

Lake Worth

Independent School District



Course Selection Guide
Middle & High School
2025/2026

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Scheduling and Course Selection

Course selection will take place in the late fall or early spring semester of each school year. Although students will receive specific instructions during that time from middle/high school personnel, the responsibility for appropriate graduation and career choices rests with the student and parents. The counseling staff is available to assist in making decisions related to course selections.

One of the most critical functions performed by a school is obtaining the course selection of students. Based upon the course selection information, courses are scheduled, and teachers are employed for the next year; therefore, it is important that course selections be given serious consideration. After school begins, changes will only be made to correct scheduling errors or to equalize class enrollments.

The purpose of the Course Description Guide is to provide information regarding graduation plans and courses offered to fulfill those plans, and it will be useful to those who read thoroughly and follow up with any questions. Students should take the time to read the course descriptions carefully, noting the recommended grade levels and any pre-requisite course. Courses selected by students each year should follow a plan for graduation and future career goals and be based on interest and ability. The professional staff of the campus are an important support to provide guidance, information, and resources.

We realize course registration may bring about many questions. Please feel free to call the counseling center at your middle/high school. The counselors will be glad to answer your questions.

Lake Worth High School
817-306-4230

Collins Middle School
817-306-4250

Academics and General Information

Enrollment

A student enrolling in the district for the first time must be accompanied by his/her parent(s) or legal guardian and must provide satisfactory evidence of required immunization, proof of residency (acceptable: utility bill or lease agreement containing student name as an occupant), copy of birth certificate and social security card, and a withdrawal form from the previous school (if applicable). To complete admission, the following demographic information is necessary: home address, home phone, guardian(s) names, guardian(s) email, places of business, work phone, and a friend or relative's name and number in case of emergency.

Required Courses

These are courses required to fulfill state educational guidelines. See the graduation plan for required courses. A course may or may not have a prerequisite – a course that must be taken prior to the course under consideration.

Elective and Endorsement Courses

In addition to required state courses, students must choose other courses to complete their schedules and their graduation plan. Endorsement courses or elective credits should be chosen according to the students Personal Graduation Plan (PGP).

Gifted and Talented Program

The Gifted and Talented program within the Lake Worth Independent School District is an integral part of the district's fundamental commitment to meet the individual needs of all students. The school district is dedicated to the development of each student's talents and abilities. In the ninth through twelfth grade, gifted students are served through advanced courses.

Special Education Program

Special Education courses are offered to assist eligible students in both academic and non-academic areas. Graduation may be the successful completion of all curriculum requirements and satisfactory performance on the secondary exit-level assessment instrument, or it may be the successful completion of an individualized education program (IEP) and the criteria for graduating pursuant to an IEP. A student with disabilities may graduate by completing the same program required of non-disabled students or by completing the requirements of his/her IEP and meeting the criteria set forth by the commissioner in 19 TAC 89.1070.

English for Speakers of Other Languages (ESOL)

All students who enroll in this school district will complete a home language survey. If this survey indicates that a language other than English is used in the child's home most of the time or used by the child most of the time, a language proficiency assessment will be administered. Students who are found to be limited English Proficient (LEP) and are immigrants with three years or less in the United States, may be enrolled in the ESOL classes. The English For Speakers of Other Languages program at the middle school level enrolls English language learners who require English language development instruction and orientation to a new cultural and academic environment. ESOL students receive daily English language development instruction from an ESOL teacher.

Career and Technical Education

The Career and Technical Education (CTE) Program in LWISD is dedicated to preparing young people for careers and college. CTE Programs of Study identify endorsements from secondary school to two- and four-year colleges, graduate school, the workplace, and industry certification so students can prepare for beyond high school. This program enables students to gain entry-level employment in a high-skill, high-wage job and/or to continue their education.

Career and Technical Education Non-Discrimination Policy

Lake Worth ISD offers Career and Technical Education programs in Agriculture, Food, & Natural Resources; Architecture & Construction; Arts, A/V Technology and Communications; Business, Marketing, and Finance; Education and Training;

Health Science; Hospitality & Tourism; Human Services; Law & Public Service. Admission to these programs is based on interest and aptitude, age appropriateness, prerequisite coursework, and class space availability.

It is the policy of Lake Worth ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Lake Worth ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. For information about your rights or grievance procedures, contact the Title IX Coordinator at jmclain@lwisd.org, 817-306-4200, and/or the Section 504 Coordinator at strask@lwisd.org, 817-306-4200.

High School PE and Substitutions

According to TEA, students must earn one credit of physical education (PE) and may earn no more than four credits to satisfy state graduation requirements. Certain activities may be substituted for a PE course. Students participating in approved substitution activities for PE credit are required to participate in at least 100 minutes per five-day school week at a moderate or vigorous level. Contact the LWISD Athletic Director for more information.

Local Credit Courses

Local credits are awarded for locally developed courses that are approved for LWISD credit only and are not counted toward required state graduation credits.

NCAA (National Collegiate Athletic Association)

Eligibility Requirements To be eligible for Athletic scholarships at any NCAA Division I and II campuses during the freshman year of college, students must gain certification from the NCAA Eligibility Center showing that they meet NCAA requirements. More information can be obtained from the Counseling Office and the following website – www.eligibilitycenter.org

NAIA (National Association of Intercollegiate Athletics)

Students interested in playing sports at an NAIA college or university should visit the following link to learn more about the specific requirements: <https://www.playnaia.org/eligibility-center>

Earning Credit and Class Rank

Classifications of Students

Student classification is determined by the number of credits accumulated by the end of the preceding year.

Freshman	0-4.5 state graduation credits
Sophomore	5-9.5 state graduation credits
Junior	10-14.5 state graduation credits
Senior	15 or more state graduation credits
To Graduate with an Endorsement	26 state graduation credits

Methods of Earning Credits

Students can earn 0.5 credit for each semester course and 1.0 credit for a year-long course. Students traditionally earn 8 credits a year when they pass all of their courses and are not denied credit for excessive absences. Students should talk to their counselor to plan their credits. The following are ways a student can earn credits:

- Courses are taken as a part of the student’s high school schedule.
- College Course Work/ Dual Credit - in accordance with Board Policy EHDD (LOCAL)
- Credit-by-Exam (CBE) - in accordance with Board Policies EHDB (LOCAL) and EHDC (LOCAL)
- Local Remote Learning Program – in accordance with Board Policy EHDF (LEGAL)
- Distance Learning – in accordance with Board Policy EHDE (LOCAL)
- Middle school courses taken for high school credit prior to coming to high school

Class Rank

In accordance with Board Policy EIC (LOCAL), the District shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

For the graduating classes of 2024, 2025, and 2026, the District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9-12 only, unless excluded below.

Beginning with the graduating class of 2027, the District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9-12 only, unless excluded below, in the following subjects:

- Up to eight semester grades in English
- Up to eight semester grades in mathematics
- Up to eight semester grades in science
- Up to eight semester grades in social studies

The calculation shall include the semester grades in each subject area with the highest weighted grade. For all graduating classes, the calculation shall include failing grades. The calculation of class rank shall exclude grades earned in any local credit course; any credit recovery course taken as distance learning or in summer school; or through credit by examination, with or without prior instruction.

Weighted Grades for Determining GPA

The District shall categorize and weight eligible courses like Advanced Placement/Dual Credit, Pre-AP/Honors, and Regular in accordance with provisions of Board Policy EIC (LOCAL) and as designated in appropriate District publications.

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

Category	Weight
Advanced Placement/ Dual Credit	multiplied by 1.2
Pre-AP/ Honors	multiplied by 1.1
Regular	multiplied by 1.0

All failing grades shall be multiplied by 1.0.

The District shall record unweighted numerical grades on student transcripts.

Transfer Grade Equivalents

Transferred letter grades shall be recorded as follows:

Letter Grade	Numerical Grade
A+	98
A	95
A-	93
B+	88
B	85
B-	83
C+	78
C	77
C-	76
D+	73
D	72
D-	71
F	69

If a student transfers from an out-of-state district with a passing grade that is 69 or below, the District shall award the student a grade of 70 to be used in the calculation of class rank.

For determining honors to be conferred during graduation activities, the District shall calculate class rank in accordance with this policy and administrative regulations by using grades available at the time of calculation at the end of the third nine-week grading period of the senior year.

For applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District’s eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class rank for the purpose of automatic admission under state law. [See EIC(LEGAL)]

High School Graduation Plans

All students will be on the distinguished plan when they enroll at Lake Worth High School.

Student Name _____ ID _____ Expected Graduation Date _____

Endorsement Selected: STEM Business and Industry Arts and Humanities

Public Services Multi-Disciplinary Studies

Foundation Plan – 22 Credits	With Endorsement – 26 Credits Total Coherent Sequence must be followed – see detailed requirements	Distinguished – Eligible for top 10% Automatic Admission
<p>English Language Arts – 4 Credits</p> <ul style="list-style-type: none"> <input type="checkbox"/> English I <input type="checkbox"/> English II <input type="checkbox"/> English III <input type="checkbox"/> English IV or Advanced English <p>Mathematics – 3 Credits</p> <ul style="list-style-type: none"> <input type="checkbox"/> Algebra I <input type="checkbox"/> Geometry <input type="checkbox"/> Advanced Math <p>Social Studies – 3 Credits</p> <ul style="list-style-type: none"> <input type="checkbox"/> World Geography or World History <input type="checkbox"/> US History <input type="checkbox"/> Government (.5 credit) <input type="checkbox"/> Economics (.5 credit) <p>Science – 3 Credits</p> <ul style="list-style-type: none"> <input type="checkbox"/> Biology <input type="checkbox"/> IPC or chemistry or physics <input type="checkbox"/> Advanced Science <p>Foreign Language or Substitute – 2 Credits</p> <ul style="list-style-type: none"> <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <p>Fine Arts – 1 Credit</p> <ul style="list-style-type: none"> <input type="checkbox"/> _____ <p>Physical Education – 1 Credit</p> <ul style="list-style-type: none"> <input type="checkbox"/> Physical Education <p>Required Electives – 5 Credits</p> <ul style="list-style-type: none"> <input type="checkbox"/> Elective 1: <u>Health and Professional Communication</u> <input type="checkbox"/> Elective 2 _____ <input type="checkbox"/> Elective 3 _____ <input type="checkbox"/> Elective 4 _____ <input type="checkbox"/> Elective 5 _____ 	<p style="text-align: center;">STEM</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 additional Math <input type="checkbox"/> 1 additional Science <input type="checkbox"/> 2nd additional Math/Science <input type="checkbox"/> 1 additional course <p>Business and Industry</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 additional Math <input type="checkbox"/> 1 additional Science <input type="checkbox"/> Elective 1 _____ <input type="checkbox"/> Elective 2 _____ <input type="checkbox"/> Elective 3 _____ <input type="checkbox"/> Elective 4 _____ <p>Arts and Humanities</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 additional Math <input type="checkbox"/> 1 additional Science <input type="checkbox"/> Elective 1 _____ <input type="checkbox"/> Elective 2 _____ <p>Public Services</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 additional Math <input type="checkbox"/> 1 additional Science <input type="checkbox"/> Elective 1 _____ <input type="checkbox"/> Elective 2 _____ <input type="checkbox"/> Elective 3 _____ <input type="checkbox"/> Elective 4 _____ <p>Multidisciplinary Studies</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 additional Math <input type="checkbox"/> 1 additional Science <input type="checkbox"/> 1 additional Social Studies <input type="checkbox"/> 1 additional elective 	<p style="text-align: center;">PLUS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Algebra II (must be one of the student's math credits) <div style="background-color: #FFFF00; text-align: center; padding: 5px; margin: 5px 0;">Performance Acknowledgements – noted on diploma</div> <ul style="list-style-type: none"> <input type="checkbox"/> Outstanding performance <ul style="list-style-type: none"> • Dual Credit • Bilingualism and Bi-literacy • AP test or IB exam • PSAT, ACT Aspire, SAT or ACT • State, National or international business or industry certification or license <div style="background-color: #FFDAB9; text-align: center; padding: 5px; margin: 5px 0;">STAAR EOC Checklist</div> <ul style="list-style-type: none"> <input type="checkbox"/> English I <input type="checkbox"/> English II <input type="checkbox"/> Algebra I <input type="checkbox"/> US History <input type="checkbox"/> Biology <div style="background-color: #90EE90; text-align: center; padding: 5px; margin: 5px 0;">Plans for the Future</div> <p>College, Career, Military Readiness Must meet in one area</p> <ul style="list-style-type: none"> <input type="checkbox"/> Industry-based Certification <input type="checkbox"/> Dual Credit English or Math <input type="checkbox"/> Dual Credit 9 credits <input type="checkbox"/> SAT/ACT/TSIA/TX Coll Bridge <li style="padding-left: 20px;">*must meet both ELAR/Math <p>Post-Secondary Applications</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply Texas Application <input type="checkbox"/> Common Application <input type="checkbox"/> Military Recruiter <input type="checkbox"/> Technical School <p>Financial Aid</p> <ul style="list-style-type: none"> <input type="checkbox"/> FAFSA/TAFA

Performance Acknowledgements & Endorsements

All high school students graduate under the Foundation High School Program (FHSP) graduation plan. Students also can enhance their graduation plan by earning Performance Acknowledgements, Distinguished Level of Achievement, and Endorsements. Students declare their preferred endorsement area, in writing, by the beginning of their ninth-grade year. All middle school students receive advisement on endorsements and each student is encouraged to work with their assigned campus counselor for individual guidance.

Performance Acknowledgements

Students can earn performance acknowledgements for dual credit, bilingualism and biliteracy, AP or IB exams, PSAT, SAT or ACT testing, or certifications and licensures.

Distinguished Level of Achievement

The Distinguished Level of Achievement (DLA) is the highest graduation program in the state of Texas. A student may earn a Distinguished Level of Achievement by successfully completing the curriculum required for the Foundation Graduation Plan with the addition of the following criteria:

- Completion of a coherent sequence of courses in one or more Endorsement(s);
- Four credits in mathematics, including Algebra II
- Four credits in science

Endorsements

Endorsements are made up of four courses or four or more credits taken in a coherent sequence that provide advanced or more in-depth knowledge and skills in a curriculum area. Middle school students should explore career information related to the endorsement areas listed below so they may begin to think about what areas they will want to take more in-depth coursework during their educational career in high school. Students select their endorsement(s) during their 8th grade year and revisit their choices annually under the guidance of a counselor. The endorsement area serves as an entry into a career field, either directly upon high school graduation or a continuance of courses in college enrollment and students entering 9th Grade must choose from one of the endorsements.

Arts & Humanities Endorsement

For students interested in careers that require coursework in the following disciplines: Languages other than English (LOTE), Fine Arts, Social Studies, and English.

To earn, a student completes

- Option 1: A total of five social studies credits, or
- Option 2: Four levels of the same language other than English, or
- Option 3: A coherent sequence of four credits from one or two disciplines in Fine Arts

Public Service Endorsement

For students who are interested in careers in Teaching and Training, Healthcare Therapeutics, and Law Enforcement.

- Option 1: A coherent sequence of courses in four or more credits in CTE and achieve “completer” status in one of Education and Training, Health Science, or Law and Public Service pathways.

Multidisciplinary Endorsement

A student may earn a Multidisciplinary study endorsement by completing foundation and general endorsement requirements and:

- Option 1: Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from either within one endorsement area or among endorsement areas that are not in a coherent sequence, or
- Option 2: Four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics, or
- Option 3: Four credits in advanced placement or dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts.

Business & Industry Endorsement

For students interested in careers in agriculture, AV production, commercial photography, business, entrepreneurship, culinary arts, and lodging and resort management.

- Option 1: Completer status in one of the following pathways: Agriculture, Food, and Natural Resources; Arts, Audio Visual Technology and Communications; Business, Marketing, and Finance; Hospitality and Tourism.
- Option 2: Four English elective credits (Chapter 110) by selecting three levels in one of the following areas:
 - Debate I, II, III
- Option 3: A coherent sequence of four credits from (Option 1) or (Option 2).

STEM Endorsement

A student may earn a STEM endorsement by completing foundation and general endorsement requirements including Algebra II, chemistry, physics and:

- Option 1: A total of five credits in mathematics by successfully completing Algebra I, Geometry, Algebra II and two additional mathematics courses for which Algebra II is a prerequisite, or
- Option 2: A total of five credits in science by successfully completing biology, chemistry, physics, and two additional science courses.

ADVANCED ACADEMICS

Honors/AP/OnRamps/Dual Credit

Honors Courses

These courses are designed for those who want to eventually take courses to earn college credit. Honors courses go at a faster pace and have greater depth and complexity. The courses emphasize high level and critical thinking skills, while provisions for creative and productive thinking are included.

Advanced Placement (AP)

Advanced Placement (AP) courses follow the curriculum which is outlined by the College Board and reflects the appropriate college-level material required for success on the College Board AP exams given each spring. It is the responsibility of the student to inquire if their college of choice accepts AP exam credit and to request that credit is given upon enrollment.

Students enrolling in Advanced Placement courses will be required to take the Advanced Placement exam. Registration begins in the first week of school and the deadline to enroll is within the first few weeks of school. Enrollment gives the student access to study materials to help prepare for the AP exam. Currently, all exams are in May and LWISD pays all exam fees.

OnRamps (OR)

OnRamps is a dual enrollment program for high school students to engage in authentic college experiences that offer both high school graduation requirements and college credit. Courses are taught by LWISD teachers who are credentialed by the University of Texas at Austin. UT OnRamps courses are open enrollment and with free tuition. More information can be found at onramps.utexas.edu.

Dual Credit (DC)

Lake Worth ISD offers students the opportunity to earn college credit with either Tarrant County College (TCC), McMurry University, Tarleton State University, or Grand Canyon University. Dual credit is a way for students to earn college credit while attending high school. Students take college-level courses that satisfy high school graduation requirements and provide college credit at the same time. Courses offered as a part of the Lake Worth dual credit program are placed within the master schedule and have no tuition or book cost for students. Students desiring to take courses directly with TCC or through other institutions will need to pay for both tuition and books.

Students desiring to take dual credit must follow both Lake Worth and the policies of the partnering institution. Parents and students are highly advised to read the partnering institution's handbook or guidelines for clarification, especially as it relates to FERPA.

DUAL CREDIT CROSSWALK

Students wishing to take dual credit should (1) Apply to the partnering institution and (2) Sign up in the Go Center to take the TSIA examination as need be. LWISD plans to offer the courses in the chart below during the 2025/2026 school year. LWISD will sponsor students enrolled in these courses and pay tuition and books as these courses will be offered as part of the regular school schedule and constitute the dual credit program.

TCC COLLEGE COURSE	Credits	HIGH SCHOOL COURSE	Credits
ECON 2301*	3	Macroeconomics	.5
GOVT 2305	3	Federal Government	.5
HIST 1301	3	US History (fall)	.5
HIST 1302	3	US History (spring)	1
ENGL 1301	3	ENGL III or IV (fall)	.5
ENGL 1302	3	ENGL III or IV (spring)	.5
ENGL 2322	3	ENGL IV (fall)	.5
ENGL 2323	3	ENGL IV (spring)	.5
SPAN 1411	4	Spanish I	1
SPAN 2312	4	Spanish II	1

MCMURRY COLLEGE COURSE	Credits	HIGH SCHOOL COURSE	Credits
BIOL 1401	4	Biology or Scientific Research and Design	1
CHEM 1400	4	Chemistry or Scientific Research and Design	1
COMM 1310	3	Professional Communication	.5
COSC 1322	3	Computer Science I	1
ECON 2320	3	Microeconomics	.5
ENGL 1310	3	English III or IV (fall)	.5
ENGL 1320	3	English III or IV (spring)	.5
HIST 2310	3	US History (fall)	.5
HIST 2320	3	US History (spring)	.5
MATH 1311	3	Independent Study in Math or Algebra 2	1
MATH 1315	3	Independent Study in Math	1
MUHL 2301	3	Music Theory	1
PHYS 1400	4	Physics or Scientific Research and Design	1
POSC 2310	3	Federal Government	.5
PSYC 1340	3	Psychology	.5

Tarleton Today	Credits	High School Course	Credits
ANSC 1319 and ANSC 1119	4	Advanced Animal Science	1
EDUC 1301	3	Instructional Practices (spring)	1
EDUC 2301	3	Practicum in Education & Training (fall)	1
EDUC 2330	3	Practicum in Education & Training (spring)	1
HORT 1301	3	Horticulture	1
MATH 1342	3	Statistics and Business Decision Making	1

Grand Canyon University--- GCU offers a wide variety of courses that students can take. Interested students should visit with their counselor should they desire to take a course with GCU.

TCC: Core Curriculum

There are 9 areas to fulfill core requirements at TCC. TCC will transcript OnRamps and Advanced Placement courses that meet requisite scores. Students wishing to use OnRamps credit should accept credit from the University of Texas at Austin and then have UT send their transcript to TCC. Students who earn a score of 3 or higher on the AP exam should have College Board send their scores directly to TCC. In English, students earning a 4 or higher may receive credit for both ENGL 1301 and 1302.

Caveat: Colleges/Universities change policies on a yearly basis, so please check with TCC and any other college/university under consideration for the most up to date information regarding transfer credit.

TCC Area	TCC Courses that meet	LWISD Courses that could meet
Communication Code 010-6 Hours	Must take ENGL 1301, and one three-credit Speech course	TCC DC ENGL 1301, McMurry DC ENGL 1310, and McMurry COMM 1310
Mathematics (Code 020)-3 Hours	One three-credit course in mathematics	OnRamps Algebra, OnRamps Precalculus, McMurry MATH 1311, MATH 1315
Life and Physical Science (Code 030)-8 Hours	Two four-credit-hour laboratory science courses	OnRamps Chemistry/lab; OnRamps Physics; AP Biology; McMurry DC BIOL 1401, CHEM 1400, PHYS 1400
Language, Culture and Philosophy (Code 040)-3 Hours	One three-credit course from 040 list	TCC DC ENGL 2322, TCC DC ENGL 2323, AP Spanish Language and Literature.
Creative Arts (050)-3 Hours	One three-credit course	McMurry DC MUHL 2301, AP Music Theory
American History (Code 060)-6 Hours	Two three-credit courses	TCC DC HIST 1301, TCC DC HIST 1302, McMurry DC HIST 2310, McMurry DC HIST 2323, OnRamps History (fall, spring)
Government and Political Science (Code 070)-6 Hours	Govt 2305 (federal government) and GOVT 2306 (state government)	TCC DC GOVT 2305, McMurry DC POSC 2310, AP Government
Social and Behavioral Science (Code 080)-3 Hours	One three credit course	DC ECON 2301, OnRamps ECON
Institutional Option (Code 090)-4 Hours	Either ENGL 1302 or ENGL 2311 and KINE 1164.	TCC DC ENGL 1302, McMurry DC ENGL 1320

Currently, Lake Worth has an avenue for students to earn 38 of the 42 core credits required by TCC. To become complete, students would also need to take GOVT 2306 for three credits, and KINE 1164 for 1 credit.

Core completion matters because these courses can be transferred to a senior university as a block and students will not have to take any additional “core” courses. If a student transfers without core completion, then the student will have to complete the receiving institution’s core requirements. Individuals should check with the receiving university about their core requirements and transfer policies.

Advanced Classes for “No Pass No Play” Exemptions 2025/2026

The following advanced courses are eligible for exemption for extracurricular activity participation, please see policy FM local if you need additional information:

Regulations which relate to UIL, and all other extracurricular activities sponsored or sanctioned by the school district are located at www.uiltexas.org.

English Language Arts

Honors English 1 & 2
DC English 3 & 4

Languages Other than English

Honors Spanish 3
AP Spanish Language
AP Spanish Literature
DC Spanish

Math

Honors Algebra I, II
Honors Geometry
OnRamps Algebra 2
OnRamps Precalculus
AP Calculus AB
DC Math

Science

DC Biology, Chemistry, Physics
Honors Biology
OnRamps Chemistry I and II
OnRamps Physics I
OnRamps Geoscience
AP Biology

Social Studies

AP Human Geography
AP World History
OnRamps US History
DC US History
DC US Government
AP Government
DC Economics
OnRamps Macroeconomics
DC Psychology

Fine Arts

AP Art IV (2D, 3D, Drawing)
AP Music Theory
DC Music Theory

CTE

DC Horticulture
DC Advanced Animal Science
DC Professional Communications
DC Instructional Practices
DC Practicum in Education & Training
DC Statistics and Business Decision Making
DC Computer Science

English/Language Arts

Students should take a progression of courses based on personal circumstances and with the advice of their parent/guardian as well as their counselor. The following chart merely represents the typical progression of courses.

	On Level Course	Advanced/Weighted Option(s)
9th Grade	ENGLISH I	Honors
10th Grade	ENGLISH II	Honors
11th Grade	ENGLISH III	Dual Credit, OnRamps
12th Grade	ENGLISH IV	Dual Credit, OnRamps, Advanced Placement

English I

Prerequisite: None

Recommended Grade Placement: 9

1 Credit

Students in this course focus on vocabulary, close reading, critical thinking, and analysis in diverse, multi-genre, thematic units from American and world literature sources. Students engage in the embedded research process and use the writing process to compose multiple texts employing appropriate revising and editing conventions.

English I Honors

Prerequisite: None

Recommended Grade Placement: 9

1 Credit/Weighted

English I Honors follows an advanced framework and utilizes the vertically aligned units of study. Students develop close reading, analytical and evidence-based writing, and language practices essential for immediate relevance and future AP, OnRamps, and college coursework. Students apply vocabulary, critical thinking, and analysis within and across increasingly complex texts. Students engage in the investigative research process and use the writing process to compose multiple texts employing appropriate revising and editing conventions.

English I ESOL (English 1 for Students of Other Languages)

Prerequisite: LPAC Recommendation

Recommended Grade Placement: 9

1 Credit

Students in this course focus on vocabulary, close reading, critical thinking, and analysis in diverse, multi-genre and thematic units with accommodations to meet the language proficiency levels of the Emergent Bilingual (EB) students. EB students engage in the embedded research process and use the writing process to compose multiple texts employing appropriate revising and editing conventions implemented with the second language acquisition methods.

ELDA (English Language Development and Acquisition for Newcomer Students of Other Languages)

Prerequisite: LPAC Recommendation

Recommended Grade Placement:

9

1 Credit

Recent immigrant's students with little or no English proficiency will have instructional opportunities to develop proficient in English in all four language domains, listening, speaking, reading and writing. It addresses cognitive, linguistic and effective needs in compliance with federal requirements and the provisions of Chapter 89.

English II

Prerequisite: English I

Recommended Grade Placement: 10

1 Credit

Students in this course focus on vocabulary, close reading, critical thinking, and analysis in diverse, multi-genre, thematic units from American and world literature sources. Students engage in the embedded research process and use the writing process to compose multiple texts employing appropriate revising and editing conventions.

English II Honors

Prerequisite: English I

Recommended Grade Placement: 10

1 Credit/Weighted

English II Honors follows an advanced framework and utilizes vertically aligned units of study. Students develop close reading, analytical and evidence-based writing, and language practices essential for immediate relevance and future AP, OnRamps, and college coursework. Students apply vocabulary, critical thinking, and analysis within and across increasingly complex texts. Students engage in the investigative research process and use the writing process to compose multiple texts employing appropriate revising and editing conventions.

English II ESOL (English II for Students of Other Languages)

Prerequisite: LPAC Recommendation

Recommended Grade Placement: 10

1 Credit

Students in this course focus on vocabulary, close reading, critical thinking, and analysis in diverse, multi-genre and thematic units with accommodations to meet the language proficiency levels of the Emergent Bilingual (EB) students. EB students engage in the embedded research process and use the writing process to compose multiple texts employing appropriate revising and editing conventions implemented with the second language acquisition methods.

ELDA (English Language Development and Acquisition for Newcomer Students of Other Languages)

Prerequisite: LPAC Recommend

Recommended Grade Placement: 10

1 Credit

Recent immigrant's students with little or no English proficiency will have instructional opportunities to become increasingly proficient in English in all four language domains, listening, speaking, reading and writing. It addresses cognitive, linguistic and effective needs in compliance with federal requirements and the provisions of Chapter 89.

English III

Prerequisite: English II

Recommended Grade Placement: 11

1 Credit

Students in this course focus on vocabulary, close reading, critical thinking, and analysis in diverse, multi-genre, thematic units from American literature sources. Students engage in the embedded research process and use the writing process to compose multiple texts employing appropriate revising and editing conventions.

University of Texas OnRamps English III

Prerequisite: English II

Recommended Grade Placement: 11

1 Credit/Weighted

OnRamps English is a course in argumentation that situates rhetoric as an art of civic discourse. It is designed to enhance the student's ability to analyze the various positions held in any public debate and to advocate the student's position effectively. The student will also explore the ethics of argumentation, explaining what it means to "fairly" represent someone with whom you disagree, or how responsibility to address a community with particular values and interests. The work in this course will help a student to advance their critical writing and reading skills that are needed in success for college and professional careers. The student will have a university-level learning experience while still in high school and the opportunity to earn college credit.

Dual Credit English III (ENGL 1301/1302)

Prerequisite: English II, College Requirements

Recommended Grade Placement: 11

1 Credit/Weighted

This course focuses on language, composition, and literature. It includes an intensive study of vocabulary, sentence structure, and multi-paragraph compositions. This course provides the critical reading and writing skills necessary for post-secondary education.

English IV

Prerequisite: English III

Recommended Grade Placement: 12

1 Credit

Students in this course focus on vocabulary, close reading, critical thinking, and analysis in diverse, multi-genre, thematic units from British literature sources. Students engage in the embedded research process and use the writing process to compose multiple texts employing appropriate revising and editing conventions. This course will also use the Texas College Bridge curriculum to assist students in meeting Texas Success Initiative metrics.

English IV – Advanced Placement

Prerequisite: English III

Recommended Grade Placement: 12
1 Credit/Weighted

English Literature and Composition Advanced Placement aligns to an introductory college-level literature and writing course which is designed to prepare the motivated student to achieve success on the AP English Literature and Composition Exam. At the senior level, AP students focus on developing the skills of critical literary analysis and composition as they repeatedly analyze poetry and prose from various time periods. Students compose expository, analytical, and argumentative essays that require them to analyze and interpret literary works. The AP English Literature and Composition course provides students the opportunities to develop an appreciation of ways literature reflects and comments on a range of experiences, institutions, and social structures to achieve specific purposes and generate meanings. This course requires extensive reading, writing, and preparation outside of the regular school day. Students will experience high quality College Board curriculum and can earn college credit through taking the AP exam in May.

Dual Credit English IV (ENGL 1301/1302)

Prerequisite: English III, College Requirements

Recommended Grade Placement: 12
1 Credit/Weighted

This course focuses on language, composition, and literature. It includes an intensive study of vocabulary, sentence structure, and multi-paragraph compositions. This course provides the critical reading and writing skills necessary for post-secondary education. This course presents a more advanced curriculum and a weighted grade will be applied to the semester average.

Dual Credit English IV (ENGL 2322/2323)

Prerequisite: English 1301, 1302

Recommended Grade Placement: 12
1 Credit/Weighted

This course focuses on language, composition, and British literature. It includes an intensive study of vocabulary, sentence structure, and multi-paragraph compositions. This course provides the critical reading and writing skills necessary for post-secondary education.

University of Texas OnRamps English IV

Prerequisite: English III

Recommended Grade Placement: 12
1 Credit/Weighted

Special Note: Students who take OR English III are not eligible to take OnRamps English IV.

OnRamps English is a course in argumentation that situates rhetoric as an art of civic discourse. It is designed to enhance the student's ability to analyze the various positions held in any public debate and to advocate the student's position effectively. The student will also explore the ethics of argumentation, explaining what it means to "fairly" represent someone with whom you disagree, or how responsibility to address a community with particular values and interests. The student will have a university-level learning experience while still in high school and the opportunity to earn college credit.

Professional Communications

Prerequisite: None

Recommended Grade Placement: 9-12
.5 Credit

Students will participate in a variety of communications settings designed to improve interpersonal skills which can be used in both professional and social settings. They will develop an understanding of delivery methods and practice the proper application of each, which will prepare them for success the remainder of their high school career and in their future endeavors. Group Problem Solving, concepts of teamwork and team building as well as development of leadership skills will be demonstrated and used by the student to help build confidence and improve their critical

thinking skills. Students will practice and evaluate communication methods and styles to enhance understanding of the communication process and how to use effective communication to benefit themselves and others.

Professional Communications DC

Prerequisite: None

Recommended Grade Placement: 10-12
.5 Credit .

Offered as part of the McMurry Dual Credit Academy, students should view <https://mcm.edu/dual-credit-academy/dual-credit-academy-coures/> to get the most up-to-date course description.

Debate I -III

Prerequisite: None

Recommended Grade Placement: 10-12
1 Credit each time taken

Gaining a general understanding of the major forms of debate, learning to prepare and present actual debates, and studying logic and reasoning are the objectives of this course in argumentation. Students are introduced to several debate formats and techniques. Focus will be on research skills and critical thinking in order to prepare for competition. The competitive debate teams will be formed in these classes.

Journalism

Prerequisite: None

Recommended Grade Placement: 9-12
1 Credit

This course represents an overview of the field of journalism and is a writing intensive and critical thinking course. Students should have a good foundation in writing. Students will have the opportunity to work on the Yearbook while in this class.

Advanced Journalism - Yearbook I - III

Prerequisite: Journalism

Recommended Grade Placement: 10-12
1 Credit

This course provides the student with opportunities to study elements and processes of producing the school yearbook. Students will complete layouts, write copy, and incorporate pictures and artwork on desktop publishing programs. Other skills stressed include: page planning/design, advertising sales, and photojournalism. Students should have a good foundation in writing.

Mathematics

Students should take a progression of courses based on personal circumstances and with the advice of their parent/guardian as well as their counselor. The following chart merely represents the typical progression of courses

	On Level Math	Advanced (students who completed Algebra I in 8th grade)	Advanced (students who are taking Algebra 1 in 9th grade)
9th Grade	Algebra I	Honors Geometry & Honors Algebra 2	Honors Algebra 1 (& possibly Honors Geometry)
10th Grade	Algebra 2	University of Texas OnRamps College Algebra	Honors Algebra 2 (& Honors Geometry if not taken their 9 th grade year)
11th Grade	Geometry	University of Texas OnRamps Pre-Calculus, University of Texas OnRamps College Algebra, AP Calculus, and/or Statistics and Business Decision Making (DC)	
12th Grade	Financial Math		

Algebra I

Prerequisite: 8th Grade Math or its equivalent

Recommended Grade Placement: 9
1 Credit

Algebra I introduces basic algebraic skills in a logical order, including relations, functions, graphing, system of equations, radicals, factoring polynomials, rational equations, and quadratic functions. It emphasizes practical methods of solving first and second-degree equations and inequalities. Each section involves word problems and real-life applications using basic algebraic skills. Algebra I is the standard course for students who are on grade level. It provides a foundation for higher level mathematics courses.

Algebra I Honors

Prerequisite: 8th Grade Math or its equivalent

Recommended Grade Placement: 9
1 Credit

Students develop a deep understanding of linear relationships emphasizing patterns of change, multiple representations of functions and equations, modeling real world scenarios with functions, and methods for finding and representing solutions of equations and inequalities. Taken together, these ideas provide powerful conceptual tools that students can use to make sense of their world through mathematics

Algebraic Reasoning

Prerequisite: Algebra I

Recommended Grade Placement: 10
1 Credit

In Algebraic Reasoning, students will continue to build 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.

Algebra II

Prerequisite: Algebra I

Recommended Grade Placement: 9-10
1 Credit

A continuation of the topics studied in Algebra I, this course will extend the development of the real number system and will include a study of the complex numbers as a mathematical system. Students will study the ideas of relations and functions, with an emphasis on graphing; a variety of representations as well as a variety of techniques (including the graphing calculator) will be used to solve problems. Matrices and determinants will be introduced. Students who plan to attend college should study Algebra II since familiarity with mathematical concepts and an understanding of a structured approach to discipline will be needed.

Algebra II Honors

Prerequisite: Algebra I

Recommended Grade Placement: 10-11

1 Credit

Students build upon linear, quadratic, and exponential functions as they work to define logarithmic, polynomial, rational, square root, cube root, and trigonometric functions. Quantitative literacy is developed by weaving data sets, contextual scenarios, and mathematical modeling throughout the course.

University of Texas OnRamps College Algebra

Pre-requisite: Algebra I (Geometry recommended)

Recommended Grade Placement: 10-12

1 Credit/Weighted

In this course, students deepen their critical thinking skills and develop their ability to persist through challenges as they explore function families: Linear, Absolute Value, Quadratic, Polynomial, Radical, Rational, Exponential, and Logarithmic. Students analyze data algebraically and with technology while developing their knowledge of properties of functions, matrices and systems of equations, and complex numbers. The pedagogy of the course, Inquiry-Based Learning, encourages students to take an active role in the construction of their learning. This learning will be accomplished by abstraction, generalization, problem-solving, and modeling. Students will experience high quality curriculum designed by the faculty of the University of Texas at Austin. The student will have university-level learning experience while still in high school with the opportunity to earn college credit.

Geometry

Prerequisite or Corequisite: Algebra II

Recommended Grade Placement: 10-11

1 Credit

This course is designed to emphasize the study of the properties and applications of common geometric figures in two and three dimensions. It includes the study of lines, polygons, right triangles and transformations. Inductive and deductive critical thinking skills are used in problem solving situations. Geometry also emphasizes writing proofs to solve (prove) properties of geometric figures as well as real world applications.

Geometry Honors

Prerequisite: Honors Algebra I

Recommended Grade Placement: 9-10

1 Credit/Weighted

This course is designed to provide students with a meaningful conceptual bridge between algebra and geometry to deepen their understanding of mathematics. Students often struggle to see the connections among their mathematics courses. In this course, students are expected to use mathematical knowledge and skills they have developed previously to problem solve across the domains of algebra, geometry, and statistics. The course includes a unit of statistics and probability to help students build a deeper understanding of essential concepts related to quantitative literacy.

University of Texas OnRamps Pre-Calculus

Prerequisite: Algebra II, Geometry

Recommended Grade Placement: 11-12

1 Credit/Weighted

Special Note: This course replaces Honors Pre-Calculus beginning in the 2022-2023 school year.

In “Discovery Precalculus-A Creative and Connected Approach,” students deepen and extend their knowledge of functions, graphs, and equations from their high school algebra and geometry courses so that they can successfully work with the concepts in a rigorous university-level calculus course. This course is designed to push students well beyond “drill and kill” type exercises, with an emphasis on unpacking mathematical definitions and making logical arguments to their peers. Students will experience high quality curriculum designed by the faculty of the University of Texas at Austin. The student will have a university-level learning experience while still in high school with the opportunity to earn college credit.

Financial Math

Prerequisite: Algebra II and Geometry

Recommended Grade Placement: 12

1 Credit

This course was developed as a fourth-year math course and is meant for students who are not TSI met in mathematics. Using the Texas College Bridge curriculum, the primary purpose is to prepare students for non-math-intensive college

majors, technical training, or for a range of career options in the workplace. The primary focus includes the analysis of information using statistical methods and probability, modeling change and mathematical relationships, mathematical decision making in finance and society, and spatial and geometric modeling for decision making.

Mathematical Models with Applications

Prerequisite: Algebra I, Interventionalist Recommendation

Recommended Grade Placement: 12
1 Credit

Mathematical Models with Applications is designed to build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. Students learn to apply mathematics through experiences in personal finance, science, engineering, fine arts, and social sciences.

Statistics and Business Decision Making DC

Prerequisite: Algebra II

Recommended Grade Placement: 11-12
1 Credit/Weighted

Statistics and Business Decision Making is an introduction to statistics and the application of statistics to business decision making. Students will use statistics to make business decisions. Students will determine the appropriateness of methods used to collect data to ensure conclusions are valid. Students will also be able to take the course for college credit with the Tarleton Today program.

Calculus - Advanced Placement AB

Prerequisite: Pre-calculus

Recommended Grade Placement: 12
1 Credit/Weighted

Advanced Placement Calculus AB consists of a full academic year of work in calculus and related topics comparable to one semester of calculus in colleges and universities. It is expected that students who take AP Calculus will seek college credit or placement from institutions of higher learning. The year's course will be devoted to the topics in differential and integral calculus to adequately prepare students for the Advanced Placement Calculus AB examination. This course requires a graphing utility. Students enrolling in Advanced Placement courses will be required to take the Advanced Placement exam for each course in order to receive credit. AP courses receive weighted GPA credit.

College Algebra DC

Prerequisite: Algebra II, Geometry

Recommended Grade Placement: 11-12
1 credit/weighted

Offered as part of the McMurry Dual Credit Academy, students should view <https://mcm.edu/dual-credit-academy/dual-credit-academy-courses/> to get the most up-to-date course description.

Contemporary Math DC

Prerequisite: Algebra II, Geometry

Recommended Grade Placement: 11-12
1 credit/weighted

Offered as part of the McMurry Dual Credit Academy, students should view <https://mcm.edu/dual-credit-academy/dual-credit-academy-courses/> to get the most up-to-date course description.

Science

Students should take a progression of courses based on personal circumstances and with the advice of their parent/guardian as well as their counselor. The following chart merely represents the typical progression of courses

	On Level Courses	Advanced/Weighted Courses
Grade 9	Biology	Chemistry Honors
Grade 10	Chemistry	OnRamps Geoscience or OnRamps Chemistry I
Grade 11	Physics	OnRamps Chemistry II or OnRamps Physics I
Grade 12	Anatomy & Physiology, Advanced Animal Science, Forensic Science, Pathophysiology, Astronomy	OnRamps Physics I, OnRamps Chemistry, AP Biology, Dual Credit Biology, Chemistry, or Physics

Biology

Prerequisite: None

Recommended Grade Placement: 9-10

1 Credit

In Biology, students will conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Biology topics include structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment.

Biology- Honors

Prerequisite: None

Recommended Grade Placement: 9-10

1 Credit

Students engage in real-world data analysis and problem solving that sparks critical thinking about our living world. As students engage in grade-level content, they utilize the kind of scientific reasoning skills needed to analyze the natural world—and to succeed in future science and social science courses in high school and college.

Integrated Physics/Chemistry (IPC)

Prerequisite: Interventionist Approval

Recommended Grade Placement: 9-10

1 Credit

This course covers the following topics: motion, waves, energy transformations, properties of matter, changes in matter and basic principles of chemistry. These topics are foundational before taking the subsequent math-dependent courses of chemistry and physics. This course is designed for students currently in Algebra 1. This course will fulfill the science credit requirement for the Recommended High School Plan, but not for the Distinguished Achievement Plan.

Chemistry

Prerequisite: Biology and Algebra I

Recommended Grade Placement: 10-12

1 Credit

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

Chemistry-Honors

Prerequisite: Biology and Algebra I

Recommended Grade Placement: 10-12

1 Credit

Recommended Prerequisite: Concurrent enrollment in Geometry or Algebra II

This is a course designed to prepare students for AP science coursework. It is an advanced course for highly motivated students. Students are expected to perform and analyze more complex labs than in the regular Chemistry class. In

Chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving.

University of Texas OnRamps-Chemistry

Prerequisite: Biology and Algebra I

Recommended Grade Placement: 10-12
1 Credit/Weighted

Introduces students to the nature of matter and energy in the physical world. Throughout the course, students will learn to think like a scientist by seeing the underlying theoretical foundations for chemistry and making intuitive arguments for how the world works that are supported by quantitative measures. Built with an intention to bring in students from a variety of different backgrounds, students in the course will learn how to successfully study science by organizing their learning around mastery and ownership of materials. Students will experience high quality curriculum designed by the faculty of the University of Texas at Austin. The student will have a university-level learning experience while still in high school and the opportunity to earn college credit.

Physics

Prerequisite: Biology, IPC or Chemistry, Algebra I

Recommended Prerequisite: completion of/concurrent enrollment in Geometry or Algebra II

Recommended Grade Placement: 11-12
1 Credit

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

University of Texas OnRamps Physics

Prerequisite: Biology, Algebra I, and Geometry

Recommended Prerequisite: Algebra II (may be concurrently enrolled)

Recommended Grade Placement: 11-12
1 Credit/Weighted

An Algebra-based (non-calculus) technical course in mechanics that fulfills a general physics requirement. Students will develop problem solving proficiency, and be able to analyze physical situations involving motion, force, energy, rotations, heat, oscillations, waves, and sound. Students will experience high quality curriculum designed by the faculty of the University of Texas at Austin. The student will have a university-level learning experience while still in high school and the opportunity to earn college credit.

University of Texas OnRamps—Geoscience (Earth, Wind, Fire)

Prerequisites: None

Recommended Grade Placement: 10-12
1 Credit/Weighted

Earth, Wind, and Fire is a course in geoscience literacy. It covers the fundamentals of how the Earth works, and how its various systems—the lithosphere, atmosphere, hydrosphere, and biosphere—interact to form the complex world in which we live. The student will have a university-level learning experience while still in high school and the opportunity to earn college credit.

University of Texas OnRamps Chemistry II

Prerequisite: OnRamps Chemistry I

Recommended Grade Placement: 12
1 Credit/Weighted

This course is a continuation of OnRamps Chemistry I and students who successfully earn credit in the course will complete their college core requirements in science as well as earn their fourth high school science credit.

AP Biology

Prerequisite: None

Recommended Grade Placement: 11-12
1 Credit/Weighted

Students learn about the Big Ideas of Biology. Students will have the opportunity to earn college credit by taking the AP exam in May.

Astronomy

Prerequisite: None

This course will satisfy 4th Science requirement

Recommended Grade Placement: 11-12
1 Credit

In Astronomy, students conduct laboratory and field investigations, use scientific methods, and make informed decisions using critical thinking and scientific problem solving. Students study the following topics: astronomy in civilization, patterns and objects in the sky, our place in space, the moon, reasons for the seasons, planets, the sun, stars, galaxies, cosmology, and space exploration

Dual Credit Biology

Prerequisite: 3 high school science credits

Recommended Grade Placement: 12
1 credit

Offered as part of the McMurry Dual Credit Academy, students should view <https://mcm.edu/dual-credit-academy/dual-credit-academy-courses/> to get the most up-to-date course description.

Dual Credit Chemistry

Prerequisite: 3 high school science credits

Recommended Grade Placement: 12
1 credit

Offered as part of the McMurry Dual Credit Academy, students should view <https://mcm.edu/dual-credit-academy/dual-credit-academy-courses/> to get the most up-to-date course description.

Dual Credit Physics

Prerequisite: 3 high school science credits

Recommended Grade Placement: 12
1 credit

Offered as part of the McMurry Dual Credit Academy, students should view <https://mcm.edu/dual-credit-academy/dual-credit-academy-courses/> to get the most up-to-date course description.

The courses listed below are CTE courses that are approved by the State Board of Education for a 4th Science credit.

Advanced Animal Science DC

Prerequisites: Multiple listed below

Recommended Grade Placement: 11-12
1 Credit/Weighted

Students taking this course must have successfully completed Biology, Chemistry or IPC; Algebra, Geometry; and Livestock Production. The Advanced Animal Science course examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences.

Anatomy and Physiology

Prerequisites: Multiple listed below

Students taking A&P must have successfully passed biology and one of chemistry, IPC or physics. The Anatomy and Physiology 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. The goal of this course is to better prepare students for undergraduate work in life science majors such as pre-medical or pre-dental studies.

Recommended Grade Placement: 11-12
1 Credit/(Weighted-class of 2024 only)

Forensic Science

Prerequisite: Biology and Chemistry

Recommended Grade Placement: 11-12
1 Credit

Forensic Science is a course that introduces students to the application of science to connect a violation of law to a specific criminal, criminal act, or behavior and victim. Students will learn terminology and procedures related to the

search and examination of physical evidence in criminal cases as they are performed in a typical crime laboratory. Using scientific methods, students will collect and analyze evidence such as fingerprints, bodily fluids, hairs, fibers, paint, glass, and cartridge cases. Students will also learn the history and the legal aspects as they relate to each discipline of forensic science.

Pathophysiology

Prerequisite: Biology and Chemistry

Recommended Grade Placement: 11-12

1 Credit/(Weighted-class of 2024 only)

The Pathophysiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Pathophysiology will study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of disease. Students will differentiate between normal and abnormal physiology.

Social Studies

Students should take a progression of courses based on personal circumstances and with the advice of parents/guardians as well as their counselor. The following chart merely represents the typical progression of courses.

<u>World</u>	On Level Course	Advanced/Weighted Option(s)
9th Grade	World Geography	Advanced Placement
10th Grade	World History	Advanced Placement
11th Grade	US History	OnRamps, Dual Credit
12th Grade	Government/Economics	Advanced Placement (GOVT), OnRamps (ECON), Dual Credit GOVT, Dual Credit ECON

Geography

Prerequisite: None

Recommended Grade Placement: 9
1 Credit

World Geography is the study of the earth, its regions, and the people who live in these regions. Students will study topography, weather, and climate of each region as well as the languages, customs, and ways of living of the people who inhabit these regions.

Human Geography –Advanced Placement

Prerequisite: None

Recommended Grade Placement: 9
1 Credit/Weighted

This advanced course will cover the World Geography TEKS with greater depth and complexity. The course will focus on the skills necessary to be successful in future advanced courses in Social Studies, including document-based questions (DBQs). Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

World History

Prerequisite: None

Recommended Grade Placement: 10
1 Credit

This is the story of humanity, civilization and culture, ideas and institutions from the primitive beginnings to present global challenges. It traces geopolitical, economic, and social experiences of mankind and applies them to the present. Students trace the development of Western civilization and its relationships to other great world cultures.

World History – Advanced Placement

Prerequisite: None

Recommended Grade Placement: 10
1 Credit/Weighted

AP World History is a one-year college-level course that examines the evolution of global processes and contacts, in interaction with different types of human societies from the earliest human societies to the present. A major emphasis in this course is the extent to which contact between societies resulted in the diffusion of ideas and the impact of this interaction across geographic regions. Students will experience high quality College Board curriculum and have the opportunity to earn college credit through taking the AP exam in May.

U.S. History Since Reconstruction

Prerequisite; None

Recommended Grade Placement: 11
1 Credit

This is a history of the United States from Reconstruction through the present: reconstruction, populism and progressivism, the twenties and the New Deal, the world wars, the cold war period, the Vietnam war, the Watergate era, etc. Consideration is given to various aspects of United States history including economic patterns, foreign involvement, cultural and political attitudes, and a chronological overview of the history of the United States. Research and geographic skills are developed.

University of Texas OnRamps U.S. History

Prerequisite: None

Recommended Grade Placement: 11
1 Credit/Weighted

This course surveys American history from the colonial period through the civil war during the first semester and from the end of the civil war through modern times during the second semester. Students will experience high quality curriculum designed by the faculty of the University of Texas at Austin. The student will have a university-level learning experience while still in high school and the opportunity to earn college credit.

US History-Dual Credit (HIST 1301, HIST 1302)

Prerequisite: Meet college criteria

Recommended Grade Placement: 11
1 Credit/Weighted

This course surveys American history from the colonial period through the civil war during the first semester and from the end of the civil war through modern times during the second semester. Students will experience a college experience through the two survey courses and those passing both semesters shall earn 6 college credits.

U.S. Government

Prerequisite: None

Recommended Grade Placement: 12
.5 Credit

Students in this course examine political theory/application and governmental structures/functions at national, state, and local levels. Content includes a study of the U.S. Constitution, background, political parties, political participation, Congress, the Presidency, comparative political systems, and the rights and responsibilities of American citizenship. During this course, students will meet state requirements on how to properly interact with peace officers during traffic stops and other in-person encounters. U.S. Government is typically paired with Economics for full credit.

U.S. Government - Advanced Placement

Prerequisite: None

Recommended Grade Placement: 12
.5 Credit/Weighted

This course allows students to acquire a thorough and systematic comprehension of American government and politics based on an understanding of the facts, concepts, ideologies, institution, and political practices/ processes that comprise American political reality. It exceeds the regular course in both scope and depth of content. Students may qualify for college credit based on their AP Test scores.

Dual Credit U.S. Government (GOVT 2305)

Prerequisite: Meet college criteria

Recommended Grade Placement: 12
.5 Credit/Weighted

This course examines the origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights.

Dual Credit Economics (ECON 2301)

Prerequisite: Meet college criteria

Recommended Grade Placement: 12
.5 Credit/Weighted

This course examines macroeconomics, supply and demand, and other topics typical of a college survey course. The course meets the requirements of high school graduation.

Economics with Emphasis on the Free Enterprise System

Prerequisite: None

Recommended Grade Placement: 12
.5 Credit

Economics with Emphasis on the Free Enterprise System and Its Benefits emphasizes the American free enterprise system, government in the American economic system, American economic system and international economic relations, consumer economics, and social studies attitudes, values, and skills for citizenship. Economics is typically paired with U.S. Government for full credit. In this course, the state requirement on personal financial literacy will be met.

University of Texas OnRamps-Economics

Prerequisite: None

Recommended Grade Placement: 12
.5 Credit/Weighted

Analysis of the economy. Measurement of output, the price level, and employment. Basic theories of the determination of Gross domestic product, investment and growth, and inflation. Introduction to fiscal policy and monetary policy.

Psychology

Prerequisite: None

Recommended Grade Placement: 11-12
.5 Credit

Psychology is an elective course which encompasses broad areas of study about human behavior and it enables the students to better understand themselves and others. The goal of this course is to create active intellectual and emotional involvement by the student, not only in learning about the science of psychology, but in life as well.

Psychology DC
Prerequisite: None

Recommended Grade Placement: 11-12
.5 credit

Offered as part of the McMurry Dual Credit Academy, students should view <https://mcm.edu/dual-credit-academy/dual-credit-academy-courses/> to get the most up-to-date course description.

Sociology

Prerequisite: None

Recommended Grade Placement: 11-12
.5 Credit

This elective course deals with the study of people and their interaction with one another. The processes of socialization are explained and are compared with other cultures. Students analyze cause and effects of social problems as well as cultural change in selected cultures.

Languages Other than English (LOTE)

Spanish I

Prerequisite: None

Recommended Grade Placement: 9-12

1 Credit

Spanish I will provide the student with a general introduction to the Spanish language: sound system, pronunciation, functional vocabulary related to everyday life, cultural information and basic grammatical structures. Emphasis will be on the acquisition of four skills: listening, speaking, reading and limited writing. There are two main objectives to the course. Foremost is to give the students the ability to carry on a simple conversation. The second is to provide the students with instruction that teaches a basic understanding of Spanish culture, vocabulary, and grammatical concepts.

Spanish II

Prerequisite: Spanish 1

Recommended Grade Placement: 9-12

1 Credit

Spanish II builds upon knowledge gained in Spanish I. This course will also reinforce the skills learned in Spanish I: listening, speaking, reading and writing. Emphasis is on perfecting pronunciation, mastery of the basic grammatical structures, and increased communicative proficiency. Acquisition of functional vocabulary is expected. Students will be exposed to the past tenses, future, and conditional. Students will be expected to apply them in their writing and speaking.

Spanish III-Honors

Prerequisite: Spanish II

Recommended Grade Placement: 10-12

1 Credit/Weighted

This course builds upon knowledge gained in Spanish I & II. The course is a continuation and recycling of knowledge acquired in Spanish I and Spanish II, as well as an introduction to new vocabulary, structures and expressions. Students will be expected to expand their vocabulary range to include more sophisticated terms, use advanced language expressions, verb tenses and grammatical concepts such as the pluperfect and the subjunctive mood.

Spanish IV –Advanced Placement

Prerequisite: Spanish III Honors

Recommended Grade Placement: 11-12

1 Credit/Weighted

The AP Spanish Language program offers a course description and examination in the Spanish language. The course is intended to be roughly equivalent both in content and difficulty to a college Spanish language course at the advanced level. Upon completion of the course a student may take the advanced placement exam in May to possibly earn college credit.

Spanish V – Advanced Placement

Prerequisite: Spanish IV

Recommended Grade Placement: 12

1 Credit/Weighted

AP Spanish Literature emphasizes the use of Spanish for active communication and encompasses aural/oral skills, reading, comprehension, grammar, composition, literature, and culture. Course content will cover a wide range of intellectual interests including the arts, history, current events, modern literature, sports, etc. Materials will include films, newspapers, magazines, short stories, and novels. The course will be conducted entirely in Spanish. Upon completion of the course a student may take the advanced placement exam in May to possibly earn college credit.

Dual Credit Spanish

Prerequisite: None

Recommended Grade Placement: 9-12

1 credit/Weighted (per course)

Students can earn two full credits of high school Spanish in one year and four high school Spanish credits in two years by taking Spanish 1411 and 1412 one year, and Spanish 2311 and 2312 a second year. Students taking two full years of dual credit Spanish will be 2/3's of the weight to a minor in Spanish at the collegiate level at most colleges and universities. Students will work with their counselor to make sure that appropriate credit is awarded to them. These courses are part of our Tarrant County College dual credit program.

Fine Arts

ART

Art I-IV

Prerequisite: Taken in sequence I-III

Recommended Grade Placement: 9-12
1 Credit per year taken

The first year of high school art is a course that provides a foundation for those that follow. The course is primarily devoted to deliberate and systematic presentations of various art processes, procedures, theories, and historical developments. Drawing is a second-year class for those art students wishing to increase their technical, compositional, and creative skills. Art III continues as a basic course that provides strong media-based experiences structured to expand the student's knowledge and abilities, thus providing the foundation for all other art courses that follow. Art IV affords students the opportunity to select an area or areas of personal interest in which they desire to work in-depth, as well as working in more varied and advanced media and styles. Students will develop a personal style, and will evaluate their own artwork more critically.

Art IV – Advanced Placement

Prerequisite: Art III

Recommended Grade Placement: 12
1 Credit/Weighted

Provides advanced problem-solving in art. Students will prepare an art portfolio in either drawing, 2D, or 3D art following College Board guidelines. Students will submit their portfolio in May for evaluation. Students may earn college credit as a result of the evaluation.

BAND

Band

Prerequisite: Taken in sequence

Recommended Grade Placement: 9-12
1 Credit per year taken

The students will participate in both marching and concert band. During marching season, the student will learn the fundamentals of marching as well as fundamentals of performing in an outdoor environment. During concert season, the students will learn the basics of playing in all 12 major keys, the fundamental skills needed for sight-reading and the basic skills for performing a concert in a variety of music settings. Students are expected to practice before and/or after school and participate in performances scheduled by the director. Fall Band I and II will earn students PE credit.

Mariachi Band

Prerequisite: Taken in sequence I-IV

Recommended Grade Placement: 9-12
1 Credit per year taken

Provides students in the proper historical techniques and styles of the mariachi ensemble. Emphasis is placed on individual and ensemble tone production, mastery of fundamentals, and music reading. The students are reinforced with skills needed for the intricate rhythm, techniques, styles of the Latino cultural heritage for the voice, trumpet, violin, vihuela, guitar, and /or guitarron. Students in this class must demonstrate a high level of commitment and superior citizenship to be successful. This is a select ensemble and performances will be given during the semester at concerts, festivals, and contests. Placement based upon audition.

Applied Music I-IV

Prerequisite: Taken in sequence I-IV

Recommended Grade Placement: 9-12
1 Credit per year taken

Applied Music is designed for students who want a course in advanced instrumental study. The class emphasizes the improvement of instrumental musicianship through the preparation of advanced etudes, solos, and ensembles. Members of the class are encouraged to audition for All-Region and compete at UIL solo and ensemble contests.

CHEERLEADING

Cheerleading I-IV

Prerequisite: Tryout and selection process, physical and medical history on file

Recommended Grade Placement: 9-12
.5 PE & .5 Local Credit

All varsity and junior varsity cheerleaders and the mascot shall register for a cheerleading class. The class will be designed to meet the needs of the squad to handle the duties of the squad for the entire school year. Some practices will require before and/or after school hours. Practice time, pep rally planning, conditioning, aerobic training, team building, and leadership training are the basic skills that will be taught. Cheer I will earn 1 PE Credit for the school year for participating Fall and Spring Semester. Any student participating in the Cheer class II-IV will earn a Local Credit.

CHOIR

Treble Choir I-IV

Prerequisite: Taken in sequence I to IV.

Recommended Grade Placement: 9-12
1 Credit per year taken

Offers instruction for young ladies who wish to improve their vocal skills and techniques necessary for the performance of music for treble voices (same as other choirs). In addition, students are encouraged to participate in TMEA All State auditions, UIL Concert & Sight Reading, and UIL Solo and Ensemble auditions. Participation in school district performances is requested/required.

Tenor/Bass Choir I-IV

Prerequisite: Taken in sequence I to IV.

Recommended Grade Placement: 9-12
1 Credit per year taken

Offers instruction for young men who wish to improve their vocal skills and techniques necessary for the performance of music for treble voices (same as other choirs). In addition, students are encouraged to participate in TMEA All State auditions, UIL Concert & Sight Reading, and UIL Solo and Ensemble auditions. Participation in school district performances is requested/required.

Non-Varsity Mixed Choir II-IV

Prerequisite: Treble Choir I or Tenor/Bass Choir

Provides students with basic musical instruction in various musical styles and genres, as well as vocal pedagogy and music theory. In addition, students are encouraged to participate in TMEA All State auditions and Solo and Ensemble contests. Participation in school district performances is requested/required.

Recommended Grade Placement 10-12
1 Credit per year taken

Varsity Mixed Choir II-IV

Prerequisite: Treble Choir I or Tenor/Bass Choir

Provides students with basic musical instruction in various musical styles and genres, as well as vocal pedagogy and music theory. In addition, students are encouraged to participate in TMEA All State auditions and Solo and Ensemble contests. Participation at all choir performances and UIL Concert & Site Reading contests are highly encouraged. Students are encouraged to attend outside concerts/performances to develop critical listening skills. Participation in school district performances is requested/required.

Recommended Grade Placement: 10-12
1 Credit per year taken

Vocal Ensemble II-IV

Prerequisite: Co-requisite with Varsity Mixed Choir

Provides choristers with advanced training in the mastery of vocal pedagogy, rigorous sight reading and ear training, and immersion in all genres of choral music. In addition, students are encouraged to participate in TMEA All State auditions, UIL Concert & Sight Reading, UIL Solo and Ensemble auditions, attend concerts and write Concert/Performance critiques, and write papers on assigned composers, musical styles and periods. Participation in school district performances is requested/required.

Recommended Grade Placement: 10-12
1 Credit per year taken

Music Theory I

Prerequisite: None.

Recommended Grade Placement: 10-12
1 Credit

The foundation of music theory is fostered through reading, writing, reproducing, and creating music. Students will apply their music literacy and critical-thinking skills of music to play, read and write. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.

Music Theory-Advanced Placement

Prerequisite: Music Theory

Recommended Grade Placement: 11-12

1 Credit/Weighted

AP Music Theory is a college-level course for highly motivated students with a serious interest in music. Students will complete coursework equivalent to that of a first-year college course in music theory. Class periods will consist of lecture and written work as well as sight reading, ear training, and melodic and harmonic dictation practice. This advanced placement course provides students with the potential to earn college credit via AP testing prior to high school graduation.

DANCE/COLOR GUARD

Dance

Prerequisite: Taken in sequence

Recommended Grade Placement: 9-12

1 Credit

Dance class fosters the exploration and appreciation of diverse dance traditions and history while developing skills of observation, analysis, expression, and reflection. The class will focus on various types of dance such as ballet, jazz, hip hop, clogging, and modern. The purpose is to increase and enhance agility, endurance, flexibility, coordination, and balance. Prior dance experience is not required.

Color Guard

Prerequisite: Taken in sequence

Recommended Grade Placement: 9-12

1 Credit

Students will explore dance technique and composition through participation in the color guard.

THEATRE

Theatre Arts I-IV

Prerequisite; Taken in sequence I-IV

Recommended Grade Placement: 9-12

1 Credit per year taken

This course stresses the expressive use of body and voice including aesthetic growth through appreciation of theatrical events. The course of study consists of basic actor training, stage movement, voice and diction, exploration of cultural theatre, as well as oral interpretation and characterization.

Theatre Production I-IV

Prerequisite; taken in Sequence I-IV

Recommended Grade Placement: 10–12

1 Credit per year taken

Theatre Production is a course in which students explore both the acting and technical aspects of theatrical productions by producing plays for public performance. Attendance and participation are critical for success. Seniors will have an opportunity to direct a play outside of class supported through work in the classroom. Some afternoon and evening rehearsals and performances are required. Students need to maintain academic eligibility in order to participate in public performances.

Health & Physical Education & Athletics

Health

Prerequisite: None

Recommended Grade Placement: 9-12

.5 Credit

This course is designed to provide knowledge and understanding of the following area: lifetime fitness, nutrition, communicable diseases, mental health, drugs, safety and emergency procedures, family living and environmental

health. The course also meets state requirements regarding parenting and paternity awareness as well as alcohol awareness and CPR training.

Lifetime Fitness and Wellness Pursuits

Prerequisite: None

Recommended Grade Placement: 9-12
1 Credit

Students will acquire knowledge and skills for movement that provide the foundations for enjoyment, continued social development through physical activity, and access to a physically active lifestyle.

Athletics I-IV

Prerequisite: Taken in Sequence I-IV

Recommended Grade Placement: 9-12
1 Credit for each year taken

Special Notes: Students may earn up to 4 PE credits and any credit thereafter shall be local credit.

The Lake Worth Independent School District Athletic Department offers a range of UIL sponsored competitive athletic activities for students. These courses include rules of the game.

Additional Electives

AVID I-IV

Prerequisite: Taken in Sequence/Application

Recommended Grade Placement: 9-12
1 Credit for each year completed

AVID stands for Advancement via Individual Determination: AVID is a ninth- through twelfth-grade system to prepare students in the academic middle — B, C, and even D students — who have the desire to go to college and the willingness to work hard. These are students who are capable of completing rigorous curriculum but are falling short of their potential. Typically, they will be the first in their families to attend college. AVID pulls these students out of unchallenging courses and puts them on the college track: acceleration instead of remediation.

Computer Science I

Prerequisite: Algebra I

Recommended Grade Placement: 10-12
1 Credit

Students will access, analyze, and evaluate all types of information in ways that are computable in order to solve problems that range in scope from computing a speeding ticket to instructing a robot to dance, from designing interactive, intelligent fashion garments to creating a mobile app game. Students are exposed to the vast and diverse world of computer science, working collaboratively and individually on projects and learning a variety of programming languages, both graphical and text-based, to use in implementing their solutions.

DC Computer Science

Prerequisite: None

Recommended Grade Placement: 10-12
1 credit

This courses is offered as part of the McMurry Dual Credit Academy, students should view <https://mcm.edu/dual-credit-academy/dual-credit-academy-courses/> to get the most up-to-date course description.

Career Preparation

Prerequisite: None

Recommended Grade Placement: 12
2 Credits

Career Preparation provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with employment experiences. The goal is to prepare students with a variety of skills for a changing workplace.

Career and Technical Education (CTE)

Career and Technical Education provides the opportunities for students to take a sequence of courses in high school that prepare them for entry-level work in a career path. All CTE Programs of Study lead to an industry-based certification in that area.

Offering 10 Programs of Study in 8 Pathways at Lake Worth High School, all programs align with TEA standards and industry-based certification examinations as well as offering student organizations to enhance student experience. *To complete the Program of Study, students must earn four credits in the Program of Study and one of the credits must be an Advanced Level course.*

Lake Worth ISD does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: *Title IX Coordinator at jmclain@lwisd.org, 817-306-4200, and/or the Section 504 Coordinator at strask@lwisd.org, 817-306-4200.*

For more information on State approved programs of study see <https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/approved-statewide-cte-programs-of-study> For more information on Lake Worth CTE and programs of study see <https://www.lwisd.org/Page/4780>

AGRICULTURE, FOOD, AND NATURAL RESOURCES Pathway

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

Entry-Level Courses	Advanced Courses
<input type="checkbox"/> Principles of Agriculture, Food, and Natural Resources	<input type="checkbox"/> Livestock Production
	<input type="checkbox"/> Veterinary Medical Applications
	<input type="checkbox"/> Advanced Animal Science
	<input type="checkbox"/> Practicum of Agriculture, Food and Natural Resources

Principles of Agriculture, Food and Natural Resources

Prerequisite: None

Recommended Grade Placement: 8-9
1 Credit

This course helps students prepare for careers in agriculture, food and natural resources. This course covers career opportunities, leadership, communications, and the FFA. Technical agricultural topics covered will include soils, plants, animals, agricultural construction, food science, and welding.

Livestock Production

Prerequisite: None

Recommended Grade Placement: 9-12
1 Credit

In this course, students will examine animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. Animal species to be addressed in this course may include, but are not limited to, beef cattle, dairy cattle, swine, sheep, goats, and poultry.

Veterinary Medical Applications

Prerequisite: Livestock Production

Recommended Grade Placement: 10-12
1 Credit

A course designed to review veterinary practices as they relate to both large and small animal species. Students will be prepared and encouraged to take the Elanco Veterinary Medical Applications Certification exam.

Advanced Animal Science

Prerequisites: See below

Recommended Grade Placement: 11-12
1 Credit

Students taking this course must have earned credits in Biology and Chemistry or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; and Livestock Production. This course is designed to examine the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to expand one’s knowledge of the scientific and technological dimensions of resources necessary for animal production. Students will be prepared and encouraged to take the Elanco Fundamentals of Animal Science certification exam.

Practicum in Agriculture, Food and Natural Resources

Prerequisite: None

Recommended Grade Placement: 11-12
2 Credits

The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources cluster. Students are required to serve in paid or unpaid internship opportunities. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

Applied Agricultural Engineering Program of Study: The Applied Agricultural Engineering program of study explores the occupations and educational opportunities associated with applying knowledge of engineering technology and biological science to agricultural problems concerned with power and machinery, electrification, structures, soil and water conversation, and processing agricultural products. This program of study may also include exploration into diagnosing, repairing, or overhauling farm machinery and vehicles, such as tractors, harvesters, dairy equipment, and irrigation systems. Students will be encouraged to join and participate in FFA.

Entry-Level Courses	Advanced Courses
<input type="checkbox"/> Principles of Agriculture, Food, and Natural Resources	<input type="checkbox"/> Agricultural Structure Design & Fabrication Lab
<input type="checkbox"/> Agricultural Mechanics & Metal Technologies	<input type="checkbox"/> Practicum in Agriculture, Food & Natural Resources

Principles of Agriculture, Food and Natural Resources

Prerequisite: None

Recommended Grade Placement: 8-9
1 Credit

This course helps students prepare for careers in agriculture, food and natural resources. This course covers career opportunities, leadership, communications, and the FFA. Technical agricultural topics covered will include soils, plants, animals, agricultural construction, food science, and welding.

Agricultural Mechanics & Metal Technologies

Prerequisite: None

Recommended Grade Placement: 9-10
1 Credit

A course designed to introduce basic theory and specialized skills in agricultural mechanics. Skills to be developed include tool identification and safe use, painting, metal working, and welding processes. Students will be prepared and encouraged to take the AWS D9.1 Sheet Metal Welding exam.

Agricultural Structures Design & Fabrication

Prerequisite: None

Recommended Prerequisite: Agricultural Mechanics & Metal Technologies

Recommended Grade Placement: 10-12

2 Credits

In Agricultural Structures Design & Fabrication, students will explore career opportunities, entry requirements, and industry expectations. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural structures design and fabrication. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their academic knowledge and technical skills in a variety of settings.

Practicum in Agriculture, Food and Natural Resources

Prerequisite: None

Recommended Grade Placement: 11-12

2 Credits

The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources cluster. Students are required to serve in paid or unpaid internship opportunities. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

Plant Science Program of Study: The Plant Science program of study focuses on the science, research, and business of plants and other living organisms. It teaches students how to apply biology and life science to real-world life processes of plants and vegetation, either in laboratories or in the field. Students will be encouraged to join and participate in FFA.

<input type="checkbox"/> Principles of Agriculture, Food & Natural Resources	<input type="checkbox"/> Floral Design
	<input type="checkbox"/> Horticulture
	<input type="checkbox"/> Practicum in Agriculture, Food & Natural Resources

Principles of Agriculture, Food and Natural Resources

Prerequisite: None

Recommended Grade Placement: 8-9

1 Credit

This course helps students prepare for careers in agriculture, food and natural resources. This course covers career opportunities, leadership, communications, and the FFA. Technical agricultural topics covered will include soils, plants, animals, agricultural construction, food science, and welding.

Floral Design

Prerequisite: None

Approved by State Board of Education for Fine Arts credit

Recommended Grade Placement: 9-12

1 Credit

A course designed to develop skills in the design and arrangement of flowers, foliage, and related plant materials for interior locations. Students will make a variety of floral designs as well as plan a wedding as well as learn the basics of running a florist. Students will have the opportunity to take a certification exam through the Texas State Florist Association.

Horticulture Science DC

Prerequisite: Floral Design

Recommended Grade Placement: 10-12

1 Credit/Weighted

Horticultural Science is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production. To prepare for careers in horticultural systems, students

must attain academic skills and knowledge, acquire technical knowledge and skills related to horticulture and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. Students will also have the opportunity to earn dual credit through Tarleton State University as part of this course.

Practicum in Agriculture, Food and Natural Resources

Prerequisite: None

Recommended Grade Placement: 11-12

2 Credits

The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources cluster. Students are required to serve in paid or unpaid internship opportunities. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

ARCHITECTURE AND CONSTRUCTION (Carpentry Pathway)

Construction Technology (Carpentry) Program of Study: The Construction Technology (Carpentry) program of study explores the occupations and educational opportunities related to constructing, installing or repairing structures or fixtures made of wood such as concrete forms (including frameworks, partitions, joists, studding, rafters, and stairways). Students will be encouraged to join and participate in Skills USA and the Design Build Competition.

Entry-Level Courses	Advanced Courses
<input type="checkbox"/> Principles of Construction	<input type="checkbox"/> Construction Technology II
<input type="checkbox"/> Construction Technology I	<input type="checkbox"/> Practicum in Construction Technology

Principles of Construction

Prerequisite: None

Recommended Grade Placement: 8-9

1 Credit

Principles of Construction is intended to provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools. For safety and liability considerations, limiting course enrollment to 15 students is recommended. This course also provides communication and occupation skills to assist the student in obtaining and maintaining employment.

Construction Technology I

Prerequisite: None

Recommended Grade Placement: 9-11

2 Credits

In Construction Technology, students gain knowledge and skills specific to those needed to enter the work force as carpenters or building maintenance supervisors or prepare for a postsecondary degree in construction management, architecture, or engineering. Students acquire knowledge and skills in safety, tool usage, building materials, codes, and framing. Students will have the opportunity to take the NCCR Core certification exam.

Construction Technology II

Prerequisite: Construction Technology I

Recommended Grade Placement: 10-11

2 Credits

In Advanced Construction Technology, students gain advanced knowledge and skills specific to those needed to enter the workforce as carpenters, building maintenance technicians, or supervisors or prepare for a postsecondary degree in construction management, architecture, or engineering. Students build on the knowledge base from Construction Technology and are introduced to exterior and interior finish out skills. Students will have the opportunity to take the NCCR Carpentry I certification exam.

Practicum in Construction Technology Course

Prerequisite: None

Recommended Grade Placement:11-12

2 Credits

Practicum in Construction Management is an occupationally specific course designed to provide classroom technical instruction or on-the-job training experiences. Safety and career opportunities are included in addition to work ethics and job-related study. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

ARCHITECTURE AND CONSTRUCTION (Plumbing Pathway)

The Plumbing and Pipefitting program of study focuses on occupational and educational opportunities related to assembling, installing, and repairing pipes, fittings, or fixtures of heating, water, and drainage systems. The program of study includes maintaining pipe supports and related hydraulic or pneumatic equipment for steam, hot water, heating, cooling, lubricating, and sprinkling. Students will be encouraged to participate in SkillsUSA events.

Entry-Level Courses	Advanced Courses
<input type="checkbox"/> Principles of Construction	<input type="checkbox"/> Plumbing Technology II
<input type="checkbox"/> Plumbing Technology I	<input type="checkbox"/> Practicum in Construction Technology

Principles of Construction

Prerequisite: None

Recommended Grade Placement: 8-9

1 Credit

Principles of Construction is intended to provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools. For safety and liability considerations, limiting course enrollment to 15 students is recommended. This course also provides communication and occupation skills to assist the student in obtaining and maintaining employment.

Plumbing Technology 1

Prerequisite: None

Recommended Grade Placement: 9-11

2 Credits

In Plumbing Technology, students will gain knowledge and skills needed to enter the industry as a plumbing apprentice, building maintenance technician, or supervisor or prepare for a postsecondary degree in construction management, architecture, or engineering. Students will acquire knowledge and skills in industry workplace basics and employer/customer expectations, including how to use a plumbing code book; how to identify and use power and hand tools; how to be safe on the jobsite and when using hand and power tools; how to apply basic plumbing mathematics and plumbing drawing; and how to identify, fit, and use plastic, copper, cast iron, carbon steel, and corrugated stainless steel pipe. In addition, students will be introduced to gas, drainage, and water supply systems and continue their knowledge of workplace basics and green technologies.

Plumbing Technology II

Prerequisite: Plumbing Technology I

Recommended Grade Placement 10-12

2 Credits

In Plumbing Technology II, students will gain the advanced knowledge and skills needed to enter the industry as a plumber, building maintenance technician, or supervisor or prepare for a postsecondary degree in mechanical engineering. Students will acquire knowledge and skills in plumbing codes, industry workplace basics, and employer/customer expectations, including tool and jobsite safety, advanced plumbing mathematics, commercial drawings, basic electricity, hanger installation, supports and structural penetrations, roof drains,

fixture installation, valves and faucets, and oxy-fuel safety. Students will also learn about setup, cutting, brazing, and welding water system sizing; gas, drain, waste and vent installation and testing; and water heater installation.

Practicum in Construction Technology

Prerequisite: None

Recommended Grade Placement: 11-12
2 Credits

Practicum in Construction Management is an occupationally specific course designed to provide classroom technical instruction or on-the-job training experiences. Safety and career opportunities are included in addition to work ethics and job-related study. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

ARTS, AUDIO VISUAL TECHNOLOGY AND COMMUNICATIONS Pathway

Graphic Design and Multimedia Arts Program of Study: The Graphic Design and Multimedia Arts program of study explores the occupations and educational opportunities associated with designing or creating graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. This program of study may also include exploration into designing clothing and accessories, and creating special effects, animation, or other visual images using film, video, computers, or other electronic tools and media, for use in computer games, movies, music videos, and commercials. Students will be encouraged to join and participate in Business Professionals of America (BPA) and e-Sports.

Entry-Level Courses	Advanced Courses
<input type="checkbox"/> Principles of Arts, Audio/Video Technology & Communications	<input type="checkbox"/> Commercial Photography II
<input type="checkbox"/> Video Game Design	<input type="checkbox"/> Practicum in Commercial Photography

Principles of Arts, Audio/Video Technology & Communications

Prerequisite: None

Recommended Grade Placement: 8-9
1 Credit

In the Principles of Arts, Audio/ Video Technology & Communication course, students will gain experience in computer & technology applications and become proficient in oral and written communication. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities available.

Video Game Design

Prerequisite: None

Recommended Grade Placement: 9-11
1 Credit

Video Game Design will allow students to explore one of the largest industries in the global marketplace and the new emerging careers it provides in the field of technology. Students will learn gaming, computerized gaming, evolution of gaming, artistic aspects of perspective, design, animation, technical concepts of collision theory, and programming logic. Students will participate in a simulation of a real video game design team while developing technical proficiency in constructing an original game design.

Commercial Photography II/Lab

Prerequisite: Commercial Photography I

Recommended Grade Placement: 10-12
2 Credits

A course designed to provide job-specific training for entry-level employment in the commercial photography career field. Emphasis is on the basics of photography, commercial composition, printmaking &

finishing. Students will have the opportunity to earn certifications in Adobe Premiere Pro and Adobe After Effects.

Audio/Video Production II/Lab

Prerequisite: Audio Video Production I

Recommended Grade Placement 10-12

2 Credits

Special Note: Students taking this course will earn their CTE Program of study in digital communications.

A course designed to provide an advanced understanding of career opportunities, training requirements and skills needed to pursue a career in Audio and Video Production. Students will continue developing their skills in operating cameras, electronic editing, producing direction and writing for television/film. Working in this industry, students will be expected to have good communication and leadership skills.

Practicum in Commercial Photography

Prerequisites: Commercial Photography I

Recommended Grade Levels: 11-12

2 Credits

A course designed to provide job-specific commercial photography work study and/or internships, which offers students supervised practical application of previously acquired skills. Commercial Photography Practicum students will not only demonstrate advanced level photography and editorial skills, but the professionalism of both working with clients, and for clients. Commercial Photography Practicum clients can be in support of Lake Worth ISD, private ventures, public ventures, and the community at large.

BUSINESS, MARKETING, AND FINANCE Pathway

Entrepreneurship Program of Study/Business Management Program of Study: The Entrepreneurship program of study teaches CTE learners how to plan, direct, and coordinate the management and operations of public or private sector organizations. Through this program of study, students will learn the skills necessary to formulate policies, manage daily operations, analyze management structures, and plan for the use of materials and human resources. Students will be encouraged to join and participate in Business Professionals of America (BPA) as well as earn an industry-based certification. Students can decide which program of study to focus on by taking either Entrepreneurship II or Statistics and Business Decision Making.

Entry-Level Courses	Advanced Courses
<input type="checkbox"/> Principles of Business, Marketing & Finance	<input type="checkbox"/> Entrepreneurship II (Entrepreneurship POS only)
<input type="checkbox"/> Business Information Management I	<input type="checkbox"/> Statistics and Business Decision Making (Business Management POS only)
<input type="checkbox"/> Entrepreneurship I	<input type="checkbox"/> Practicum in Entrepreneurship

Principles of Business, Marketing & Finance

Prerequisite: None

Recommended Grade Placement: 8-9

1 Credit

This course is designed to give students hands-on application in the study of Business Management, Finance, Marketing, Entrepreneurship, and Business and Information Management.

Business Information Management (BIM)

Prerequisite: None

Recommended Grade Placement: 9-11

1 Credit

BIM introduces the basic concepts and skills related to business application. Special emphasis is placed on word processing, spreadsheets, database, presentation, and integrating application software. A windows format is utilized, and Microsoft Office is the current program of choice.

Entrepreneurship I

Prerequisite: None

Recommended Grade Placement: 9-11

1 Credit

Students will gain the knowledge and skills to become an entrepreneur. Students will learn the principles necessary to begin and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan and securing the finances to own and operate a business. Students will have the opportunity to prepare and take a certification exam in Entrepreneurship and Small Business.

Entrepreneurship II

Prerequisite: Entrepreneurship I

Recommended Grade Placement: 10-12

1 Credit

Students will work in close cooperation with local industry leaders, community members, and educators to develop ideas and objectives, complete a business model canvas, pitch potential investors, register with governmental agencies, and develop brand identity. The goal and outcome of the course is to have a business launched by the end of the course or have the tools necessary to launch and operate a Business.

Statistics and Business Decision Making

Prerequisite: Algebra II

Recommended Grade Placement: 11-12

1 Credit

Statistics and Business Decision Making is an introduction to statistics and the application of statistics to business decision making. Students will use statistics to make business decisions. Students will determine the appropriateness of methods used to collect data to ensure conclusions are valid. Students will also be able to take the course for college credit with the Tarleton Today program.

Practicum in Entrepreneurship

Prerequisite: None

Recommended Grade Placement: 11-12

2 Credits

The practicum course is a paid or unpaid capstone experience for students participating in the Entrepreneurship program of study as well as for students in the following LWISD Programs of Study: Carpentry, Graphic Design and Multimedia Arts, Digital Communications, Culinary Arts, Hospitality and Tourism, Students are required to serve in paid or unpaid internship opportunities. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

EDUCATION AND TRAINING Pathway

Teaching and Training Program of Study: The Teaching and Training program of study prepares students for careers related to teaching, instruction, and creation of instructional and enrichment materials. The program of study introduces a wide variety of student groups and their corresponding needs. It familiarizes them with the processes for developing curriculum, coordinating educational content, and coaching groups and individuals. Students will be encouraged to join and participate in FCCLA activities and contests.

Entry-Level Courses	Advanced Courses
<input type="checkbox"/> Principles of Education and Training	<input type="checkbox"/> Instructional Practices
<input type="checkbox"/> Human Growth and Development	<input type="checkbox"/> Practicum in Education

Principles of Education and Training

Prerequisite: None

Recommended Grade Placement: 8-9

1 Credit

Special Note: Principles of Human Services can be used as a substituted for this course.

The course is designed to introduce learners to the various careers available within the Education and Training Career Cluster. Students use self-knowledge as well as educational and career information to analyze various careers within the Education and Training Career Cluster. Students will develop a graduation plan that leads to a specific career choice in the student's interest area.

Human Growth and Development

Prerequisite: None

Recommended Grade Placement: 9-10
1 Credit

This course addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.

Instructional Practices DC

Placement: 10-12 Prerequisite: Principles of Education and Training

Recommended Grade
2 Credits /Weighted

Subjects covered in this course include ethics and legal responsibilities of educators, how children learn, lesson development and instructional delivery, providing feedback to the learner, and creating a positive learning environment. Students will complete a series of observations at the elementary and middle schools in LWISD. Students will have the opportunity to take a dual credit course through Tarleton State University, EDUC 1301-Introduction to the Teaching Profession.

Practicum In Education & Training DC

Prerequisite: Instructional Practice in Education & Training

Recommended Grade Placement: 11-12
2 Credits/Weighted

Instructional Practices in Education and Training is a field-based internship where students work under the joint direction and supervision of both a teacher with knowledge of early childhood education and exemplary educators or trainers in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel. Students will intern in a local LWISD elementary or middle school. Students will also be encouraged to earn their Educational Aide 1 certification. Students will have the opportunity to take 2 dual credit courses, one each semester, through Tarleton State University. During the fall semester, students will take EDUC 2301-Introduction to Special Populations and during the spring semester students will take EDUC 2330-Multicultural Responsive Pedagogy.

Engineering Pathway

Engineering Foundations Program of Study: The program of study focuses on the design, development, and use of engines, machines, and structures. CTE learners will learn how to apply science, mathematical methods, and empirical evidence to the innovation, design, construction, operation, and maintenance of different manufacturing systems.

Entry-Level Courses	Advanced Courses
<input type="checkbox"/> Principles of Applied Engineering	<input type="checkbox"/> Aerospace Engineering (PLTW)
<input type="checkbox"/> Introduction to Engineering Design (PLTW)	<input type="checkbox"/> Digital Electronics (PLTW)
	<input type="checkbox"/> Engineering Design and Development (PLTW)

Principles of Engineering

Prerequisite: None

Recommended Grade Placement: 8-9

1 Credit

This survey course of engineering exposes students to major concepts they'll encounter in a postsecondary engineering course of study. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges.

Introduction to Engineering Design (IED) – Project Lead The Way

Prerequisite: None

Recommended Grade Placement: 9

1 Credit

Designed for 9th or 10th grade students and serves as the foundation for all PLTW courses, the major focus of the IED course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation.

Aerospace Engineering (AE) - Project Lead The Way

Prerequisite: None

Recommended Grade Placement: 10-11

1 Credit

Aerospace Engineering engages students in engineering design problems related to aerospace information systems, astronautics, rocketry, propulsion, the physics of space science, space life sciences, the biology of space science, principles of aeronautics, structures and materials, and systems engineering.

Digital Electronics

Prerequisites: Algebra I and Geometry

Recommended Grade Placement 10-12

1 Credit

Digital Electronics is the study of electronic circuits that are used to process and control digital signals. In contrast to analog electronics, where information is represented by a continuously varying voltage, digital signals are represented by two discrete voltages or logic levels. This distinction allows for greater signal speed and storage capabilities and has revolutionized the world of electronics. Digital electronics is the foundation of modern electronic devices such as cellular phones, digital audio players, laptop computers, digital cameras, and high-definition televisions. The primary focus of Digital Electronics is to expose students to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation.

Engineering Design and Development (PLTW)

Prerequisites: At least two courses in Engineering

Grade Placement: 11–12

1 Credit

Engineering Design and Development (EDD) is an open-ended engineering research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem by applying an engineering design process using the knowledge and skills they developed in previous courses. EDD is appropriate for 11th and 12th-grade students. Students will conduct research to select, define, and justify a problem. After carefully defining the design requirements and creating multiple solution approaches, teams of students select an approach, create, and test their solution prototype. Student teams will present and defend their original solution to an outside panel. This course prepares students for college, a career, or the military by helping them become better problem-solvers. Students learn how to manage projects and further develop their transferable skills, such as communication and ethical reasoning.

HEALTH SCIENCE Pathway

Healthcare Therapeutics Program of Study: The Healthcare Therapeutic program of study introduces students to occupations and educational opportunities related to diagnosing and treating acute, episodic, or chronic illness independently or as part of a healthcare team. This program of study also includes an introduction to the opportunities associated with providing treatment and counsel to patients as well as rehabilitative programs

that help build or restore daily living skills to persons with disabilities or developmental delays. Students are encouraged to participate in Health Occupations Students of American (HOSA).

Entry-Level Courses	Advanced Courses
<input type="checkbox"/> Principles of Health Science	<input type="checkbox"/> Health Science Theory/Clinicals
<input type="checkbox"/> Medical Terminology	<input type="checkbox"/> Anatomy and Physiology
	<input type="checkbox"/> Pathophysiology
	<input type="checkbox"/> Practicum in Health Science

Principles of Health Science

Prerequisite: None

Recommended Grade Placement: 8-9
1 Credit

This course is designed to give students hands-on application in the Program of Study of Health Science which includes several various industries and certifications including Patient Care Technician, Medical Assistant, and Pharmacy Technician. Students learn leadership skills in the health industry.

Medical Terminology

Prerequisite: None

Recommended Grade Placement: 9-11
1 Credit

Medical Terminology course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.

Health Science Theory/Clinicals

11 Prerequisite: Biology

Recommended Grade Placement: 10-11
2 Credits

Health Science Theory and Health Science Clinicals are two courses paired together. The purpose of the course is to develop healthcare-specific knowledge and skills in professionalism, effective communications, ethical and legal responsibilities, client care, safety, first aid, and CPR. This class will introduce various healthcare jobs including phlebotomy technician, EKG technician, medical assistant, patient care technician and pharmacy technician. Students will have the opportunity to observe healthcare workers perform jobs in a variety of settings as well as earn the following certifications: Certified Clinical Medical Assistant and/or Certified EKG Technician, Patient Care Technician.

Practicum in Health Science

Prerequisite: Health Science Theory and Biology

Recommended Grade Placement: 11-12
2 Credits

The practicum course is a paid or unpaid capstone experience for students participating in the Health Science Program of Study. Students will have the opportunity to perform entry-level health care at partner sites under the supervision of professionals already in the field. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

Anatomy And Physiology

Prerequisites: Multiple listed below

Special Note: Course counts as a fourth science

Recommended Grade Placement: 11-12
1 Credit/(Weighted-Class of 2024 only)

Students taking A&P must have successfully passed biology and chemistry, IPC or physics. The Anatomy and Physiology course is designed for students to conduct laboratory and field investigations. Students will study a variety of topics, including the structure and function of the human body and the interaction of body systems for

maintaining homeostasis. The goal of this course is to better prepare students for undergraduate work in life science majors such as pre-medical or pre-dental studies.

Pathophysiology

Prerequisite: Biology and Chemistry

Recommended Grade Placement: 11-12
1 Credit/Weighted

The Pathophysiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Pathophysiology will study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of disease. Students will differentiate between normal and abnormal physiology.

HOSPITALITY AND TOURISM Pathway

Culinary Arts Program of Study: The Culinary Arts program of study introduces CTE learners to occupations and educational opportunities related to the planning, directing, or coordinating activities of a food and beverage organization or department. This program of study also explores opportunities involved in directing and participating in the preparation and cooking of food. There are several student organizations for culinary students to participate in: FCCLA, Texas BBQ, SkillsUSA, ProStart (NRA).

Entry-Level Courses	Advanced Courses
<input type="checkbox"/> Principles of Hospitality & Tourism	<input type="checkbox"/> Advanced Culinary Arts
<input type="checkbox"/> Culinary Arts	<input type="checkbox"/> Practicum in Culinary Arts
<input type="checkbox"/> Fundamentals of Restaurant Management	

Principles of Hospitality & Tourism

Prerequisite: None

Recommended Grade Placement: 8-9
1 Credit

This course is designed to give students hands-on application in the Program of Study of Culinary Arts and Hospitality & Tourism.

Culinary Arts

Prerequisite: None

Recommended Grade Placement: 9-10
2 Credits

Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification or other appropriate industry certifications. This course will be offered with a commercial kitchen used as a laboratory. Students are encouraged to participate in extended learning experiences which may include practicum hours, career and technical student organizations, and other leadership or extracurricular organizations.

Foundations of Restaurant Management

Prerequisite: None

Recommended Grade Placement: 9-10
2 Credits

This course will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. Students have the opportunity to join an award-winning student leadership organization, Family, Career and Community Leaders of America (FCCLA) and participate in projects and competitions.

Advanced Culinary Arts

Prerequisite: Culinary Arts

Recommended Grade Placement: 10-12
2 Credits

This course is a unique advanced course that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Advanced Culinary Arts integrates academic and career and technical education. Students are taught employability skills, which include job-specific skills applicable to their training plan, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Students will have the opportunity to earn the following certifications: Servsafe Manager, Certified Fundamentals Cook, Food Protection Manager Certificate.

Practicum in Culinary Arts

Prerequisite: Culinary Arts

Recommended Grade Placement: 11-12

2 Credits

This course extends content and enhances skills introduced in previous courses through in-depth instruction of industry-driven standards in order to prepare students for success in higher education, certification, and/or immediate employment. Students receive hands-on practical experience in all aspects of food preparation and production. Coursework begins with food preparation techniques and progresses. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

LAW AND PUBLIC SERVICE Pathway

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

Entry-Level Courses	Advanced Courses
<input type="checkbox"/> Principles of Law, Public Safety, Correction & Security	<input type="checkbox"/> Forensic Science
<input type="checkbox"/> Law Enforcement 1	<input type="checkbox"/> Correctional Services
	<input type="checkbox"/> Practicum in Law Enforcement

Principles of Law, Public Safety, Corrections & Security

Prerequisite: None

Recommended Grade Placement: 8-9

1 Credit

This course is designed to give students hands-on application in the Programs of Study of Law and Public Services. Topics include: Law Enforcement, Criminal Investigation, Court Systems, and Emergency Response.

Law Enforcement I

Prerequisite: None

Recommended Grade Placement: 9-10

1 Credit

Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. This course includes the role of constitutional law, the United States legal system, criminal law, law enforcement terminology, and the classification and elements of crime.

Correctional Services

Prerequisite: None

Recommended Grade Placement: 10-11

1 Credit

In Correctional Services, students prepare for certification required for employment as a correctional officer. The student will learn the role and responsibilities of a correctional officer; discuss relevant rules, regulations, and laws; and discuss defensive tactics, restraint techniques, and first aid procedures as used in the correctional

setting. The student will analyze rehabilitation and alternatives to institutionalization. Students can take the Non-Commissioned Security Officer Level II certification exam.

Forensic Science

Prerequisite: Biology and Chemistry

Recommended Grade Placement: 11-12

1 Credit

Special Note: Approved by the State Board of Education for 4th science credit

Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime 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.

Practicum in Law, Public Safety, Corrections, and Security

Prerequisite: None

Recommended Grade Placement: 11-12

2 Credits

The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Law, Public Safety, Corrections, and Security Career Cluster. Students shall be awarded two credits for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

Industry-based Certifications

An important component of Lake Worth’s CTE program is to offer students the opportunity to earn industry-based certifications. IBCs offered in our programs of study are vetted by the State of Texas as being valued by industry. The LWISD CTE department will review certifications offered on a yearly basis. Exams are given free of charge to students who meet testing requirements.

Program of Study	Course to take exam in	Name of the exam
Animal Science	Vet Med Applications	Elanco Veterinary Medical Applications
Animal Science	Advanced Animal Science	Elanco Fundamentals in Animal Science, Feedyard Technician in Cattle Care and Handling
Agricultural Engineering	Agricultural Mechanics	AWS D9.1 Sheet Metal Welding
Plant Science	Floral Design	Principles of Floral Design Certification
Carpentry	Practicum	NCCER Construction Technology Certification Level 1
Plumbing	Practicum	NCCER Plumbing Level 1
Graphic Design	Commercial Photography 2	Adobe Photoshop, Premiere Pro, After Effects
Engineering Foundations	Engineering Design & Development	Pre-Engineering/Engineering Certification
Entrepreneurship as well as Business Management	Entrepreneurship I	Entrepreneurship and Small Business
Education and Training	Education and Training Practicum	Educational Aide 1
Health Science	Health Science Practicum	Certified Clinical Medical Assistant; EKG Technician; Patient Care Technician, Phlebotomy
Culinary Arts	Advanced Culinary Arts	Food Protection Manager Certification
Law Enforcement	Practicum in Law Enforcement	Non-Commissioned Security Officer Level II

MIDDLE SCHOOL COURSE DESCRIPTIONS

Course Selection for Middle School Students

All students will pick a Language Arts, Math, Science, and Social Studies class each year based on grade level. The remaining schedule will be filled with elective courses determined by the student's academic needs and interests. Students will have more elective opportunities as they advance through middle school grade levels.

Advanced/Honors Courses

Senate Bill (SB) 2124, passed by the 88th Texas Legislature, requires each school district to develop an advanced mathematics program for middle school students that is designed to enable those students to enroll in Algebra I in eighth grade. More specifically, the district must automatically enroll in an advanced mathematics course for each sixth-grade student who performed in the top 40 percent on the fifth grade State of Texas Assessments of Academic Readiness (STAAR®) mathematics assessment.

Students may also be placed in an advanced/honors course with a parent signature on course request sheets. Students identified as G/T must be registered for at least one honors class to maintain G/T designation and receive G/T services. Honors classes include strategies that students will need if they choose to enroll in Advanced Placement, Dual Credit, or OnRamps courses at the high school level.

CORE COURSES

Language Arts

These classes focus on literacy and provide instruction and practice by exposing students to a variety of genres (including media literacy), writing modes, listening and speaking situations, and higher-level thinking exercises by completing research projects requiring understanding and evaluation of various textual and visual artifacts, reinforcing grammar, usage, vocabulary and reading comprehension skills.

- | | | |
|---|---|---|
| <input type="checkbox"/> 6 th Language Arts | <input type="checkbox"/> 7 th Language Arts | <input type="checkbox"/> 8 th Language Arts |
| <input type="checkbox"/> 6 th Language Arts Honors | <input type="checkbox"/> 7 th Language Arts Honors | <input type="checkbox"/> 8 th Language Arts Honors |
| <input type="checkbox"/> 6 th English Second Language* | <input type="checkbox"/> 7 th English Second Language* | <input type="checkbox"/> 8 th English Second Language* |
- *LPAC Recommendation*

Math

Throughout mathematics in Grades 6-8, students build a foundation of basic understanding of numbers, operations and quantitative reasoning; patterns, relationships and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics. 6th and 7th grade honors math compact the three years of middle school math curriculum into two years, so that students can take Algebra I during the 8th grade school year. Students taking Algebra I will earn a high school credit for successful completion of the course.

- | | | |
|--|--|--|
| <input type="checkbox"/> 6 th Math | <input type="checkbox"/> 7 th Math | <input type="checkbox"/> 8 th Math |
| <input type="checkbox"/> 6 th Math Honors | <input type="checkbox"/> 7 th Math Honors | <input type="checkbox"/> 8 th Algebra I |

Science

Students learn concepts in an integrated approach to life, earth and physical sciences with emphasis on inquiry-based field and laboratory investigations, including problem solving, becoming skilled in collecting information and data, organizing it in an effective manner, and drawing conclusions by analyzing this data. Students taking honors courses will have the opportunity to earn high school credit in 8th grade by taking Biology.

- | | | |
|---|---|--|
| <input type="checkbox"/> 6 th Science | <input type="checkbox"/> 7 th Science | <input type="checkbox"/> 8 th Science |
| <input type="checkbox"/> 6 th Science Honors | <input type="checkbox"/> 7 th Science Honors | <input type="checkbox"/> 8 th Biology |

Social Studies

Students learn about events, leaders, beliefs and geography in economic and political systems and cultures. Grade 6 curriculum emphasizes modern life in world regions. Grade 7 curriculum covers Texas Geography and History, and Grade 8 curriculum focuses on U.S. History from exploration through the Civil War.

- | | | |
|--|--|--|
| <input type="checkbox"/> 6 th Social Studies | <input type="checkbox"/> 7 th Social Studies | <input type="checkbox"/> 8 th Social Studies |
| <input type="checkbox"/> 6 th Social Studies Honors | <input type="checkbox"/> 7 th Social Studies Honors | <input type="checkbox"/> 8 th Social Studies Honors |

ELECTIVES

Students must complete four semesters of physical education, 1 year of fine arts, and one course in preparing for high school, college, and career.

6th GRADE ELECTIVE COURSES

PHYSICAL EDUCATION

Students will acquire the knowledge for movement that provides the foundation for enjoyment, social development, and access to a physically active lifestyle. The student will learn that a physically active lifestyle relates to their health throughout their lifespan.

ART I

Art I is a class developed for beginners. The emphasis is placed on understanding the art elements and developing drawing skills. Various mediums will be explored as well as lessons about famous artists, cultures, and historical periods. Creativity and self-expression are encouraged.

THEATRE ARTS 1

Theatre Arts encourages self-expression through a study of interpretive speaking and dramatic interpretation. The student will participate in many different areas of theatre which includes improvisation, pantomime, radio and Readers Theatre, and puppetry. Students will perform duet scenes and monologues that emphasize in-depth development of audition and performance skills. Students will be expected to perform on stage and or film.

CONCERT BAND BEGINNER

This course is for students who are 1st time band students. The instrumentation includes flute, clarinet, saxophone, French horn, trombone, euphonium, tuba and percussion. This class covers the basic fundamentals of each band instrument. Outside of class participation may be required.

BEGINNING MARIACHI

Students will learn the basics of playing a Mariachi instrument. The class covers the fundamentals of the instruments and outside participation may be required.

MIXED CHOIR

Introduces students to choral music and sight-reading in order to prepare them for membership in the Intermediate and Advanced Choirs. The purpose is to expose students to music and the knowledge of musical concepts.

AVID 6

Advancement Via Individual Determination (AVID) is a course that prepares all students for college, careers, and life. It stresses study skills such as note taking to enhance learning. The learning acquired through WICOR (Writing, Inquiry, Collaboration, Organization & Reading) contributes to the students' success in school and beyond. During the course of the year, we also get to learn team building, cooperation, leadership, and charitable giving through many hands-on activities and field trips to local colleges. Application process.

7th Grade Elective Courses

ART I

Art I is a class developed for beginners. The emphasis is placed on understanding the art elements and developing drawing skills. Various mediums will be explored as well as lessons about famous artists, cultures, and historical periods. Creativity and self-expression are encouraged.

ART II

This course is an introduction to basic processes and is for students with previous art experience. The course will emphasize drawing, design concepts, and art history/appreciation. **Prerequisite: Art I.**

THEATRE ARTS I

Theatre Arts encourages self-expression through a study of interpretive speaking and dramatic interpretation. The student will participate in many different areas of theatre which includes improvisation, pantomime, radio and Readers Theatre, and puppetry. Students will perform duet scenes and monologues that emphasize in-depth development of audition and performance skills. Students will be expected to perform on stage and or film.

THEATRE ARTS II

This is an advanced theatre course designed for students who excel in theatre arts. The student will participate in many different areas of theatre. Students will perform duet scenes and monologues that emphasize in-depth development of audition and performance skills. **Pre-Requisite: Theatre Arts I.**

CONCERT BAND – BEGINNER

This course is for students who are 1st time band students. The instrumentation includes flute, clarinet, saxophone, French horn, trombone, euphonium, tuba and percussion. This class covers the basic fundamentals of each band instrument. Outside of class participation may be required.

SYMPHONIC BAND – NON-VARSITY

This course is an extension of 6th grade band. The instrumentation includes flute, clarinet, saxophone, French horn, trombone, euphonium, tuba and percussion. This class is audition/ability based. Outside of class participation is required. **Pre-Requisite: Concert Band – Beginner.**

BEGINNING OR INTERMEDIATE MARIACHI

Students can take either beginning or intermediate Mariachi. Intermediate teaches advanced techniques and skills. Outside of class participation may be required.

MIXED CHOIR

Introduces students to choral music and sight-reading in order to prepare them for membership in the Intermediate and Advanced Choirs. The purpose is to expose students to music and the knowledge of musical concepts.

BEGINNER TENOR/BASS CHOIR

The Tenor/Bass Choir is open to all gentlemen. The goal of this course is to train and develop the changing male voice. Students are expected to perform at several concerts, school assemblies, UIL competitions, and other various performances throughout the school year. Performance attendance and participation is required and a significant part of the choir grading policy. **Pre-Requisite: Mixed Choir**

BEGINNER TREBLE CHOIR

The Beginning Treble Choir is open to all ladies. The goal of this course is to train and develop the young adolescent female voice. Students are expected to perform at several concerts, school assemblies, UIL competitions, and other various performances throughout the school year. Performance attendance and participation is required and a significant part of the choir grading policy. **Pre-Requisite: Mixed Choir**

PHYSICAL EDUCATION

Students will acquire the knowledge for movement that provides the foundation for enjoyment, social development, and access to a physically active lifestyle. The student will learn that a physically active lifestyle relates to their health throughout their lifespan.

ATHLETICS BOYS

In addition to the 7th grade physical education course description, the athletics course consists of strength, agility, and conditioning training the entire school year. This course is for students participating in football, basketball, and/or track. Students must have a physical on file and turn in any additional required paperwork. Student success in this class is dependent on active daily participation. Physical forms can be found on the LWISD website.

ATHLETICS GIRLS

In addition to the 7th grade physical education course description, the athletics course consists of strength, agility, and conditioning training the entire school year. This course is for students participating in volleyball, basketball, and/or track. Students must have a physical on file and turn in any additional required paperwork. Student success in this class is dependent on active daily participation. Physical forms can be found on the LWISD website.

Course that will meet the Preparing for High School, College and Career Requirement

GENERAL EMPLOYABILITY SKILLS

This required course will teach students about each endorsement described by education code in the State of Texas as well as the distinguished level of achievement graduation plan. Students will investigate potential career choices, the education needed to enter those careers, the careers in our local area where jobs are at as well as the opportunities available at the high school level to meet those goals. In addition to career opportunities students will learn about college readiness standards and how to match with a college appropriate for their career goals. The final research project will be to create their high school personal graduation plan. Students who have already completed a career investigations course will not have to take this course. The course does earn 1 high school credit.

Additional Electives

AVID 7

Advancement Via Individual Determination (AVID) is a course that prepares all students for college, careers, and life. It stresses study skills such as note taking to enhance learning. The learning acquired through WICOR (Writing, Inquiry, Collaboration, Organization & Reading) contributes to the students' success in school and beyond. During the course of the year, we also get to learn team building, cooperation, leadership, and charitable giving through many hands-on activities and field trips to local colleges. Application process.

HEALTH + PROFESSIONAL COMMUNICATION

The health course is designed to provide knowledge and understanding of the following area: lifetime fitness, nutrition, communicable diseases, mental health, drugs, safety and emergency procedures, family living and environmental health. The course also meets state requirements regarding parenting and paternity awareness as well as alcohol awareness and CPR training. Students successfully completing this course will earn .5 high school credit.

Professional Communications/Debate blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand their ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research. Students successfully completing this course will earn .5 high school credit.

LANGUAGES OTHER THAN ENGLISH (LOTE) SPANISH I -

This course introduces the study of the Spanish language and culture through conversation, grammar, speaking, reading, and writing. Through the cultural sections in the text, as well as supplementary materials, students acquire some insight into and appreciation of many aspects of Hispanic life and culture. Student successfully completing this course will receive High School Credit for Spanish I.

8th GRADE ELECTIVE COURSES

ART I

The emphasis in Art I is placed on understanding the art elements and developing drawing skills. Various mediums will be explored as well as lessons about famous artists, cultures, and historical periods. Creativity and self-expression are encouraged.

ART II

This course is an introduction to basic processes and is for students with previous art experiences. The course will emphasize drawing, design concepts, and art history/appreciation. **Pre-Requisite: Art I.**

ART III

This course is an introduction to basic processes for beginners as well as students with previous art experiences. The course will emphasize drawing, design concepts, and art history/appreciation. Students successfully completing this course will earn one high school credit for Art I. **Prerequisite: Art II.**

THEATRE ARTS I

Theatre Arts encourages self-expression through a study of interpretive speaking and dramatic interpretation. The student will participate in many different areas of theatre which includes improvisation, pantomime, radio and Readers Theatre, and puppetry. Students will perform duet scenes and monologues that emphasize in-depth development of audition and performance skills. Students will be expected to perform on stage and or film.

THEATRE ARTS II

This is an advanced theatre course designed for students who excel in theatre arts. The student will participate in many different areas of theatre. Students will perform duet scenes and monologues that emphasize in-depth development of audition and performance skills. **Pre-Requisite: Theatre Arts I.**

THEATRE ARTS III (Technical Theatre)

In addition to developing skills learned in the first two years, students will learn about technical theatre and set development. **Pre-Requisite: Theatre Arts 2.**

CONCERT BAND – BEGINNER

This course is for students who are 1st time band students. The instrumentation includes flute, clarinet, saxophone, French horn, trombone, euphonium, tuba and percussion. This class covers the basic fundamentals of each band instrument. Outside of class participation may be required.

SYMPHONIC BAND – NON-VARSITY

This course is an extension of 6th grade band. The instrumentation includes flute, clarinet, saxophone, French horn, trombone, euphonium, tuba and percussion. This class is audition/ability based. Outside of class participation is required. **Pre-Requisite: Concert Band – Beginner.**

HONORS BAND – VARSITY

This is a Varsity University Interscholastic League (UIL) band class. It is audition/ability based and by invitation only. Outside of class participation is mandatory.

ADVANCED MARIACHI

For students who have progressed through beginning and intermediate. The course will develop advanced concepts.

MIXED CHOIR

Introduces students to choral music and sight-reading in order to prepare them for membership in the Intermediate and Advanced Choirs. The purpose is to expose students to music and the knowledge of musical concepts.

BEGINNER TENOR/BASS CHOIR

The Tenor/Bass Choir is open to all gentlemen. The goal of this course is to train and develop the changing male voice. Students are expected to perform at several concerts, school assemblies, UIL competitions, and other various performances throughout the school year. Performance attendance and participation is required and a significant part of the choir grading policy. **Pre-Requisite: Mixed Choir**

BEGINNER TREBLE CHOIR

The Beginning Treble Choir is open to all ladies. The goal of this course is to train and develop the young adolescent female voice. Students are expected to perform at several concerts, school assemblies, UIL competitions, and other various performances throughout the school year. Performance attendance and participation is required and a significant part of the choir grading policy. **Pre-Requisite: Mixed Choir**

ADVANCED TENOR/BASS CHOIR

The Tenor/Bass Choir is open to all gentlemen. Students are expected to perform at several concerts, school assemblies, UIL competitions, and other various performances throughout the school year. Students are also given the opportunity to participate in other activities including All-Region Choir auditions, Solo and Ensemble competition, and our annual spring trip. Performance attendance and participation is required and a significant part of the choir grading policy. **Pre-Requisite: Beginner Tenor/Bass Choir**

ADVANCED TREBLE CHOIR

The Advanced Treble Choir is open to all ladies. Entry into advanced treble choir is based upon their audition in the areas of singing, and sight reading. Students are expected to perform at several concerts, school assemblies, UIL competitions, and other various performances, including All Region choir auditions, Solo and Ensemble competition, etc. **Pre-Requisite: Beginner Treble Choir**

Courses that will complete the physical education requirement

PHYSICAL EDUCATION

Students will acquire the knowledge for movement that provides the foundation for enjoyment, social development, and access to a physically active lifestyle. The student will learn that a physically active lifestyle relates to their health throughout their lifespan.

ATHLETICS BOYS

In addition to the 7th grade physical education course description, the athletics course consists of strength, agility, and conditioning training the entire school year. This course is for students participating in football, basketball, and/or track. Students must have a physical on file and turn in any additional required paperwork. Student success in this class is dependent on active daily participation. Physical forms can be found on the LWISD website.

ATHLETICS GIRLS

In addition to the 7th grade physical education course description, the athletics course consists of strength, agility, and conditioning training the entire school year. This course is for students participating in volleyball, basketball, and/or track. Students must have a physical on file and turn in any additional required paperwork. Student success in this class is dependent on active daily participation. Physical forms can be found on the LWISD website.

Course that will meet the Preparing for High School, College and Career requirement

Career and Technology Courses

Students who have taken a career investigation class or CCR/career investigation project-based research course should consider taking the first course in their program of study. Each of the following principles classes earn one high school credit upon successful completion.

Principles of Agriculture, Food and Natural Resources

This course helps students prepare for careers in agriculture, food and natural resources. This course covers career opportunities, leadership, communications, and the FFA. Technical agricultural topics covered will include soils, plants, animals, agricultural construction, food science, and welding.

Principles of Construction

Principles of Construction is intended to provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools. For safety and liability considerations, limiting course enrollment to 15 students is recommended. This course also provides communication and occupation skills to assist the student in obtaining and maintaining employment.

Principles of Business, Marketing & Finance

This course is designed to give students hands-on application in the study of Business Management, Finance, Marketing, Entrepreneurship, and Business and Information Management.

Principles of Education and Training

The course is designed to introduce learners to the various careers available within the Education and Training Career Cluster. Students use self-knowledge as well as educational and career information to analyze various careers within the Education and Training Career Cluster. Students will develop a graduation plan that leads to a specific career choice in the student's interest area.

Principles of Engineering

This survey course of engineering exposes students to major concepts they'll encounter in a postsecondary engineering course of study. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges.

Principles of Hospitality & Tourism

This course is designed to give students hands-on application in the Program of Study of Culinary Arts and Hospitality & Tourism.

Principles of Law, Public Safety, Corrections & Security

This course is designed to give students hands-on application in the Programs of Study of Law and Public Services. Topics include Law Enforcement, Criminal Investigation, Court Systems, and Emergency Response.

Additional Electives

AVID 8

Advancement Via Individual Determination (AVID) is a course that prepares all students for college, careers, and life. It stresses study skills such as note taking to enhance learning. The learning acquired through WICOR (Writing, Inquiry, Collaboration, Organization & Reading) contributes to the students' success in school and beyond. During the course of the year we also get to learn team building, cooperation, leadership, and charitable giving through many hands-on activities and field trips to local colleges. Application process.

HEALTH + PROFESSIONAL COMMUNICATION

The health course is designed to provide knowledge and understanding of the following area: lifetime fitness, nutrition, communicable diseases, mental health, drugs, safety and emergency procedures, family living and environmental health. The course also meets state requirements regarding parenting and paternity awareness as well as alcohol awareness and CPR training. Students successfully completing this course will earn .5 high school credit.

Professional Communications/Debate blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and

technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand their ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research. Students successfully completing this course will earn .5 high school credit.

YEARBOOK

Yearbook students will interview, write articles, design layouts, compile and manipulate digital photographs, and use computers to develop the yearbook. The class requires students to be very responsible, willing to make a significant time commitment, and able to work in groups as well as independently in and out of the classroom. Students who are interested in taking the class may be asked to apply in the semester prior to taking the class.

LANGUAGES OTHER THAN ENGLISH (LOTE) SPANISH I -

This course introduces the study of the Spanish language and culture through conversation, grammar, speaking, reading, and writing. Through the cultural sections in the text, as well as supplementary materials, students acquire some insight into and appreciation of many aspects of Hispanic life and culture. Student successfully completing this course will receive High School Credit for Spanish I.

Appendix A: Changes in Selections/Courses

Schedule Changes

Students meet with counselors during the spring semester to determine course selection for the following year. With the assistance of counselors, students have the opportunity to choose their own classes as well as alternate electives, and they have the opportunity to verify those choices and make corrections during the spring semester for the next school year.

Please remember that the master schedules are built around course choices. Also, room assignments, faculty availability/hired are also made to the best of our ability. Please make sure to make your selections wisely and carefully.

All schedule changes requested by the student must initiate on the campus schedule change form and be initiated during a 3-day window in the spring.

Once the schedule is locked, schedule corrections will only be made for the following reasons:

- A student is placed in a course in error.
- A student fails a required course, making a schedule adjustment necessary for graduation.
- Additional credit was earned, making a schedule adjustment necessary.
- The student does not have the prerequisites or does not have courses needed for graduation.
- Change is needed as a result of a student being selected or administratively assigned to or taken out of a program within the school, i.e., intervention, band, athletics, other classes requiring instructor approval.
- Change is needed to enable a student to graduate in a particular year.
- Class sizes must be balanced.
- Courses are cancelled.

Pathway course changes

Students may change their pathway course with parent approval anytime within the first ten days of the academic school year up until the junior year. Reminder: Changes to the pathway courses could jeopardize the student's ability to receive a particular endorsement.

Level changes

1) A level change (i.e., moving from English IV AP to regular English IV) may only be requested at the end of the first 9 weeks, or the end of the first semester. A change may be made if the student has made a significant effort to do well in the class (attending tutorials, participating in class, asking questions, etc.) and if there has been verified parent/teacher/student communication.

2) A level change such as the following (i.e. moving from Algebra I to Pre-AP Algebra I) may only be requested during the first 10 days of class.

If a level change is made, all grades will transfer with the student for eligibility purposes. All level changes must be approved by an administrator.