the College Board, the course "focuses on developing students' abilities to

think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places”.

U.S. Government & Politics

Offered in: 12 **Credits:** 0.5 **Level:** On level

Prerequisites: U.S. History or AP U.S. History

According to TEA's 19 TAC Chapter 113 Texas Essential Knowledge and Skills for Social Studies, Subchapter C, Section §113.44, this course “focuses on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels; it is the culmination of the civic and governmental content and concepts studied from Kindergarten through required secondary courses. Students learn major political ideas and forms of government in history. They examine the relationship between governmental policies and the culture of the United States, and identify examples of policies that encourage scientific research.”

Economics

Offered in: 11-12 **Credits:** 0.5 **Level:** On level

Prerequisites: U.S. History or AP U.S. History

According to TEA's 19 TAC Chapter 118 Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits, Subchapter A, Section §118.4, this course is “designed to survey and apply basic macroeconomic concepts relating to personal, institutional, and social decision-making, and primarily focuses on how decisions to buy, sell, lend, and regulate effect output, employment, income distribution, and the balance of trade. Students examine the factors that determine national income, employment, and prices. They analyze patterns of consumption and saving, private investment, government policy, business fluctuations, and the interaction between money and national income. The last part of the course looks at international economics including exchange rates, markets, and monetary systems.”

AP U.S. Government & Politics

Offered in: 11-12 **Credits:** 0.5 **Level:** AP/Dual

Prerequisites:

According to the College Board, “AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments.”

AP Macroeconomics

Offered in: 11-12 **Credits:** 0.5 **Level:** AP/Dual

Prerequisites: U.S. History or AP U.S. History

According to the College Board, “AP macroeconomics provides students with a thorough understanding of the principles of economics at the societal level and has a primary emphasis on state economic planning, governmental decision making, and the financial sector as a whole. Students learn about economic performance measures, stabilization policies, economic growth, and international economics. In addition, it addresses the key economic schools of thought. The course prepares students to master the AP Macroeconomics examination, as well as provide students with a thorough introduction to the social scientific method of inquiry.”

Sociology

Offered in: 11-12 **Credits:** 0.5 **Level:** On level

Prerequisites:

According to TEA's 19 TAC Chapter 113 Texas Essential Knowledge and Skills for Social Studies, Subchapter C, Section §113.46, sociology is an introductory study in social behavior and organization of human society. This course will describe the development of the field as a social science by identifying methods and strategies of research leading to an understanding of how the individual relates to society and the ever changing world. Students will also learn the importance and role of culture, social structure, socialization, and social change in today's society.

Psychology

Offered in: 12 **Credits:** 0.5 **Level:** On level

Prerequisites:

According to TEA's 19 TAC Chapter 113 Texas Essential Knowledge and Skills for Social Studies, Subchapter C, Section §113.45, "psychology, is an elective course in which students study the science of behavior and mental processes. Students examine the full scope of the science of psychology such as the historical framework, methodologies, human development, motivation, emotion, sensation, perception, personality development, cognition, learning, intelligence, biological foundations, mental health, and social psychology."

Personal Financial Literacy

Offered in: 10-12 **Credits:** 0.5 **Level:** On level

Prerequisites:

According to the TEA's TAC Chapter 113.49, Personal Financial Literacy will develop citizens who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. The knowledge gained in this course has far-reaching effects for students personally as well as the economy as a whole. When citizens make wise financial decisions, they gain opportunities to invest in themselves, build businesses, consume goods and services in a responsible way, and secure a future without depending on outside assistance. The economy benefits from the optimal use of resources, increased consumption, and strong local businesses. State and local governments benefit with steady revenue streams and reduced future obligations as our society ages."

Ethnic Studies: Mexican American Studies

Offered in: 11-12 **Credits:** 1 **Level:** On Level

Prerequisites:

According to the TEA's 19 TAC Chapter 113 Texas Essential Knowledge and Skills for Social Studies, Subchapter B, Section §113.50., "in Ethnic Studies: 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."

Ethnic Studies: African American Studies

Offered in: 11-12 **Credits:** 1 **Level:** On Level

Prerequisites:

According to the TEA's 19 TAC Chapter 113 Texas Essential Knowledge and Skills for Social Studies, Subchapter B, Section §113.51., "in Ethnic Studies: African American Studies, an elective course, students learn about the history and cultural contributions of African Americans. This course is designed to assist students in understanding issues and events from multiple perspectives. This course develops an understanding of the historical roots of African American culture, especially as it pertains to social, economic, and political interactions within the broader context of United States history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of past achievements provides citizens of the 21st century with a broader context within which to address the many issues facing the United States."

Special Topics in Social Studies

Offered in: 11-12 **Credits:** 0.5 **Level:** On level

Prerequisites:

According to the TEA's 19 TAC Chapter 113 Texas Essential Knowledge and Skills for Social Studies, Subchapter B, Section §113.47., "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."

AP European History

Offered in: 10-12 **Credits:** 1 **Level:** AP/Dual

Prerequisites:

According to the College Board, the course "focuses on developing students' abilities to think conceptually about European history from approximately 1450 to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance-Interaction of Europe and the World, Poverty and Prosperity, Objective Knowledge and Subjective Visions, States and Other Institutions of Power, and Individual and Society-provide areas of Historical inquiry for investigation throughout the course. These require students to reason historically about

continuity and change over time and make comparisons among various historical developments in times and places.”

AP Comparative Government & Politics

***Offered in:* 12 *Credits:* 0.5 *Level:* AP/Dual**

Prerequisites:

According to the College Board, this course “introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues”.

AP Psychology

***Offered in:* 10-12 *Credits:* 0.5 *Level:* AP/Dual**

Prerequisites:

According to the College Board, the AP Psychology course “is designed to introduce students to the scientific study of human behavior, mental processes and experiences. Students will be exposed to psychological facts, principles, and phenomena associated with each of the major subfields within psychology as well as exploring scientific methods and ethics. AP Psychology is a course that covers material similar to what is taught in a college-level introductory psychology course. This course may be used to meet only elective course requirements for state graduation.”

AP Art History

***Offered in:* 11-12 *Credits:* 1 *Level:* AP/Dual**

Prerequisites:

This course engages students at the same level as an introductory college art history survey. According to the College Board, “the AP Art History course is equivalent to a two-semester introductory college course that explores topics such as the nature of art, art making, and responses to art. By investigating a specific image set of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content, as they experience, research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art.”

AP Microeconomics

***Offered in:* 11-12 *Credits:* 0.5 *Level:* AP/Dual**

***Prerequisites:* U.S. History or AP U.S. History**

According to the College Board, AP Microeconomics is a college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students’ familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy.

Language Courses

Course	Grade Level	Prerequisite	Credit
Spanish I	8-9	None	1
Spanish II	9-10	Spanish I	1
Spanish III	10-11	Spanish II	1
AP Spanish Language & Culture	10-12	Spanish III	1
AP Spanish Literature & Culture	11-12	AP Spanish Language	1
French I	8-11	None	1
French II	8-12	French I	1
French III	10-12	French II	1
German I	8-11	None	1
German II	10-12	German I	1
Turkish I	8-9	None	1
Turkish II	8-12	Turkish I or Turkish Level 1A MS	1
Turkish III	9-12	Turkish II or Turkish Level 1 and Level 2 MS	1

Spanish I**Offered in:** 8-9 **Credits:** 1**Level:** On level**Prerequisites:**

This course serves as an introduction to the Spanish language and culture. Basic listening, speaking, reading, writing, viewing, and sharing skills are developed--communication skills are the primary focus of this course. At the end of Level I, students will be able to express themselves and engage in simple conversations in Spanish within the limits of their knowledge of vocabulary and structure. A significant amount of this course is conducted in Spanish.

Spanish II**Offered in:** 9-10 **Credits:** 1**Level:** On level**Prerequisites:** Spanish I

The basic skills learned in Spanish I are broadened to include all verb tenses and grammatical structures, in addition to a greatly expanded vocabulary. Listening, speaking, reading, writing, viewing, and presenting skills are stressed with an emphasis on oral language proficiency. Students also study ancient Aztec, Incan, and Mayan cultures as well as modern Hispanic customs. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interactions all contribute to and enhance the communicative language learning experience, communicative skills are the primary focus of this course. A significant amount of this course is conducted in Spanish.

Spanish III**Offered in:** 10-11 **Credits:** 1**Level:** On level**Prerequisites:** Spanish II

Conversational Spanish, dealing with reacting to everyday situations and solving daily problems through conversational exchange, is emphasized. Vocabulary is extensive. Grammar is covered mainly through application of the spoken language and reading; writing is used to reinforce the spoken language. Customs and geography of the Spanish-speaking countries are also reviewed. A significant amount of this course is conducted in Spanish.

AP Spanish Language & Culture**Offered in:** 10-12 **Credits:** 1**Level:** AP/Dual**Prerequisites:** Spanish III

Advanced Placement Spanish Language (Spanish IV) gives students the opportunity to comprehend formal and informal spoken Spanish. Emphasis is placed on a student's ability to compose expository passages and to express ideas orally with accuracy and fluency. The acquisition of vocabulary and a grasp of structures allow the student to read newspapers, magazine articles, and literature with ease and accuracy. This course will prepare the students for the College Board's AP Spanish Language exam, and is conducted completely in Spanish.

AP Spanish Literature & Culture**Offered in:** 10-12 **Credits:** 1**Level:** AP/Dual**Prerequisites:** AP Spanish Language

Advanced Placement Spanish Literature (Spanish V) is a comprehensive study of several genres of Hispanic literature. Students will read, analyze, and discuss short stories, poetry, and novels in the Spanish language. Students will also be responsible for keeping a journal in which essays on assigned topics will be written. This course will prepare the students for the College Board's AP Spanish Literature exam, and is conducted completely in Spanish.

French I**Offered in:** 9-11 **Credits:** 1**Level:** On level**Prerequisites:**

This course is an introduction to French language and its many diverse cultures. In French I, the students learn to engage in simple conversations. They are able to introduce themselves, talk about family structures, and learn about food, colors, clothing, traveling, sports and leisure activities. They provide and obtain information in French, express feelings and emotions, and exchange opinions. They learn about sentence structures, using verbs in present and past tense and interpret and apply the French language in spoken form, in writing and in reading. Students expand their knowledge of the French culture, make comparisons with their own culture and the English language and by doing that, gain a deeper understanding of their own language as well as the French language and culture. At the end of the year, the goal for the students is to become lifelong learners by using French for personal enjoyment and enrichment.

French II**Offered in:** 9-12 **Credits:** 1 **Level:** On level**Prerequisites:** French I

In French II, the students continue to expand the knowledge they have acquired in French I. They learn to use more complex sentence structures in conversations, reading, and writing, such as using multiple tenses (past, present, future) in context. They use multi-clause structures and increase influence. They gain knowledge and understanding of other cultures through different topics like leisure activities, music, traveling, food, finances, and health. Students examine current topics through French newspaper articles and compare aspects of the French culture with their own cultures. Through projects, students actively apply their knowledge of French, wherever possible in real-life settings. In this way, the students use the French language more and more beyond the classroom setting for enjoyment and enrichment.

French III**Offered in:** 11-12 **Credits:** 1 **Level:** On level**Prerequisites:** French II

In the first two courses of French I and II, the students have gained a basic knowledge of the French grammar and French vocabulary. In French III, they learn to use the indicative, conditional and subjunctive tenses, and apply them in context. They continue to expand, review, and apply this knowledge, but the focus will be on working with the French language in original French sources such as videos, newspaper articles, internet sources, and they will start to read French books. This will enable the students to acquire a much greater understanding of the French language and different aspects of the French culture. In a preparation of the AP French course, students also focus on current topics such as environmental issues, politics, science, art, music, and lifestyle. Through comparisons between the French language and cultures, the students acquire better understanding of both the French language as well as their own languages.

German I**Offered in:** 9-11 **Credits:** 1 **Level:** On level**Prerequisites:**

This course is an introduction to the German language and its many diverse cultures. In German I, the students learn to engage in simple conversations. They are able to introduce themselves, talk about family structures, and learn about food,

colors, clothing, traveling, sports and leisure activities. They provide and obtain information in German, express feelings and emotions, and exchange opinions. They learn about sentence structures, learn to apply the nominative, accusative, and dative cases correctly, using verbs in present and past tense and to interpret and apply the German language in spoken form, in writing and in reading. They expand their knowledge of the German culture, make comparisons with their own culture and the English language, and by doing that, gain a deeper understanding of their own language as well as the German language and culture. At the end of the year, the goal for the students is to become lifelong learners by using German for personal enjoyment and enrichment.

German II**Offered in:** 9-12 **Credits:** 1 **Level:** On level**Prerequisites:** German I

In German II, the students continue to expand the knowledge they have acquired in German I. They learn to use more complex sentence structures in conversations, reading, and writing, such as using multiple tenses (past, present, future) in context, and applying the nominative, accusative, dative, and genitive cases correctly. They use multi clause structures, apply the correct word order and increase fluency in conversation, writing and reading. They gain knowledge and understanding of other cultures through different topics like leisure activities, music, traveling, food, finances, and health. Students examine current topics through German newspaper articles and compare aspects of the German culture with our own culture. Through projects the students actively apply their knowledge of German, wherever possible in real life settings.

Turkish I**Offered in:** 9-11 **Credits:** 1 **Level:** On level**Prerequisites:**

This is a Beginning Level/Novice Low/Mid Level Turkish course serving as an introduction to the Turkish language and culture for non-native language speakers. Novice level students can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. Students develop basic understanding of elements of Turkish language knowledge and skills in vocabulary, pronunciation, reading, listening, speaking, grammar, and writing. This course aims to build interpersonal, presentational

and interpretive communication skills mostly in the present tense. Through the partnership with local Turkish cultural centers, students may be served opportunities to interact with native speakers under the supervision of the teacher. Communicative tasks aim to develop vocabulary and improve fluency and pronunciation. First book of a sequential textbook series is used for the course. Each unit consists of a new vocabulary theme, reading, listening, speaking, writing, grammar, and cultural topics. Turkish I is suggested for 8th and upper graders, and there is no prerequisite course.

Main Textbook: Harmony Turkish 1 (Units 1-8)

Main Topics: Greetings, Introducing Yourself and others, Language, Countries, School, Family, House, Town and Transportation

Turkish II

Offered in: 8-12 **Credits:** 1 **Level:** On level

Prerequisites: Turkish I or Turkish Level 1A MS

This course is a continuation of Turkish I. Students who successfully completed Turkish I can be offered Turkish II. It is designed to further improve the basic grammar, vocabulary, reading, speaking, understanding, listening, and writing knowledge and skills acquired in the Turkish I. It aims to develop interpersonal, interpretive, and presentational communication skills mostly in the present and past tenses including requests and abilities. Future structure is introduced at the end of the course to be continued in Turkish III. The course also provides insights into Turkish culture through the target language or native language accordingly. Through the partnership with local Turkish cultural centers, students may be served opportunities to interact with native speakers under the supervision of the teacher. At the end of this course, students can handle short social interactions in everyday situations using a series of simple sentences with a limited vocabulary and understanding.

Main Textbook: Harmony Turkish 1 (Units 9-16)

Main Topics: Asking and Telling the Time, Abilities, Weekend and Free time Activities, Food, Health, Clothing, Weather and Vacation

Turkish III

Offered in: 9-12 **Credits:** 1 **Level:** On level

Prerequisites: Turkish II or Turkish Level 1 and Level 2 MS

This course is a continuation of Turkish II. Students study in the present, past, and future sentence structures. As in the first two courses, the primary focus is on developing knowledge and skills for communication in three modes that are Interpersonal,

Interpretive and Presentational. The course goes on using the sequential textbook series. Each unit consists of a vocabulary theme, reading, listening, speaking, writing, and grammar topics. Authentic Turkish resources, such as TV shows, movies, newspapers, etc. are often used as well. Culture and language are inseparable; students continue to expand their target culture knowledge and experience it in every possible circumstance. Through partnerships with local Turkish cultural centers, students may be served opportunities to interact with native speakers under the supervision of the teacher. By the end of this course, students can communicate and handle short social interactions on a wide variety of familiar topics in the Intermediate L/M level.

Main Textbook: Harmony Turkish 2 (Units 1-8)

Main Topics: Describing People (Physical and Character, Daily Routines and Hobbies, Biographies, Likes Dislikes, Holidays, Animals, Turkish Cuisine, Travel

APPENDIX 1

Required Notification Regarding Algebra II as a High School Graduation Requirement

A student is not required by state law ([Texas Education Code, Section 28.025](#)) to successfully complete Algebra II as a requirement for high school graduation. However, there are potential consequences to a student who does not successfully complete an Algebra II course.

A student is eligible for automatic admission to a Texas public college or university as an undergraduate student if the student earned a grade point average in the **top 10 percent** of the student's high school graduating class or in the percentage of qualified applicants that are anticipated to be offered admission to The University of Texas at Austin*, and the applicant—

- successfully completed the requirements for the distinguished level of achievement under the foundation high school program at a public high school; or
- satisfied ACT's College Readiness Benchmarks on the ACT assessment or earned on the SAT assessment a score of at least 1,500 out of 2,400 or the equivalent.

A student may not earn the distinguished level of achievement or be eligible for automatic admission to a Texas public college or university as an undergraduate student if the student does not successfully complete high school Algebra II.

There are several state financial aid programs available for certain Texas public high school students. Certain state financial aid programs include curriculum requirements that should be considered when planning a student's high school career to ensure eligibility for financial aid under one of these programs. Please note that this is not a complete list of requirements and additional eligibility requirements apply. A full list of requirements is available through the Texas Higher Education Coordinating Board's (THECB) financial aid webpage at

<http://www.collegeforalltexans.com/apps/financialaid/tofa.cfm?Kind=GS>

For initial eligibility for a TEXAS grant, a student enrolling in an eligible institution must be a graduate of a public or accredited private high school in this state who completed the Foundation High School Program or its equivalent and have accomplished any **two or more** of the following:


- Successful completion of the course requirements of the International Baccalaureate diploma program or earning of the equivalent of at least 12 semester credit hours of college credit in high school through courses described in Texas Education Code (TEC), Sections 28.009(a)(1), (2), and (3)
- Satisfaction of the Texas Success Initiative (TSI) college readiness benchmarks prescribed by the THECB under TEC, Section 51.334 on any assessment instrument designated by the THECB or qualification for an exemption as described by TEC, Section 51.338(b), (c), or (d)
- Graduation in the top one-third of the person's high school graduating class or graduation from high school with a grade point average of at least 3.0 on a four-point scale or the equivalent
- Completion for high school credit of at least one advanced mathematics course following the successful completion of an **Algebra II** course or at least one advanced career and technical or technology applications course

APPENDIX 2

HB3 UPDATES - FAFSA REQUIREMENTS

Beginning with students enrolled in 12th grade during 2021-2022 school year, each student must do one of the following in regards to FAFSA application process in order to graduate high school:

- *Complete and submit a Free Application for Federal Student Aid (FAFSA)
- *Complete and submit a Texas Application for State Financial Aid (TASFA)
- * Submit a signed opt-out form



Harmony Public Schools
9321 W. Sam Houston Pkwy S. Houston, TX 77099
HarmonyTX.org