SBISD High School Course Catalog 2025-2026

Spring Branch Independent School District

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Academic Program Categories include:

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Grade Level

Grade level meet the requirements as set forth by the Texas Education Agency as academic Grade Level courses. Each course has a set of Texas Essential Knowledge and Skills (TEKS) that students must learn in the course. Enrollment in programs other than Grade Level requires special consideration.

Advanced Academic Courses (AAC)

The purpose of the AAC Initiative is to engage ninth and tenth grade students in active, high-level learning, thereby ensuring that the students develop the skills, habits of mind, and concepts needed to succeed in college- level courses. Rigorous curriculum and instruction challenge the students to expand their knowledge and skills in preparation for the college-level environment of AP courses. Advanced Academic courses require more homework and a faster-paced learning environment but provide greater opportunity to explore a subject in greater depth, with greater rigor. SBISD is committed to expanded access in challenging courses as it seeks to prepare every student for post-secondary success. Weighted grades are awarded for AAC courses in the four core subject areas. (Language Arts, Math, Science and Social Studies). Participation in these courses is outlined in the AAC/AP Parent/Student Contract.

AP—Advanced Placement

AP courses are college-level courses based on College Board curriculum. They are fast-paced and require more academic dedication and homework than Grade Level courses. They are rigorous and challenging and build high-level critical thinking skills in specific content areas, culminating in a College Board AP exam. Weighted grades are awarded for AP courses in the four core subject areas (Language Arts, Math, Science, and Social Studies). Participation in these courses is outlined in the AAC/AP Parent/Student Contract.

IB—International Baccalaureate

The International Baccalaureate® (IB) is a non-profit educational foundation offering four highly respected programmes of international education that develop the intellectual, personal, emotional, and social skills needed to live, learn, and work in a rapidly globalizing world. Schools must be authorized by the IB organization to offer any of the programmes. IB courses are offered exclusively in SBISD at the Westchester Academy for International Studies. Weighted grades are awarded for IB courses in the four core subject areas (Language Arts, Mathematics, Science, and Social Studies).

DC/DE—Dual Credit/Dual Enrollment

A student may enroll in academic and/or technical courses for college credit while simultaneously earning high school credit in 10th- 12th grade. These are rigorous college-level courses which require more homework than Grade Level classes. The student must meet qualifications (see page 9 for additional details). Grades for these courses appear on both the student's high school transcript and college transcript. Weighted grades are awarded for DC/DE courses in the four core subject areas (Language Arts, Mathematics, Science, and Social Studies).

English for Speakers of Other Languages (ESOL)

This program is designed to meet the needs of Emergent Bilinguals (EBs). EBs receive intensive instruction in English from certified English as Second Language (ESL) teachers trained in recognizing and addressing language differences. This program is an integral part of the total school program and is based on the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) as required by the state. Placement in these classes is determined by the Language Proficiency Assessment Committee (LPAC).

Sheltered Instruction

Sheltered instruction occurs in general education content-specific classes offered to Emergent Bilinguals (EBs) for state credit in high school. A sheltered content class incorporates second language acquisition strategies and support systems to communicate meaning in the content area. These sheltered classes are taught by teachers certified in a content area and trained in sheltered instruction. The sheltered classes cover all mandated TEKS; incorporate English Language Proficiency Standards (ELPS); and focus on modifying the instructional pacing and methods and accommodating materials for instruction.

Gifted and Talented (GT)

Students identified as “gifted and talented” through the district selection process generally take AAC & AP courses with teachers who have been trained to differentiate instruction to meet the needs of this population. Differentiation includes providing for GT students’ preferences for abstract learning, in-depth research and complex content. Students may be referred for the GT program by contacting the counselor’s office. The secondary GT identification process takes place in the spring for services to begin the following school year. Students may be identified to receive GT services in Language Arts/Social Studies, Mathematics/Science, or in all four core subject areas.

Special Education

For eligible students, course placement is determined by the Admission, Review and Dismissal (ARD) Committee, given consideration of present levels of performance and individual program goals.

Online Learning

Online learning options exist for both original credit and credit recovery classes. These classes can be taken during or after the regular school day, and during summer school.

Additional information about SBISD instructional programs can be found at:

Secondary Grading Expectations Grading Expectations - Spring Branch Independent School District

Secondary Student Handbook Handbooks - Spring Branch Independent School District

Credit Requirements and GPA

Credit requirements for graduation must all be **state-approved**. The calculation of a high school student’s grade point average for rank in class is based on grade points assigned as follows:

LEVEL	A	B	C	C-	F
Numeric Grade	90-100	80-89	75-79	70-74	69 & below
Advanced (**H, P**, **Q**, **I, D**) *****	7	6	5	4	0
Grade Level	6	5	4	3	0
Basic/Functional	4	3	2	1	0

***H =**	Advanced Academic Courses
P =	Advanced Placement
Q =	Pre-Advanced Placement
I =	International Baccalaureate
D =	Dual Credit (effective for students entering high school beginning in 2014-2015)

Weighted grade points (H/P/Q/I/D) may be awarded for only one course in each of the four core curricular areas (English, Mathematics, Science, and Social Studies) per year in grades 9-12. If a student exhausts all advanced courses in a subject prior to 12th grade, accommodations will be made to ensure 4 weighted courses are available.

Grade Point Average (GPA)

- Is determined by dividing the total grade points by the number of semester courses.
- Both grades, the failing grade and the retake grade, for courses repeated to regain credit are included in calculating the GPA.
- Only courses taken in high school during the regular school day will be counted for GPA purposes. This means such courses as original credit summer school courses, correspondence courses, and on-line courses not taken during the school day will count for credit but not for GPA. The only exception is for courses that have to be repeated due to failure, which are included in GPA regardless of setting.
- Grades from high school courses brought forward from middle school do not count in high school GPA.

Class Rank and Grade Point Average (GPA) are calculated using the semester averages from ninth, tenth, eleventh, and first semester of the twelfth grade.

Grade Level Classification in High School

The number of credits required for classification purposes follows University Interscholastic League (UIL) guidelines. All students entering high school from middle school will be classified as 9th graders for the first year regardless of the number of high school credits earned in middle school or through credit by examination.

The following chart indicates the number of credits required for each grade level in high school.

9th Grade	0 state credits
10th Grade	5 state credits
11th Grade	11 state credits
12th Grade	17 state credits

In addition to the above, all students classified as seniors must be able to fulfill graduation requirements by the end of the school year (defined as August 1–July 31) in which they are classified as seniors, including summer graduation.

Graduation Ceremony

In order to participate in the graduation ceremony, each student must have met **all** graduation requirements, including passing all required courses and mastery of appropriate state assessments or approved alternate assignments.

Earning College Credit in High School

Knowing the difference between Advanced Placement, International Baccalaureate, Dual Credit, and Dual Enrollment courses will assist you in planning for both high school and college courses

	AP Advanced Placement	DC Dual Credit	DE Dual Enrollment	IB International Baccalaureate
Description	Students take college-level courses that prepares them for the exam to earn college credit	Students earn high school and college credit simultaneously by successfully completing Houston Community College (HCC) Courses	Students earn high school credit while potentially earning college credit.	Students learn and practice globally minded thinking skills while participating in college level courses.
Awarding of College Credit	College credit is awarded by individual universities based on the score of the AP Exam taken at the end of the course. Number of credit hours varies based on the course and the exam score. Students take the AP exam at the end of their course to try to earn college credit.	High school and college credit is awarded when the student passes the course. Students can earn up to 4-college credit hours/course upon successful completion of course. College credit is earned upon successful completion of the course.	Students receive high school credit when they successfully complete the course. Students may elect to accept the 3 college credit hours if they qualify for and pass the college portion of the course. Students may accept college credit upon successful completion of the course.	High school teachers trained by the IB teach IB courses in their content areas. IB courses are taught in the high school. Students complete IB assessments throughout their two-year program. They sit for additional exams in May of their senior year. Passing scores on the suite of assessments allow students to earn college credit.
Instructors & Location	High school teachers trained by the College Board in their content areas AP courses are taught in the high school.	Taught by college instructors and/or high school teachers who serve as adjunct HCC professors Dual credit courses are taught at the high school, or at the HCC campus.	A high school instructor teaches the high school course, and a college instructor of record leads the distance college course. UT OnRamps Dual Enrollment course are taught on the high school campus.	High school teachers trained by the IB teach IB courses in their content areas.
College Credit Acceptance	Accepted throughout the nation but check with individual college/ university for their AP exam score acceptance policy. Public Texas universities are required to award credit	Guaranteed acceptance at Texas public institutions. Check with the individual college/university for academic requirements.	Guaranteed acceptance at any Texas public institution, and many private universities. Check with your individual college/university for academic requirements.	Accepted throughout the nation but check with individual college/ university for their IB exam score acceptance policy. Public Texas universities are required to award credit.
Eligibility and Registration Process	Any student with appropriate pre-requisites may take AP courses.	Students must meet College Readiness Standards via the PSAT, SAT, ACT, or via a STAAR EOC waiver.	Students must meet College Readiness Standards via the PSAT, SAT, ACT, or via a STAAR EOC waiver.	Any student in grades 11 & 12 with appropriate prerequisites may take IB courses.
Cost & Textbooks	The course itself is free, but students pay for the AP exam. There are exam fee reductions for students with financial need. Textbooks are provided by SBISD.	Dual credit tuition fees are currently paid by SBISD. Students are responsible for purchasing textbooks. Some students may qualify for scholarship	OnRamps tuition fees are currently paid by SBISD.All OnRamps materials are accessed through Canvas, an online learning platform.	The course itself is free, but students pay for the IB exam fees. There are exam fee reductions for students with financial need. Textbooks and resources and provided by the school.
High School GPA Impact	Core AP courses are weighted.	Core dual credit classes are weighted.	Core dual enrollment classes are weighted.	Core dual enrollment classes are weighted.

Advanced Placement

The College Board offers a series of exams called Advanced Placement Exams which may allow a student to earn college credit. Each college has its own criteria for awarding credit, so students should check their preferred colleges' catalogs and web sites.

Spring Branch ISD high schools offer both Advanced Academic Courses (AAC) and AP courses to prepare students for the AP exams. The work level is more difficult and demanding than in Grade Level courses because they are designed to provide students with a college-level experience in high school. AAC and AP courses are awarded extra grade points, one per core subject area, with a maximum of four per year.

The following guidelines provide a profile of a student who typically experiences success in AAC/AP courses:

- Successful completion of prerequisite coursework.
- Current or previous successful performance in related area/course.
- 85th percentile or higher on the most recent standardized achievement test or other district-identified testing measure.
- Teacher recommendation.
- Careful consideration of demands of extracurricular activities, employment, community service, religious activities, and homework.

Careful consideration should be made before enrolling in an AAC or AP course.

- Curriculum alignment and required reading vary between Grade Level and AAC/AP courses.
- If there is not an opening in a Grade Level class the same period, students may have schedule changes that affect other classes and experience teacher changes.
- The opportunities for a student to choose to exit an AAC/AP class are limited to the 1st formal grading period (six weeks or nine weeks) of the course. AAC and most AP courses are designed as full year courses. Students who enroll in these courses are required to complete both semesters of the course unless they exit due to a grade of "C-" or "F" (below 75) at the end of the first formal grading period or the end of the semester. Dropping a course with a grade of 75 or greater requires principal approval and will only be considered in extenuating circumstances. In cases where students are dropped for low grades or extenuating circumstances, replacement course options are limited to those where space is available and exclude off-campus and office aide.
- Each campus will establish guidelines for when and how students can request to drop AAC/AP classes within the first formal grading period.
- Students should consider choosing to exit an AAC/AP course if they are not maintaining at least a "C" average. This decision requires parent/guardian approval.
- If the student's grade in an AAC/AP course falls below a 70 (failing) at the end of any formal grading period (six weeks or nine weeks), the student will be removed from the AAC/AP course unless otherwise recommended by the building principal. Reassignment from an AAC/AP course to a Grade Level course will be recommended by campus personnel.
- For courses for which there are no grade level equivalents, students must have at least a "C" average to remain in the course at the end of the 1st six weeks. The parent/guardian of a student with a "D" average who wishes the student to remain in the course must sign a statement documenting that they understand the student will not have the opportunity to exit the course until the end of the semester.
- At any time when a student moves from grade level to AAC/AP, grades will follow to the new class without conversion. These courses include:

Art:	AP Studio Art, AP Art History
LOTE:	Course levels IV-VI
Mathematics:	AP Statistics, AP Calculus AB, AP Calculus BC, AP Computer Science
Science:	AP Environmental Science, Physics C, AP Biology, AP Chemistry
Social Studies:	AP European History, AP Psychology (2nd semester only), AP US History, AP Human Geography

Programs That Can Help Students Earn College Credit in High School

International Baccalaureate

The IB Diploma Programme (DP), IB Career-related Programme (CP), and Middle Years Programme (MYP) are offered at Westchester Academy of International Studies. They are demanding, rigorous programs of study that hold students to international standards. Major colleges and universities around the world readily accept the IB Diploma Programme. In some cases, students have earned enough college credits through the two-year schedule of courses to begin post-secondary studies as sophomores. All public universities in Texas award a minimum of 24 college hours for the IB Diploma. Each university has specific policies concerning awarding credit for IB courses, so please consult your prospective university for more details.

IB Courses are offered at two levels: Higher Level (HL) and Standard Level (SL). Both levels explore coursework in great depth and detail while providing a rigorous, broad and balanced curriculum. These courses are taught over a two-year period. In the fall of their senior year, students will declare the level for each class and take the subject-specific exams in May of their senior year. This distinction allows students to select classes which allow them to pursue areas of strength and interest while challenging them to "stretch" in areas that are more challenging. The end result is a well-rounded student with greater preparation for college coursework.

To earn the IB Diploma (DP): (Students in grades 11-12)

- A student must successfully complete one course from each of six curriculum areas.
- Students must take a combination of either 3 Higher Level and 3 Standard Level courses or 4 Higher Level and 2 Standard Level courses.
- Students complete an Internal Assessment criteria for each of their courses during the course and sit for an External Assessment exam at the end of their 12th grade year.
- Students must accumulate 24 points for the IB diploma, with 12 points required at HigherLevel.
- A final requirement is the completion of the following IB-specific coursework: Theory of Knowledge, Extended Essay, and Creativity, Activity, and Service (CAS).

To earn the IB Career-related Programme Diploma (CP): (Students in grades 11-12)

- A student must successfully complete a minimum of 2 IB courses (either Higher Level or Standard Level or a combo), sit for the exam, and earn a score of 3 or higher.
- Students must complete Internal Assessment criteria during the course and sit for an External Assessment exam at the end of their 12th grade year.
- A final requirement is the completion of the following IB CP-specific coursework: Personal and Professional Skills course, the Reflective Project, the Language Development Portfolio, and the Service Learning Portfolio.

If a student does not want to pursue either the IB Diploma or the IB Career-related Diploma, he/she may pursue completion of IB Certificates in selected classes. For example, a student may elect to take only IB English HL, IB History of the Americas HL, and IB Visual Arts HL. These three IB courses would be subject to the same testing and assessment which would result in IB Certificates, possibly earning college credit.

International Baccalaureate Middle Years Programme (IB MYP) (Students in grades 6-10) **–** WAIS is an authorized school for the IB Middle Years Programme. IB Middle Years Programme schools share a common philosophy – a commitment to high quality, challenging, international education that WAIS believes is important for their students.

Programs That Can Help Students Earn College Credit in High School

Special Education/504 Accommodations in AAC/Advanced Placement (AP), and International Baccalaureate (IB) Courses

The following guidelines are intended to apply to students served by special education and Section 504, who enroll in AAC, AP, or IB courses. While AAC/AP/IB courses are open to any student wishing to enroll, including students served by special education and Section 504, counselors, parents, ARD or Section 504 Committees should be aware that these are high level academic classes and accommodations will not be implemented if they alter the content or standards of the course. The following guidelines shall be applicable to all students served by special education and Section 504 who enroll in AAC/AP/IB courses:

1. Students served by special education or Section 504 must have equal opportunity to participate in AAC, AP, or IB courses in accordance with these guidelines.
2. While ARD Committees may wish to consider AAC, AP, or IB courses in connection with transition plans for students who will be attending college, ARD Committees and 504 Committees are not required to place students in AAC, AP, or IB classes unless they can be reasonably expected to be successful with the allowable accommodations described in these guidelines. If a parent chooses to enroll their student in an AAC, AP, or IB course, the ARD/504 Committee shall recommend accommodations in accordance with these guidelines.
3. Accommodations for students served by special education or Section 504 may not alter the content or academic standards of the AAC, AP, or IB course. Thus, certain allowable accommodations may include, but are not necessarily limited to the following:

    Extended time for testing
    Opportunity to repeat and explain instructions
    Assignment notebook
    Minimal auditory distractions
    Encouragement for classroom participation
    Large print, Braille/peer to read aloud
    Behavior intervention plan
    Assistive technology as defined by the committee
    Altered format of exams, such as highlighted instructions or alternative spacing of questions
    Altered assignments as needed for persons with motoric or visual impairment

4. The following are examples of accommodations which would alter the content or the standards of the course, and are not allowable:

    Reduced assignments
    Special projects in lieu of assignments
    Exams of reduced length
    Open book exams
    Peer tutoring/paired work arrangement
    Any reduction of content or standards of the course
    Reduced mastery

If the ARD Committee or Section 504 Committee does not believe that a student will be successful in an AAC, AP, or IB course, even with the allowable accommodations indicated above, it should notify the parents or the student, as appropriate, of its concerns and document them in the record of the ARD Committee or 504 meeting during which the matter is discussed. While the decision to enroll in an AAC/AP/IB class is ultimately to be made by the parent or student, the ARD or 504 Committee may meet and recommend removal of the student from the classroom if the student is not meeting the standards applicable to students in that program and, as a result, is failing or at risk of failure.

Dual Credit

A student may enroll in academic and/or technical courses for college credit before graduating from high school. Students receive both high school and college credit on successful completion of these courses. Grades earned will be used in calculating grade point averages and class rank. ***There is no limit on the number of credits a student may earn in this manner.*** Students may take up to two courses per semester unless limit is waived by the principal. The benefits of this program include:

- Earning 24-30 college hours while in high school
- Reducing time in college
- Preparation for a smooth transition to a college environment
- Less structured learning environment
- Substantial saving on college tuition

Dual Credit – Requirements

To qualify, a student must meet eligibility requirements:

- Submit scores from the Texas Success Initiative (TSIA2) or show exemption by way of SAT, ACT, PSAT, or STAAR End-of-Course (EOC) scores. Exemption scores are:

SAT:	Administered after March 5, 2016: Evidence-Based Reading & Writing – 480+ Mathematics – 530+
ACT:	English – 19, Mathematics – 19, Composite – 23
PSAT:	Reading & Writing – 460; Mathematics – 510
STAAR:	English II EOC – 4000+

- Students who do not meet exemptions for TSIA must take the TSIA assessment for placement in college-level courses.

Some advanced coursework will require additional testing by IHE as a prerequisite.

Dual Credit – On Campus & Early College Program

Students may take Dual Credit courses if offered on their home campus or on the college campus as part of the SBISD Early College Program.

- Enroll online at Houston Community College through Apply Texas: https://www.applytexas.org/
- Complete required paperwork – see your counselor
- If taking courses at the HCC Campus, students must submit an up-to-date meningitis vaccination record
- Purchase required textbooks – scholarships may be available

Dual Credit – Off Campus

Under special arrangements, students may apply for high school credit for college coursework if the course is comparable to an approved course. The student obtains a list of essential elements of the course and takes it to the college department chair or professor, who checks those elements included in the college course.

TO APPLY TO SBISD for permission, a student will submit to the principal:

1. Written letter of application signed by student and parents/guardians requesting permission to satisfy high school course requirement with a college course;
2. List of essential elements as marked by college course professor;
3. A list of textbook(s) used in college course;
4. Course syllabus or any other available descriptive information;
5. Dates on which the course begins and ends.

TO RECEIVE CREDIT for the course from SBISD, a student must provide a college transcript showing the numerical grade assigned. No credit will be granted for a failing grade. The grade assigned on the transcript will become the grade recorded on the student's high school transcript but will not be used to determine class rank.

Dual Credit GPA Points

Weighted Grade Points will be given for grades earned in dual credit English, mathematics, science, and social studies.

Dual Credit Fees

SBISD dual credit students take their coursework free of charge. Students are still required to purchase textbooks and materials for their dual credit courses. Scholarships may be available on an individual basis.

Changing from Early College Program (ECP) Course

If the student withdraws from an ECP course before the end of the first high school grading period that semester, he/she should be placed in a similar class if at all possible. When a student transfers into a similar class, the student will be given an opportunity to complete assignments deemed appropriate by the receiving teacher to allow the student to earn a 70 for that reporting period. If the student withdraws and does not take another class, no grade will be posted to the transcript since the student did not complete the coursework for that semester. The student's college record will reflect the withdrawal.

If the student withdraws from an ECP course after the end of the first high school grading period, he/she will be required to restart the course. Online options may be available; otherwise, the student will restart the course during the next semester it is available. In this situation, no grade will be posted on the student's transcript. The student's college record will reflect the withdrawal. Students in this situation will be scheduled into study hall. Neither off-campus nor office aide will be options.

HCC Dual Credit Courses
2025-2026

SBISD Course	SBISD Course Number	College Course	Weight	College Credits
English III	EL13D A/B	ENG 1301/1302	Yes	3/3
English IV	EL14D A/B	ENG 1301/1302	Yes	3/3
	EL24D A/B	ENG 2322/2323		
US History	SS12D A/B	HIS 1301/1302	Yes	3/3
Government	SS217D	GOVT 2305	Yes	3
SS Topics	SS218D	GOVT 2306		3
Economics	SS227D	ECO 2301	Yes	3
Psychology	SST31D	PSYCH 2301		3
Sociology	SST32D	SOC 1301		3
Communication Applications DC	ELA51D	Speech 1311		3
Public Speaking	ELA51D	Speech 1315		3
College Transition	AD501D	EDUC 1300		3

Advanced Mathematics options available on a case-by-case basis.

Dual Enrollment

University of Texas OnRamps

Another option through which high school students can earn college credit is the OnRamps dual enrollment program through the University of Texas at Austin. OnRamps is an innovative dual-enrollment program dedicated to preparing students for postsecondary success.

- Each course is taught using a hybrid delivery.
- Students meet university-level college readiness standards and can earn UT-Austin credit from a UT faculty member and high school credit from their local teacher.
    - The high school grade includes all homework, projects, and tests assigned during the course.
    - The college grade includes only those tests and projects included in the University's college course.
- All coursework credits earned can be applied to the Texas Common Core which are guaranteed to transfer to any Texas Public Institution.

The OnRamps student:

- Shows signs of maturity and responsibility
- Is self-disciplined
- Completes work on time or before work is due
- Has access and ability to utilize a computer
- Is able and willing to work independently
- Is able and willing to work collaboratively

OnRamps Courses
2025-2026

OnRamps Course	High School Short Description	High School Course Number	Weight	College Credits
English	ENG III DE	EL13E A/B	Yes	3 hours credit Fall and 3 hours credit Spring
English (same college class as juniors; only for seniors who did not do Dual Credit/Enrollment English as juniors)	ENG IV DE	EL14E A/B	Yes	3 hours credit Fall and 3 hours credit Spring
U.S. History	US Hist DE	SS11E A/B	Yes	3 hours credit Fall and 3 hours credit Spring
Economics	Economics DE	SST22E	Yes	One semester course. 3 hours credit award in Spring
Introductory Biology I & Lab	Biology DE	SC14E A/B	Yes	Full year course. 4 hours credit award in Spring
Chemistry I	Chemistry DE	SC216 A/B	Yes	Full year course. 4 hours credit award in Spring
Physics I: Mechanics, Heat and Sound	Physics DE	SC31E A/B	Yes	Full year course. 4 hours credit award in Spring
PreCalculus	PreCal DE	MT40E A/B	Yes	Full year course. 3 hours credit award in Spring
Geoscience	Geoscience DE	SC81E A/B	Yes	Full year course. 3 hours credit award in Spring
College Algebra	Algebra II DE	MT23EA/B	Yes	Full year course. 3 hours credit award in Spring

DE = Dual Enrollment; all these courses are "D" course type

Other Learning Opportunities: Original Credit and Credit Recovery

We understand that students occasionally need opportunities to earn credit outside of the traditional classroom. Original and credit recovery options available to SBISD students are described below:

Online Learning Program

SBISD offers online courses for original credit and credit recovery. These courses are available

- during the school day in a facilitated lab on campus,
- as an extra course beyond the regular class schedule (tuition based), and
- during summer school (tuition based).

SBISD offers a wide range of courses through our partnership with various entities. Online courses utilize content and assessments developed specifically to meet Texas standards.

Students interested in taking online courses in 2025-2026 should speak to their counselor about enrollment. Opportunities to register for online classes will be available at the beginning of each semester.

Your student's counselor has the most updated list of available courses. Other courses may be available on request through our 3rd party providers. These courses are tuition-based courses. Please consult your counselor if you are interested in enrolling in an online course.

Texas Virtual School Network (TXVSN) (Secondary Grade Levels)

The Texas Virtual School Network (TXVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TXVSN to earn course credit for graduation.

Depending on the TXVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. In addition, for a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

If you have questions or wish to make a request that your child be enrolled in a TXVSN course, please contact the school counselor. Unless an exception is made by the principal, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

To explore further, please contact your counselor **[Board Policies EHDE (LEGAL), (LOCAL); EHDD (LEGAL), (LOCAL)]**

Correspondence Courses

Board Policy EHDE (LOCAL): A student may earn a maximum of 1.5 high school graduation credits, or local credits, per semester through correspondence or virtual courses during any one school year. Students shall seek approval from the campus principal or designee to take additional correspondence or virtual coursework for credit during the summer months. Final culminating assessments for correspondence and virtual courses must be taken on District premises in the presence of a District administrator or designee. The Superintendent or designee may waive limitations on an individual basis for extenuating circumstances.

Credit toward state graduation requirements may be granted for correspondence courses only under the following conditions:

1. The institution offering the course is The University of Texas at Austin, Texas Tech University, or another public institution of higher education approved by the Commissioner of Education.
2. Correspondence courses, taken outside the normal course load as established by the home campus, are not included in the calculation of class rank or grade point average. Those courses taken within the normal course load are counted in the Grade Point Average and included in the calculation of class rank.
3. There is no limit to the number of correspondence courses allowed for repeat courses.
4. Any other exceptions based on STAAR End-of-Course-tested courses and/or graduation requirements must be approved by the principal.

Retake

Upon request, high school students may be allowed to repeat courses during summer school or the regular school year for which graduation credits have been earned previously.

The following guidelines shall apply:

1. These students shall be required to meet the same standards and course requirements established for the class.
2. Entries on a student's permanent record and transcript shall be made to indicate the following information about the repeated course:
    a. Course title (with notation that the course had been passed previously); and
    b. The numerical grade earned.

Grade points shall only be awarded for repetition of courses completed previously if a grade of 85 or less was first earned. Grade points earned previously for a repeated course shall remain a part of the record and shall also be used in computation of class rank.

Graduation credit may be awarded only once for passing the same course.

Credit by Examination (CBE)

CBE is offered for two different groups: students with prior instruction in the class and those without. Four opportunities will be given to earn state-approved credit per year. Students who receive original credit through examination for courses in which there is an associated STAAR End-of-Course exam are exempt from the associated STAAR End-of-Course exam. The credit awarded through examination serves as the credit for the exam to meet graduation requirements.

- **No prior instruction**–The student must score 80% or above on an approved criterion-referenced examination. SBISD administers these exams four times each year. Dates of these exams are set and advertised on the District website and at the campus. Applications will be available at the student's home school.
- **Prior instruction**–Includes:
    - Courses studied in an independent homeschool program with documented curriculum and grades
    - Courses taken at an accredited private school for which grades are not available
    - Courses taken outside Texas for which the TEKS are not fully aligned

  The student must score 75% or higher on a scale of 100. All exams are developed by a district-approved vendor. There is no fee for this process.

A student who has excessive absences or who has failed a course may not be permitted to earn or regain course credit through credit by examination unless so determined by the building principal, prior to testing.

If a student is given credit by exam for a course with a corresponding EOC assessment on the basis of an examination on which the student scored 80 percent or higher, the student is not required to take an applicable EOC assessment instrument for the course.

Credit Recovery

Students who have failed classes needed for graduation have several options to recover the lost credits.

Retake Classes during the Regular School Day

Students have the option of retaking failed courses during the regular school day if sufficient room exists in their schedule. Students should work with the counselor to determine if this option is feasible.

Online Learning

Students in grades 9-12 are eligible to earn and/or recover credit by taking courses through our Online Learning Program. The SBISD Online Learning Program offers a wide range of courses for students. Courses are aligned to meet Texas Standards (TEKS).

SBISD offers online courses for original credit and credit recovery. These course are available:

- During the school day in a lab on campus (original and credit recovery)
- As an extra course beyond the regular class schedule (original credit only; tuition based)
- During summer school (original credit and credit recovery; tuition based)

Credit recovery courses allow students to test out of curriculum, and focus on areas they still need to master. These types of courses must be scheduled into the student's regular school day.

Summer School

Students may earn original credit or regain credits lost through summer school programs. For coursework or credit to be accepted, a student **must** receive permission from the home school principal or designee to attend any summer school program. A maximum of two credit units may be earned during summer school. (Fee requirement)

Extended Day

Some campuses may offer extended day opportunities. Students should check with their counselor for information regarding courses offered.

Academy of Choice (AOC)

Academy of Choice provides programming for students who need opportunities to accelerate their learning in order to get back on track for a timely graduation. 9th and 10th grade students from any SBISD high school who have fallen behind on credits can attend classes in a smaller learning environment at Academy of Choice (AOC).

At AOC, students benefit from smaller class sizes, individualized academic support, and a dedicated mentor. AOC classes are offered on a nine-week accelerated semester delivered in four block classes per day, so students can earn credit in nine weeks opposed to the traditional eighteen-week semester.

Students who attend classes at AOC have commented that they feel less overwhelmed due to smaller classes and increased support and more connected to their teachers and peers due to the small class size. 9th and 10th grade students who are interested in attending classes at Academy of Choice should speak with their counselor for more information.

Testing Information

STAAR End-of-Course (EOC) Assessments

EOC assessments are required for graduation in the following courses: English I, English II, Algebra I, Biology, and U.S. History. These assessments are taken in the spring semester of the year the course is first taken. If unsuccessful, students have additional opportunities to pass.

Armed Services Vocational Aptitude Battery Test

Students in grades 10-12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test at their campus and consult with a military recruiter. Please contact your campus counselor for schedule and information about this opportunity.

College Pathway/Entrance/Placement Exams

School Day Administrations

The Spring Branch ISD T-2-4 Initiative has as its goal to increase the number of students completing a technical certificate, military training, two-year degree, or four-year degree. This commitment to post-secondary readiness includes numerous opportunities for students to participate in college pathway assessments on campus during the school year, beginning in 8th grade.

Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)

The PSAT/NMSQT (known as the PSAT) is scheduled in October. It is administered at no charge to freshmen, sophomores, and juniors during the school day. In SBISD, the 11th grade administration of the test is also the qualifying exam for the National Merit Scholarship Program, the National Hispanic Recognition Program, and the National Scholarship Service for African American Students. It covers critical reading, writing, and math skills, and is a valuable predictor for success in higher-level courses, for future SAT scores, and for success in college.

Many scholarship and college applications ask for junior year PSAT scores. SBISD students in grades 9-11 take the PSAT as a predictor of future performance and as a guide to prepare for future administrations.

Home schooled 11th grade students in Spring Branch ISD may participate in the Saturday administration of the PSAT/NMSQT offered by the district.

SAT Reasoning Test (College Entrance Exam)

The SAT Reasoning Test is one of two college entrance exams required by most colleges and universities. The SAT tests verbal and mathematics reasoning skills and writing ability. Scores range from 200 to 800 on each section. A score of 500 on each section is generally in the top 50%. The SAT is given on Saturdays about 7 times a year. Registration with the College Board is required about six weeks in advance. http://www.collegeboard.com/student/testing/sat/reg.html

Advanced Placement (AP) Exams

The College Board AP exams are given once a year, in May, during the school day. Each exam covers college level content in a specific course. The tests consist of both multiple choice and essay questions. Foreign Language exams include a speaking and listening section. Scores range from 1-5, with most colleges awarding credit for scores of 3 or better. Registration takes place in the fall (late September through early November) through the College Board AP Classroom student platform. Questions about registration can be directed to the campus Advanced Placement Coordinator.

Texas Success Initiative Assessment (TSIA2) Placement Testing

The State of Texas requires all students to demonstrate college level readiness in reading, math, and writing before taking any courses that count towards a college degree. Students may be exempt from TSIA2 with specified scores on the SAT, ACT, or PSAT. Students are encouraged to check with the state college/university for specific placement testing requirements. Meeting TSIA2 standards is also required for any dual credit classes.

International Baccalaureate (IB) Exams

IB Exams are given once a year in May of the student's senior year, during the school day. Each IB Exam is course-specific and college level. The exams consist of short answer, essay, document-based questions, and stimulus response (multiple choice occurs on Paper 1 of the Science exams). Music, Theater, and Visual Arts exams require students to choose work that demonstrates growth proficiency in their field of art. Scores range from 1-7 with many public colleges awarding credit for scores of 4 or higher. Registration with the IB Coordinator takes place in October/early November of the senior year.

Saturday Administrations

Registration deadlines for the college entrance/placement tests are approximately six weeks prior to the test date. Although registration information is available in the counselor's office, registration is the **responsibility of the student**. To be admitted to the test site for Saturday administrations, students must present identification: driver's license, student ID (with picture), or a description of the student signed by a counselor. Fee waiver information for qualifying students may be obtained from the counselor.

ACT (College Entrance Exam)

The ACT is one of two college entrance exams required by most colleges and universities. The ACT tests skills in English, math, science, and reading. There is also a 30-minute essay test available for an extra charge. Scores range from 1 to 36 on each section. Those scores are combined into a composite score which also ranges from 1 to 36. A score above 20 is generally in the top 50%. The ACT is administered on Saturdays about 6 times a year. Registration with ACT is required about six weeks in advance. http://www.actstudent.org

Grade Level Information

Please refer to grade-level guides on the SBISD website under “looking ahead - Colleges + Career” for more detailed information. https://www.springbranchisd.com/studentsfamilies/grade-level-guides

NINTH GRADE—Class of 2028

Testing: STAAR End-of-Course exams; PSAT in October

Ninth Grade Timeline

- Take the most challenging classes you can handle. Ask for help, attend tutorials, and join study groups. Grades earned now directly impact your Grade Point Average (GPA). View GPA calculation procedures on page 3.
- Read for pleasure. Good readers make good thinkers.
- Get to know your advisors, teachers, principals, and counselors.
- Complete the Strengths Explorer assessment in Naviance, which helps identify talents and skills.
- In Naviance, start researching colleges and universities through “SuperMatch College Search”.
- Learn the difference between Dual Credit/Dual Enrollment, AP, IB, and courses you can receive college credit in junior year.
- Meet with your counselor to review the 4-year plan. Consider Endorsement options, future career goals, and post-secondary education plans.
- Do your best on the PSAT and review your results. This gives access to valuable information about college readiness.
- Become involved in extracurricular activities and clubs, as well as volunteer and community service opportunities outside the school. Participation helps develop communication, leadership, teamwork, and other great skills.
- Consider attending SBISD’s College Night and local college fairs to begin exploring colleges and universities.
- Begin building your resume in Naviance to keep track of volunteer activities, awards, etc. Colleges may ask for a resume or at least a list of activities since 9th grade.
- Research and apply to summer programs and internships that focus on career interest or particular subject areas.
- Schedule at least one official campus tour or information session at a college, university, or technical program during school breaks.
- Plan a productive summer: working, volunteering, attending camp, taking classes, etc.
- Take a serious look at your ability to pay for college and start researching financial aid options for college/university.

TENTH GRADE—Class of 2027

Testing: STAAR End-of-Course exams; PSAT in October

Tenth Grade Timeline

- Keep up with your classes. Ask for help, attend tutorials, and join study groups. Grades are one of the top things universities consider. View GPA calculation procedures on page 3.
- Get to know your new teachers. These teachers may be a good source for writing letters of recommendation.
- Set appropriate goals and a plan to accomplish those goals.
- Read for pleasure. Good readers make good thinkers.
- Do your best on the PSAT and review your results. This gives access to valuable information about college readiness.
- Take the “Career Interest Profiler” located in Naviance and review your results to consider possible career pathways.
- Meet with your counselor to discuss your college, career, and/or military readiness options.

- Check out Endorsement elective courses and plan for courses for which you can receive college credit your junior year.
- Update your four-year academic plan based on the courses you have completed and what courses you need/want to take.
- Narrow down extracurricular, volunteering, and community service activities to what interests you the most and stick with it. Decide what leadership roles you would like to consider.
- Consider attending SBISD's College Night and local college fairs to begin exploring colleges and universities.
- Start a savings account.
- Begin exploring college and university admissions requirements.
- Continue building your resume in Naviance.
- If you are considering Dual Credit courses, do your best on the Texas Success Initiative Test (TSIA2); check with a counselor.
- If you are considering the military, contact your counselor about military academies or ROTC scholarships.
- Research and apply to summer programs and internships that focus on career interest or particular subject areas.
- Plan when you should take the SAT or ACT.
- Schedule at least one official campus tour or information session at a college, university, or technical program during school breaks.
- Plan a productive summer: working, volunteering, attending camp, taking classes, etc.
- Take a serious look at your ability to pay for college and start researching financial aid and scholarship opportunities for college/university.

ELEVENTH GRADE—CLASS OF 2026

Testing: Required: STAAR End-of-Course exams; PSAT/NMSQT in October, SAT in March

Strongly Recommended: ACT in spring (necessary for college application process for fall of senior year); SAT retest in summer

Eleventh Grade Timeline

August

- Keep up with your classes. Ask for help, attend tutorials, and join study groups. Cumulative GPA by the end of junior year is the most important because it will be what colleges and universities look at during the admission review. View GPA calculation procedures on page 3.
- Get to know your new teachers. These teachers may be a good source for writing letters of recommendation.
- Meet with your counselor to determine what classes you should take to put yourself in a good position for college, career, and/or military readiness options. Check with your counselor to determine when to schedule your junior conference.
- Take on leadership opportunities in your extracurricular activities and stay involved.
- Check with your counselor to determine when the ASVAB test will be offered at your school.

September

- Start attending local college fairs and college rep visits at your school to begin exploring colleges and universities.
- Utilize Supermatch and College Search in Naviance to research colleges/universities and begin creating a prospective college list under the Colleges I'm Thinking About tab.
- Check to see when AP Exam registration will take place.

October

- Take the PSAT/NMSQT. NMSQT stands for National Merit Scholarship Qualifying Test. This test qualifies students for the National Merit Scholarship.
- Attend SBISD's College Night to continue exploring colleges and universities and start asking specific questions about deadlines, admissions, and scholarships.
- Register for your AP exams.

November

- Update your working resume.
- Create a list of your accomplishments.
- Review your high school T24 plan and make sure you are meeting your high school graduation requirements.
- Request materials from schools that interest you and visit their websites.
- Arrange official campus visits during breaks and long weekends.

December

- Compute your GPA if you have not done so already. View GPA calculation procedures on page 3.
- Read at least one book not related to classwork during the winter break.
- Make a list of teachers, counselors, and coaches you will ask to write a letter of recommendation. Some colleges/universities and scholarship applications require letters of recommendation.
- Start thinking about financial aid. Have a conversation with your parents or guardians about how much they can afford.
- Organize your spring SAT and/or ACT testing schedule. SBISD will offer the school day SAT in March but consider taking the ACT as well and both more than once.

January

- Continue adding to your resume. Colleges will ask for a resume or at least a list of activities since 9th grade.
- Take a practice SAT and/or ACT to experience what it's like to take a test from beginning to end and to access areas in which you need to improve.
- Encourage your parents to file prior year Federal Income Tax return. The FAFSA is based on parent income taxes from the junior year.

February

- Ask for verification of community service and keep in your portfolio/folder.
- Start looking for scholarship opportunities, ask your counselor for resources.
- Meet with your counselor to decide on courses for your senior year. Consider Dual Credit, Dual Enrollment, or AP coursework.

March

- Do your best on the school day SAT. Take advantage of this opportunity to take the SAT at no charge.
- Research and apply to summer college programs or internships.
- Reach out to recommendation writers to confirm they will write you a letter. Provide them with your resume, brag sheet, essays, or any other information that they can use to better write your letter. Inform them they will receive a formal request via Naviance in August.
- Begin writing your personal essay for college applications and scholarships.

April

- Meet with your counselor to review the course selection and to check the progress of your 4-year plan.
- Remind parents the deadline to file prior year Federal Income Tax returns is April 15. Most parents are required to file in order to provide that information on the FASFA/TASFA.
- Inform your parents they will need to complete a brag sheet for you. Teachers and counselors require one for a letter of recommendation.

May

- Register to take both the ACT and/or SAT during the summer. Remember to select the colleges to receive your scores during registration.
- Study and take as many AP Exams as possible.
- Check out websites for information about applications for financial aid, admissions requirements, and deadlines.
- Check for satellite offices for major universities and become acquainted with the local representatives.
- If you haven't done so already, visit at least one college, university, or technical program.

Summer

- Take the ACT and/or the SAT.
- Visit colleges and universities you are interested in. Take advantage of the virtual tours and admission presentations options.
- Explore career opportunities using Naviance and begin to narrow down majors.
- Get a calendar and keep track of post-secondary planning activities (application deadlines, local meet & greets, etc.).
- Update your resume and log of volunteer activities in Naviance.
- Check your portfolio and make sure you have your records in order with SAT and/or ACT scores, essays, resume, the record of your volunteer work, and record of your employment (if applicable).
- Prepare your college application carefully either at AppyTexas.org, or CommonApp.org. Follow the instructions and PAY CLOSE ATTENTION TO DEADLINES!
- Have a productive summer: working, reading for pleasure, volunteering, attending camp, taking classes, etc.

TWELFTH GRADE—CLASS OF 2025

It is **critical** that you and your parent/guardian carefully review the requirements for graduation and your transcript to ensure the proper classes are selected to meet graduation requirements. The counselor will work diligently with you to select the proper classes, but remember, your graduation is ultimately your responsibility. Opportunities to retake classes failed during the senior year are usually offered outside the school day.

Testing: **Remember—all graduation requirements, including passing all parts of STAAR*, must be met before you can take part in the graduation ceremony.**

Required: STAAR End-of-Course exams

Recommended: SAT, ACT, Texas Success Initiative (TSIA2) assessment, AP, IB, SAT Subject Tests, if appropriate

By senior year, you need to have post-graduation plans and you need to make sure your selections adequately prepare you for your future plans.

- **College**—APPLY EARLY. Choose 3 to 5 schools: one dream school that may seem like a stretch, one sure thing, and several choices in between. Make sure you meet the admission requirements and are registered for the proper entrance exams. Do not wait until just before the deadline or you may be too late.
- **Technical school**—check with several to make sure they have the kind of training you are seeking. Compare their job placement rates and financial aid opportunities to determine which is your best choice.
- **Military**—talk to recruiters for several branches of the service. See which one offers you the best opportunities. Make an appointment to take the ASVAB and keep in touch with the recruiter of the branch you select.
- **Work**—make sure you have adequate job skills for a career with a future, not just a temporary job. See if the benefits plan offers incentives for further education.

Twelfth Grade Timeline

August

- Decide on a clear T24 plan. Whether the plan is to work full time, get training such as a vocational-technical school, Career College, or two or four-year college, or enlist in the military.
- Meet with your counselor early to discuss your plans, transcript requests, fee waivers, and letters of recommendation (2-week notice).
- Make sure that you have the required classes for your graduation plan and the college or university that you are planning to attend.
- Finalize your Colleges I'm Applying To list in Naviance - Consider choosing at least one "back up plan school" (a school that is guaranteed admissions, close to home, inexpensive). Choose several "target

schools" (a school whose requirements match a student's academics). Choose at least one school that is a "reach school" (a school that is above student's academics, is highly selective, far from home, or expensive).

- Request Letters of Recommendation in Naviance.
- Update and add to your resume. Be sure to include all of your volunteer work and extracurricular activities.
- Request a fee waiver to take the SAT or ACT if you are on free or reduced lunch.
- Continue to work on your college applications. Link your Common App in your Naviance account. Request transcripts for each application in Naviance.
- Be sure to ask your registrar, counselor, and teachers at least two weeks before your application deadlines to submit the necessary documents to colleges (transcript, letters of recommendation, etc.) utilizing Naviance.
- If you are having difficulty paying for college application fees see your counselor about getting a fee waiver
- Visit local colleges, universities, or technical schools. Try to go while classes are in session for a real feel for the culture.

September

- Keep up with your classes. Ask for help, attend tutorials, and join study groups. Although colleges and universities make a decision based on junior year GPA, senior year grades still matter. Some schools ask for a mid (senior) year transcript.
- Keep a calendar with important deadlines posted for easy visibility.
- Research school-specific deadlines for scholarships, financial aid, honors, or other school-specific programs. Be sure you are applying for academic scholarships for the schools on your college list.
- Register for and take SAT and ACT, and SAT Subject Tests, or any other exams required for admission to the colleges to which you are applying if you have not done so.
- Complete your FAFSA or TASFA. Beginning with the class of 2023, all students are required to complete either FAFSA or TASFA.
- If you will be applying for financial aid with the FAFSA, set up an FSA ID (one of your parents will need one too). Start gathering information to complete the FAFSA. It opens on December 1st.
- Check to see if you will need to fill out a CSS/Financial Aid Profile for the Common App.
- Find out when college reps will be coming to your school. Attend visits with schools on your list throughout the semester.

October

- Attend SBISD's College Night and meet the college representatives who may be reviewing your application for admission.
- Check that you are scheduled to graduate at the end of the year.
- Finalize portfolios, audition tapes, or other evidence of talent if required by admissions.
- Follow up with teachers or counselors who will be writing letters of recommendation for you.
- Register for your AP exams.

November

- Work on getting all applications or materials submitted before the deadline.
- Males need to complete their Selective Service registration, which is required by males age 18-25 to receive financial aid. See your counselor for details.
- Verify that the college admissions office has all your paperwork.

December

- Finalize admissions applications.
- Watch for messages from colleges or universities.
- Research deadlines for housing, orientation, or other school-specific programs for schools on your college lists.
- Check for other scholarship opportunities in the counselor's office, websites, etc.: complete and submit application forms before the deadline.

January

- Stay active in activities and continue doing well in classes. Depending on your T24 plan, schools may ask for a mid-year transcript or mid-year report.
- Keep an eye out for scholarships. Check the Scholarship section in Naviance consistently. Many scholarships have deadlines around this month and the next couple of months.

February

- Visit the school or technical programs you are interested in or visit with the military recruiter for the branch you are considering.
- Check on deadlines for programs you are applying to.
- Double-check with financial aid offices to make sure all paperwork has been received.
- Check AP Examination dates.

March

- Continue attending college sessions hosted at your school.
- Continue to apply for scholarships.
- You should receive acceptance letters and financial aid offers by mid-March to April. Compare award letters and the cost of attendance to help in decision-making. Report all awarded scholarships to your counselor even if you do not plan on accepting them.
- Complete your housing application for the school you will be attending if applicable.

April

- You should receive acceptance letters and financial aid offers by mid-March to April. Compare award letters and the cost of attendance to help in decision-making.
- Review your FAFSA Student Aid Report (SAR).
- Review the financial aid packages offered by different universities. Remember that you have a choice regarding what you will accept and what you will decline. Work with your parents through this process. Be ready to commit by May.
- Report your scholarship awards to your counselor for recognition during the awards night.

May

- Whether you are attending a 4-year, 2-year, technical school, or the military, confirm your decision. Many schools require a formal acceptance of your spot, a deposit, or registration for orientation. If it's the military, you may need to ensure you are on track for enlistment.
- Communicate with other schools or programs that you are not planning to attend.
- Complete the senior Exit Survey in Naviance.
- You must submit the name address where your final school transcript should be sent, this includes 2-year and 4-year colleges, universities, and military enlistment.

- Students who take AP exams should select their college/university to receive their scores.
- Review your financial aid package; determine if you will need additional monies for college.

Summer

Post-Secondary Students

- Ensure your final transcript was sent to the school you plan on attending.
- Check your financial aid status, provide any missing documents, sign any required forms, accept or decline financial aid awards.
- Submit your shot records to their school.
- If you are attending school in Texas, ensure your TSIA (Accuplacer) scores are sent to your school.
- Attend summer orientation.
- Meet with a college academic advisor to know what classes to sign up for.
- Register for Fall classes.
- Ensure you understand payment deadlines and consequences. Classes are automatically dropped when tuition bills are unpaid at the deadline.
- If you plan on living on campus, ensure housing is reserved and any missing documents have been submitted.

Military Students

- Meet with the family to create a plan for handling bills, collecting mail, and dealing with bank accounts in your absence.
- Maintain your physical fitness to prepare for boot camp/basic training.
- Maintain contact with your recruiter to ensure knowledge of departure date, packing list, and prohibited items.

Planning for Your Future: Helpful Web Sites

Check out these websites…

TEST REGISTRATION AND PREPARATION

http://www.collegeboard.org/	Register for the SAT and AP. Do college and financial aid searches.
www.act.org	Online registration for ACT
www.khanacademy.org/sat	Free SAT preparation through a college readiness partnership with College Board and Khan Academy

INTEREST INVENTORIES AND CAREER INFORMATION

texascareercheck.com	Students can search for careers, salaries, and expenses.
texasrealitycheck.com	Texas Reality Check will show you how much money you will need to afford the lifestyle you want
texasoncourse.org	Resources by grade level for students and families

COLLEGE SEARCHES AND APPLICATIONS

www.commonapp.org	Common application for over 200 private colleges and universities with complete instructions for applying online.
www.applytexas.org	The Application for Freshman Admission to Texas Public Colleges. Most colleges prefer this application and for it to be completed and submitted online
www.coalitionforcollegeaccess.org	The Coalition is a diverse group of more than 140 distinguished colleges and universities committed to making college a reality for all high school students through free online planning tools that help students prepare for and apply to college.
www.bigfuture.collegeboard.org	Search for colleges using your defined criteria.
www.nces.ed.gov/ipeds	Search for a school by name, location, program, degree offerings, or a combination of criteria.
www.collegeforalltexans.com	Here is everything a Texan needs to know about preparing for, applying for, and paying for college or technical school.
https://collegescorecard.ed.gov	Find the college that's the best friend for you!
https:www.naviance.com	Helps students be better prepared for attending college and preparing for a career. Naviance Family Connection includes scholarship directory.

FINANCIAL AID AND SCHOLARSHIPS

https://studentaid.gov	The Free Application for Federal Student Aid. Title IV codes. This is the one application for need- and non-need-based aid, such as grants and loans.
raise.me	As early as freshman year students can begin earning “micro-scholarships” to pay for their higher education for high school accomplishments like taking certain classes, earning certain grades, and participating in certain activities.
myredkite.com	Red Kite Matching Engine searches through $20 billion in scholarships to find opportunities that best fit a student’s profile and allows students to compare costs between college and universities and track the scholarship and loan applications.
cssprofile.collegeboard.org/	The College Board utilizes CSS/Financial Aid Profile to award aid using similar information as is required on FAFSA.
https://studentaid.gov	At this site you can create your FAFSA ID number.
https://studentaid.gov	Federal student financial aid information from the U.S. Department of Education. Includes texts of Funding Your Education, and Student Guide, which is a comprehensive description of the federal student aid programs.
collegeforalltexans.com	Texas Application for State Aid (TASFA) awards eligible non-citizens and DACA students state financial aid.

SELECTIVE SERVICE

sss.gov	All males 18-25 must register for the selective service. Register online at this site.

HELPFUL WEBSITES

TEA Understanding Credentials in Texas: Certificates & Certifications:

https://reportcenter.highered.texas.gov/reports/data/understanding-credentials-in-texas-certificates-certifications/

This handout aims to clarify the important differences between the terms certificate and certification. Mistakenly, these two terms often are used interchangeably across higher education, K-12 and workforce sectors.

Texas Workforce Commission: https://www.twc.texas.gov/

Texas Workforce Commission (TWC) is the state agency charged with overseeing and providing workforce development services to employers and job seekers of Texas. TWC strengthens the Texas economy by providing the workforce development component of the Governor's economic development strategy. Texas boasts an incredibly skilled workforce ready to attract enterprise to the Lone Star State. By focusing on the needs of employers, TWC gives Texas the competitive edge necessary to draw business here.

Skyward Family Access, a password-protected site, provides both parents and students access to course grades, homework, attendance, and other data. Visit www.springbranchisd.com, click on “Students and Families,” and locate Naviance.

GRADUATION PLAN Overview

Foundation High School Program

A new, more flexible graduation program that allows students to pursue their interests is in place for all students who entered high school beginning in the 2014-2015 school year. The program contains

- A 22-credit Foundation Plan which is the core of the new Texas high school diploma
- Five endorsement options that allow students to focus on a related series of courses

Subject	Foundation High School Program 22 Credits*	Foundation High School Program + Endorsements 26 Credits*	Distinguished Level of Achievement 26 Credits
English	**4 credits** ELA I, II, III, IV or one credit in any authorized advanced English course	**4 credits** ELA I, II, III, IV or one credit in any authorized advanced English course	**4 credits** ELA I, II, III, IV or one credit in any authorized advanced English course
Math	**3 credits** Algebra I, Geometry, one credit in any authorized advanced math course	**4 credits** Algebra I, Geometry, two credits in any authorized advanced math course	**4 credits** Algebra I, Geometry, Algebra II**, one credit in any authorized advanced math course
Social Studies	**3 credits** US History, Government, Economics or Personal Financial Literacy and Economics, World Geography and/or World History	**3 credits** US History, Government, Economics or Personal Financial Literacy and Economic, World Geography and/or World History	**3 credits** US History, Government, Economics or Personal Financial Literacy and Economic, World Geography and/or World History
Science	**3 credits** Biology, IPC/ Chemistry/ Physics, and one credit in any authorized science course	**4 credits** Biology, IPC/ Chemistry/ Physics, and two credits in any authorized science course	**4 credits** Biology, IPC/ Chemistry/ Physics, and two credits in any authorized science course
Languages other than English (LOTE)	**2 Credits** Same Language **or** Computer Science I, II, or III	**2 Credits** Same Language **or** Computer Science I, II, or III	**2 Credits** Same Language **or** Computer Science I, II, or III
Physical Education	**1 Credit** Physical education courses or approved substitution	**1 Credit** Physical education courses or approved substitution	**1 Credit** Physical education courses or approved substitution
Fine Arts	**1 Credit** Fine Arts Courses	**1 Credit** Fine Arts Courses	**1 Credit** Fine Arts Courses
Electives	**4 Credits** May include CTE courses *Students may opt to Foundation-only after completing sophomore year with parent and campus approval*	**6 Credits** May include CTE courses and requirements specific to at least one endorsement	**6 Credits** May include CTE courses and requirements specific to at least one endorsement

**While a student is not required by state law (Texas Education Code, Section 28.025) to successfully complete Algebra II as a requirement for high school graduation, a student may not earn the distinguished level of achievement or be eligible for automatic admission to a Texas public college or university if the student does not successfully complete high school Algebra II. In addition, many colleges and universities require Algebra II as an admission requirement even if the student is not in the top 10% of their class*

State Assessments Required for Graduation	
English I English II Algebra I	US History Biology

Performance Acknowledgments	
Outstanding performance: Dual credit coursework; bilingualism/ biliteracy; college AP or IB exam; PSAT, ACT-Plan, SAT, or ACT	Certification: nationally or internationally recognized business or industry certificate or license

Endorsements

CTE Programs of Study

2025-26

Endorsement	Business and Industry	STEM	Public Services
Coursework *in addition to graduation requirements*	**Required Coursework** • Students may earn a business and industry endorsement by becoming a **CTE completer** (3 or more courses for 4 or more credits with at least one advanced course) in one of the below **TEA approved programs of study** related to business and industry.	**Required Coursework** • Students may earn a STEM endorsement by becoming a **CTE completer** (3 or more courses for 4 or more credits with at least one advanced course) in one of the below **TEA approved programs of study** related to STEM. • Algebra II • Chemistry • Physics	**Required Coursework** • Students may earn a public services endorsement by becoming a **CTE completer** (3 or more courses for 4 or more credits with at least one advanced course) in one of the below **TEA approved programs of study** related to public services.
Programs of Study	Animal Science Plant Science Architectural Design Construction Tech Electrical Tech Accounting and Financial Services Business Management Marketing and Real Estate 3D Animation Filmmaking Digital Marketing Culinary Arts Cosmetology Barbering Cybersecurity IT and Support Services Programming and Software Development Engineering Welding	Dental Assistant Healthcare Practitioner Patient Care Technician Pharmacy Technician Cybersecurity Programming and Software Development Engineering	Teaching and Training Dental Assistant Healthcare Practitioner Patient Care Technician Pharmacy Technician Law Enforcement Navy JROTC

Successful completion of one of the above programs of study will fulfill requirements of their respective endorsement.

** denotes an advanced course*

Endorsements Non-CTE Programs of Study 2025-26

Category	English	Math & Science	Social Studies	Languages other than English (LOTE)	Visual & Performing Arts
Endorsement	Business & Industry	STEM	Arts & Humanities	Arts & Humanities	Arts & Humanities
Coursework *in addition to graduation requirements*	Levels I-IV in the same English program	**Required Coursework** • Physics • Algebra II **Math Program of Study** Five Math credits including two courses where Algebra II is the prerequisite **Science Program of Study** 5 Science credits	**Required Coursework** • World History or World Geography • US History • Government • Economics • 2 additional social studies credits *The personal financial literacy course can not be combined with personal financial literacy with economics course*	Levels I-IV in the same Language other than English (LOTE) **OR** 2+2: two levels of one language **AND** two levels of another language	Levels I-IV in the same visual & performing arts program **OR** 2+2: two levels of a visual & performing arts program **AND** two levels of another visual & performing arts program
Programs of Study	Broadcast Journalism Debate Newspaper Yearbook	Math Science	Social Studies	Any language other than English	Art Band Choir Color Guard Dance Orchestra Theatre

Multidisciplinary Endorsement	Option A	Option B	Option C
Coursework *in addition to graduation requirements*	Any 4 advanced courses * *Advanced courses are determined by TEA and SBISD*	4 credits in each of the core subjects (English, Math, Science & Social Studies) **Required Coursework** • English IV • Chemistry or Physics	4 credits in Advanced Placement (AP), Dual Credit (DC), Dual Enrollment (DE) or International Baccalaureate (IB) * *AAC courses do not count towards this option*

Successful completion of one of the above programs of study will fulfill requirements of their respective endorsement.

** denotes an advanced course*

Course Description

This section of the course catalog outlines offerings, credits, prerequisites and some basic information on each course. Course offerings are subject to change each year. A variety of courses will be offered to provide students with choices to meet graduation requirements. Each campus will provide students and parents a list of courses available for students to select during the course selection process. If a course is unable to be offered, the campus will notify students and parents.

English Language Arts

Note: Memorial High School, Stratford High School, Westchester Academy for International Studies, and Academy of Choice subscribe to turnitin.com, an anti-plagiarism website. The English department uses this website to identify plagiarism in students' written products.

English I English I students develop and refine their literacy skills. Following writing processes, students will plan, craft, revise, and edit multiple genres of texts, using appropriate conventions. Additionally, students read, analyze, and respond to a variety of increasingly complex traditional, contemporary, classical, and diverse American, British, and world literature. These teacher-assigned and self-selected texts include multimodal and digital formats. Students also engage in short-term and sustained inquiry and research processes.	**EL112 A/B** **Credit:** 1.0
English I AAC English I AAC is a fast-paced, rigorous Language Arts program designed to study and practice the skills needed for success in AP or IB English. Students who take this course are expected to grasp concepts quickly and be independent learners with strong reading and composition skills. On-going and extensive readings and writing assignments are aimed at developing higher-level analytical, creative, and problem solving skills, along with a sharpened awareness of oneself and his/her place in the world. Students read multiple genres, learn literary forms, and analyze literature and expository texts through close reading, both in and outside the classroom. They will refine composition skills including open-ended responses. Students will also listen to, present, and interpret oral and visual representations.	**EL111 A/B** **AAC Course** **Prerequisite:** AAC Guidelines **Credit:** 1.0
English II English II students increase and extend their literacy skills. Following writing processes, students will craft, revise, and edit multiple genres of texts, using appropriate conventions. Additionally, students read, analyze, and respond to a variety of increasingly complex traditional, contemporary, classical, and diverse world literature. Additional teacher-assigned and self-selected texts include multimodal and digital formats. Students also engage in short-term and sustained inquiry and research processes.	**EL122 A/B** **Credit:** 1.0
English II AAC This course is designed for strong readers with proficient composition skills. In addition to acquiring all of the English II knowledge and skills, students will be routinely challenged by close reading and literary analysis of complex literary and expository texts. The reading pace is rigorous, and much of it is completed outside of class. Writing assignments include timed writings and writings using the writing process including documented essays. A major goal of this course is to develop the student's analytic skills in reading and writing.	**EL121 A/B** **AAC Course** **Prerequisite:** AAC Guidelines **Credit:** 1.0
English III English III students increase and extend their literacy skills. Following writing processes, students will plan, craft, revise, and edit multiple genres of texts, using appropriate conventions. Additionally, students read, analyze, and respond to a variety of increasingly complex traditional, contemporary, classical, and diverse American literature. Additional teacher-assigned and self-selected texts include multimodal and digital formats. Students also engage in short-term and sustained inquiry and research processes.	**EL132 A/B** **Credit:** 1.0

English Language Arts

AP English III This course prepares students for the Advanced Placement Language and Composition Examination through rigorous analysis of texts and practice of writing in various modes. Students respond to essays, speeches, novels, short stories, and poems from a variety of periods and rhetorical contexts. This class is commensurate with college freshman English. Students are expected to sit for the national AP English Language and Composition Exam in May. https://apstudents.collegeboard.org/courses/ap-english-language-and-composition	**EL139 A/B** **AP Course** **Prerequisite:** AP Guidelines **Credit:** 1.0
English III Dual Credit/Dual Enrollment Campus-based and Early College ENGL 1301/1302 A course devoted to improving the student's writing and critical reading. Writing essays for a variety of purposes from personal to academic, including the introduction to argumentation, critical analysis, and the use of sources. The second semester (1302) is a more extensive study of the skills introduced in ENGL 1301 with an emphasis on critical thinking, research and documentation techniques, and literary and rhetorical analysis.	**EL13D A/B** **EL13E A/B** **Prerequisite:** Dual Credit/Dual Enrollment Criteria **Credit:** 1.0 (0.5 per semester)
IB English III/IV SL and HL **WAIS** English III/IV IB at WAIS consists of a two-year program designed to prepare students to be successful in college. Students prepare for the IB battery of oral and written assessments as part of the language requirement for gaining an IB diploma. They view literature from the dual perspectives of readers and writers, and are exposed to a variety of texts representing different cultures and time periods. Students write in a variety of modes for different purposes. In accordance with the charter of WAIS, student exposure to world literature and thought prepares students to interact within and positively impact our global society.	**III: EL17I A/B (SL)** **EL19I A/B (HL)** **IV: EL18I A/B (SL)** **EL20I A/B (HL)** **Credit:** 2.0
English IV English IV students increase and extend their literacy skills. Following writing processes, students plan, craft, revise, and edit multiple genres of texts, using appropriate conventions. Additionally, students read, analyze, and respond to a variety of increasingly complex traditional, contemporary, classical, and diverse British literature. Additional teacher-assigned and self-selected texts include multimodal and digital formats. Students also engage in short-term and sustained inquiry and research processes.	**EL142 A/B** **Credit:** 1.0
AP English IV This college level course prepares students for the complexity of thought required by the AP English Literature and Composition exam. The course prepares students for college-level reading, writing, and independent thinking. Students read and analyze culturally and critically important texts inside and outside of class. Students analyze style, structure, and meaning in a variety of genres and time periods with emphasis on British and world literature. https://apstudents.collegeboard.org/courses/ap-english-literature-and-composition	**EL149 A/B** **AP Course** **Prerequisite:** AP Guidelines **Credit:** 1.0

English Language Arts

English IV Dual Credit/Dual Enrollment **ENGL 1301/1302** Students are given the opportunity to earn six semester hours of college credit in English 1301 and English 1302 (Composition I and II) while also addressing the English IV standards. Students compose a variety of essays incorporating analytical thinking, appropriate strategies for purpose and audience, and correct manuscript form though rigorous revision. Each semester, two essays must be written in class under an instructor's supervision. Students will write at least 5000 words each semester. In the second semester, students will focus specifically on strategies for successful argumentation.	**EL14D A/B** **EL14E A/B** **Prerequisite:** Dual Credit Criteria **Credit:** 1.0
English IV Dual Credit/Early College **ENGL 2322/2323*** A critical study of major British writers from the Anglo-Saxon period through the eighteenth century. The second semester includes a critical study of major British writers of the nineteenth and twentieth centuries. This course requires substantial reading and research. **For students who have completed English 1301/1302.*	**EL24D A/B** **Dual Credit** **Prerequisite:** ENGL 1301/1302* **Credit:** 1.0 (0.5 per semester)
College Preparatory Reading and Writing This course is offered for students in the 12th grade as an alternative to the Texas Success Initiative (TSIA2) Assessment or other college readiness measures. Students who enroll in this course will follow the Student Learning Outcomes for Houston Community College (HCC) Developmental Integrated Reading and Writing. Students will also successfully write three essays: expository, persuasive, and critical analysis. Successful completion of both semesters and all HCC course guidelines **waives** the TSIA reading and writing assessment requirement. (HCC INRW 0420)	**EL250 A/B** **Prerequisite:** must be senior in high school **Credit:** 1.0
Creative Writing Creative writing is a course designed to allow students to write creatively in chosen genres. The first half of the course is a survey of various literary genres: fiction, cartoons, screenplays, poetry, plays. The second half is devoted to writing within a writing workshop setting, where students share their work with the class and revise. Students are able to write in whatever genre they prefer and will be encouraged to publish their work in outside publications as well as in a school publication created by members of the class.	**EL232 A/B** **Credit:** 1.0
Reading I, II, III Reading I, II, III offer students reading instruction to navigate academic demands successfully as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. These strategies are applied in instructional-level and independent-level texts that cross the content areas.	**I: EL412 A/B** **II: EL422 A/B** **III: EL432 A/B** **Credit:** 0.5–3.0 **Type:** Elective—may be required based on test scores
Literary Genres Students will spend time analyzing the fictional and poetic elements of literary texts and read to appreciate the writer's craft. They will discover how well-written literary text can serve as models for their own writing. Students will respond to oral, written, and electronic text to connect their knowledge of the world.	**EL242 A/B** **Credit:** 0.5 -1.0 each

English Language Arts

Photojournalism Students enrolled in Photojournalism are expected to plan, interpret, and critique visual representations, and carefully examine their own products for publication. Students study legal and ethical considerations that impact photography. Students also refine and enhance their journalistic skills, especially caption writing and interviewing. Camera basics are also addressed. A lab fee may apply to this course. *Requirements: A digital camera*.	**ELA302** **ELA302 A/B** **Credit:** 0.5-1.0 **Requirements:** digital camera
Journalism Provides the student with the background and fundamentals of journalism including writing each of the four journalistic styles, history and legalities of journalism, graphic design and layout, desktop publishing and computer technology and use of Adobe InDesign and Photoshop. This course is a prerequisite for anyone desiring to apply for a reporter/writer/designer/editor position on the school yearbook or newspaper staff.	**EL322 A/B** **Credit:** 1.0
Advanced Journalism— Newspaper Production I, II, III Available for sophomores through seniors interested in planning, financing, and implementing the writing, editing, and producing of a newspaper using current computer technology. Courses must be taken sequentially.	**I: EL332 A/B** **II: EL342 A/B** **III: EL352 A/B** **Prerequisites**: Journalism, PhotoJournalism, and/or teacher approval **Credit:** 1.0
Advanced Journalism— Yearbook Production I, II, and III Available for sophomores through seniors interested in planning, financing, and implementing the writing, editing, and producing of the yearbook using current computer technology. Courses must be taken sequentially.	**I: EL362 A/B** **II: EL372 A/B** **III: EL382 A/B** **Prerequisites**: Journalism, PhotoJournalism, and/or teacher approval **Credit:** 1.0
Independent Study Journalism Course designed for the highly motivated, self-directed student who wishes to study in-depth photography, computer pagination, or layout.	**EL392 A/B** **Credit:** 0.5
Broadcast Journalism I The purpose of this course is to provide opportunities for students to develop introductory skills in television production, including media skills, verbal skills, and teamwork. The content will include an overview of television; the history of mass communications with a special emphasis on media literacy; television careers; writing for television compared to other media; and learning equipment such as camera, video recorder, mixer, lighting, and character generator. Students will also produce videos to be used during announcements.	**EL312 A/B** **Credit:** 0.5–1.0
Broadcast Journalism II-III The purpose of this course is to provide the student with quality academic instruction in television production by building on what was learned in Broadcast Journalism I. They will receive further training in equipment operation, reporting, and scriptwriting, as well as planning, directing, and producing video projects that include the school news program.	**II: EL313 A/B** **III: EL314 A/B** **Prerequisite:** Broadcast Journalism I **Credit:** 1.0

English Language Arts

Research and Technical Writing The study of technical writing allows students to develop skills necessary for writing persuasive and informative texts. Students also work on assignments that help them improve academic and research skills. This rigorous composition course asks high school students to skillfully research a topic or a variety of topics and present that information through a variety of media. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The students' evaluation of their own writing as well as the writing of others ensures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop and apply criteria for effective writing, and set their own goals as writers.	**ELA222** **Credit:** 0.5 -1.0
AP Seminar AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. https://apstudents.collegeboard.org/courses/ap-seminar	**EL830 A/B** **Credit:** 1.0
AP Research AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. The course culminates in an academic paper of 4,000-5,000 words and a presentation with an oral defense. https://apstudents.collegeboard.org/courses/ap-research	**EL840 A/B** **Credit:** 1.0

English Language Arts

Speech and Debate

Communication Applications Students will understand and employ concepts and processes in sending and receiving oral messages, evaluating, recognizing, using nonverbal communication, listening, and speaking for a variety of purposes. They will develop communication competence in interpersonal, group, and public interaction to establish and maintain productive relationships and function effectively in social, academic, professional, and citizenship roles. Students must research, outline, write, prepare, and deliver a minimum of five oral presentations to the class, including informative speaking, persuasive speaking, debate, extemporaneous, and impromptu presentations. Students will prepare a resume and participate in the formal interview process.	**ELA512** **Credit:** 0.5
Debate I-IV Students will study specific formats and forums of debate. They will learn processes of logic and critical thinking as they prepare briefs and cases. They will participate in the debate process of witness, questioner, and auditor, and they will make evaluations of arguments. They will make debate presentations in the classroom and tournament situations. **Students in Debate are expected to attend tournaments.**	**I: EL552 A/B;** **II: EL562 A/B;** **III: EL572 A/B;** **IV: EL582 A/B** **Credit:** 1.0 each **OPTIONS:** With teacher approval, a student may choose a full year that combines Communication Applications and 0.5 credit in Debate for a full year course.
Communications Applications DC Fundamentals of Speech Communication is a survey course in the basic principles of oral communication. Includes the study of the use of the body and voice, the speaker-listener relationship, interpersonal communication, oral interpretation, perceptions, self-concept, problem solving and decision making, interviewing, conversation enhancement, and preparation and delivery of platform and non-platform speeches.	**HCC Course: Speech 1311** **ELA51D** **Credit:** 0.5
Public Speaking DC-Speech 1315 Public Speaking is designed to develop proficiency in public speaking situations, emphasis upon content, organization, and delivery of speeches for various occasions. SPCH 1315 enables students to examine the principles of speech making and to examine the importance of public speaking as communication so that they will be able to research, organize, and deliver material effectively.	**ELA52D** **Credit:** 0.5

Mathematics

Algebra I Algebra I is the study of algebraic expressions, equations, inequalities, systems of equations and linear, quadratic, and other non-linear functions along with their graphs and applications. Intense preparation to meet STAAR standards is included. A strong background in Algebra I is essential for success in higher level math classes. A grade of 75 or better for the second semester is highly recommended for success in Algebra II.	**OPTIONS:** **Grade Level: MT212 A/B** **AAC: MT211 A/B** **Credit:** 1.0 **Required:** 1st year math credit
Geometry Geometry includes the Euclidean study of geometric figures and their relationships, and the study of measurement, area, volume, and similarity.	**OPTIONS:** **Grade Level: MT312 A/B** **AAC: MT311 A/B** **Prerequisite:** Algebra I **Credit:** 1.0 **Required**: 2nd year math credit
Mathematical Models with Applications MMA is designed to develop mathematical models and connect the models to a variety of real-world situations to make predictions based on collected data. Students will also learn about financial management including income management, tax preparation, and investment strategies. This course serves as a bridge to Algebra II.	**MT702 A/B** **Prerequisite:** Algebra I **Credit:** 1.0
Algebra II Algebra II is the study of the number system, quadratic functions, and relations along with their graphs and applications, polynomials, rational functions, systems of equations (linear and quadratic), exponential and logarithmic functions, and data handling and analyses. Algebra II is required for the Distinguished Achievement Award and eligibility for Top 10%.	**OPTIONS:** **Grade Level:** **MT232 A/B** **AAC: MT231 A/B** **Prerequisite:** Algebra I **Credit:** 1.0
Algebra II Dual Enrollment In this College Algebra 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.	**MT23E A/B** **Prerequisite:** Algebra I, Geometry **Credit:** 1.0
PreCalculus PreCalculus is the study of trigonometry, analytic geometry, and elementary analysis. It is the prerequisite to Calculus.	**MT402 A/B** **Prerequisite:** Algebra I, Geometry, Algebra II **Credit:** 1.0
PreCalculus Dual Enrollment Students will deepen and extend their knowledge of functions, graphs, and equations from their high school algebra and geometry courses so 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.	**MT40E A/B** **Prerequisite:** Algebra I, Geometry, Algebra II **Credit:** 1.0

Mathematics

AP PreCalculus In AP Precalculus, students explore everyday situations and phenomena using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. https://apstudents.collegeboard.org/courses/ap-precalculus	**MT409 A/B** **Prerequisite:** Algebra I, Geometry, Algebra II **Credit:** 1.0
Algebraic Reasoning This TEKS-based course will build on the skills developed in Algebra I through both an analysis lens and an application lens. Students will study algebraic patterns and structures, use number and algebraic methods relating to functions, and model data using tables, graphs, and symbols where appropriate.	**MT602 A/B** **Prerequisite:** Algebra I **Credit:** 1.0
Advanced Quantitative Reasoning The course emphasizes statistics and financial applications and prepares students to use algebra, geometry, trigonometry, and discrete mathematics to model a range of situations and solve problems.	**MT530 A/B** **Prerequisite:** Algebra I, Geometry, Algebra II **Credit:** 1.0
College Preparatory Mathematics **(HCC Math 0332P/MT0314P)** This course is offered for students in their 4th year of high school who may not be successful on the Texas Success Initiative (TSIA2) Assessment or other college readiness measure. Students who enroll in this course will follow the student learning outcomes for Houston Community College (HCC) developmental mathematics courses MT0332P and MT0314P. Meeting the standard for earning HCC developmental mathematics credit will waive the TSIA mathematics requirement.	**MT540 A/B** **Prerequisite:** Students in their 4th year of high school **Credit:** 1.0
Statistics This TEKS-based course builds on the Probability and Statistics TEKS from Grades 6-8 and the Data TEKS from Geometry. Students will develop an understanding of variability to become good consumers of data and be prepared to be successful in a college-level Elementary Statistics class.	**MT511 A/B** **Prerequisite:** Algebra I **Credit:** 1.0
Statistics & Business Decision Making (meets math requirements) Students will use statistics to make business decisions and will determine the appropriateness of methods used to collect data to ensure conclusions are valid including ethics, risk-management, use of probability, analysis, modeling and forecasting.	**CBM30 A/B** **Prerequisite:** Algebra II (required) **Credit:** 1.0 **Grades:** 12

Mathematics

AP Statistics The study of statistics includes exploring data (observing patterns and departures from patterns), planning a study (decide what and how to measure), anticipating patterns (produce models using probability and simulation), and statistical inference (confirming models). This course prepares students for the AP Statistics exam which could award college credit. https://apstudents.collegeboard.org/courses/ap-statistics	**MT519 A/B** **Prerequisite:** Algebra II recommended **Credit:** 1.0 State math credit
IB Mathematics: Applications and Interpretations HL and SL **WAIS** This is a two-year course of study, building on knowledge gained in previous math courses. This course focuses on applications and interpretation with an emphasis on statistics, calculus, modeling and use of technology, useful for describing our world and solving practical problems—appropriate for those with an interest in the applications of mathematics and how technology can support this. Technology and calculator use is encouraged throughout the course. Higher Level contains the topics of the Standard Level with additional topics added for HL, including mathematics statistics and discrete math. This course is aimed at students who will go on to study subjects at university such as social sciences, natural sciences, statistics, business, some economic AFs courses, psychology and design.	**OPTIONS:** **SL:** **MT52I A/B** (year 1) **T52I C/D** (year 2) **HL:** **MT53I A/B** (year 1) **MT53I C/D** (year 2) **Credit:** 0.5/sem
IB Mathematics: Analysis and Approaches HL and SL **WAIS** This is a two-year course of study, containing analytic methods, building on knowledge gained in previous math courses. Topics include calculus, statistics and algebraic, graphical and numerical approaches—appropriate for pure mathematics, engineers, scientists, economists and those who are fascinated by exploring real and abstract mathematical thinking. Technology and calculator use occurs only on selected topics. Higher Level contains all of the topics of the Standard Level with additional topics added for HL. This course is aimed at students who enjoy developing mathematical arguments, problem solving and exploring real and abstrac application. This course is for the student who plans to study subjects with substantial mathematics content in university such as mathematics itself, engineering, physical sciences, or some economics courses.	**OPTIONS:** **SL:** **MT54I A/B** (year 1) **MT54I C/D** (year 2) **HL:** **MT55I A/B** (year 1) **MT55I C/D** (year 2) **Credit:** 0.5/sem
Calculus (Grade Level) During the first 12 weeks, topics of Analytic Geometry will be taught. These include fundamental concepts of coordinate geometry, the straight line, conics, simplification of equations, algebraic curves, transcendental functions, and parametric equations. The rest of the year (24 weeks) will include topics of Calculus: limits; differentiation; applications of differentiation; integration; logarithmic, exponential, and other transcendental functions; and applications of integration. *Calculator: TI-83+ or TI-84+*	**MT412 A/B** **Prerequisite:** PreCalculus **Credit:** 1.0 Transcribes as Independent Study in Mathematics
AP Calculus AB Calculus AB is the study of functions, graphs, and limits; derivatives; and integrals. This course prepares students for the College Board Advanced Placement AB Calculus exam which could earn college credit for the first college Calculus course. https://apstudents.collegeboard.org/courses/ap-calculus-ab	**MT419 A/B** **Prerequisite:** PreCalculus recommended **Credit:** 1.0

Mathematics

AP Calculus BC Calculus BC is the study of functions, graphs, and limits; derivatives; integrals; and polynomial approximations and series. BC Calculus extends the study of Calculus AB to include preparation for the BC level AP exam which could earn credit for college calculus courses. https://apstudents.collegeboard.org/courses/ap-calculus-bc	**MT429 A/B** **Prerequisite: PreCalculus recommended** **Credit: 1.0**
Financial Mathematics Students will apply critical thinking skills to analyze personal financial decisions based upon the current and projected economic factors. Math and calculations related to the real-world experiences include some of the following: net pay, income taxes, calculate mortgage payment, property taxes, mortgage insurance, closing cost, and interest cost. Students will integrate career and postsecondary education planning into financial decision-making throughout the course.	**CFI60 A/B** **Prerequisite:** Successful completion of Algebra I **Credit:** 1.0
AP Computer Science A (meets math and LOTE requirements) Students are introduced to problem-solving, design strategies, and methodologies, data organization approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. https://apstudents.collegeboard.org/courses/ap-computer-science-a	**TA319 A/B** **Credit:** 2.0 **Grades** 10-12
Linear Algebra This course introduces the students to other areas of mathematics, such as multivariable calculus, differential equations, and probability theory, as well as the physical and social sciences and engineering.	**MTH902** **Credit:** .5
Multivariable Calculus Multivariable Calculus takes the concepts learned in the single variable calculus course and extends them to multiple dimensions. Topics discussed include: vector algebra; applications of the dot and cross product; equations of lines, planes, and surfaces in space; converting between rectangular, cylindrical, and spherical coordinates; continuity, differentiation, and integration of vector-valued functions; application of vector-valued functions such as curvature, arc length, speed, velocity, and acceleration; continuity, limits, and derivatives of multivariable functions, tangent planes and normal lines of surfaces; applying double and triple integrals to multivariable functions to find area, volume, surface area, mass, center of mass, and moments of inertia; vector fields; finding curl and divergence of vector fields; line integrals; conservative vector fields, conservation of energy; Green's Theorem; parametric surfaces, including normal vectors, tangent planes, and areas; orientation of a surface; Divergence Theorem; and Stokes's Theorem.	**MT810 A/B** **Credit: 1.0**
Number Theory The topics of study contribute to the student's enhanced understanding of historical developments, proofs and discoveries of mathematical numerical relationships.	**MTH904** **Credit:** .5

Mathematics

Elements of Data Science The purpose of the Elements of Data Science course is to introduce students to statistical modeling and analysis considerably beyond the scope of Statistics/AP Statistics. In Elements of Data Science, students will learn to manipulate large data sets containing multiple explanatory variables, learn techniques for modeling, analysis, and visualization, and combine these skills with fundamental statistical principles to propose solutions to real-world problems. This course will empower students to grow in intuition as well as skillset and mature as analysts. Those who wish to pursue data science, or another STEM field, will find themselves prepared for the next level of their chose educational or professional path.	**MT638A/B** **Credit: 1**

Science

Advanced Animal Science This course is designed for students who want to deepen their knowledge of the livestock industry and examine the interrelatedness of human, scientific, and technological dimensions of livestock production through field and laboratory experiences. In-depth studies include animal healthcare, anatomy and physiology, and livestock husbandry. This course is offered in the spring semester at The Guthrie Center.	**CTAGI5** **Prerequisite:** Biology and Chemistry or IPC; Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production. Veterinary Medical Applications recommended **Credit:** 1.0
Anatomy and Physiology Students will discover the structures and functions of the human body including body systems. They will investigate the body's responses to forces, maintenance of homeostasis, electrical interactions, transport systems, and energy processes.	**CHS70 A/B** **Prerequisite:** Biology and a second science credit is required; a course from the Health Science cluster recommended **Credit:** 1.0
Aquatic Science In Aquatic Science, students study the interactions of biotic and abiotic components and how these interactions affect aquatic environments. Investigations and field work in course may emphasize fresh water or marine aspects of aquatic science depending primarily upon the natural resources available for study near the school. Students who successfully complete Aquatic Science will acquire knowledge about a variety of aquatic systems, conduct investigations of aquatic environments, work collaboratively with peers and develop critical thinking and problem solving skills.	**SC412 A/B** **Prerequisite:** 1 credit of high school Biology **Recommended:** IPC, Chemistry of concurrent enrollment in either course **Credit:** 1.0
Astronomy In Astronomy, students focus on patterns, processes and relationships among astronomical objects in our universe. Students acquire basic astronomical knowledge and supporting evidence about Sun-Earth-Moon relationships, the solar system, the Milky Way, the size and scale of the universe and the benefits and limitations of exploration. Students conduct laboratory and field investigations to support their developing conceptual framework of our place in space and time.	**SC642 A/B** **Prerequisite:** Algebra I and IPC or Chemistry **Credit:** 1.0
Biology This course provides students with an introduction to general biology. Students in Biology focus on patterns, processes, and relationships of living organisms through four main concepts: biological structures, functions, and processes, mechanisms of genetics, biological evolution and interdependence within environmental systems. An advanced version of this course is available titled, "AAC Biology." *Please note:* Dual Language students at SWHS and WAIS will take this course in Spanish.	**Grade Level: SC122 A/B** **AAC: SC121 A/B** **Credit:** 1.0 Recommended for students in grades 9-11.

Science

Biology Dual Enrollment Students will explore three big ideas of biology: the structure and function of biomolecules, the flow of energy through living systems via photosynthesis and cellular respiration, and how genetic information is expressed and transmitted both within and between cells. Dual Enrollment Biology is equivalent in rigor to an introductory college biology course, but it is spread out over a year instead of a semester. Students will experience curriculum designed by the faculty at The University of Texas at Austin. Students can earn four hours of UT credit with feedback and assessment provided by UT course staff.	**SC14E A/B** **Prerequisite:** Biology and Chemistry required **Credit:** 1.0
AP Biology AP Biology is an introductory college level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions. Students are prepared and expected to sit for the national AP Biology exam at the end of the course in May. https://apstudents.collegeboard.org/courses/ap-biology	**SC149 A/B** **Prerequisite:** Check with Counselor—varies at each campus; AP guidelines **Credit:** 1.0
Chemistry This course provides students with an introduction to general chemistry. In Chemistry, students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Student study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory, chemical bonding, chemical stoichiometry, gas laws, solution chemistry, acid-base chemistry, thermochemistry, and nuclear chemistry. Student investigate how chemistry is an integral part of our daily lives. An advanced version of this course is available titled, “AAC Chemistry.”	**Grade Level: SC212 A/B** **AAC: SC211 A/B** **Prerequisite:** 1 credit of high school science and Algebra I **Recommended Prerequisite:** Completion or concurrent enrollment in Algebra II. **Credit:** 1.0 Recommended for students in Grades 10-12
Chemistry Dual Enrollment Throughout this course, students will learn to think like a scientist by investigating chemistry concepts and building understanding of how the world works. This course addresses the nature of matter, energy, chemical reactions, and chemical thermodynamics. Dual Enrollment Chemistry is equivalent in rigor to an introductory college chemistry course, but it is spread out over a year instead of a semester. Students will experience curriculum designed by the faculty at The University of Texas at Austin. Students can earn four hours of UT credit with feedback and assessment provided by UT course staff.	**SC216 A/B** **Credit:** 1.0 **Prerequisite:** Algebra I **Recommended Prerequisite:** Completion or concurrent enrollment in Algebra II
AP Chemistry AP Chemistry is an introductory college level chemistry course. Students cultivate their understanding of chemistry through inquiry-based lab investigations as they explore the four big ideas: scale, proportion, and quantity, structure and properties of substances, transformations, and energy. Students are prepared and expected to sit for the national AP Chemistry exam at the end of the course in May. https://apstudents.collegeboard.org/courses/ap-chemistry	**SC229 A/B** **Prerequisite:** Biology, Algebra II, AAC Chemistry **Credit:** 1.0

Science

Earth Systems Science The Earth Systems Science course is designed to build on students' prior scientific and academic knowledge and skills to develop their understanding of Earth's systems. These systems (the atmosphere, hydrosphere, geosphere and biosphere) interact through time to produce the Earth's landscape, climate and resources. Students explore the geologic history of individual dynamic systems through the flow of energy and matter, their current states and how these systems affect and are affected by human use.	**SC812 A/B** **Prerequisite:** Algebra I and two credits of high school science **Credit:** 1.0
Geoscience Dual Enrollment This is a course in geoscience literacy. It covers the fundamentals of how the Earth works, and how its various systems—the lithosphere, atmosphere, hydrosphere, and biosphere—interact to form the complex world in which we live. Geoscience is the study of the Earth. It is an integrated science drawing on the fundamental principles of physics, chemistry, biology, and geosciences to explain Earth processes. Many of the most complex and interesting scientific problems of this century, such as energy resources, water supply, and climate change, require geologic thinking skills to solve. This class introduces students to the major areas in geoscience and helps them develop critical, creative, and geologic problem-solving skills, as applied to 21st-century scientific problems. Dual Enrollment Earth and Space is equivalent in rigor to an introductory college course, but it is spread out over a year instead of a semester. Students will experience curriculum designed by the faculty at The University of Texas at Austin. Students can earn three hours of UT credit with feedback and assessment provided by UT course staff.	**SC81E A/B** **Prerequisite:** Biology or IPC. Chemistry is recommended as either a prerequisite or concurrent enrollment **Credit:** 1.0
Environmental Systems In Environmental Systems students conduct laboratory field investigations, use scientific methods, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationships between carrying capacity and changes in populations and ecosystems, natural changes in the environment, and human activities that impact the natural environment.	**SC472 A/B** **Prerequisite:** Biology **Recommended Prerequisite:** IPC, Chemistry or concurrent enrollment in either course **Credit:** 1.0
AP Environmental Science Students cultivate their understanding of the interrelationships of the natural world through inquiry-based lab investigations and field work as they explore concepts like the four big ideas: energy transfer, interactions between Earth systems, interactions between different species and the environment, and sustainability. https://apstudents.collegeboard.org/courses/ap-environmental-science	**SC479 A/B** **Prerequisite:** Biology and 1 credit of high school physical science **Credit:** 1.0
Forensic Science 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 the relate to each discipline of forensic science.	**CTL50 A/B (MHS)** **CTLW50 (GC)** **Prerequisite:** Biology and Chemistry required; a course in Law and Public Safety recommended **Credit:** 1.0

Science

Integrated Physics and Chemistry (IPC) This course introduces the basic concepts of physics and chemistry. In Integrated Physics and Chemistry, students conduct laboratory and field investigations, use scientific practices during investigation, and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy, and matter.	**SC112 A/B** **Credit:** 1.0 Recommended for students in Grades 9 and 10.
Medical Microbiology This course is designed to explore the microbial world and help students understand the influence of microorganisms on wellness and disease. Students in this class will learn to identify pathogenic and non-pathogenic microorganisms through laboratory procedures, understand the chain of infection, and study emerging diseases, causative agents, and treatment options.	**CTHS71** **Prerequisite:** Biology and Chemistry. **Recommended prerequisite:** a Health Science Course **Credit:** 1.0 Taken concurrently with Pathophysiology, and meets science requirement
Pathophysiology In Pathophysiology you will learn how the disease processes affect the human systems. Emphasis is placed on prevention and treatment of diseases. You will observe the differences between normal and abnormal physiology in field investigations to make informed decisions using critical thinking and scientific problem solving.	**CTHS72** **Prerequisite:** Biology and Chemistry. **Recommended Prerequisite:** Anatomy and Physiology **Credit:** 1.0 Taken concurrently with Medical Microbiology, meets science requirement
Physics This course provides students with an introduction to general physics. In Physics, students conduct laboratory and field investigations, use scientific 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, characteristics and behavior of waves and electricity and magnetism. Students will apply conceptual knowledge and collaborative skills to experimental design, implementation, and interpretation.	**SC312 A/B** **Recommended:** Concurrent or previous enrollment in PreCalculus **Credit:** 1.0
Physics I: Mechanics, Heat and Sound Dual Enrollment Mechanics, Heat and Sound introduces big ideas in physics, such as Newtonian mechanics, (including motion, force, energy, and rotation), as well as solid and fluid mechanics, oscillations, waves, sound, and heat. Dual Enrollment Physics I is equivalent in rigor to an introductory college physics course, but it is spread out over a year instead of a semester. Students will experience curriculum designed by the faculty at The University of Texas at Austin. Students can earn four hours of UT credit with feedback and assessment provided by UT course staff	**SC31E A/B** **Prerequisite:** Algebra, Geometry, and Algebra II **Recommended:** Concurrent or previous enrollment in PreCalculus **Credit:** 1.0

Science

AP Physics 1: Algebra Based AP Physics 1 is an algebra-based, introductory college level physics course. Students cultivate their understanding of physics through classroom study, in class activity and hands-on, inquiry- based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation and waves. Students are prepared for and expected to sit for the national AP Physics 1 exam at the end of the course in May. https://apstudents.collegeboard.org/courses/ap-physics-1-algebra-based	**SC316 A/B** **Prerequisite:** Algebra I, Geometry, Algebra II **Recommended:** Concurrent or previous enrollment in PreCalculus **Credit:** 1.0
AP Physics 2: Algebra Based This course is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. Students are prepared for and expected to sit for the AP Physics 2 exam at the end of the course in May. https://apstudents.collegeboard.org/courses/ap-physics-2-algebra-based	**SC326 A/B** **Prerequisite:** AP Physics I or comparable course and concurrent enrollment in PreCalculus **Credit:** 1.0
AP Physics C Mechanics This half-year course expands on concepts presented in AP Physics 1 and 2 as well as introductory physics classes. The course explores topics such as kinematics, Newton's Laws of motion, work, energy and power, system of particles and linear momentum, circular motion and rotation, and oscillations and gravitation. The content of the course is intended to prepare students for the AP Physics C Mechanics exam through both content preparation and a focus on investigation and student research. This course is recommended as a second year physics course for students who are interested in pursuing post-secondary studies in engineering or physical sciences. Students are prepared for and expected to sit for the national AP Physics C Mechanics exam at the end of the course in May. https://apstudents.collegeboard.org/courses/ap-physics-c-mechanics	**SCI329** **SC329 A/B** (SWHS) **Prerequisite:** Physics, Algebra I, Geometry, Algebra II, and Calculus (concurrent) **Credit:** 1.0
AP Physics C Electricity and Magnetism This half-year course expands on concepts presented in AP Physics 1 and 2 as well as introductory physics classes. The course explores topics such as electrostatics, conductors, capacitors and dielectrics, electrical circuits, magnetic fields and electromagnetism. The content of the course is intended to prepare students for the AP Physics C Electricity and Magnetism exam through both content preparation and a focus on investigation and student research. This course is recommended as a second-year physics course for students who are interested in pursuing post-secondary studies in engineering or physical sciences. Students are prepared and expected to sit for the national AP Physics C Electricity and Magnetism exam at the end of the course in May. https://apstudents.collegeboard.org/courses/ap-physics-c-electricity-and-magnetism	**SCI330** **Prerequisite:** Physics C AP Mechanics **Credit:** 1.0
Engineering Science (meets science requirement) Students are introduced to significant concepts studied in higher education engineering programs. Topics include mechanisms, energy, statics, materials, kinematics, and computer control systems to develop problem-solving skills and create solutions to challenges.	**CST52 A/B** **Prerequisite:** IED, Algebra I and Biology, Chemistry, Integrated Physics and Chemistry (IPC), or Physics (required) **Credit:** 1.0

Science

IB Biology Standard Level (SL) or Higher Level (HL) **WAIS** IB Biology will help students to understand the life sciences by incorporating experimental and theoretical knowledge. The course emphasizes terminology, analytical thinking, and the application of knowledge by using laboratory and bio-technology resources. The IB Biology candidate should have the necessary background in biology, chemistry, and physics to be prepared for this course. A precise and rigorous college introduction of the biological sciences content will be emphasized. The curriculum will stress scientific method, experimental activities, biotechnology, and practical investigations. The IB Biology SL course is taught over a one-year period. IB Biology HL is a two-year course which delves deeper into specific content areas such as genetic engineering, bioethics, and ecology. Both IB Biology SL and HL are taught over a two-year period. IB Biology HL delves deeper into specific content areas such as genetic engineering, bioethics, and ecology.	**SL: SC12I A/B (year 1)** **SC13I A/B (year 2)** **HL: SC15I A/B** (year 1) **SC16I A/B** (year 2) **Prerequisite:** Biology, Chemistry, Dual Credit Criteria **Credit:** 1.0 each
IB Chemistry Standard Level (SL) or Higher Level (HL) **WAIS** Chemistry is a must for students who intend to pursue careers in almost any pure or applied science such as engineering, environmental sciences, biological sciences, medicine, textiles and the oil and gas industry. It is also an excellent subject for students intending to do arts or humanities courses at university. Interest and enthusiasm are essential attributes for students to succeed and benefit from IB chemistry. However, the course does have a high mathematics content, so you should be enrolled in the IB Mathematics course at the Pre-Calculus/Calculus level. A strong background in science is also required. This is a two-year course.	**SL: SC26I A/B (year 1)** **SC27I A/B (year 2)** **HL: SC28I A/B** (year 1) **SC29I A/**B (year 2) **Prerequisite:** Algebra II, Chemistry, and Biology **Credit:** 1.0 each
IB Physics Standard Level (SL) or Higher Level (HL) **WAIS** IB Physics seeks to explain the universe through studying and learning about the smallest particles to the vast distances between galaxies. Students develop practical skills and techniques through learning experiences and increase proficiency through the platform of mathematics and the language of physics. Students will mature interpersonal skills, technology skills, and problem-solving skills. Students will also study the impact of physics on society, the moral and ethical dilemmas, and the social, economic, and environmental implications of the work of physicists. IB Physics SL is taught over two years.	**SL: SC36I A/B (year 1)** **SC37I A/B (year 2)** **HL: SC38I A/B** (year 1) **SC39I A/**B (year 2) **Prerequisite:** Biology and Chemistry. Algebra II recommended **Credit:** 1.0 each

Social Studies

World Geography World Geography is more than just learning about continents, oceans and mountain ranges. It is a source and a framework to begin to understand global problems. In World Geography, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems throughout the world. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.	**SS132 A/B** **Credit:** 1.0
AP Human Geography This course is meant to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. The course follows the AP Human Geography course description. When completed for one credit, this course may be used as a substitute for World Geography Studies. When completed for one-half credit, this course may be used to meet only elective course requirements. https://apstudents.collegeboard.org/courses/ap-world-history-modern	**SS139 A/B** **Credit:** 0.5, 1.0 **Type:** Can substitute for World Geography or Elective
World History and Geography AAC (Transcribed as Special Topics) This course focuses deeply on building the skills, knowledge and confidence that will propel students through high school coursework, college, careers, and civic life. The course is built on 3 enduring ideas. 1. History is an interrelated story of the world. 2. History and geography are inherently dynamic. 3. Historians and geographers are investigators. Students will focus on evaluating evidence, explaining historical and geographic relationships, and incorporating evidence. The study of history starts with the Ancient Period at 600 CE and continues through the Postclassical Period. This course lays a firm foundation of analytical reading and evidence-based writing for students to be successful the next year in AP World History or AP Human Geography and then progress to AP US History.	**SS141 A/B** **Credit:** 1.0

Social Studies

World History World History Studies is the only course offering students an overview of the entire history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which democratic-republican governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.	**SS122 A/B** **Credit:** 1.0
AP World History: Modern AP World History is a college-level, global, thematic course designed to prepare students to take the rigorous AP World History exam. Success in the course requires extensive reading, high-level thinking, strong study skills, and self-discipline. Using six broad historical themes across five different periods emphasizing 600 CE to the present, students will study a macro history of the world. Europe will be studied in the context of its global position and will comprise less than 20% of the course. Students will study broad trends that cross time periods and geographic regions. Themes to be explored include interactions (trade, war, diplomacy, international exchange) among major societies, impact of technology and demography, on people and the environment (population growth and decline, disease, manufacturing, migration, agriculture, and weaponry), systems of social and gender structure, cultural and intellectual development, and changes in functions and structures of states. The course will culminate in students taking the AP World History exam. The course may substitute for the World History graduation requirement. https://apstudents.collegeboard.org/courses/ap-world-history-modern	**SS129 A/B** **Credit:** 1.0
United States History Studies **Since Reconstruction (1877 to the Present)** In this course students study the history of the United States since Reconstruction to the present. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War Eras, and reform movements including civil rights. Students examine the impact of geographic factors on major events and analyze causes and effects of the Great Depression. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and the times during which they were created. Students analyze the impact of technological innovations on the American Labor Movement. Students use critical-thinking skills to explain and apply different methods that historians use to interpret the past, including points of view and historical context.	**SS112 A/B** **Credit:** 1.0

Social Studies

AP United States History Advanced Placement, United States History is an open enrollment course which is rigorous and challenging. The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by introductory college courses. It is expected that all students take the AP U.S. History exam at the end of this course. Since the course covers Pre-Columbian U.S. History to the present, not just post-Reconstruction, students may not transfer between AP and TEKS-based U.S. History after the first formal grading period. If this change is deemed necessary, principal approval is required and independent work or assessment on the part of the student will be required to demonstrate mastery of the TEKS not taught in AP U.S. History while the student was in AP. All U.S. History students, regardless of level, must pass the End-of-Course exam from the state of Texas to graduate. Time management, reading comprehension, critical thinking, note taking, presenting reasons and evidence, and the ability to write in an essay format are skills needed for success. https://apstudents.collegeboard.org/courses/ap-united-states-history	**OPTIONS:** **AP: SS119 A/B** **Dual Credit: SS12D A/B** **OnRamps: SS11E A/B** **Credit:** 1.0
United States Government In Government, the focus is on the principles and beliefs upon which the United States was founded and, on the structure, functions, and powers of government at the national, state, and local levels. Students learn major political ideas and the forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system. Students evaluate the importance of voluntary individual participation in a democratic society, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States.	**SST212** **Credit:** 0.5
AP United States Government and Politics AP U.S. Government and Politics is a one semester course designed to give students an analytical perspective on government and politics in the United States. This course includes both the study of concepts needed to interpret politics in the United States and the analysis of specific examples. The United States government curriculum includes an intensive study of the formal and informal structures of government coupled with a focus on policymaking and implementation. This course is structured at the freshman college level and students are expected to perform at this level in a consistent manner. This course may substitute for the government requirement. https://apstudents.collegeboard.org/courses/ap-united-states-government-and-politics	**SST219** **Credit:** 0.5

Social Studies

IB History of the Americas HL **WAIS** A two-year program focusing on the 19th and 20th century history of both North and South American countries. The first year will focus on the United States and Canada. Students will examine political, economic, social, and diplomatic factors that impact relations among countries in the Americas. The second year of History of the Americas will focus on events of the 20th century. Students will continue studying about the Americas. Study of the second region, Europe, will be added. Topics of study include the Interwar Years and Great Depression in the Americas and Europe. Students will compare the rule of single party leaders in both the Americas and in Europe. They will study both sides of the Cold War, led by the United States and the Soviet Union, and the effect of the Cold War on the Americas and Europe. In the 1st year, students can earn U.S. Government credit; and in the 2nd year, students can earn Economics credit. Students in the first year of this course will be prepared to take the U.S. History STAAR End of Course Exam.	**OPTIONS:** **HL: SS18I A/B** (year 1) **HL: SS19I A/B** (year 2) **Credit:** 1.5 each year
Economics, with Emphasis on the Free Enterprise System and its Benefits Economics, with Emphasis on the Free Enterprise system and its Benefits presents basic principles of economics to guide students toward responsible economic citizenship and decision making. The focus is on the basic principles concerning production, consumption, and distribution of goods and services in the United States and a comparison with those in other countries around the world. Students examine the rights and responsibilities of consumers and businesses. Students analyze the interaction of supply, demand, and price. They will study the role of financial institutions in a free enterprise system. Types of business ownership and market structures are discussed, as are basic concepts of consumer economics and personal financial literacy. The impact of a variety of factors including geography, the federal government, economic ideas from important philosophers and historic documents, societal values, and scientific discoveries and technological innovations on the national economy and economic policy is an integral part of the course. This is a one semester course.	**SST222** **Credit:** 0.5
Personal Financial Literacy and Economics The course requires that students demonstrate critical thinking by exploring how to invest in themselves with education and skill development, earn income, and budget for spending, saving, investing and protecting. Students will examine their individual responsibility for managing their personal finances and understand the impact on standard of living and long-term financial well-being. Further, students will connect how their financial decision making impacts the greater community. This course satisfies the high school requirement for Economics credit.	**SST204** **Credit:** 0.5
AP Macroeconomics The aim of AP Economics is to provide the student with a learning experience equivalent to that obtained in a typical college introductory macroeconomics course. AP Macroeconomics explores consumer and government decisions and how they affect the economy. While the course is mainly macro, important micro issues such as the theory of the firm and market supply and demand are introduced in the course. This is a one semester course and can be substituted for the economics requirement. (Prepares students for the AP Exam in Macro Economics) https://apstudents.collegeboard.org/courses/ap-macroeconomics	**SST229** **Credit:** 0.5

Social Studies

AP Microeconomics AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. https://apstudents.collegeboard.org/courses/ap-microeconomics	**SST249** **Credit:** 0.5
AP Comparative Government Examine the political institutions and processes of six different countries—China, Iran, Mexico, Nigeria, Russia, and the United Kingdom—and compare the ways they address problems. You'll analyze data and readings to draw conclusions about political systems. https://apstudents.collegeboard.org/courses/ap-comparative-government-and-politics	**SST419** **Credit:** 0.5
Introduction to Psychology Elective course designed for students to gain insight into their own behavior as well as relationships with others through the scientific study of human behavior and mental processes. Content areas covered are methodologies, socio-cultural influences, developmental processes, cognitive and biophysical perspectives. (semester course).	**SST312** **Credit:** 0.5 **Prerequisite:** 11th or 12th grade enrollment highly recommended
AP Psychology The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major sub fields within psychology. They also learn about the methods psychologists use in their science and practice. This course is equivalent to an introductory college course in psychology and students taking this course are successfully prepared to take and pass the Advanced Placement Exam in Psychology at the end of the course. Successful completion of this exam allows most students to earn college credit for Introductory Psychology at colleges and universities across the nation. https://apstudents.collegeboard.org/courses/ap-psychology	**SST319** **Prerequisite:** 11th or 12th grade enrollment highly recommended **Credit:** 0.5
Sociology In Sociology, a one semester elective course, students study the dynamics and models of individual and group relationships. Students study topics such as the history and systems of sociology, cultural and social norms, social institutions, and mass communication. The course deals with cultural changes and cultural development.	**SST322** **Credit:** 0.5

Social Studies

Ethnic Studies: African American Studies In African American Studies, students learn about the history and cultural contributions of African Americans. This course develops an understanding of the historical roots of African American culture, especially as it pertains to social, economic, and political interactions within the broader context of United States history. Knowledge of past achievements provides citizens of the 21st century with a broader context within which to address the many issues facing the United States.	**SS347 A/B** **Credit:** 1.0

DUAL CREDIT ELECTIVES

These courses are arranged through the campus counselor.

United States History to 1877 ECP/DC/DE - HIST 1301 The American nation from the English colonization to the close of the Civil War through Reconstruction. (Semester one). United States History to 1877 *combined only with* United States History after 1877 fulfill the required U.S. History credit for graduation. All U.S. History students, regardless of level, must pass the End-of-Course exam from the state of Texas to graduate.	**Dual Credit SS11DA** **Dual Enrollment SS11EA** **Prerequisite:** Meet DC/ECP eligibility criteria **Credit:** 0.5
United States History after 1877 ECP/DC/DE- HIST 1302 The American nation from the end of the Reconstruction Era to the present. (Semester two). United States History to 1877 *combined only with* United States History after 1877 fulfill the required U.S. History credit for graduation. All U.S. History students, regardless of level, must pass the End-of-Course exam from the state of Texas to graduate.	**Dual Credit SS12D B** **Dual Enrollment SS11EB** **Prerequisite:** Meet DC/ECP eligibility criteria **Credit:** 0.5
Government ECP/DC GOVT 2305 A study of the theories of American democracy and other ideologies, United States and Texas constitutions, federalism, state and local government, political economy, political socialization and public opinion, the media, interest groups, political parties, and elections.	**SS217D** **Dual Credit** **Prerequisite:** Completion of U.S. History and meet DC/ECP eligibility criteria **Credit:** 0.5
Special Topic in Social Studies – Government 2 ECP - GOVT 2306 Examines the three branches of government at both state and national levels and analyzes the role of each in the making of public policy. Selected topics on domestic and foreign policy are included.	**Dual Credit SS218D** **Prerequisite:** Completion of Government (POLS 2303) **Credit:** 0.5
Economics ECP/DC/DE - ECON 2301 Macroeconomics examines the fundamentals of the American economy as it relates to social welfare. Emphasis is on basic concepts and theories as they affect domestic and international markets. This course integrates behavioral social sciences to present solutions to real world problems. Macroeconomics includes measurements of GDP, fiscal and monetary policy.	**Dual Enrollment SST22E** **Prerequisite:** 4000 on STAAR Algebra EOC or passing TSIA2 score **Credit:** 0.5
Sociology ECP/DC - SOCI 1301 A survey course which focuses on the nature of human groups in American and world societies, their social and cultural adaptations, and the impact which various social processes may have on their social organization and social change.	**Dual Credit SS32DX** **Dual Credit** **Prerequisite**: Meet DC/ECP eligibility criteria **Credit:** 0.5
Psychology ECP/DC - PSYC 2301 A survey of the basic principles underlying human behavior and mental processes. Emphasis will be placed in major areas of study in the field of psychology, such as motivation, development, thought processes, and personality.	**Dual Credit SST3ID** **Dual Credit** **Prerequisite:** Meet DC/ECP eligibility criteria **Credit:** 0.5

Social Studies

Ethnic Studies: Mexican American Studies In Mexican American Studies, students learn about the history and cultural contributions of Mexican Americans. Students explore history and culture from an interdisciplinary perspective. As such, students have opportunities to interact with relevant film, literature, art, and other media. Knowledge of past achievements provides citizens of the 21st century with a broader context within which to address the many issues facing the United States.	**SS346 A/B** **Credit:** 1.0
AP European History The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. This elective course is designed to prepare students for the AP European History examination. The course is a survey of European history from the high Renaissance to the recent past. It emphasizes chronological scope as well as intellectual, political, social, economic, and cultural trends. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. College level reading and writing assignments are required. https://apstudents.collegeboard.org/courses/ap-european-history	**SS149 A/B** **Credit:** 1.0
Personal Financial Literacy This course is designed to teach students how to make responsible and informed financial decisions. It teaches students to think critically, and problem solve when making decisions involving earning and spending, saving, and investing, credit and borrowing, insurance, as well as post-secondary education (applying for, benefits of, and paying for). The course will cover important aspects of personal finance, such as how to understand employer compensation, the role of insurance, as well as how to manage a bank account or invest money. Students will leave equipped to manage setting personal financial goals that are realistic and encourage students to avoid poor financial decisions that can negatively impact their quality of life.	**SST202** **Credit:** 0.5
World War II and the Holocaust During the semester dedicated to World War II, the students will gain an intense insight to World War II, the most destructive war in the history of the world, by examining the political, economic, and military competition that erupted. During the semester dedicated to studying the Holocaust, the students will gain an understanding of the rise of the Nazi Power as they began a campaign of violence against Jews and other groups not loyal to the Nazi government. Learning about the events of this crucial period in our nation's history will help students understand the events occurring in our nation and around the world today.	**SS143 A/B** **Credit:** 1.0

Social Studies

History through Film One way to learn about the past is to study movies with historical themes. In this course students will examine historical events by watching, discussing and writing about movies. They will focus on the eras in world history. Movies can provide some factual information about a historical figure, event or time period; they can also distort the past. A major part of the course will be a discussion of how movies accurately and inaccurately portray history. Movies with a historical focus also tell us about the times in which they were produced, so for every film students watch they will be asked to respond in writing to two questions: What does the movie tell a modern viewer about a particular time period? What is the underlying theme of the movie?	**SS412 A/B** **Credit:** 1.0

Languages Other Than English (LOTE)

American Sign Language I, II, III, IV The course offers basic instruction in understanding and producing learned signs, phrases, and sentences and recognizing the importance of communication and how it relates to the American Deaf culture.	**I: FL012 A/B** **II: FL022 A/B** **III: FL032 A/B** **IV: FL042 A/B** **Credit:** 1.0
French I The course offers basic instruction in listening, speaking, reading, writing and culture, with emphasis on active use of these language skills.	**FL212 A/B** **Credit:** 1.0
French II The second level expands beginning curriculum with an emphasis on oral proficiency, reading, writing and increased vocabulary, grammatical structures and understanding of culture.	**FL222 A/B** **Prerequisite:** French I **Credit:** 1.0
French III AAC These classes allow students to develop upper-level skills in reading, writing, listening and speaking that prepare them for the French AP test.	**FL231 A/B** **Prerequisite:** French II **Credit:** 1.0
French IV AAC or AP French Language & Culture This class refines and enhances skills for the AP French Language and Culture Exam given at the end of the year. Passing this test enables students to earn high school and college credits accepted by most universities. https://apcentral.collegeboard.org/courses/ap-french-language-and-culture/exam	**AAC: FL241 A/B** **AP: FL249 A/B** **Prerequisite:** French III **Credit:** 1.0
French V **AP French Literature** The class continues extensive reading of authentic literature and analytical writing.	**FL259 A/B** **Prerequisite:** French IV **Credit:** 1.0
Latin I The course offers basic instruction in reading, writing and culture, with emphasis on active use of these language skills.	**FL412 A/B** **Credit:** 1.0 each
Latin II The second level expands beginning curriculum with an emphasis on reading, writing and increased vocabulary, grammatical structures and understanding of culture.	**FL422 A/B** **Prerequisite:** Latin I **Credit:** 1.0
Latin III AAC These classes allow students to develop upper-level skills in reading, writing, and the study of Roman civilization.	**FL431 A/B** **Prerequisite:** Latin II **Credit:** 1.0
Latin IV AAC This class refines and enhances upper-level skills in reading, writing, speaking, and listening to prepare them for the AP Latin exam.	**FL441 A/B** **Prerequisite:** Latin III **Credit:** 1.0

Languages Other Than English (LOTE)

Mandarin Chinese I **WAIS** The course offers basic instruction in reading, writing and culture, with emphasis on active use of these language skills.	**FL812 A/B** **Credit:** 1.0
Mandarin Chinese II **WAIS** The second level expands beginning curriculum with an emphasis on reading, writing and increased vocabulary, grammatical structures and understanding of culture.	**FL822 A/B** **Prerequisite:** Mandarin Chinese I **Credit:** 1.0
Mandarin Chinese III AAC **WAIS** The second level expands beginning curriculum with an emphasis on reading, writing and increased vocabulary, grammatical structures and understanding of culture.	**FL832 A/B** **Prerequisite:** Mandarin Chinese II **Credit:** 1.0
IB Mandarin Chinese SL and HL **WAIS** This class offers an enriched study of language, literature, and culture. The course refines and enhances skills for the IB Mandarin exam given at the end of the year. Passing this test enables student to earn high school and college credits accepted by most universities. Students not meeting the prerequisites for the IB language course should consult their counselor or the IB coordinator.	**OPTIONS:** **SL:** **FL84I A/B** (year 1) **FL85I A/B** (year 2) **HL:** **FL86I A/B** (year 1) **FL87I A/B** (year 2) **Credit:** 1.0 each

Languages Other Than English (LOTE)

It is highly recommended that students with oral skills in Spanish take the Credit by Exam (CBE) test prior to enrolling in a Spanish class.

Spanish I The course offers basic instruction in listening, speaking, reading, writing and culture, with emphasis on active use of these language skills.	**FL112 A/B** **Credit:** 1.0 each
Spanish II The second level expands beginning curriculum with an emphasis on oral proficiency, reading, writing and increased vocabulary, grammatical structures and understanding of culture.	**FL122 A/B** **Prerequisite:** Spanish I **Credit:** 1.0
Spanish III AAC These classes allow pre-approved students to develop upper-level skills in reading, writing, listening, and speaking that prepare them for the Spanish AP test.	**FL131 A/B** **Prerequisite:** Spanish II **Credit:** 1.0
Spanish III Further development of listening comprehension, speaking, reading, and writing skills, and cultural awareness. More advanced grammar.	**FL132 A/B** **Prerequisite:** Spanish II **Credit:** 1.0
Spanish IV AAC and AP Language & Culture This class refines and enhances skills for the AP Spanish Language and Culture Exam given at the end of the year. Passing this test enables students to earn high school and college credits accepted by most universities. https://apstudents.collegeboard.org/courses/ap-spanish-language-and-culture	**AAC: FL141 A/B** **AP: FL149 A/B** **Prerequisite:** Spanish III **Credit:** 1.0 each
Spanish V AAC Literature The class continues extensive reading of authentic literature and analytical writing.	**FL151 A/B** **Credit:** 1.0
AP Spanish V or VI Literature The class continues extensive reading of authentic literature and analytical writing in reparation for the AP Literature exam. This also prepares them for the AP Language test. https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture	**V: FL159 A/B** **VI: FL169 A/B (WAIS)** **Prerequisite:** Spanish IV **Credit:** 1.0 each
Spanish for Spanish Speakers I-II This course is designed for Spanish Native or Heritage Speakers of Spanish who have can already listen, read, write, and speak the language. Their basic skills will be strengthened with an emphasis on vocabulary, reading and writing at more advanced levels. Students receive two high school credits for the one-year class.	**I: FL172** **II: FL182** **Credit:** 1.0 each

Languages Other Than English (LOTE)

Spanish for Spanish Speakers III-IV This course is designed for Spanish Native or Heritage Speakers who have successfully completed the native speakers courses I and II or that can speak and write between the intermediate-mid and intermediate-high levels. Students will expand their proficiency in the four linguistic domains through grammar review, vocabulary building, spelling and punctuation, reading and the development of advanced composition skills. At the completion of this course, students will reach an intermediate-high to advance-low level of proficiency. Additionally, students will have a deeper understanding of the language and the cultural perspectives associated with it.	**III: FLA183** **IV: FLA184** **Credit:** 1.0 each
IB French Standard Level (SL) & Higher Level (HL) **WAIS** The IB Second Language courses Standard Level offer the student an enriched study of language, literature, and culture with relevance to international societies. Students review all language concepts and study representative writers in the original language independently and in groups. Students are immersed in a culturally rich environment in which they actively participate. They are assessed on effective and accurate communication. Tasks of the advanced language learner include use of the language within and outside of school, information and communication via technology, involvement in activities for personal enrichment and career development—all working to produce a lifelong learner. To achieve an appreciation and understanding of cultures, there will be interactive endeavors and a culturally rich environment where their ability to communicate effectively and accurately play an essential role. Students will be exposed to topics through thematic units and will demonstrate understanding and competence by presenting individual and group projects. Students not meeting the prerequisites for the IB language course should consult their counselor or the IB Coordinator about the ab initio option for IB language.	**OPTIONS:** **SL:** **FL24I C/D** (year 1) **FL25I C/D** (year 2) **HL:** **FL26I C/D** (year 1) **FL27I C/D** (year 2) **Credit:** 1.0 each
IB Italian Standard Level (SL) & Higher Level (HL) **WAIS** This class refines and enhances skills for the IB Italian Exam given at the end of the year. Passing this test enables students to earn high school and college credits accepted by most universities. Students not meeting the prerequisites for the IB language course should consult their counselor or the IB Coordinator about the ab initio option for IB language.	**OPTIONS:** **SL:** **FL54I C/D** (year 1) **FL55I C/D** (year 2) **HL:** **FL56I C/D** (year 1) **FL57I C/D** (year 2) **Credit:** 1.0 each
IB Spanish Standard Level (SL) & Higher Level (HL) **WAIS** The IB Spanish Program offers the student an enriched study of language, literature, and culture with relevance to international societies. Students will be immersed in the four basic skills of reading, writing, speaking and listening to provide a more enriched study of language, literature and culture. The focus will emphasize a culturally rich environment with active participation in and out of the traditional school setting. Resources include technology, activities for personal enrichment career development, and other sources dealing with international societies. Students not meeting the prerequisites for the IB language course should consult their counselor or the IB Coordinator about the ab initio option for IB language.	**OPTIONS:** **Non-Dual Language:** **SL:** **FL13I C/D** (year 1) **FL14I C/D** (year 2) **HL:** **FL15I C/D** (year 1) **FL16I C/D** (year 2) **Dual Language:** **SL:** **FL13I A/B** (year 1) **FL14I A/B** (year 2) **HL:** **FL15I A/B** (year 1) **FL16I A/B** (year 2) **Credit:** 1.0 each

Fine Arts

Art I This is the prerequisite and foundation course for all studio courses in art. The course explores the elements and principles of design through painting, drawing, printmaking, ceramics, sculpture, and electronic media. Students explore art works of diverse styles, cultures, and historic periods. The maintaining of a sketchbook and portfolio over the course of the year is a requirement of this course.	**FA112 A/B** **Credit:** 1.0 **Fee:** $20
Art II Drawing I This advanced art course provides students who have successfully completed Art I an opportunity to further develop concepts and processes specific to drawing. Students will explore a variety of media, artists, and styles in this area. Students will maintain a portfolio and a sketchbook. Art I Photo AAC does not qualify as a prerequisite for this course.	**FA123 A/B** **Prerequisite:** Art I **Credit:** 1.0 **Fee:** $30
Art II Painting I This advanced art course provides students who have successfully completed Art I an opportunity to further develop concepts and processes specific to painting. Students will explore a variety of media, artists, and styles in this area. Students will maintain a portfolio and a sketchbook. Art I Photo AAC does not qualify as a prerequisite for this course.	**FA124 A/B** **Prerequisite:** Art I **Credit:** 1.0 Fee: $20
Art II Drawing/Painting I AAC Students will develop higher intellectual engagement, independent learning skills and rigor to produce work that will lead to the development of a portfolio for college. Analytical and communications skills are mastered with greater responsibility for his/her art progress and exposure to artists, styles of art, and art history. Art I Photo AAC does not qualify as a prerequisite for this course.	**FA121 A/B** **Prerequisite:** Art I **Credit:** 1.0 **Fee:** $30
Art II Jewelry I Jewelry is a 3-dimensional multidisciplinary class utilizing a variety of materials and tools, predominately metals, wood, clay, and fibers. Artworks would fit into the sculpture, jewelry, ceramics, and mixed media categories. Students will maintain a portfolio and a sketchbook. Art I Photo AAC does not qualify as a prerequisite for this course.	**FA120 A/B** **Prerequisite:** Art I **Credit:** 1.0 **Fee:** $40
Art II Sculpture I This advanced art course provides students who have successfully completed Art I an opportunity to further develop concepts and processes specific to sculpture. Students will explore a variety of media, artists, and styles in this area. Students will maintain a portfolio in digital form and a sketchbook. Art I Photo AAC does not qualify as a prerequisite for this course.	**FA125 A/B** **Prerequisite:** Art I **Credit:** 1.0 **Fee:** $40
Art II Photography I Students will develop skills in photography as they explore basics of design, composition, and lighting. Students will be required to maintain a portfolio. Class information distributed at the beginning of the course.	**FA127 A/B** **Prerequisite:** Art I Photo AAC, or Art I with teacher approval **Credit:** 1.0 **Fee:** $80 Regular (a digital SLR camera is required); $30 Digital

Fine Arts

Art II Digital Art and Media I This course is an introduction to digital imaging. Students will create original graphics using Adobe Creative Suite software application collection. Mastering the principles of design presentation and compositional development is central to instruction. Students will complete an electronic portfolio of digital graphics and animations that can be used for career choices or job applications.	**FA128 A/B** **Prerequisite:** Art I or Art I Photo AAC **Credit:** 1.0 **Fee**: $30
Art II Printmaking I Students will explore monoprinting, reductive linoleum prints, intaglio, silkscreen, and other experimental printing processes, as well as digital applications. Art I Photo AAC does not qualify as a prerequisite for this course.	**FA12P A/B** **Credit:** 1.0 **Prerequisite:** Art I **Fee:** $30
Art II Ceramics I This course is an in-depth study of ceramic concepts and will challenge the students with design problems on an advanced level. Students will develop a personal style and expand ceramic skills in wheel throwing, hand building, surface decoration and alternative firing processes. Art I Photo AAC does not qualify as a prerequisite for this course.	**FA126 A/B** **Credit:** 1.0 **Prerequisite:** Art I **Fee:** $30
Art II Art II is an advanced art course that continues to develop the basic skills learned in Art I. Students will further explore a variety of media including drawing, painting, and ceramics. Students will conduct personal written investigations into art history and art techniques as well as reflecting on and critiquing their work and the work of others. The process of making their artwork is documented in an Arts Process Journal.	**FA122 A/B** **Prerequisite:** Art I **Credit:** 1.0 **Fee:** $30
Art III Ceramics II This course provides an in-depth study of the concepts, techniques, history, and self-expression of ceramics on an advanced level. Completion of a cohesive portfolio will be maintained in digital form and through other documentation of work. The course is intended to provide advanced ceramics training for students. This course will apply knowledge and skills gained in previous ceramics courses.	**FA131 A/B** **Prerequisite** Art I; Art II Ceramics 1 **Credit:** 1.0 **Fee:** $30
Art III Drawing II This third-year course provides an in-depth study of the concepts, techniques, history, and self-expression of drawing on an advanced level. Completion of a cohesive portfolio is required. The course is intended to provide advanced drawing training for students. This course will apply knowledge and skills gained in previous drawing courses.	**FA133 A/B** **Prerequisite:** Art I; Art II Drawing I **Credit:** 1.0 **Fee:** $30
Art III Painting II This third-year course provides an in-depth study of the concepts, techniques, history, and self-expression of painting on an advanced level. Completion of a cohesive portfolio is required. The course is intended to provide advanced painting training for students. This course will apply knowledge and skills gained in previous painting courses.	**FA134 A/B** **Prerequisite:** Art I; Art II Painting I **Credit:** 1.0 **Fee:** $40

Fine Arts

Art III Sculpture II This third-year course provides an in-depth study of the concepts, techniques, history, and self-expression of sculpture on an advanced level. Completion of a cohesive portfolio is required. Students will maintain a portfolio in digital form and other documentation of work. The course is intended to provide advanced sculpture training for students. This course will apply knowledge and skills gained in previous sculpture courses.	**FA135 A/B** **Prerequisite:** Art I; Art II Sculpture I **Credit:** 1.0 **Fee:** $40
Art III Photography II This third-year course provides an in-depth study of the concepts, techniques, history, and self-expression of photography on an advanced level. Completion of a cohesive portfolio is required. The course is intended to provide advanced photography training for students. This course will apply knowledge and skills gained in previous photography courses.	**FA137 A/B** **Prerequisite:** Art I; Art II Photography I **Credit:** 1.0 **Fee:** $80 Regular (a digital film camera is required) $30 Digital
Art III Digital Art and Media II This course will expand students' knowledge of digital imaging and graphics. Students will explore and master various techniques in this advanced course through the development of digital works of art. Students will complete an electronic portfolio of digital graphics and animations that can be used for career choices, job applications, or for postsecondary applications. The course is intended to provide advanced digital art and media training for students. This course will apply knowledge and skills gained in previous digital art and media courses.	**FA 136 A/B** **Prerequisite**: Art I; Art II Digital Art and Media I **Credit:** 1.0 **Fee:** $40
Art III Jewelry II Jewelry II is an in-depth study of jewelry concepts and will challenge the students with design problems on an advanced level. Students will develop a personal style and demonstrate effective use of selected jewelry media in solving special 3-D problems as well as, explore the social and historical context in which jewelry has been made; it's significance in today's society; the original, creative and appropriate use of materials; craftsmanship and developing design skills used in the creative process. The course is intended to provide advanced jewelry training for students. This course will apply knowledge and skills gained in previous jewelry courses.	**FA130 A/B** **Prerequisite:** Art I; Art II Jewelry I **Credit:** 1.0 **Fee:** $40
Art IV Drawing III The experiences given and skills developed in the first three levels of art prepare students for an in-depth study of special problems based on drawing. Students will produce a body of artwork and develop evaluative criteria for selecting artworks to include in a required portfolio. The course is intended to provide advanced drawing training for students. This course will apply knowledge and skills gained in previous drawing courses.	**FA143 A/B** **Prerequisite:** Art I; Art II Drawing I; Art III Drawing II **Credit:** 1.0 **Fee:** $40

Fine Arts

Art IV Ceramics III The experiences given and skills developed in the first three levels of ceramics prepare students for an in-depth study of special problems based on ceramics. Students will produce a body of artwork and develop evaluative criteria for selecting artworks to include in a required portfolio. Students will maintain a portfolio in digital form and other documentation of their work. The course is intended to provide advanced ceramics training for students. This course will apply knowledge and skills gained in previous ceramics courses.	**FA144 A/B** **Prerequisite:** Art I; Art II Ceramics I; Art III Ceramics II **Credit:** 1.0 **Fee:** $40
Art IV Jewelry III The experiences given and skills developed in the first three levels of art prepare students for in-depth study of special problems based on Jewelry. Students will produce a body of artwork and develop evaluative criteria for selecting artworks to include in a required portfolio. Students will maintain a portfolio in digital form and other documentation of work. The course is intended to provide advanced jewelry training for students. This course will apply knowledge and skills gained in previous jewelry courses.	**FA138 A/B** **Prerequisite:** Art I; Art II Jewelry I, Art III Jewelry II **Credit:** 1.0 **Fee**: $40
Art IV Painting III The experiences given and skills developed in the first three levels of art prepare students for in-depth study of special problems based on painting. Students will produce a body of artwork and develop evaluative criteria for selecting artworks to include in a required portfolio. The course is intended to provide advanced painting training for students. This course will apply knowledge and skills gained in previous painting courses.	**FA142 A/B** **Prerequisite:** Art I; Art II Painting I; Art III Painting II **Credit:** 1.0 **Fee**: $40
Art IV Sculpture III The experiences given and skills developed in the first three levels of art prepare students for in-depth study of special problems based on sculpture. Students will produce a body of artwork and develop evaluative criteria for selecting artworks to include in a required portfolio. Students will maintain a portfolio in digital form and other documentation of work. The course is intended to provide advanced sculpture training for students. This course will apply knowledge and skills gained in previous sculpture courses.	**FA145 A/B** **Prerequisite:** Art I; Art II Sculpture I; Art III Sculpture II **Credit:** 1.0 **Fee:** $40
Art IV Photography III The experiences given and skills developed in the first three levels of art prepare students for in-depth study of special problems based on photography. Students will produce a body of artwork and develop evaluative criteria for selecting artworks to include in a required portfolio. The course is intended to provide advanced photography training for students. This course will apply knowledge and skills gained in previous photography courses.	**FA147 A/B** **Prerequisite:** Art I; Art II Photography I; Art III Photography II **Credit:** 1.0 Fee: $80 Regular (a film camera is required); $30 Digital
Art IV Digital Art and Media III The experiences given and skills developed in the first three levels of art prepare students for in-depth study of special problems based on development of digital art. Students will produce a body of artwork and develop evaluative criteria for selecting artworks to include in a required portfolio. The course is intended to provide advanced digital art and media training for students. This course will apply knowledge and skills gained in previous digital art and media courses.	**FA146 A/B** **Prerequisite:** Art I; Art II Digital Art and Media I, Art III Digital Art and Media II **Credit:** 1.0 **Fee**: $30

Fine Arts

AP Studio Drawing Portfolio This course enables highly motivated advanced art students to do college-level work in drawing. It is designed to address a very broad interpretation of drawing issues which involves purposeful decision-making about how to use the elements and principles of design in an integrative manner. Students must demonstrate mastery by developing an extensive portfolio to be submitted to the college board. Specific course requirements and expectations may be obtained from the art department.	**FA140 A/B** **Prerequisite:** Art I & Art II **Credit:** 1.0 **Fee**: $50
AP 2-D Art and Design Portfolio This course enables highly motivated advanced art students to do college-level work using a variety of two-dimensional methods. The course is designed to address a very broad interpretation of 2-D issues which will include purposeful decision-making about how to use the elements and principles of design in an integrative manner. Students must demonstrate mastery by developing an extensive portfolio to be submitted to the College Board. Specific course requirements and expectations may be obtained from the art department. https://apstudents.collegeboard.org/courses/ap-2-d-art-and-design	**FA159 A/B** **Prerequisite:** Art I & Art II **Credit:** 1.0 **Fee**: $50
AP 3-D Art and Design Portfolio This course enables highly motivated advanced art students to do college-level work using a variety of three-dimensional methods. The course is designed to address a very broad interpretation of 3-D issues which will include purposeful decision-making about how to use the elements and principles of design in an integrative manner. Students must demonstrate mastery by developing an extensive portfolio to be submitted to the College Board. Specific course requirements and expectations may be obtained from the art department. https://apstudents.collegeboard.org/courses/ap-3-d-art-and-design	**FA169 A/B** **Prerequisite:** Art I & Art II **Credit:** 1.0 **Fee**: $50
Digital Art and Animation (meets fine arts requirement) Students will develop skills in graphic design, animation, web design, advertising, character development, and script writing to prepare for careers in publishing, television, film, and game industries. Through the production of authentic projects and animations, students will utilize skills in innovation, collaboration, research, critical thinking, and problem-solving.	**TA504 A/B** **Prerequisite:** Digital Design and Media Production, Graphic Design I, Graphic Design II, Commercial Photography I, or Commercial Photography II **Credit:** 1.0 **Grades:** 11-12 **IBC:** Adobe Certifications
AP Art History This rigorous course will examine concepts of creativity, originality, self-expression, imagination, style, and artistic tastes. Students will identify the elements and principles of design in the study of civilizations throughout man's history. Preparation for the College Board examination is integrated throughout the course. https://apstudents.collegeboard.org/courses/ap-art-history	**FA139 A/B** **Credit:** 1.0

Fine Arts

Choral Music I-IV (full year) The choral music course is designed to develop and refine music reading skills and to encourage artistic expression through choral singing. Rehearsals focus on choral techniques through proper vocal production. Theory and sight-reading techniques are also emphasized with continued development of the knowledge and skills in musicianship and performance. In order for students to gain an appreciation for different vocal styles, composers, forms, periods and cultures, students will sing literature that ranges from the Renaissance to popular. Placement into the choirs is based on ability and is determined by various performance criteria that is developed by the choral staff. This may include an audition. A student with no prior choir experience may enroll in the program and will be placed in the appropriate group by the director. Students must participate in all rehearsals, performances, and contests.	**Options:** Choral Music I: **Prerequisite:** None Choral Music II: **Prerequisite:** Choral Music I & Audition Choral Music III: **Prerequisite:** Choral Music I, II & Audition Choral Music IV: **Prerequisite:** Choral Music I, II, III & Audition **Credit:** 1.0
Music Appreciation I Music in Our World is a hands-on course that provides musical understanding for personal pleasure. In this course, students will come to understand and value music in a variety of ways. Students will relate music to their lives and learn about many styles and cultures. Students will explore the different roles music takes in history and in society, and why each role is important. During the course, students will also explore their own musical heritage while keeping an open mind to explore unfamiliar ones. Each day, students are encouraged to express their own musical ideas and observations.	**FA634 A/B** **Credit:** 1.0 each
Music Theory Music in Our World is a hands-on course that provides musical understanding for personal pleasure. In this course, students will come to understand and value music in a variety of ways. Students will relate music to their lives and learn about many styles and cultures. Students will explore the different roles music takes in history and in society, and why each role is important. During the course, students will also explore their own musical heritage while keeping an open mind to explore unfamiliar ones. Each day, students are encouraged to express their own musical ideas and observations.	**PA511 A/B** **Credit:** 1.0
AP Music Theory (full year) The Advanced Placement Music Theory course is an intensive, fast-paced curriculum designed to equal the freshman year of music theory at the University of Houston. The purpose of the course is to prepare the students for success on the AP Music Theory Exam and further success in college-level music studies. https://apstudents.collegeboard.org/courses/ap-music-theory	**FA512 A/B** **Prerequisite:** Music Director Approval **Credit:** 1.0
Musical Theatre I-IV Students will be exposed to a wide range of on-stage performance disciplines, including acting performance, vocal performance, and dance performance.	**I: FA632 A/B** **II: FA635 A/B** **III: FA636 A/B** **IV: FA637 A/B** **Prerequisite:** Theater Arts I or Choir I **Credit:** 1.0

Fine Arts

Theater Arts I This is a course in the fundamentals of theater production. It is designed to acquaint the student with pantomime, improvisation, and the rudiments of acting. The course is performance based and requires classroom or onstage performance as well as memorization.	**PA611 A/B** **Credit:** 1.0
Theater Arts II This course is designed for the student who shows exceptional ability in drama and who wishes to take advanced drama courses. The student will communicate artistically and factually as a writer, actor, manager, and critic. Students will work both individually and in teams to solve artistic problems.	**PA612 A/B** **Prerequisite:** Theater Arts I **Credit:** 1.0
Theater Arts III-IV Students will develop skills to design, produce, and perform a play for theater. Students will read plays to discover the literal and metaphoric meanings of a work. Students will develop criteria to evaluate their work and the work of their classmates, as well as the professional artist.	**III: PA613 A/B** **IV: PA614 A/B** **Credit:** 1.0 each
Technical Theater I, II This course includes development and application of skills and basic theories of design in color, drawing, lighting, costuming, props, and interpretation in stage design. Teacher approval required.	**I: PA621 A/B** **II: PA622 A/B** **Credit:** 1.0 each
Technical Theater III-IV This course includes the development and application of problem solving within the context of technical theatre. Students will work to discover and explore the creative application of skills needed to enhance theatrical productions in their school as they study theories of design, color, lighting, scenery construction, costuming, properties, and stage management. Students will also explore theatre history and the development of current theatre practices.	**I: PA623 A/B** **II: PA624 A/B** **Credit:** 1.0 each
Varsity/Advanced Theater I This is course in the fundamentals of theater production. It is designed to acquaint the student with pantomime, improvisation, and the rudiments of acting. The course is performance based and requires classroom or onstage performance as well as memorization and after-school participation.	**PA631 A/B** **Credit:** 1.0 each
Dance I This is dance training for the novice, as well as progressive training for more experienced dancers. Students will learn dance skills and techniques including creative expression, improvisation, and dance appreciation. If the student wants to try out to be part of the drill team, the student must sign up for Drill Team I.	**PDNC1 A/B** **Credit:** 1.0
Dance I/Health Fitness-Aerobics for Dance Credit This Dance I class is a full-year course which incorporates the Health Fitness aerobics TEKS.	**PDAN1 A/B** **Credit:** 1.0

Fine Arts

Dance II, III, IV Instructional expectations of the high school dance program include development of dance techniques learned in Dance I including creative expression, improvisation, and dance appreciation. Qualities of movement are also explored including swinging, percussion, suspension, collapsing, and vibrancy. Dance techniques explored may include ballet, modern, jazz, tap, and folk. As students advance from Dance II to IV more advanced techniques and skills are acquired.	**PDNC2 A/B** **PDNC3 A/B** **PDNC4 A/B** **Credit:** 1.0 each
Drill Team I-IV A student who chooses to be in drill team as an extracurricular activity will also be enrolled in a dance class during the school day specifically for drill team members. Students will be enrolled in a Dance I-IV class in which the corresponding TEKS will be taught. Students will be awarded .5 PE credit for participation in Drill Team during the fall semesters of grades 9 and 10 for participation in at least 100 minutes of physical activity/week outside of the school day. **Corequisites:** PSUB01 (09) and PSUB02 (10)	**PDND1 A/B** **PSUB01** **PDND2 A/B** **PSUB02** **PDND3 A/B** **PDND4 A/B** **Credit:** 1.0 each
IB Theatre Standard Level (SL) & Higher Level (HL) **WAIS** The IB Theatre Arts Programme focuses on exposing students to a diverse array of plays, playwrights, and theatre experiences from around the globe. The course contains three essential pieces: exploration, analysis, and synthesis. Students will engage in individual, small group, and whole cast productions in the performance component of the course. The students will research the traditions and conventions of international theatre and theatre practitioners as they learn to critique, evaluate, and create new works of theatre. An online portfolio is maintained that will serve as a record of performance experiences and insights as the students investigate and discover. This is a two-year course.	**Options:** **SL: PA64I A/B** (year 1) **PA65I A/B** (year 2) **HL: PA66I A/B** (year 1) **PA67I A/B** (year 2) **Prerequisite:** Theater I, II and approved for the DP/CP Programme **Credit:** 1.0 each
IB Visual Art Standard Level & Higher Level **WAIS** After learning the steps in the process of making a studio artwork, IB Studio Art students work independently to develop and acknowledge their own personal creative path with the goal of having an exhibition of their art. Students work to complete three major requirements over the two-year course. These requirements are the Comparative Study, a digital presentation where students compare the works of artists from different cultures; the Process Portfolio, a digital presentation showing evidence of the student's exploration, experimentation, manipulation and refinement of a variety of art activities and projects; and the Exhibition which is a presentation of a student's art works and concepts that they have developed over the two years. Students are free to pursue their artwork in the media that they prefer, but they are required to focus on at least two different mediums at the Standard Level. At the Higher Level, students focus on at least three mediums. The course offers both a Standard Level and Higher Level path.	**Options:** **SL: FA16I A/B** (year 1) **FA17I A/B** (year 2) **HL: FA18I A/B** (year 1) **FA19I A/B** (year 2) **Prerequisite:** Art I, II & approved for the IB Programme **Credit:** 1.0 each

Fine Arts

Band I-IV (full year) Students will learn musicianship, instrumental technique, critical listening, basic music theory, cultural growth, rehearsal and concert etiquette, creative self-expression, responsible citizenship, problem solving, effective communication, and production of quality performances. The band is divided into marching season and concert season. During marching season, students learn marching fundamentals, chart reading, how to play and march simultaneously, spatial awareness, kinesthetic awareness, and movement memory. A variety of movement styles are performed. Physical conditioning is emphasized. Students should be in good physical shape to participate. Concert season provides students an opportunity to continue musical growth and experience music literature. Individual, small, and large ensemble concepts and skills are emphasized. Two or more levels of band are offered at each campus. Students are placed in each level according to performance criteria, including an audition, by the director. Students may also participate in a series of auditions related to the all-state process as well as solo and ensemble contests. Students will be awarded .5 PE credit for participation in Marching Band during the fall semesters of grades 9 and 10 for participation in at least 100 minutes of physical activity/week outside of the school day. **Corequisites:** PSUB01 (09) and PSUB02 (10)	**VBN09 A/B (1.0)** **PSUB01 (0.5)** **VBN10 A/B** **PSUB02 (0.5)** **VBN11 A/B** **VBN12 A/B** **Credit:** 1.0 each
Jazz Band I-IV The jazz band class is designed to develop listening (ear-training) and improvisational skills as well as teach music theory. Emphasis is placed on small group performance. Students will explore each jazz style by analyzing that style's musical elements, listening to recordings of each style, and performing each style in a small ensemble. Pianists, guitarists, and bassists may be in the jazz band with prior approval of the director. All other students must also be enrolled in a band class. Performances and after-school rehearsals are required.	**VJBA9 A/B** **VJBA0 A/B** **VJBA1 A/B** **VJBA2 A/B** **Credit:** 1.0 each
Color Guard I-IV Students will learn movement concepts, exercises and skills while developing an awareness of teamwork, choreography, and performance in various venues. Students will be awarded .5 PE credit for participation in Color Guard during the fall semesters of grades 9 and 10 for participation in at least 100 minutes of physical activity/week outside of the school day. **Corequisites:** PSUB01 (09) and PSUB02 (10)	**PCLG1 A/B (1.0)** **PSUB01 (0.5)** **PCLG2 A/B (1.0)** **PSUB02 (0.5)** **PCLG3 A/B** **PCLG4 AB** **Options:** Color Guard I-IV **Credit:** 1.0 each
String Orchestra I-IV (full year) Instructional priorities for string orchestra include musicianship, instrumental technique, critical listening, basic music theory, cultural growth, rehearsal and concert etiquette, creative self-expression, responsible citizenship, problem solving, effective communication, and production of quality performances. Orchestra students are given an opportunity to continue musical growth and experience quality music literature. Students may also participate in a series of auditions related to the all-state process as well as solo and ensemble contests. Students must participate in all rehearsals, performances, and contests.	**VORI9 A/B** **VOR10 A/B** **VOR11 A/B** **VOR12 A/B** **Options:** Philharmonia, Sinfonia **Credit:** 1.0 each

Health, Health Fitness, and Athletics

Health This course examines the basic human anatomy and physiology and its relationship to the development of a healthy lifestyle. Students are involved in discussion and decision making with health fitness concepts and personal development (character education). Students will explore the impact of nutrition, mental health, communicable diseases, drugs, tobacco, healthy eating, alcohol and other factors on a healthy individual. They will also study parenting skills and responsibilities as well as relationship skills. Health education credit may be earned through Health Science Technology I.	**HPE112** **Credit:** 0.5
Lifetime Fitness and Wellness Pursuits This course will offer students ways to improve health-related fitness, apply skills, techniques and safety practices associated with physical activity. Students will apply fitness principles that encompass personal fitness programs, nutrition, technology, and environmental awareness. They will develop positive self-management and social skills needed to work independently and with others and comprehend practices that will impact daily performance, physical activity and health throughout the lifespan.	**HP124 A/B** **Credit:** 1.0
Skill-Based Lifetime Activities This course will offer students ways to apply movement skills in striking and fielding, target, fitness, rhythmic, and innovative games with international significance. Activities include disc golf, bowling, golf, softball, racquet sports, handball, fitness activities and more. Students will apply tactics and strategies, as well as social emotional and wellness principles to be successful in skill-based lifetime activities.	**HP125 A/B** **Credit:** 1.0
Lifetime Recreation and Outdoor Pursuits This course offers life-long recreational and outdoor pursuits such as backpacking, camping, hiking, navigation, water safety education, angler education, archery, outdoor cooking and survival, adventure activities, team building, lawn games, skating, disc sports, and other lifetime recreational games. Students will learn the benefit of time spent in recreation or outdoor pursuits to promote mental, social, and emotional health.	**HP126 A/B** **Credit:** 1.0
<u>Please note that other options for health fitness courses offered at WAIS are Lacrosse, Dance, and Soccer</u> • All athletic courses count as HF equivalents. • Cheerleading—4.0 credits available 9th -12th grade (audition only) • Drill Team—1.0 credit available 9th -12th grade (fall semester only) • Marching Band—1.0 credit available 9th -12th grade (fall semester only) • Color Guard—1.0 credit available 9th -12th grade (fall semester only) • JROTC—1.0 credit available 9th -12th grade	

Health, Health Fitness, and Athletics

Off Campus Health Fitness Waiver Program (Semester/Full Year)

Students may obtain their Health Fitness credit through approval of private or commercially sponsored physical activities under a Category 1 or Category 2 request. This program is designed for the highly elite and intense training athlete. Documentation of practice times and qualifications of facility and coach are to be submitted for **prior approval**. For outside activities an alternative activity must be in place for practice times and activities due to inclement weather.

https://www.springbranchisd.com/studentsfamilies/support-services/healthfitness/off-campus-health-fitness

CATEGORY 1 (Waivers in Category 1 must be approved by the local board and submitted to the Texas Education Agency) These programs typically involve a minimum of 15 hours per school week of highly intense, professionally supervised training. Students qualifying and participating at this level may be dismissed from school one period per day for such participation.

CATEGORY 2 (Waivers in Category 2 must be approved by the local board but do not require submission or approval to the Texas Education Agency.) Requests considered under this category are for private or commercially-sponsored physical activity programs as certified by the superintendent or his/her designee to be of high quality, well supervised by appropriately trained instructors, and consisting of a minimum of five (5) hours **per school week (school week is Monday–Friday)**. Students qualifying and participating at this level are not dismissed from any part of the regular school day.

HP972 A/B (Category 1)
Year 2: HP974 A/B
Year 3: HP975 A/B
Year 4: HP976 A/B
HP973 A/B (Category 2)
Prerequisite:
Principal/District approval

Credit: 0.5/semester of participation

Applications must be submitted to the campus counselor by May 1st.

Facility must be on approved SBISD OCHF Facility List prior to May 1st.

See Grade Level Counselor for Student Application Packet

Application to program required every year.

Competitive Sports

All athletics are competitive UIL sports. None of the sports listed here are "learn to" sports. For example, tennis is competitive tennis team, not tennis lessons. All students wanting to participate in athletics must have coaches' approval before being enrolled in an athletic period. Athletics courses last all year and require after-school practice, as well as attendance at games and meets. Students requesting athletics must register for both sessions unless specific approval in writing is received from the coach. *Note: When students sign up for athletics, they select the sport and grade level only.*

Participation in any sport requires:

- **passing a physical exam**
- **submitting all required paperwork including proof of insurance**
- **trying out for the team**

Girls Athletics	**Sports Available to Boys or Girls**
• Basketball • Soccer • Softball • Volleyball	• Tennis • Cross Country • Track & Field • Swimming & Diving • Golf
Boys Athletics	**Student Athletic Trainers** **Must apply directly to the Athletic Trainer**
• Football • Basketball • Soccer • Baseball	

Credit: 0.5 each

Note: When students sign up for athletics, they select the sport and grade level only.

Health, Health Fitness, and Athletics

Cheerleading Cheerleading is by audition only and allowed four credits (.5 credits for each semester or 1 credit for 1 year). For a student to earn this credit for cheerleading, the activity must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.	**PCHR1 A/B** **PCHR2 A/B** **PCHR3 A/B** **PCHR4 A/B** **Credit:** 1.0 each **Prerequisite:** Parent meeting and student tryout process; see Campus Cheer Coach for more information
Athletic Trainers Assist the school trainer in working with athletes in *all sports*. Good attendance and no discipline record are required for this class. An interest in sports medicine is a plus. You must apply directly to the trainer and have his or her written permission to be a trainer. The students will be assigned to an athletic period and receive credit for participation in athletics.	**HP962 A/B** **Credit:** 0.5 each **Prerequisite:** Athletic Trainer approval
Sports Medicine I This course is an innovative course approved for state elective credit. It provides an opportunity for the study and application of the components of sports medicine including but not limited to: sports medicine related careers, organizational and administrative considerations, prevention of athletic injuries, recognition, evaluation, ad immediate care of athletic injuries, rehabilitation and management skills, taping and wrapping techniques, first aid/CPR/AED, emergency procedures, nutrition, sports psychology, human anatomy and physiology, therapeutic modalities, and therapeutic exercise.	**HP136 A/B** **Credit:** 1.0 each **Type:** Elective
Sports Medicine II This course is an innovative course approved for state elective credit. It is designed for athletic training students. It provides an in-depth study and application of the components of sports medicine including but not limited to: basic rehabilitative techniques; therapeutic modalities, wound care, taping and bandaging techniques, prevention, recognition, and care of musculoskeletal injuries; injuries to the young athlete; drugs in sports; modern issues in sports medicine. Individualized and independent assignments will be included in this course. This course will involve outside of class time homework and time required working with athletes and athletic teams.	**HP137 A/B** **Credit:** 1.0 each **Prerequisite:** Sports Medicine I and Athletic Trainer approval
Sports Medicine III This course is intended to give advanced athletic training for students. This course will apply the knowledge and skills gained in previous sports medicine courses. The course will provide opportunities for the advanced students in the sports medicine programs to research, investigate, prepare, and present case studies, research projects, visual poster presentations, and multimedia presentations on instructor-approved topics. The course will provide students the opportunity to explore a health career of their choice.	**HP138 A/B** **Credit:** 1.0 each **Prerequisite:** Sports Medicine I and II
Team Sport Officiating The Team Sport Officiating course will teach students rules and regulations of selected team sports, developing skills in the areas of communication, decision-making, and conflict management needed to officiate team sport competitions, working with coaches, players, other officials, and parents.	**HP929 A/B** **Credit:** 0.5 each

Enrichment and Support

OneGoal Whether your goal is to own your own business, buy a house, become a writer, or be a positive role model, a college degree is the first step to get you there. OneGoal has helped thousands get to and through college, and we are here for you too. OneGoal is a college access and success program that starts in the fall of junior year in high school and continues through college to ensure that you have the support and resources you need to graduate. As a OneGoal Fellow, you will meet 5 days a week in an elective class during your junior and senior years of high school. As a junior, you develop the skills to increase your GPA and ACT/SAT scores to get into colleges and universities, as well as receive help in researching colleges and universities. During your senior year, you will receive direct support in applying to 7 colleges and universities and applying for financial aid. Fellows also develop important social, academic, and financial knowledge to get into and graduate from college. As a college freshman, you will receive remote support from your teacher on specific steps important to persisting in college into sophomore year and beyond.	**AD502 A/B** **AD503 A/B** **Prerequisite:** Approval Required **Credit:** 0.5-1.0 credit
Office Assistant Students will be assigned to the various areas on campus, including the grade level offices, counselor's office, registrar's office, clinic and library. Duties will vary according to specific assignment, but may include filing, answering phones, delivering of messages and office passes, shredding papers, and shelving materials. **Prerequisite:** Excellent attendance, no serious discipline infractions, pleasant co-operative attitude, willingness to work.	**AD322 A/B** **Prerequisite:** Approval required **Credit:** 0.5-1.0 local credit
SAT Prep/Fundamentals of College Admission Provides students with a review of SAT verbal and math skills; an understanding of the types of questions found on the test; a knowledge of general test-taking strategies as well as the best specific strategies to use for each type of question. Also guides students through the steps of the college admissions process, e.g. college and career exploration and research, the college application, resume writing, essay writing, financial aid, etc.	**ADM912 A/B** **Credit:** 0.5 credit
Study Hall Study hall will be offered as a student choice for either one semester or the entire year. There would be no structured curriculum. Any student may request study hall. Upperclassmen with heavy curricular and extracurricular loads are encouraged to consider taking this class.	**ADS13 A/B** **WAIS:** **ADS09 A/B** **ADS10 A/B** **ADS11 A/B** **ADS12 A/B** **Credit:** 0.5 local credit
Teacher's Aide Student will be assigned to a specific teacher. This must be approved by the teacher and the counselor. Excellent attendance and discipline, a pleasant co-operative attitude, and a willingness to work is required.	**MHS: AD332 C/D** **SHS: AD342 A/B** **Credit:** 1.0 Local credit **Prerequisite:** Good conduct & grades with teacher approval

Enrichment and Support

Student Leadership I/Student Leadership II This course provides an emphasis on personal growth with the following topics of discussion: the foundation of one's character; exploration of the four personalities in an interactive fun book, with a style analysis; and solving the inner workings of why people do the things they do. Students will discuss: What is leadership? What are the myths of leadership? Who is a leader? How does a leader develop influence? How does one develop leadership potential? Discussion will evolve around how leaders have vision, are creative, defeat worry, and use time wisely. Students will also discuss how attitude can determine success and potential, the anatomy of a failure and what prevents individuals from being successful before even starting, and how one's mind works (the human potential). Students will learn to develop a positive self-image, avoid procrastination, and explore how individual needs can impact behavior.	**ADM212** **ADM222** **Credit:** 0.5 each
Peer Assistance for Students with Disabilities I, II This course is designed to promote an inclusive educational environment for students receiving special education services. It provides peer assistants the opportunity to understand the different disabilities of the students, develop leadership skills to aid the learners and work on communication skills between the peer assistant and the learners. Peer assistants obtain initial training in confidentiality, cueing, prompting, and positive reinforcement to be used with their students. Peer assistants aid the teacher inside the special education setting by modeling appropriate learning behaviors, assisting with hands on learning activities, and developing activities to facilitate inclusion within the classroom. The goal is to create a relationship among age-appropriate peers of different abilities, both socially and academically, that will last long beyond the classroom time.	**AD392A** **AD392B** **Credit:** 0.5 each

Spring Branch ISD CTE

SBISD Career and Technical Education

Our mission is to provide challenging career pathways for all students, utilizing real-world practices and evolving skill sets, attitudes, and behaviors.

What is CTE?

Career and technical education (CTE) programs offer a **sequence of courses that provide students with coherent and rigorous content.** CTE courses are aligned with challenging academic standards and relevant technical knowledge and skills needed to **prepare for further education and careers in current or emerging professions.**

CTE in Spring Branch ISD

Our CTE Programs of Study, offered at home campuses and at the Guthrie Center, offer a world of **rigorous and relevant programs** that allow students to explore a range of options for their future – including college and career – while still participating in athletics, fine arts, and other extracurricular activities. CTE courses expand a student's high school experience and **provide opportunities for work-based learning through paid and unpaid internships, job shadowing, mentorships, and networking with local community leaders.**

Real World Ready

CTE programs prepare students for industry-standard certifications that can be used to demonstrate readiness for college and career. **Adding certifications to a resume or college application allows students to distinguish themselves from others.** Certifying and regulating entities, such as the Texas Department of Licensing and Regulation, may require students to share personal identifying information such as date of birth, and/or Texas ID/Driver License number via the organization's website or a third-party vendor. CTE teachers can answer questions about specific requirements for each of the certifications.

CTE is inspiring minds and shaping lives.

Want more information?

visit the SBISD CTE website at springbranchisd.com/cte

SCAN ME

BUSINESS AND INDUSTRY ENDORSEMENT

Agriculture, Food, & Natural Resources

PROGRAMS OF STUDY

Spring Branch ISD CTE

2025-26

Animal Science

Level 1
Principles of Agriculture, Food, and Natural Resources AND
Small Animal Management AND Equine Science

Level 2
*Livestock Production with Lab**

Level 3
Advanced Animal Science AND*
Veterinary Medical Applications OR*
*Agribusiness Management and Marketing with Lab**

Level 4
Agribusiness Management and Marketing with Lab OR*
*Practicum in Agriculture, Food, and Natural Resources**

Certifications
Equine Management & Evaluation
Elanco Fundamentals of Animal Science
Elanco Veterinary Medical Applications

Plant Science

Level 1
Principles of Agriculture, Food, and Natural Resources AND
Small Animal Management AND Equine Science

Level 2
Landscape Design and Management AND
Turf Grass Management AND
Greenhouse Operation and Production

Level 3
*Floral Design with Lab**

Level 4
Agribusiness Management and Marketing with Lab OR*
*Practicum in Agriculture, Food, and Natural Resources**

Certifications
Equine Management and Evaluation
Texas State Floral Association Certification

Successful completion of one of the above programs of study will fufill requirements of the business and industry endorsement.

** denotes an advanced course*

Agriculture, Food, and Natural Resources
Business and Industry Endorsement

Principles of Agriculture, Food, and Natural Resources **GC** Students discover the ways in which society relies on agricultural products and systems at the local, state, national and international levels as they prepare for careers in agriculture, food, and natural resources. This class emphasizes technical knowledge and skills in plant and animal science, career exploration, and employability skills such as leadership, communication, and collaboration.	**CTAG10** **Credit:** 1.0 **Grades:** 9-10
Small Animal Management AND Equine Science (taken concurrently) **GC** Students develop knowledge and skills pertaining to the health, and management of small animals such as small mammals, amphibians, reptiles, dogs, and cats. In Equine Science, students will explore the equine industry and management of horses and explore topics that include nutrition, breeding, and horse health.	**CTAG12 and CTAG13** **Credit:** 0.5 and 0.5 **Grades:** 9-10 **IBC:** Equine Management and Evaluation
Livestock Production with Lab **GC** Students acquire knowledge and skills related to the livestock production industry of cattle, swine, sheep, goats, and poultry. Topics include animal nutrition, reproduction, animal health, handling techniques, livestock sales, and commodity prices.	**CAG20 A/B** **Credit:** 2.0 **Grades:** 10-11 **IBC:** Fundamentals of Animal Science
Landscape Design and Management AND Turf Grass Management **GC** (taken concurrently) Students in Landscape Design and Management will develop skills and techniques needed in careers related to residential and commercial landscape design and care. Students will explore the functional and aesthetics benefits in landscape and how to use plants in a design that enhances and sustains our quality of life. In Turf Grass Management, students will learn about the science, technology, and business beyond the grass. Turfgrass managers are responsible for the production and maintenance of grasses for recreational, aesthetic, and environmental uses including sports stadiums, golf courses, or commercial facilities.	**CTAG25 and CTAG27** **Credit:** 0.5 and 0.5 **Grades:** 10-12

Agriculture, Food, and Natural Resources
Business and Industry Endorsement

Greenhouse Operation and Production **GC** Students gain hands-on experience in managing greenhouse environments and growing various plant species, managing soil, water, light and temperature to optimize plant growth and yield. They will also gain insight into the business side of greenhouse operations, such as marketing strategies and production planning.	**CTAG31** **Credit:** 1.0 **Grades:** 10-12
Advanced Animal Science (meets science requirement) **GC** Students deepen their knowledge of the livestock industry and examine the interrelatedness of human, scientific, and technological dimensions of livestock production through field and laboratory experience. In-depth studies include animal healthcare, anatomy and physiology, and livestock husbandry.	**CTAG15** **Prerequisite:** Biology and Chemistry or IPC; Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production **Credit:** 1.0 **Grades:** 11-12
Veterinary Medical Applications **GC** Students explore academic knowledge and technical skills needed in the veterinary medical profession such as safe handling of large and small animals, office systems and management, entry requirements, and industry expectations.	**CTAG14** **Prerequisite:** Equine Science, Small Animal Management, or Livestock Production **Credit:** 1.0 **Grades:** 11-12 **IBC:** Veterinary Medical Applications Certification
Floral Design with Lab (meets fine arts requirement) **GC** Students unleash their creative side in this course as they arrange flowers and interior plant designs. Leave this class with the skill to arrange flowers for yourself or employers. Look forward to designing your projects and taking them home to share with others.	**CAG26 A/B** **Credit:** 2.0 **Grades:** 11-12 **IBC:** TSFA Certificate
Agribusiness Management and Marketing with Lab **GC** Students will apply economic principles such as supply and demand, budgeting, record keeping, finance, risk management, business law, marketing, and careers in agribusiness.	**CAG44 A/B** **Credit:** 2.0 **Prerequisite:** Advanced Animal Science, Vet Med Applications, or Floral Design with Lab (recommended) **Grades:** 11-12
Practicum in Agriculture, Food, and Natural Resources **GC** Supervised practical application of knowledge and skills through a variety of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. Students will use agriculture knowledge to acquire workplace skills, identify career opportunities, entry requirements, and industry expectations.	**CAG82 A/B** **Prerequisite:** 1 previous Agriculture credit (recommended) **Credit:** 2.0 **Grade:** 12

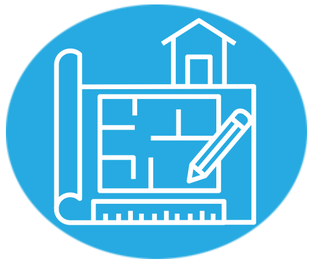
BUSINESS AND INDUSTRY ENDORSEMENT

Architecture & Construction

PROGRAMS OF STUDY

Spring Branch ISD CTE

2025-26



Architectural Design

Level 1
Principles of Construction

Level 2
Principles of Architecture AND
Architectural Design I

Level 3
*Architectural Design II**

Level 4
*Practicum in Architectural Design**

Certifications
HBI PACT Core
Autodesk AutoCAD
Autodesk Revit

Construction Tech

Level 1
Principles of Construction

Level 2
Construction Technology I

Level 3
*Construction Technology II**

Level 4
*Practicum in Construction Technology**

Certifications
HBI PACT Core
NCCER Core

Electrical Tech

Level 1
Complete HS Graduation Requirements

Level 2
Principles of Construction

Level 3
Electrical Technology I AND
Project Based Capstone

Level 4
*Electrical Technology II**

Certifications
HBI PACT Core
Level I Certificate HCC

Successful completion of one of the above programs of study will fufill requirements of the business and industry endorsement.

** denotes an advanced course*

Architecture and Construction
Business and Industry Endorsement

Principles of Construction Students learn construction safety, mathematics, drawings as well as common hand and power tools used in general maintenance of residential and commercial property. Identify, plan, and solve real problems using knowledge of construction practices.	**CAC10 A/B** **Credit:** 1.0 **Grades:** 9-10 **IBC:** HBI PACT Core
Principles of Architecture AND Architectural Design I (taken consecutively) **GC** Students will explore the knowledge and skills needed to enter careers in architecture, construction, drawing, interior design, and landscape architecture. The course introduces students to art practices, technical and computer-aided drawing, lettering styles, and how to read blueprints through project-based design.	**CTAC13 and CTAC12** **Prerequisite:** Algebra I and English I (required), Geometry (recommended) **Credit:** 1.0 and 1.0 **Grades:** 10-11
Construction Technology I Students gain advanced knowledge and skills needed to enter the workforce as carpenters, building maintenance technicians, supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Class projects will emphasize skills in safety, tool, and machine usage, building materials, codes, and framing.	**CAC14 A/B** **Prerequisite:** Principles of Construction (recommended) **Credit:** 2.0 **Grades:** 10-12 **IBC:** NCCER Core
Architectural Design II **GC** Students will study residential design, building codes, site plans, interior design, room relationships and sizes, exterior design, conservation and environmental design and framing methods. Projects will include designing a kitchen and completing a scaled model.	**CAC22 A/B** **Prerequisite:** Architectural Design I and Geometry (required) **Credit:** 2.0 **Grades:** 11-12 **IBC:** Autodesk AutoCAD
Construction Technology II Students continue the skills acquired from Construction Technology I and are introduced to exterior and interior finish out skills, cabinetry, and other construction trades such as electrical and plumbing.	**CAC24 A/B** **Prerequisite:** Construction Technology I (required) **Credit:** 2.0 **Grades:** 11-12
Electrical Technology I AND Project Based Capstone (taken consecutively) **GC** Students learn how to work with hand and power tools safely and efficiently, understand the fundamentals of electrical theory, read, and interpret basic National Electrical Code regulations, understand simple electrical schematics and blueprints, install MC cable and wire field devices, troubleshoot, and alleviate wiring problems in electrical systems. Students who successfully complete this course will earn workforce dual credit at Houston Community College towards a Level I Certificate in Electrical Tech.	**CTAC35 and CTAC40** **Prerequisite:** Principles of Construction (recommended) **Credit:** 1.0 and 1.0 **Grades:** 11

Architecture and Construction
Business and Industry Endorsement

Practicum in Architectural Design **GC** Students will understand architectural soft skills, safety, and work ethics and will participate in a student design competition and a college architectural design study. In addition, students will have the opportunity to create a senior design project using Autodesk REVIT.	**CAC82 A/B** **Prerequisite:** Architectural Design II (required) **Credit:** 2.0 **Grades:** 12 **IBC:** Autodesk REVIT
Practicum in Construction Technology Students will be challenged with the application of knowledge and skills gained in previous construction-related coursework. Potential workforce opportunities include paid or unpaid internships or apprenticeships with construction companies or be involved in local district-approved projects for students in this course.	**CAC92 A/B** **Prerequisite:** Construction Technology II (required) **Credit:** 2.0 **Grades:** 12
Electrical Technology II **GC** Students will dive deeper into electrical concepts and installations, safely use additional hand and power tools, learn to navigate, and understand the National Electrical Code book, install electrical services and overcurrent devices, conduit racks, bend/install conduit, pull wire through conduit, terminate devices and panels, and install overhead Exit lighting. These classes will prepare the student for a full-time position as an Electrical Apprentice. Students who successfully complete this course will earn workforce dual credit at Houston Community College towards a Level I Certificate in Electrical Tech.	**CAC45 A/B** **Prerequisite:** Electrical Technology I (required) **Credit:** 2.0 **Grades:** 12

BUSINESS AND INDUSTRY ENDORSEMENT

Arts, A/V Technology & Communications

PROGRAMS OF STUDY

Spring Branch ISD CTE

2025-26

3D Animation

Level 1
Principles of Arts, A/V Technology, and Communications

Level 2
3D Modeling and Animation AND Animation I*

Level 3
*Animation II with Lab**

Level 4
*Practicum in Animation**

Certifications
Autodesk 3ds Max

Filmmaking

Level 1
Principles of Arts, A/V Technology, and Communications

Level 2
Audio/Video Production I with Lab

Level 3
*Audio/Video Production II with Lab**

Level 4
*Practicum in Audio/Video Production**

Certifications
Adobe Premiere Pro
Level 1 Certificate HCC

Digital Marketing

Level 1
Principles of Arts, A/V Technology, and Communications

Level 2
Digital Design and Media Productions

Level 3
*Digital Arts and Animation**

Level 4
Practicum in Entrepreneurship OR Career Prep**

Certifications
Adobe Photoshop
Adobe After Effects

Successful completion of one of the above programs of study will fufill requirements of the business and industry endorsement.

** denotes an advanced course*

Arts, A/V Technology and Communications
Business and Industry Endorsement

Principles of Arts, A/V Technology, and Communications Students will develop an understanding of the various and multifaceted career opportunities within this cluster and the knowledge, skills, and educational requirements for those opportunities through exposure to technology and creative design projects.	**CAV10 A/B** **Credit:** 1.0 **Grades:** 9-10
3D Modeling and Animation AND Animation I **GC** (meets fine arts requirement, taken consecutively) Students will design and communicate animation ideas through 3D modeling, animation, concept drawings, storyboards, virtual lights and cameras, and scene design using the same techniques and software used by professionals.	**CAV20 A/B** **Prerequisite:** Principles of Arts, A/V (recommended) **Credit:** 1.0 and 1.0 **Grades:** 10-12
Digital Design and Media Productions Students demonstrate and develop creative thinking and innovative strategies through digital media projects using typography, layout principles, photography, video, and project management while ensuring copyright laws are met.	**TA506 A/B** **Credit:** 1.0 **Grades:** 10-12 **IBC:** Adobe Certifications
Audio/Video Production I with Lab **GC** Students develop an understanding of the film industry with a focus on pre-production, production, and post-production of audio and video products. Coursework will include creating, editing, and showcasing film productions and creating a demo reel of student work. Students who successfully complete this course will earn workforce dual credit at Houston Community College towards a Level I Certificate in Filmmaking.	**CAV12 A/B** **Prerequisite:** Principles of Arts, A/V (recommended) **Credit:** 2.0 **Grades:** 10-12
Animation II with Lab **GC** Students expand their skills using more advanced 3D modeling and animation techniques including game concept design, character design, character rigging, digital sculpting, and painting. Students will also explore in-depth storytelling, production techniques, introduction to the Unreal Game Engine, and create an online portfolio to showcase their work.	**CAV21 A/B** **Prerequisite:** Animation I (required) **Credit:** 2.0 **Grades:** 11-12 **IBC:** Autodesk 3ds Max
Digital Art and Animation (meets fine arts requirement) Students will develop skills in graphic design, animation, web design, advertising, character development, and script writing to prepare for careers in publishing, television, film, and game industries. Through the production of authentic projects and animations, students will utilize skills in innovation, collaboration, research, critical thinking, and problem-solving.	**TA504 A/B** **Prerequisite:** Digital Design and Media Production, Graphic Design I, Graphic Design II, Commercial Photography I, or Commercial Photography II **Credit:** 1.0 **Grades:** 11-12 **IBC:** Adobe Certifications
Audio/Video Production II with Lab **GC** Students interested in a career within the film industry gain the skills and knowledge that set them apart from other competitive job applicants. Students collaborate to develop portfolio projects and work with a diverse network of outside clients. Students who successfully complete this course will earn workforce dual credit at Houston Community College towards a Level I Certificate in Filmmaking.	**CAV22 A/B** **Prerequisite:** Audio/Video Production I (required) **Credit:** 2.0 **Grades:** 11-12 **IBC:** Adobe Premiere Pro

Arts, A/V Technology and Communications
Business and Industry Endorsement

Practicum in Animation **GC** Students utilize the latest technologies in 3D modeling and animation for developing real-time graphics with the goal of producing professional work that relates to industry standard practices. Students will experience projects in industrial and mechanical design, visualization, oil and gas, architecture, and consumer projects. Students can become certified in 3D Maya and participate in an architectural visualization competition in the spring.	**CAV83 A/B** **Credit:** 2.0 **Grades:** 12
Career Preparation **GC** Career Prep is an on-the-job learning experience to intensify preparation for a specific career field. Through targeted learning goals, supervision, and evaluation, students apply their technical knowledge to work experiences. This serves to enhance the student's education while adding value to the employer as students work alongside practicing professionals daily. Job placements are based on the student's previous CTE courses, and their educational and employment goals after high school graduation.	**CPG81 A/B or CPG81 C/D** (Guthrie Center) **Credit:** 2.0 or 3.0 **CPG91 A/B or CPG91 C/D** (Guthrie Center) **Credit:** 2.0 or 3.0 **Grades:** 11-12
Practicum in Audio/Video Production **GC** Students work independently and are led under the guidance of their teacher to further develop an advanced technical understanding of the filmmaking industry with a focus on producing, promoting, and presenting professional films.	**CAV82 A/B** **Prerequisite:** Audio/Video Production II/Lab (required) **Credit:** 2.0 **Grades:** 12
Practicum in Entrepreneurship Students apply classroom learning and experiences to real-world business problems and opportunities, while expanding their skill sets and professional relationships. Students will prepare for an entrepreneurial career in their area or interest and apply knowledge and skills gained in courses to a variety of career areas.	**CMK84 A/B** **Prerequisite:** 2.0 credits in a CTE program of study (recommended) **Credit:** 2.0 **Grades:** 11-12

BUSINESS & INDUSTRY ENDORSEMENT

Business, Marketing, & Finance

PROGRAMS OF STUDY

Spring Branch ISD CTE

2025-26

Accounting & Financial Services

Level 1
Principles of Business, Marketing, and Finance

Level 2
Entrepreneurship OR
Financial Mathematics

Level 3
Accounting I

Level 4
Securities and Investments OR*
*Career Preparation I**

Certifications
Entrepreneurship and Small Business

Business Management & Entrepreneurship

Level 1
Principles of Business, Marketing, and Finance

Level 2
Entrepreneurship

Level 3
*Virtual Business AND Global Business**

Level 4
Business Management OR*
Statistics in Business Decision Making OR*
*Career Preparation I**

Certifications
Entrepreneurship and Small Business
Project Management Ready PMI

Marketing & Real Estate

Level 1
Principles of Business, Marketing, and Finance

Level 2
Entrepreneurship

Level 3
*Sports and Entertainment Marketing AND Advertising**

Level 4
Real Estate Fundamentals OR*
Statistics in Business Decision Making OR*
*Career Preparation I**

Certifications
Entrepreneurship and Small Business
Real Estate Sales Agent License

Successful completion of one of the above programs of study will fufill requirements of the business and industry endorsement.

** denotes an advanced course*

Business, Marketing, and Finance
Business and Industry Endorsement

Principles of Business, Marketing, and Finance Students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles through engaging projects and simulations that provide a foundation for advanced courses in the business, marketing, and finance cluster.	**CBM11 A/B** **Credit:** 1.0 **Grades:** 9-10
Entrepreneurship Students will learn the principles to begin and operate a business including understanding the process of analyzing a business opportunity, preparing a business plan, using research, marketing, capital required, return on investment, and the potential for profit.	**CMK13 A/B** **Credit:** 1.0 **Grades:** 10-12 **IBC:** Entrepreneurship and Small Business
Financial Mathematics (meets math requirement) Students will apply critical thinking skills to analyze personal financial decisions based on the current and projected economic factors.	**CFI60 A/B** **Prerequisite:** Algebra I (required) **Credit:** 1.0 **Grades:** 10-12
Accounting I Students will understand accounting principles and apply those to a business or organization including statements, bank reconciliation, payrolls, and petty cash. This course will prepare students for one of the fastest growing and well-compensated careers in business.	**CFI14 A/B** **Credit:** 1.0 **Grades:** 11-12
Virtual Business AND Global Business (taken consecutively) In Virtual Business, students will design a business by creating a web presence, conducting marketing, examining contracts, demonstrating project-management skills, maintaining business records, and understanding legal issues associated with owning a virtual business. In Global Business, students explore concepts of global trade including international monetary systems, trade policies, politics, and laws related to global business as well as cultural issues, logistics, and international human resource management.	**CTBM16 and CTBM15** **Credit:** 0.5 and 0.5 **Grades:** 11-12 **IBC:** Project Management
Sports and Entertainment Marketing AND Advertising Students will examine how marketing strategies are developed, executed, and evaluated within the marketing and advertising fields. Topics include brand management, fan engagement, consumer behavior and the impact of technology on modern marketing and advertising practices.	**CTMK15 and CTMK16** **Credit:** 0.5 and 0.5 **Grades:** 11-12

Business, Marketing, and Finance
Business and Industry Endorsement

Securities and Investments Students gain a comprehensive understanding of financial securities and investment strategies. Through real-world scenarios, students explore various types of investments, such as stocks, bonds, and mutual funds. Students will develop skills and utilize financial tools for personal and professional financial decision making.	**CFI34 A/B** **Prerequisite:** Accounting I (recommended) **Credit:** 1.0 **Grades:** 12
Statistics and Business Decision Making (meets math requirement) Students will use statistics to make business decisions and will determine the appropriateness of methods used to collect data to ensure conclusions are valid including ethics, risk management, use of probability, analysis, modeling, and forecasting.	**CBM30 A/B** **Credit:** 1.0 **Prerequisite:** Algebra II (required) **Grades:** 12
Business Management Students will explore the role managers in organizations, including strategic planning, human resources management, and financial oversight. Students in this course will develop their leadership, communication, and project management skills through real-world business scenarios and case studies.	**CBM15 A/B** **Credit:** 1.0 **Grades:** 12
Fundamentals of Real Estate Students will explore the role of the real estate industry in the economy as they explore residential, commercial, and industrial real estate, gaining practical knowledge of real estate markets and investments. Key topics include property law, real estate finance, negotiation, and client relations.	**CMK74 A/B** **Credit:** 2.0 **Grades:** 12 **IBC:** Real Estate Sales Agent License
Career Preparation **GC** Career Prep is an on-the-job learning experience to intensify preparation for a specific career field. Through targeted learning goals, supervision, and evaluation, students apply their technical knowledge to work experiences. This serves to enhance the student's education while adding value to the employer as students work alongside practicing professionals daily. Job placements are based on the student's previous CTE courses, and their educational and employment goals after high school graduation.	**Career Prep I:** **CPG81 A/B or CPG81 C/D** (Guthrie Center) **Credit:** 2.0 or 3.0 **Career Prep II:** **CPG91 A/B or CPG91 C/D** (Guthrie Center) **Credit:** 2.0 or 3.0 **Grades:** 11-12

PUBLIC SERVICES ENDORSEMENT

Education & Training

PROGRAMS OF STUDY

Spring Branch ISD CTE

2025-26

Teaching and Training
Level 1 *Principles of Education and Training*
Level 2 *Human Growth and Development*
Level 3 *Instructional Practices**
Level 4 *Practicum in Education and Training**
Certifications *Educational Aide I*

Successful completion of the above program of study will fufill requirements of the public services endorsement.

** denotes an advanced course*

Education and Training
Public Services Endorsement

Principles of Education and Training Students explore education careers through shadowing, educator interviews, career interest inventory, and/or self-reflection to understand requirements for the teaching profession and gain an understanding of societal impacts within education.	**CET10 A/B** **Credit:** 1.0 **Grades:** 9-10
Human Growth and Development Students are introduced to developmental psychology through exploration of the different stages of human life – Prenatal, Infancy, Childhood, Adolescence, and Adulthood – and the biological, psychological, and social changes occurring in individuals during each stage.	**CET11 A/B** **Credit:** 1.0 **Grades:** 10-11
Instructional Practices In this class, students become teaching interns and receive practical experience working and teaching children alongside a certified teacher. Students will work with elementary through middle school students at nearby SBISD schools.	**CET12 A/B** **Prerequisite:** Principles of Education and Training or Human Growth and Development (required) **Credit:** 2.0 **Grades:** 11-12
Practicum in Education and Training Students will plan and direct instruction, group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, and educational personnel under the joint direction and supervision of a certified teacher. The educational aide I certification requires students to be 18 and have 3.0 or more credits in the education and training career cluster. Applicants for an education aide certificate are required to meet general certification requirements for the State Board of Education which includes a criminal history review and fingerprinting. More information can be found at https://tea.texas.gov/texas-educators/certification/becoming-an-educational-aide-in-texas	**CET82 A/B** **Prerequisite:** Instructional Practices (required) **Credit:** 2.0 **Grades:** 11-12 **IBC:** Educational Aide I

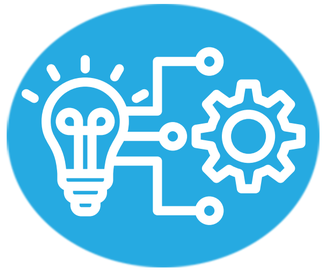
BUSINESS AND INDUSTRY OR STEM ENDORSEMENT

Engineering

PROGRAMS OF STUDY

Spring Branch ISD CTE

2025-26



Engineering Foundations

Level 1
Introduction to Engineering Design (PLTW)

Level 2
*Engineering Science**

Level 3
Aerospace Engineering (PLTW) OR*
Robotics I

Level 4
*Engineering Design and Problem Solving**

Certifications
Autodesk Associate (Certified User) Fusion 360

Successful completion of the above program of study will fufill requirements of the business and industry endorsement or the STEM endorsment if the math and science requirements are met.

** denotes an advanced course*

Engineering
STEM Endorsement

Introduction to Engineering Design (PLTW) Students learn the engineering design process through activities, problems, and projects. Topics include engineering notebooks, design processes, prototyping, technical sketching, measurement and statistics, 3D computer solid modeling, and reverse engineering. This course is a prerequisite for Level 3 and Level 4 Project Lead the Way (PLTW) courses.	**CST51 A/B** **Credit** 1.0 **Grades:** 9-11 **IBC:** Fusion 360
Engineering Science (meets science requirement) Students are introduced to significant concepts studied in higher education engineering programs. Topics include mechanisms, energy, statics, materials, kinematics, and computer control systems to develop problem-solving skills and create solutions to challenges.	**CST52 A/B** **Prerequisite:** Algebra I, Biology, and Intro to Engineering Design (required), Geometry, and Chemistry, IPC, or Physics (recommended) **Credit** 1.0 **Grades** 10-12
Aerospace Engineering (PLTW) Students solve 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.	**CST71 A/B** **Credit:** 1.0 **Grades:** 11-12
Robotics I Students will transfer academic skills to component designs in a project-based environment through the implementation of the design process. Students will build prototypes or use simulation software to test their designs and discover career opportunities.	**CMF14 A/B** **Credit** 1.0 **Grades:** 11-12
Engineering Design and Problem Solving (meets science requirement) Capstone course where students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. Stratford HS only – this course is only for students who have completed the first year of the Stratford Academy of Science and Engineering.	**CST59 A/B** **Prerequisite** IED or Engineering Science, Algebra I, Geometry (required) **Credit** 1.0 **Grades:** 11-12

PUBLIC SERVICES OR STEM ENDORSEMENT

Health Science

PROGRAMS OF STUDY

Spring Branch ISD CTE

2025-26

Dental Assistant

Level 1
Principles of Health Science

Level 2
Medical Terminology

Level 3
*Health Science Theory with Clinicals**

Level 4
*Practicum in Health Science Dental Assistant**

Certifications
Certified Clinical Medical Assistant
Registered Dental Assistant

Healthcare Practitioner

Level 1
Principles of Health Science

Level 2
Medical Terminology

Level 3
*Anatomy and Physiology**

Level 4
Health Science Theory with Clinicals OR*
Medical Microbiology AND Pathophysiology**

Certifications
Certified Clinical Medical Assistant

Patient Care Technician

Level 1
Principles of Health Science

Level 2
Medical Terminology

Level 3
*Health Science Theory with Clinicals**

Level 4
*Practicum in Health Science Patient Care Technician**

Certifications
Certified Clinical Medical Assistant
Patient Care Technician
Phlebotomy Technician

Pharmacy Technician

Level 1
Principles of Health Science

Level 2
Medical Terminology

Level 3
*Health Science Theory with Clinicals**

Level 4
*Practicum in Health Science Pharmacy Technician**

Certifications
Certified Clinical Medical Assistant
Pharmacy Technician

Successful completion of one of the above programs of study will fufill requirements of the public services endorsement or the STEM endorsment if the math and science requirements are met.

** denotes an advanced course*

Health Science
Public Services or STEM Endorsement

Principles of Health Science Students will learn about the therapeutic, diagnostic, health informatics, support services, and biotechnology systems of the healthcare industry. This course is designed for students interested in careers in healthcare and will cover topics such as the history of medicine, patient care, first aid, and CPR. This course prepares students to transition to clinical or work-based experiences available in advanced health science courses.	**CHS10 A/B** **Credit:** 1.0 **Grades:** 9-10
Medical Terminology Students develop a working knowledge of the language of medicine by introducing them to the structure of medical terms, including prefixes, suffixes, word roots, medical abbreviations, and acronyms. Comprehending this terminology will help students understand advanced health science courses and enhance their ability to secure employment or pursue further education in the industry.	**CHS11 A/B** **Credit:** 1.0 **Grades:** 10-11
Health Science Theory with Clinicals **GC** Students will develop hands-on advanced knowledge and skills related to a variety of healthcare careers, practice entry-level occupational skills in labs or clinical settings, and prepare for an industry-based certification. Students participating in clinical experiences will be required to meet all facility standards and regulations of their assigned work-based learning site which could include immunizations, annual TB test, and a background check. Facilities may require proof of student compliance and other personal health information to be shared directly with the facility or via a 3rd party vendor. Students who successfully complete this course will earn workforce dual credit at Houston Community College.	**CHS12 A/B** **Prerequisite:** Principles of Health Science or Medical Terminology, and Biology (required) **Credit:** 2.0 **Grades:** 11-12 **IBC:** Certified Clinical Medical Assistant
Anatomy and Physiology (meets science requirement) Students will discover the structures and functions of the human body and body systems and will investigate the body's responses to forces, maintenance of homeostasis, electrical interactions, transport systems, and energy processes.	**CHS70 A/B** **Prerequisite:** Biology and a second science credit (required), a course from the Health Science cluster (recommended) **Credit:** 1.0 **Grades:** 11-12
Medical Microbiology AND Pathophysiology (taken consecutively, meets science requirement) Medical Microbiology students will identify the relationships of microorganisms to wellness and disease and learn how to prevent diseases by learning the chain of infection, asepsis, and standard precautions. Pathophysiology students will learn how disease processes affect the human systems, emphasizing the prevention and treatment of diseases. Students will observe the differences between normal and abnormal physiology using field investigations to make informed decisions using critical thinking and scientific problem-solving.	**CTHS71 and CTHS72** **Prerequisite:** Biology, Chemistry, and a previous Health Science course (required), Anatomy and Physiology (recommended) **Credit:** 1.0 and 1.0 **Grades:** 11-12

Health Science
Public Services or STEM Endorsement

Practicum in Health Science: Dental Assistant **GC** Students will demonstrate skills needed to become a Dental Assistant including instrument sterilization, dental impressions, and operation of dental equipment as well as administrative tasks such as scheduling appointments and maintaining patient records. This course may require student-provided transportation to work based learning sites. Students who pass the registered dental assistant exam may apply for their dental assistant license with the Texas State Board of Dental Examiners. This process includes a criminal history review and fingerprinting. More information can be found at https://tsbde.texas.gov/	**CHS84 A/B** **Credit:** 2.0 **Prerequisite:** Health Science Theory with Clinicals and Biology (required) **Grades:** 12 **IBC:** Registered Dental Assistant
Practicum in Health Science: Patient Care Technician **GC** Students will gain knowledge and develop advanced clinical skills to pursue certification in two allied health careers: Patient Care Technician and Phlebotomy Technician. Authentic work-based learning opportunities may include classroom labs, clinical observation, and/or internships. This course may require student-provided transportation to work based learning sites.	**CHS82 A/B** **Credit:** 2.0 **Prerequisite:** Health Science Theory with Clinicals and Biology (required) **Grades:** 12 **IBC:** Patient Care Technician, Phlebotomy Technician
Practicum in Health Science: Pharmacy Technician **GC** Students will gain the knowledge and skills needed to prepare for the national Pharmacy Technician Certification Board exam that enables students to become employed in entry-level pharmacy technician positions in retail and hospital pharmacies. Course content includes drug classifications, drug action, and drug administration. This course may require student-provided transportation to work based learning sites. Students in this course complete clinical hours in pharmacies and must register with the Texas State Board of Pharmacy as a pharmacy technician trainee. This process includes a criminal history review and fingerprinting. More information can be found at https://www.pharmacy.texas.gov/TechTrainee.asp	**CHS92 A/B** **Credit:** 2.0 **Prerequisite:** Health Science Theory with Clinicals and Biology (required) **Grades:** 12 **IBC:** Pharmacy Technician

BUSINESS AND INDUSTRY ENDORSEMENT

Hospitality & Tourism

PROGRAMS OF STUDY

Spring Branch ISD CTE

2025-26

Culinary Arts
Level 1 *Introduction to Culinary Arts*
Level 2 *Culinary Arts*
Level 3 *Advanced Culinary Arts**
Level 4 *Practicum in Culinary Arts Cafe Operations** *OR* *Practicum in Culinary Arts Chef Training**
Certifications *ServSafe Manager*

Successful completion of the above program of study will fufill requirements of the business and industry endorsement.

** denotes an advanced course*

Hospitality and Tourism
Business and Industry Endorsement

Introduction to Culinary Arts Students interested in pursuing a career in the food service industry will gain insight into food production skills, the various levels of industry management, and hospitality skills through classroom and lab-based learning.	**CHT04 A/B** **Credit:** 1.0 **Grades:** 9-10
Culinary Arts **GC** Students will learn the fundamentals of cooking, the science of baking, management and production skills, and safety/sanitation procedures while developing their creativity for recipe development and event planning.	**CHT14 A/B** **Credit:** 2.0 **Prerequisite:** Introduction to Culinary Arts (recommended) **Grades:** 10-11
Advanced Culinary Arts **GC** Students increase their depth of knowledge and experience in baking, protein selection, advanced nutrition, and sustainability. Additionally, students will develop an understanding of front and back-of-the-house roles and how these areas work together to create a successful operation.	**CHT24 A/B** **Prerequisite:** Culinary Arts (required) **Credit:** 2.0 **Grades:** 11-12 **IBC:** ServSafe Manager
Practicum in Culinary Arts: Café Operations **GC** Café Operations is a combination of lab instruction, demonstration, and hands-on production to provide practical application to café and catering business practices and kitchen operations.	**CHT94 A/B** **Prerequisite:** Culinary Arts (required) **Credit** 2.0 **Grades:** 12
Practicum in Culinary Arts: Chef Training **GC** Chef Training is a combination of lab instruction, demonstration, and development of advanced knife skills, soup and sauce production, and vegetable and meat cookery.	**CHT84 A/B** **Prerequisite:** Culinary Arts (required) **Credit** 2.0 **Grades:** 12

BUSINESS AND INDUSTRY ENDORSEMENT

Human Services

PROGRAMS OF STUDY

Spring Branch ISD CTE

2025-26

Cosmetology

Level 1
Complete HS Graduation Requirements

Level 2
Principles of Cosmetology & Barbering
Design and Color Theory AND
Introduction to Cosmetology & Barbering

Level 3
*Cosmetology I**

Level 4
*Cosmetology II**

Certifications
Cosmetology Operator License

Barbering

Level 1
Complete HS Graduation Requirements

Level 2
Principles of Cosmetology & Barbering
Design and Color Theory AND
Introduction to Cosmetology & Barbering

Level 3
Barbering I (26-27 school year)*

Level 4
Barbering II (27-28 school year)*

Certifications
Barber Operator License

Successful completion of one of the the above programs of study will fufill requirements of the business and industry endorsement.
** denotes an advanced course*

Human Services
Business and Industry Endorsement

Principles of Cosmetology Design & Barbering AND Introduction to Cosmetology & Barbering **GC** (taken consecutively) Students gain academic knowledge and technical skills related to cosmetology and barbering design including form, lines, texture, structure, and illusion as it relates to the art of cosmetology and barbering. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care. These courses are the first courses for both the Barbering and Cosmetology programs of study.	**CTHU20 and CTHU21** **Credit:** 1.0 and 1.0 **Grades:** 10
Cosmetology I **GC** Students experience hands-on training, learn from guest artists, study trips, and a self-paced curriculum focused on competitions, salon skills, and the Texas Cosmetology State Examination. Students are responsible for providing their Beauty Supply Kit.	**CHU19 A/B** **Credit:** 2.0 **Prerequisite:** Principles of Cosmetology Design, Introduction to Cosmetology (required) **Grades:** 11
Cosmetology II **GC** Students will have an intense focus on industry readiness and the Texas Cosmetology State Licensing Examination. Upon successful completion of Cosmetology II, students have an opportunity to obtain the Texas Cosmetology State License by passing written and practical examinations. Students are responsible for providing their Beauty Supply Kit. Students who pass the written and practical exams for cosmetology operator license may apply for their cosmetology operator license through the Texas Department of Licensing and Regulation. More information can be found at https://www.tdlr.texas.gov/barbering-and-cosmetology/individuals/apply-cosmetologist.htm	**CHU29 A/B** **Credit:** 2.0 **Prerequisite:** Cosmetology I (required) **Grades:** 12 **IBC:** TDLR Cosmetology Operator License

BUSINESS AND INDUSTRY OR STEM ENDORSEMENT

Information Technology

PROGRAMS OF STUDY

Spring Branch ISD CTE

2025-26

Cybersecurity

Level 1
Computer Science I

Level 2
Computer Maintenance AND
IT Troubleshooting OR*
*AP Computer Science A**

Level 3
*Networking with Lab**

Level 4
Foundations of Cybersecurity AND
*Cybersecurity Capstone**

Certifications
CompTIA Network+
CompTIA Security+

IT and Support Services

Level 1
Complete HS Graduation Requirements

Level 2
Computer Maintenance AND
*IT Troubleshooting**

Level 3
*Computer Technician Practicum**

Level 4
*Computer Technician Practicum**
(2nd Time Taken)

Certifications
CompTIA A+
CompTIA IT Fundamentals+

Programming and Software Development

Level 1
Computer Science I

Level 2
Computer Science II OR*
*AP Computer Science A**

Level 3
AP Computer Science A OR*
Computer Science III OR*
*IB Computer Science SL Year 1**

Level 4
Computer Science III OR*
Independent Study in Technology
Applications OR*
*IB Computer Science SL Year 2**

Certifications
Certified Entry-Level Python Programmer

Successful completion of one of the above programs of study will fufill requirements of the business and industry endorsement.
Cybersecurity and Programming and Software Development will fufill requirements of the STEM endorsment if the math and science requirements are met.

** denotes an advanced course*

Information Technology
Business and Industry or STEM Endorsement

Computer Science I Students will collaborate to solve the problems through data analysis, identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems.	**TA312 A/B** **Pre/Co-requisite:** Algebra I (required) **Credit** 1.0 **Grades:** 9-10 **IBC:** Certified Entry Level Python Programmer
Computer Science II Students use computer science knowledge and skills that support the work of individuals and groups in solving problems; students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results.	**TA322 A/B** **Prerequisite:** Algebra I and Computer Science I or Fundamentals of Computer Science (required) **Credit** 1.0 **Grades:** 10-11
Computer Maintenance AND IT Troubleshooting (taken consecutively) **GC** Students have hands-on activities and labs to assemble and configure computers, install operating systems, software, and set up/troubleshoot hardware, software, and networks.	**CIT20 A/B** **Prerequisite:** Principles of Information Technology (recommended) **Credit:** 1.0 and 1.0 **Grades:** 10-12 **IBC:** CompTIA A+, Fundamentals +
AP Computer Science A (meets math and LOTE requirements) Students are introduced to problem-solving, design strategies, and methodologies, data organization approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing.	**TA319 A/B** **Prerequisite:** Algebra I (recommended) **Credit:** 2.0 **Grades:** 10-12
Computer Technician Practicum **GC** Students will gain real-world experience in installation, maintenance, and repair of tech equipment and peripherals. Additionally, students will provide just-in-time technical support and develop professional employability skills needed for success.	**CIT81 A/B** **Credit:** 2.0 **Prerequisite:** Computer Maintenance (required) **Grades:** 11-12 **IBC:** CompTIA A+, Fundamentals +
Networking I with Lab **GC** Students develop a solid understanding of data networking technologies and practices, including the protection of computer networks and the prevention of unauthorized access. This course provides hands-on experience using Cisco technologies and prepares students for real-world networking environments.	**CIT12 A/B** **Prerequisite:** Principles of Information Technology and Computer Maintenance (recommended) **Credit** 2.0 **Grades:** 11-12 **IBC:** Networking +

Information Technology
Business and Industry or STEM Endorsement

Computer Technician Practicum (2nd Time Taken) **GC** Students will gain advanced knowledge of computer principles and components related to the installation, diagnosis, service, and repair of computer-based technology systems. Students will reinforce, apply, and transfer their knowledge and skills to a variety of settings and problems. This course may require student-provided transportation to work based learning sites.	**CIT92 A/B** **Credit:** 2.0 **Prerequisite:** Computer Technician Practicum (required) **Grades:** 12
IB Computer Science SL, Year 1 Students use an experimental and inquiry-based approach to problem solving which enables innovation, exploration, and the acquisition of knowledge. Based on computational thinking, students develop the ability to think procedurally, logically, concurrently, abstractly, recursively and to think ahead.	**TA36I A/B** **Prerequisite:** Computer Science I and Algebra II (recommended) **Credit** 1.0 **Grades:** 11-12
Computer Science III Students will gain an understanding of advanced computer science data structures through the study of technology operations, systems, and computer science concepts to access, analyze, and evaluate information needed to solve problems.	**TA332 A/B** **Prerequisite** Computer Science II, AP Computer Science A, or IB Computer Science SL (required) **Credit** 1.0 **Grades:** 11-12
Foundations of Cybersecurity AND Cybersecurity Capstone **GC** (taken consecutively) Students will develop the knowledge and skills related to the ethics, laws, and operations of cybersecurity. Students will examine trends and operations of cyberattacks, threats, and vulnerabilities to evaluate and develop security policies to mitigate risk.	**CST34 A/B** **Credit:** 1.0 and 1.0 **Grades:** 12 **IBC:** Security+
Independent Study in Technology Applications Students will communicate information in different formats and to diverse audiences using a variety of technologies; learn to make informed decisions, develop, and produce original work, and publish the product in electronic media and print.	**TA712 A/B** **Credit** 1.0 **Grades:** 12
IB Computer Science SL, Year 2 Students continue from Year 1 to use an experimental and inquiry-based approach to problem-solving which enables innovation, exploration, and the acquisition of knowledge. Based on computational thinking, students develop the ability to think procedurally, logically, concurrently, abstractly, and recursively.	**TA37I A/B** **Prerequisite** Computer Science I and Algebra II (recommended) **Credit** 1.0 **Grades:** 11-12

PUBLIC SERVICES ENDORSEMENT

Law & Public Service

PROGRAMS OF STUDY

Spring Branch ISD CTE

2025-26

Law Enforcement

Level 1
Complete HS Graduation Requirements

Level 2
Law Enforcement I AND
Criminal Investigations

Level 3
Law Enforcement II AND*
*Forensic Science**

Level 4
*Practicum in Law, Public Safety Corrections, and Security**

Successful completion of the above program of study will fufill requirements of the public services endorsement.
** denotes an advanced course*

Law and Public Service
Public Services Endorsement

Law Enforcement I AND Criminal Investigation (taken consecutively) **GC** Students explore the history, organization, and function of law enforcement including Constitutional law, the U.S. legal system, criminal law, and the classification and elements of crimes. Criminal Investigations introduces basic functions, procedures of investigations, terminology, crime scene processing, evidence collection, fingerprinting, and courtroom presentation.	**CTLW11 and CTLW22** **Credit:** 1.0 and 1.0 **Grades:** 10-12
Law Enforcement II **GC** Students learn the challenges, ethical and legal responsibilities, patrol procedures, first responder roles, telecommunications, emergency equipment operations, and courtroom testimony.	**CTLW21** **Credit:** 1.0 **Grades:** 11-12
Forensic Science (meets science requirement) **GC** Students learn terminology and procedures related to the search and examination of physical evidence in criminal cases 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.	**CTL50 A/B (MHS)** **CTLW50 (GC)** **Prerequisite:** Biology and Chemistry, IPC, or Physics (required) **Credit:** 1.0 **Grades:** 11-12
Practicum in Law, Public Safety, Corrections, and Security **GC** Students are supervised in a paid or unpaid practical application of law, public safety, corrections, and security. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.	**CLW82 A/B or** **CLW82 C/D** **Credit: 2.0 or 3.0** **Grades:** 12

BUSINESS & INDUSTRY ENDORSEMENT

Manufacturing

PROGRAMS OF STUDY

Spring Branch ISD CTE

2025-26

Welding

Level 1
Occupational Safety and Environmental Technology I

Level 2
Welding I

Level 3
*Welding II**

Level 4
*Practicum in Manufacturing**

Certifications
AWS D1.1 Structural Steel
AWS D9.1 Sheet Metal Welding

Successful completion of the above program of study will fufill requirements of the business and industry endorsement.
** denotes an advanced course*

Manufacturing
Business and Industry Endorsement

Occupational Safety and Environmental Technology I Students will explore principles and practices of occupational safety and health, learning how to create and maintain safe work environments across various industries. The course covers key safety regulations and introduces environmental protection laws and standards. This course is the introductory course for the Welding and Automotive Tech programs of study that will be at Guthrie in the 2026-2027 school year.	**CMF11 A/B** **Credit:** 1.0 **Grades:** 9-12
Welding I Students gain knowledge and skills in welding including joint design, Oxyfuel welding and cutting, plasma arc cutting, shielded metal arc welding, and gas metal arc welding. Hand and power tools, welding on various types of metals, reading blueprints, metal characteristics, and equipment setup are also covered.	**CMF13 A/B** **Prerequisite:** Algebra I (recommended) **Credit** 2.0 **Grades:** 10-12 **IBC:** AWS D1.1 Structural Steel and D9.1 Sheetmetal Welding
Welding II Students build on the knowledge and skills from Welding I and learn advanced skills needed in the welding industry. Students will know the functions and applications of the tools, equipment, technologies, and materials used in welding including types of welds, inspections, code, and standards in preparation for a career in welding.	**CMF23 A/B** **Prerequisite:** Welding I (required), Algebra I or Geometry (recommended) **Credit** 2.0 **Grades:** 11-12
Practicum in Manufacturing Students apply manufacturing concepts and principles in the classroom and workplace including on-the-job training, hands-on learning, and demonstration of knowledge and skills acquired in the welding program of study.	**CMF82 A/B** **Credit** 2.0 **Grades:** 12

PUBLIC SERVICES ENDORSEMENT

Navy JROTC

PROGRAMS OF STUDY

Spring Branch ISD CTE

2025-26

NAVY JROTC
Level 1 *Naval Science I AND* *Lifetime Fitness & Wellness Pursuits*
Level 2 *Naval Science II AND Student Leadership*
Level 3 *Naval Science III*
Level 4 *Naval Science IV*
Program Highlights *Develop Leadership Skills* *Compete in Competitions* *No Military Obligation*

Successful completion of the above program of study will fufill requirements of the public services endorsement.

** denotes an advanced course*

Navy JROTC
Public Service Endorsement

Naval Science I AND Lifetime Fitness and Wellness Pursuits **GC** (taken consecutively) Students receive an introduction to the NJROTC and US Navy including leadership, citizenship, and the American government; wellness, fitness, and first aid to include diet, exercise, and drug awareness, introduction to geography, orienteering, survival, and map reading skills.	**NS102 A/B and HP134 A/B** **Credit:** 1.0 and 1.0 **Grades:** 9-12
Naval Science II AND Student Leadership (taken consecutively) **GC** Students have ongoing instruction about maritime history and nautical sciences including maritime geography, oceanography, meteorology, astronomy, and physical sciences.	**NS202 A/B and ADNS2 A/B** **Credit:** 1.0 and 1.0 **Grades:** 10-12
Naval Science III AND Cadet Leader Duty **GC** Students have ongoing instruction about maritime history and nautical sciences including maritime geography, oceanography, meteorology, astronomy, and physical sciences.	**NS302 A and AD342C** **Credit:** 1.0 and 1.0 **Grades:** 11-12
Naval Science IV AND Cadet Leader Duty **GC** Students gain an understanding of theoretical and applied aspects of leadership, training, and evaluation of performance. Students learn techniques to create motivation, develop goals and activities for a work group, and proper ways to set a leadership example.	**NS402 A and AD342C** **Credit:** 1.0 and 1.0 **Grades:** 12

Non-Program of Study Courses
STEM Endorsement

Scientific Research and Design (Biology DE) (meets science requirement) Students will explore three big ideas of biology; the structure and function of biomolecules, the flow of energy through living systems via photosynthesis and cellular respiration, and how genetic information is expressed and transmitted both within and between cells. Dual Enrollment Biology is equivalent in rigor to an introductory college biology course, but it is spread out over one full year instead of one semester. Students will experience curriculum designed by the faculty at The University of Texas at Austin. Students can earn four hours of UT credit with feedback and assessment provided by UT course staff.	**SC14 EA/EB** **Prerequisite** Biology and Chemistry (required) **Credit** 1.0 **Grades:** 11-12