Updated: 8/4/25

Poteet ISD High School Course Catalog

Foundation Graduation Plans with Endorsements

ACADEMIC PLANNING FOR FUTURE SUCCESS

The Poteet Independent School District (PISD) develops the high school course catalog in order to assist in planning a student's academic program. The information provided in this publication will help students and parents make appropriate choices for the student's high school career. PISD graduation requirements as well as a student's individual needs and interests should be considered as selections are made both for semester and yearly courses. All PISD students are expected to prepare for both college and careers. The high school curriculum in PISD is designed to meet the needs of students who are preparing for college, careers, and citizenship in the community. PISD offers a full range of courses, including advanced academics, and a comprehensive array of Career and Technology Education programs. In addition to the core academic programs, PISD offers a variety of extra-curricular and co-curricular programs for students as well as numerous clubs and organizations for students to join. In an effort to meet the demands of college and career after high school, all students are required to fulfill coursework and assessments for the Foundation with Endorsement Graduation Plan.

Select courses carefully because schedule changes may be limited. **It should be noted that not all of the courses listed are scheduled every year.** Since it is not economically feasible to schedule classes in which only a few students enroll, the class may not be offered for the current year. Staff availability and sufficient numbers of student requests for specific courses then become determining factors as to whether or not a course is scheduled.

Take time to look through the numerous course electives and programs of study that interest you. Students and parents should take time to discuss goals and interests. Students and parents are also encouraged to attend information sessions offered during registration. Counselors, teachers, and administrators are available to help students and parents with this important process.

PISD INFORMATION

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Rocky Wilson, Trustee

District Mission Statement

Poteet ISD, a professional learning community, is committed to providing educational opportunities for each student to use to develop their unique abilities needed to be successful contributors to society.

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General Information

GRADUATION PLAN OVERVIEW

Coursework

The Texas Foundation High School Program with Endorsements is the current statewide diploma plan for public school students. This is a flexible program that encourages students to pursue their individual interests. Graduation plans consist of a foundation plan for every Texas student and five endorsements from which students may choose, depending on their interests. When selected, students will complete each of these endorsements with the required Mathematics, Science, English Language Arts, and Social Studies credits. Students are also required to complete two foreign language credits, which may be substituted with two credits in computer programming language.

- Business and Industry
  - Includes courses directly related to: database management, information technology, communications, accounting, finance, marketing, graphic design, architecture, construction, welding, logistics, automotive technology, agricultural science, and HVAC
- Arts and Humanities
  - Includes courses directly related to: political science, world languages, cultural studies, English literature, history, and fine arts
- Public Services
  - Includes courses directly related to: cosmetology, barbering, culinary arts, hospitality, and ROTC
- Multidisciplinary Studies
  - Allows a student to select courses from the curriculum of each endorsement area and earn credits in a variety of advanced courses from multiple content areas sufficient to complete the distinguished level of achievement

Students may change their endorsement plan at any time prior to graduation. However, the later the change, the more challenging it will be to complete required or prerequisite endorsement classes.

To qualify for “automatic admission” to Texas public universities as part of the top ten percent of their graduating class, students must complete the Distinguished component, successfully completing Algebra II.

Testing

Students are required to pass five State of Texas Assessments of Academic Readiness (STAAR®) end-of-course exams to meet the new graduation requirements:

- Algebra I
- Biology
- English I (Reading/Writing)
- English II (Reading/Writing)
- US History

A student’s score on the STAAR EOC does not impact the final course grade, nor does it impact the grade point average.

GRADUATION PLAN OVERVIEW

Foundation Plan - 22 Credits

English Language Arts – 4 Credits
- English I
- English II
- English III
- English IV / Additional English

Mathematics – 3 Credits
- Algebra I
- Geometry
- Algebra II / Additional Math

Social Studies – 3 Credits
- World Geography/World History
- US History
- Government / Economics

Science – 3 Credits
- Biology

AND one pair from below:
- Chemistry
- Physics

or
- Additional Science

Foreign Language or Substitute – 2 Credits
- Year 1
- Year 2

Fine Arts – 1 Credit
- Fine Art

Physical Education – 1 Credit
- Physical Education (or PE Substitute)

Electives – 5 Credits
- Required:Speech (0.5 Credit)
- Foundation Elective
- Foundation Elective
- Foundation Elective
- Foundation Elective

Endorsements - 26 Credits

Business and Industry (B&I)
- Additional /CTE Math
- Additional /CTE Science
- B & I Elective
- B & I Elective

Arts and Humanities (A&H)
- Additional /CTE Math
- Additional /CTE Science
- A & H Elective
- A & H Elective

Public Services (PS)
- Additional /CTE Math
- Additional /CTE Science
- PS Elective
- PS Elective

Multidisciplinary Studies (MS)
- Additional /CTE Math
- Additional /CTE Science
- MS Elective
- MS Elective

Distinguished – Eligible for top 10% Automatic Admission

- Algebra II (required)

Performance Acknowledgments - for outstanding performance

- In a Dual Credit course
- In bilingualism and biliteracy
- On the PSAT, SAT, or ACT
- For earning a nationally or internationally recognized business or industry certification or license

Plans for the Future

Testing
- PSAT
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College Preparatory
- Higher Ed Developmental Courses
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- Apply Texas Application
- Common Application
- Community College
- Military Recruiter
- Technical School

Financial Aid
- FAFSA
- Scholarships

EOC Course

*Algebra II required foundation for Distinguished

Section 2 Endorsements & Programs of Study Overview

PROGRAM OF STUDY OVERVIEW
Standard Programs of Study for Poteet ISD

PISD offers Students a variety of pathways from which a student may earn an endorsement. The standard sequences of courses including Career and Technical Education Programs of study are listed in the following pages. When determining course selections, students should adhere to the standard course list below or discuss alternatives with their campus counselor.

In addition to completing required academic courses for the FHSP, students are requested to complete a coherent sequence of courses that match their interests from one of the five endorsement areas and include as part of their graduation plans. These endorsements are best satisfied by programs of study. (Courses shaded in blue are considered advanced courses in the program of study as defined by the state).

It is the policy of Poteet Independent School District not to discriminate on the basis of race, color, national origin, gender, age or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Poteet Independent School District will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

Endorsement: Business & Industry

Agriculture, Food, and Natural Resources Career Cluster

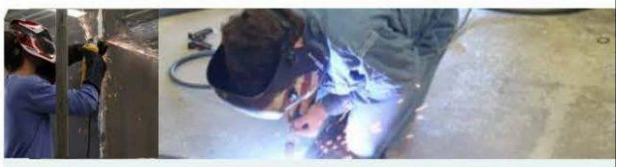
The Agriculture, Food, and Natural Resources (AFNR) career cluster focuses on the essential elements of life, food, water, land, and air. This career cluster includes occupations ranging from farmer, rancher, and veterinarian to geologist, land conservationist, and florist.

Statewide Program of Study: Agricultural Technology and Mechanical Systems

The Agricultural Technology and Mechanical Systems program of study focuses on occupational and educational opportunities associated with applying engineering technology and biological science to agricultural problems related to power and machinery, electrification, structures, soil and water use, and processing agricultural products. This program of study includes diagnosing, repairing, or overhauling farm machinery and vehicles, such as tractors, harvesters, dairy equipment, and irrigation systems.

Secondary Courses for High School Credit

Level 1	• Principles of Agriculture, Food, and Natural Resources
Level 2	• Agricultural Mechanics and Metal Technologies
Level 3	• Agricultural Structures Design and Fabrication • Agricultural Power Systems
Level 4	• Agricultural Equipment Design and Fabrication • Agricultural Equipment Design and Fabrication + Agricultural Laboratory and Field Experience • Career and Technology Project-Based Capstone • Practicum in Agriculture, Food, and Natural Resources • Practicum in Agriculture, Food, and Natural Resources + Extended Practicum in Agriculture, Food, and Natural Resources



Example Postsecondary Opportunities

Apprenticeships
- Farm Equipment Mechanic I

Associate Degrees
- Diesel Mechanics Technology
- Industrial Mechanics and Maintenance Technology

Bachelor's Degrees
- Agricultural Engineering
- Agricultural Systems Management

Master's, Doctoral, and Professional Degrees
- Agricultural Engineering
- Industrial Technology

Additional Stackable IBCs/License
- Diesel Equipment Technology-Off Highway Specialization CER1
- Accredited Farm Manager

Aligned Advanced Academic Courses

Dual Credit	Dual credit offerings will vary by local education agency.

Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities	• Participate in a farm mechanic apprenticeship at an equipment production company • Intern at an equipment manufacturing facility working with agricultural engineers
Expanded Learning Opportunities	• Participate in an FFA career, leadership, and speaking contest like an agriscience fair • Participate in an agriculture robotics event

Aligned Industry-Based Certifications

- Agriculture Mechanics
- API 1104 Welding Pipelines and Related Facilities
- AWS Certified Welder
- AWS D1.1 Structural Steel
- AWS D9.1 Sheet Metal Welding
- AWS SENSE Level I: Entry Welder
- Feedyard Technician in Machinery Operation, Repair and Maintenance
- Machining Measurement, Material, and Safety Level I
- NCCER Core
- NCCER Welding Level I
- Welding - Job Ready
- Industrial Technology Maintenance (ITM) - Basic Pneumatic Systems
- Industrial Technology Maintenance (ITM) – Maintenance Welding

Successful completion of the Agricultural Technology and Mechanical Systems program of study will fulfill requirements of the Business and Industry endorsement.

Example Aligned Occupations

Farm Equipment Mechanics and Service Technicians
Median Wage: $46,582
Annual Openings: 326
10-Year Growth: 23%

Mobile Heavy Equipment Mechanics
Median Wage: $57,943
Annual Openings: 2,637
10-Year Growth: 31%

Farmers, Ranchers, and Other Agricultural Managers
Median Wage: $65,490
Annual Openings: 28,020
10-Year Growth: 4%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.

For more information visit: https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources

Agricultural Technology and Mechanical Systems

Hospitality and Tourism Career Cluster

The Hospitality and Tourism career cluster focuses on the management, marketing, and operations of restaurants, lodging, attractions, recreation events, and travel-related services. This career cluster includes occupations ranging from reservation and transportation ticket agent to event planner and general manager.

Statewide Program of Study: Culinary Arts

The Culinary Arts program of study focuses on occupational and educational opportunities associated with the planning, directing, or coordinating activities of a food and beverage organization or department. This program of study includes opportunities involved in directing and participating in the preparation of food.

Secondary Courses for High School Credit

Level 1	• Introduction to Culinary Arts
Level 2	• Culinary Arts •
Level 3	• Advanced Culinary Arts •
Level 4	• Food Science • Practicum in Culinary Arts • Practicum in Culinary Arts + Extended Practicum in Culinary Arts •

Example Postsecondary Opportunities

Associate Degrees
- Culinary Arts
- Baking and Pastry Arts

Bachelor's Degrees
- Hotel/Motel Administration/Management
- Culinary Science

Master's, Doctoral, and Professional Degrees
- Organizational Leadership
- Foodservice Systems Administration/Management

Additional Stackable IBCs/License
- Food Manager License

Aligned Advanced Academic Courses

AP or IB	AP Chemistry IB Chemistry SL
Dual Credit	Dual credit offerings will vary by local educational agency.

Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities	• Shadow a director of a non-profit that produces and delivers food for communities in need • Intern at a catering company and learn about food production for large-scale events • Work part-time in a restaurant as a line cook or chef
Expanded Learning Opportunities	• Participate in FCCLA • Participate in SkillsUSA • Participate in American Culinary Association or the Texas Restaurant Association

Aligned Industry-Based Certifications

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

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

Example Aligned Occupations

Bakers
Median Wage: $29,466
Annual Openings: 2,942
10-Year Growth: 26%

Chefs and Head Cooks
Median Wage: $44,761
Annual Openings: 950
10-Year Growth: 37%

General and Operations Managers
Median Wage: $83,220
Annual Openings: 25,450
10-Year Growth: 23%

Data Source: Texas Wages, Texas Workforce Commission. Retrieved 3/8/2024.

For more information visit:
https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources

Culinary Arts

Business, Marketing, and Finance Career Cluster

The Business, Marketing, and Finance career cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations. This career cluster includes occupations ranging from business owner and entrepreneur to accountant, retail manager, and market analyst.

Statewide Program of Study: Business Management

The Business Management program of study focuses on occupational and educational opportunities associated with planning, directing, and coordinating the administrative services and operations of an organization. It includes formulating policies, managing daily operations, and allocating the use of materials and human resources. This program of study also introduces students to mathematical modeling tools and organizational evaluation methods.

Secondary Courses for High School Credit

Level 1	• Principles of Business, Marketing, and Finance • Business Information Management I
Level 2	• Virtual Business • Business Information Management II
Level 3	• Business Management • Global Business
Level 4	• Practicum in Business Management + Extended Practicum in Business Management

Example Postsecondary Opportunities

Associate Degrees
- Business Administration and Management
- Human Resources Management

Bachelor's Degrees
- Business Analytics
- Accounting and Business

Master's, Doctoral, and Professional Degrees
- Business Administration and Management
- Organizational Leadership

Additional Stackable IBCs/License
- Professional Certificate in Team Leadership
- Property Tax Professionals

Aligned Advanced Academic Courses

AP or IB	AP Microeconomics AP Statistics IB Economics SL IB Economics HL
Dual Credit	Dual credit offerings will vary by local education agency.

Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities	• Intern at local business in the HR department • Shadow the COO of a local business or chamber of commerce
Expanded Learning Opportunities	• Participate in BPA, DECA, FBLA, or related UIL events • Explore student membership in related professional organizations

Aligned Industry-Based Certifications

- Administrative Assisting
- Certified Associate in Project Management (CAPM)
- Entrepreneurship and Small Business
- General Management
- MB-920: Microsoft Dynamics 365 Fundamentals Finance and Operations Apps
- Microsoft Office Specialist 2016 Master
- Microsoft Office Specialist: Microsoft Access Expert (Access 2019)
- Microsoft Office Specialist: Microsoft Excel Expert (Excel 2019)
- Microsoft Office Specialist: Microsoft Word Expert (Word 2019)
- Project Management Institute (PMI) Project Management Ready
- Business of Retail: Certified Specialist
- Customer Service and Sales: Certified Specialist
- Student Social Media Marketing Certification

Successful completion of the Business Management program of study will fulfill requirements of the Business and Industry endorsement.

Example Aligned Occupations

First-Line Supervisors of Administrative Support Workers
Median Wage: $59,585
Annual Openings: 13,885
10-Year Growth: 9%

Human Resources Specialists
Median Wage: $61,278
Annual Openings: 6,239
10-Year Growth: 23%

General and Operations Managers
Median Wage: $83,220
Annual Openings: 25,450
10-Year Growth: 23%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.

For more information visit: https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources

Business Management

Endorsement: Public Service

Transportation, Distribution, and Logistics Career Cluster

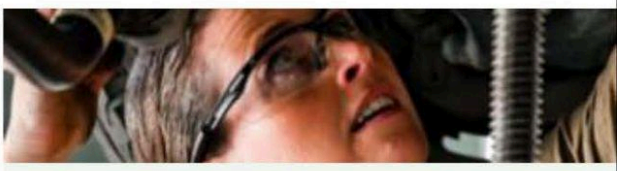
The Transportation, Distribution, and Logistics career cluster focuses on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water. It also includes transportation infrastructure planning and management, logistics services, and mobile equipment and facility maintenance. This career cluster includes occupations ranging from automotive mechanic, avionics technician, and automotive entrepreneur to pilots and logistics planning professionals.

Statewide Program of Study: Automotive and Collision Repair

The Automotive and Collision Repair program of study focuses on the occupational and educational opportunities associated with servicing, repairing, and refinishing various types of vehicles. This program of study includes diagnosing and servicing vehicles and learning about processes, technologies, and materials used in reconstructing vehicles.

Secondary Courses for High School Credit

Level 1	• Principles of Transportation Systems •
Level 2	• • Automotive Basics
Level 3	• Energy and Power of Transportation Systems • Automotive Technology I: Maintenance and Light Repair •
Level 4	• Automotive Technology II: Automotive Service • Practicum in Transportation Systems • Practicum in Transportation Systems + Extended Practicum in Transportation Systems •



Example Postsecondary Opportunities

Apprenticeships
- Automotive Technician Apprenticeship

Associate Degrees
- Automobile/Automotive Mechanics Technology
- Autobody/Collision and Repair Technology

Bachelor's Degrees
- Autobody/Collision and Repair Technology
- Heavy Equipment Maintenance Technology

Additional Stackable IBCs/License
- Automobile and Light Truck Certification (A1 – A9)

Example Aligned Occupations

Automotive Service Technicians and Mechanics
Median Wage: $44,809
Annual Openings: 6,285
10-Year Growth: 10%

Bus and Truck Mechanics and Diesel Engine Specialists
Median Wage: $50,967
Annual Openings: 3,096
10-Year Growth: 19%

First-Line Supervisors of Mechanics, Installers, and Repairers
Median Wage: $66,535
Annual Openings: 5,019
10-Year Growth: 19%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.

For more information visit: https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources

Aligned Advanced Academic Courses

Dual Credit	Dual credit offerings will vary by local education agency.

Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities	• Shadow an automotive technician at a car dealership • Intern at a rental car company and assist technicians with vehicle maintenance • Work at a local automotive repair shop and hold both customer service duties and automatic repair duties
Expanded Learning Opportunities	• Join a related automotive association and attend events • Participate in SkillsUSA

Aligned Industry-Based Certifications

- ASE Entry Level Automobile Maintenance and Light Repair (MR)
- ASE Entry-Level Automobile Automatic Transmission/Transaxle (AT)
- ASE Entry-Level Automobile Brakes (BR)
- ASE Entry-Level Automobile Electronic/Electrical Systems (EE)
- ASE Entry-Level Automobile Engine Performance (EP)
- ASE Entry-Level Automobile Engine Repair (ER)
- ASE Entry-Level Automobile Heating and Air Conditioning (AC)
- ASE Entry-Level Automobile Manual Drive Train and Axles (MD)
- ASE Entry-Level Automobile Service Technology
- ASE Entry-Level Automobile Suspension and Steering (SS)
- ASE Entry-Level Collision Mechanical and Electrical Components (ME)
- ASE Entry-Level Collision Non-Structural Analysis and Damage Repair (SR)
- ASE Entry-Level Collision Painting and Refinishing (PR)
- ASE Entry-Level Collision Structural Analysis and Damage Repair
- ASE Refrigerant Recovery and Recycling
- Principles of Small Engine Technology Certification
- Small Engine Technology
- Industrial Technology Maintenance (ITM) - Basic Mechanical Systems
- Industrial Technology Maintenance (ITM) - Maintenance Operations
- Industrial Technology Maintenance (ITM) - Electrical Systems
- Industrial Technology Maintenance (ITM) - Maintenance Welding
- Industrial Technology Maintenance (ITM) - Basic Pneumatic Systems

Successful completion of the Automotive and Collision Repair program of study will fulfill requirements of the Business and Industry endorsement.

Automotive and Collision Repair

Endorsement: Human Services

Human Services Career Cluster

The Human Services career cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs, such as counseling and mental health services, family and community services, personal care services, and consumer services. This career cluster includes occupations ranging from community health workers to cosmetologists and nutritionists.

Regional Program of Study: Cosmetology and Personal Care Services

Approved in ESC Regions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, & 20

The list of approved ESC regions is updated every school year. Be sure to check the CTE regional program of study website for updates.

The Cosmetology and Personal Care Services regional program of study focuses on occupational and educational opportunities associated with providing beauty and personal care services. This program of study includes managing personal care facilities and coordinating or supervising personal service workers.

Secondary Courses for High School Credit

Level 1	• Principles of Cosmetology Design and Color Theory • Microbiology and Safety for Cosmetology Careers
Level 2	• Introduction to Cosmetology • Nail Care, Enhancements, and Spa Services • Esthetics • Entrepreneurship I
Level 3	• Cosmetology I • Cosmetology I + Cosmetology I Lab • Barbering I
Level 4	• Cosmetology II • Cosmetology II + Cosmetology II Lab • Barbering II • Practicum in Entrepreneurship • Practicum in Entrepreneurship + Extended Practicum in Entrepreneurship • Career Preparation for Programs of Study • Career Preparation for Programs of Study + Extended Career Preparation

Aligned Advanced Academic Courses

Dual Credit	Dual credit offerings will vary by local educational agency.

Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities	• Work part-time in a salon, spa, or barbershop • Participate in an apprenticeship at a salon to become an apprentice stylist
Expanded Learning Opportunities	• Tour a salon, spa, or barbershop • Participate in SkillsUSA

Aligned Industry-Based Certifications

- Barber Operator License
- Cosmetology Esthetician License
- Cosmetology Manicurist License
- Cosmetology Operator License

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

Example Postsecondary Opportunities

Apprenticeships
- Apprentice Stylist

Associate Degrees
- Cosmetology Operator
- Esthetics and Skin Care

Additional Stackable IBCs/License
- Class A Barber
- Eyelash Extension Specialist
- Hair Weaving Specialist

Example Aligned Occupations

Hairdressers, Hairstylists, and Cosmetologists
Median Wage: $27,286
Annual Openings: 8,014
10-Year Growth: 25%

Skincare Specialists
Median Wage: $35,112
Annual Openings: 778
10-Year Growth: 38%

First-Line Supervisors of Personal Service Workers
Median Wage: $36,795
Annual Openings: 2,253
10-Year Growth: 29%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.

For more information visit: https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources

Cosmetology and Personal Care Services

Endorsement: Public Service

Program of Study	Standard Coursework			
ROTC	ROTC 1	ROTC 2	ROTC 3	ROTC 4

Endorsement: Arts and Humanities

Program of Study	Standard Coursework			
Fine Arts: Band	Band I	Band II	Band III	Band IV
Fine Arts: Jazz Band	Jazz Band I	Jazz Band II	Jazz Band III	Jazz Band IV

Endorsement: Multidisciplinary Studies

Program of Study	Standard Coursework
Students who wish to earn a multidisciplinary Studies endorsement must complete 22 credits in the foundation plan with an additional math class, additional science class, and two additional electives for a total of 26 credits.	

Alternative Credits

Grades earned by alternative credit course work will not be averaged into a student's weighted GPA or class rank. These courses are counted for credit toward the graduation plan only. Courses not used for calculations include: correspondence courses,credit recovery, distance learning, online courses, exam for acceleration, credits received from home school coursework, credits received from unaccredited schools.

Foundation without Endorsement

There is a foundation without endorsement graduation plan that may be available to certain students after their sophomore year. To be considered for this plan, a meeting is required between the student, parent, counselor, and/or ARD committee.

Texas First Early High School Completion Program

Senate Bill 1888, 87th Texas Legislature, Regular Session, 2021, added Texas Education Code §28.0253, which establishes the Texas First Early High School Completion Program to allow public high school students who demonstrate early readiness for college to graduate early from high school. Additional information is available on the Texas First Program flier, the TEA Website, or your high school counselor.

Graduating Early

Students may elect to graduate in 3 years or 3.5 years for reasons such as beginning full-time college coursework or full-time employment. Students MUST declare in writing their intention to graduate early. This decision requires special course planning with counselors in conjunction with students and parents in order to meet all state requirements for graduation.

- The campus deadline for declaring the intent to graduate in 3 years is May of the 10th grade school year.
- The preferred campus deadline for declaring the intent to graduate in 3.5 years is December of the 11th grade school year, but no later than May of the 11th grade school year.

CLASS RANK

The purpose of class ranking is to determine a student's academic standing in their high school graduating class. Academic class rank is the academic position a student holds in relation to other students in his or her grade level.

A graduated point scale is used to determine student class ranking. Semester averages are converted to ranking points. The only courses used to determine class rank are those courses in English, Math, Science, Social Studies, Foreign Language, Pre-Dual Credit, and Core Content Dual Credit Courses. See the Course Listings section for specific course rank point values.

Valedictorian, Salutatorian, and Top Ten Percent Graduates will be honored at graduation.

Weighted Rank GPA

- For ranking purposes, only core classes, foreign language, and all Pre-Dual Credit and Dual Credit core content courses (English, Mathematics,Science, Social Studies, and language other than English) are counted toward rank. PISD uses a 7.0 weighted scale.
- A weighted numeric rank will be provided to each student at the end of the school year. Seniors will additionally receive a mid-year rank at the end of the first semester.
- No rank points are awarded for any class in which credit is denied (due to attendance or a grade below 70).

4.0 GPA

- Will include all courses.
- Each semester grade
    - 90 – 100 = 4 points
    - 80 – 89 = 3 points
    - 70 – 79 = 2 points
    - Anything below 70 = 0 points.
  - The total number of points is divided by the total number of course semesters.
- Failed courses receiving 0 points will be included in this GPA.

High School Courses Taken in Middle School

PISD offers a number of high school credit courses in middle school. Students who successfully complete a high school level course in middle school can continue the sequence of courses in grades 9-12 and it will count towards their GPA and class rank. This only applies to core content courses: English, Mathematics, Social Studies, and Languages other than English.

Courses receiving up to 7 Points

- All Core Content Dual Credit
- All Core Content Pre-DC

Courses receiving up to 4 points

- All academic level core and foreign language classes.

	Rank points earned	
Grade earned	4 point class	7 point class
100	4.0	7.0
99	3.9	6.9
98	3.8	6.8
97	3.7	6.7
96	3.6	6.6
95	3.5	6.5
94	3.4	6.4
93	3.3	6.3
92	3.2	6.2
91	3.1	6.1
90	3.0	6.0
89	2.9	5.9
88	2.8	5.8
87	2.7	5.7
86	2.6	5.6
85	2.5	5.5
84	2.4	5.4
83	2.3	5.3
82	2.2	5.2
81	2.1	5.1
80	2.0	5.0
79	1.9	4.9
78	1.8	4.8
77	1.7	4.7
76	1.6	4.6
75	1.5	4.5
74	1.4	4.4
73	1.3	4.3
72	1.2	4.2
71	1.1	4.1
70	1.0	4.0
below 70	no rank points awarded	

ADVANCED ACADEMICS

High school students may earn college or university credits during their high school years through enrollment in **Dual Credit** and **Early College High School** courses.

Dual Credit: PISD is in partnership with the Alamo Colleges District to provide students with the opportunity to earn college credit while in high school by enrolling in dual credit courses. These courses are listed as separate Dual Credit courses. Course offerings are contingent upon student credentials and adequate student enrollment. Required college textbook(s) selected by college faculty will be provided by PISD. The college professor will provide this information in the course syllabus the first day of school.

Early College High School: PISD partners with the Palo Alto College to provide students the opportunity to participate in Early College High School by applying to Poteet Early College High School or Poteet Pathways in Technology Early College High School. Course offerings are contingent upon student credentials and adequate student enrollment. Required college textbook(s) selected by college faculty will be provided by PISD. The college professor will provide this information in the course syllabus the first day of school.

Dual Credit and Early College High School courses focus on college-preparatory and college-level skills and thinking. Often, additional time outside of class is required to adequately complete coursework. Successful students in these courses are often well-organized and self-motivated.

It is important to make careful choices about the number of advanced courses selected. Students should consider a well-balanced course load in order to maximize success both in academics as well as extra-curricular activities. Other considerations may be family and community time commitments outside of school. Students concerned about the status of their college application and high school transcript will want to contact the colleges and universities they are most interested in to get a sense of that school's preferences regarding advanced academics in high school.

Enrolling in a Dual Credit courses

Students must meet the college entrance requirements for each course they wish to take. **Students MUST contact their counselor for additional information** in order to complete all required steps in the Dual Credit process. Students can access dual credit courses on the College Programs website. **It is highly recommended that a student conference with their current counselor about wanting to take a future Dual Credit course before registration.**

Enrolling in an Pre-Dual Credit Course

Poteet High School offers open enrollment to Pre-Dual Credit courses. Pre-DC courses prepare students for taking college-level courses through the district's partnership with the Alamo Colleges District. Please also read the additional information regarding the dropping of a Pre-DC course. **It is highly recommended that a student conference with their current counselor about wanting to take a future Pre-Dual Credit course before registration.**

Dropping a Dual Credit course

Students and parents **must** conference with the counselor prior to dropping a Dual Credit course. Depending on the drop date, the state of Texas may count the dropped course toward a maximum number (six classes) of allowable dropped college courses throughout a student's college career.

Schedule Changes
Students may request corrections to their schedules only for the following reasons:
The student:

- Is a senior not scheduled in a course needed for graduation.
- Has already earned credit for a course in which he/she is currently scheduled.
- Does not have the prerequisite(s) for a class listed on his/her schedule.
- Has been dismissed from a program for which approval must be granted for placement.
- Does not have a full schedule or a data entry error (same class listed twice, free period, etc).
- Is requesting a level change (see below).
- Other as approved by the campus administrator or designee.

Course Level Changes:
To be eligible for a course level change, a student must have been academically misplaced in the current course.

Students must be able to show a sincere effort to succeed in order to be considered for a drop:

- No zeroes
- Good attendance
- Attend tutorials regularly
- Take advantage of re-learn and re-test opportunities
- School and home have been in communication

This can be documented on a drop request form available from the counseling office. If these efforts are met and the student is earning less than a grade of 75, that student will be **considered** for a change. To prevent a negative impact on other students, final approval will depend upon space and teacher availability in the receiving class.

Timing: Course level changes *after the second week of the semester* will be considered at the end of each six-week grading period.
Dropping an extra-curricular type class such as Band, ROTC, and Athletics, will require a parent signature as well as a coach/sponsor's signature.

Emergency Situations: Students who miss a significant amount of school for unavoidable emergency reasons may request consideration to drop a class with no academic repercussions through the 504 or Admissions, Review, Dismissal (ARD) process.

Development College Prep Courses:
College Prep courses will be offered for seniors who have not met a College, Career, or Military indicator.

Section 3
Course Descriptions

CORE CLASSES:
English Language Arts, Mathematics, Science, & Social Studies

ELECTIVES:
Foreign Language, Fine Arts, PE & Athletics,
LOCAL CREDITS

Student Course Selection

All students should choose their courses carefully in the spring. PISD will determine which courses to offer by the number of student requests in the spring. The master schedule and teacher assignments are also developed based on these student requests. The opportunities to change a class after the schedule has been set will be limited.

Course Locations

Shuttles will be provided to transport students between campuses so that all students have equal access to courses in their graduation plan.

ENGLISH LANGUAGE ARTS

PISD Course No.	Subject	Grade	PEIMS ID	Transcript	Rank Points	Credits	Prereq
ENGLISH							
01001	English I	9	03220100	ENG 1	4	1	
01021	English I Pre-DC	9	03220100	ENG 1	7	1	x
01002	English II	10	03220200	ENG 2	4	1	x
01022	English II Pre-DC	10	03220200	ENG 2	7	1	x
01003	English III	11	03220300	ENG 3	4	1	x
01043/01044	English III Dual Credit (ENGL 1301/ENGL 1302)	11	03220300	Eng 3	7	1	x
01004	English IV	12	03220400	Eng 4	4	1	x
01045/01046	English IV Dual Credit (ENGL 2322/ENGL 2323)	12	03220400	Eng 4	7	1	x
01500	College Preparatory ELA	12		CPELA	4	1	X
08185	Professional Communications	9 – 12	13009900	PROFCOM M	4	.5	
	Professional Communications Dual Credit (SPCH 1315)	10 - 12	03241400	PROFCOM M	7	.5	

STAAR EOC required for graduation **Meets the Requirement for an "Additional English"**

Students who have completed and passed STAAR EOC assessments while in middle school will be considered an accelerated learner and must take either the ACT or SAT once in high school to fulfill federal testing requirements.

Dual Credit: See counselor for Alamo Colleges application and acceptance deadlines.

ENGLISH LANGUAGE ARTS

English I

Students will develop an understanding for reading, writing, research, listening, speaking, and the oral and written conventions of the English language. Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. In addition, students will continue to address earlier standards as needed while they attend to standards for their grade level. Students will read and write extensively in multiple genres.

STAAR EOC required for graduation. Students who have completed STAAR EOC assessments while in middle school must take either the ACT or SAT once in high school to fulfill federal testing requirements.

English I Pre-DC

The English I Pre-DC course will challenge and enrich students, expanding their experience beyond the typical program. Success requires the student's commitment to the expectations of the Honors course. This course will prepare students for future Advanced Placement, Dual Credit, or OnRamps Dual Enrollment programs. Emphasis is placed on developing students' skills in critical, analytical and creative thinking, close reading, grammar, and composition. Students will read and write extensively in multiple genres.

STAAR EOC required for graduation. Students who have completed STAAR EOC assessments while in middle school must take either the ACT or SAT once in high school to fulfill federal testing requirements.

English II

Students will develop an understanding for reading, writing, research, listening, speaking, and the oral and written conventions of English. Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. In addition, students will continue to address earlier standards as needed while they attend to standards for their grade level. Students will read and write extensively in multiple genres.

STAAR EOC required for graduation. Students who have completed STAAR EOC assessments while in middle school must take either the ACT or SAT once in high school to fulfill federal testing requirements.

English II Pre-DC

The English II Pre-DC course will challenge and enrich students, expanding their experience beyond the typical program. Success requires the student's commitment to the expectations of the Honors course. This course will prepare students for future Advanced Placement, Dual Credit, or OnRamps Dual Enrollment programs.. Emphasis is placed on developing students' skills in critical, analytical and creative thinking, close reading, grammar, and composition. Students will read and write extensively in multiple genres.

STAAR EOC required for graduation. Students who have completed STAAR EOC assessments while in middle school must take either the ACT or SAT once in high school to fulfill federal testing requirements.

English III

The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, Writing, Research, Listening and Speaking, and Oral and Written Conventions. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. Students will increase and refine their communication skills as well as plan, draft, and edit compositions for clarity, appropriate language, and error-free essays. All forms of writing are emphasized. Readings will focus on American literature; however, students will read from a variety of literature to study literary terms, historical references, and relevance to society. This college bound course requires students to extend their studies in visual texts and literature, both fiction and non-fiction. This course includes research, SAT prep, and state assessment prep, helps to ensure students are college-ready upon exiting high school.

English III Dual Credit- ENGL 1301/ENGL 1302

Dual Credit: See counselor for Alamo Colleges Application and Acceptance Deadlines.

This course melds the requirements of the English III high school curriculum with the college coursework for English Language and Composition I and II. The first semester of the class is an intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively.

There will be an emphasis on effective rhetorical choices including audience, purpose, arrangement, and style. Writing the academic essay will serve as a vehicle for learning, communicating, and critical analysis. The second semester is an intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. There will be an emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of texts; systematic evaluation, synthesis and documentation of sources. Second semester also includes a survey of American Literature. Students should be self-directed, academically mature, and prepared for rigorous reading and writing assignments. Students taking Dual Credit courses may be required to purchase college textbook(s) selected by college faculty. Teacher will provide information in the course syllabus on the first day of school.

Additional English

English IV

This course is designed to prepare seniors for all post-high school opportunities. Upon completion of this course, students will be prepared to enter any secondary education program, the military, and/or the work force with the skills necessary to succeed. This course focuses on British literature from the Anglo Saxon period to the present and concentrates heavily on reading, writing, and critical thinking skills with an emphasis on real life application. **Additional English**

English IV Dual Credit- ENGL 2322/ENGL 2323

Dual Credit: See counselor for Alamo Colleges Application and Acceptance Deadlines.
This course melds the requirements of the English IV high school curriculum with the college coursework for English Language and Composition I and II. The first semester of the class is an intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. There will be an emphasis on effective rhetorical choices including audience, purpose, arrangement, and style. Writing the academic essay will serve as a vehicle for learning, communicating, and critical analysis. The second semester is an intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. There will be an emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of texts; systematic evaluation, synthesis and documentation of sources. The second semester also includes a survey of British Literature. Students should be self-directed, academically mature, and prepared for rigorous reading and writing assignments. Students taking Dual Credit courses may be required to purchase college textbook(s) selected by college faculty. Teacher will provide information in the course syllabus on the first day of school. **Additional English**

College Preparatory ELA

Prerequisite: English III and Level II/Satisfactory Performance on both English I and II STAAR EOC'S
This course is for seniors who do not meet college readiness standards as defined by HB5 by the spring semester of their junior year. In this college-preparatory course students will improve integrated critical reading and writing skills through engagement with a variety of texts across content areas and genres. As a result, students will be able to develop and express ideas clearly and effectively to communicate with various audiences for various purposes and occasions. **Students earning a 75 or higher in the course are considered college ready at Alamo Colleges, UTSA, and Texas A&M San Antonio.**

Professional Communications

This course meets the .5 credit speech requirement for graduation.
Students will examine the communication process, interpersonal communication, group communication, and public speaking. Students will identify, analyze, develop and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.

Professional Communications Dual Credit- SPCH 1315

This course meets the .5 credit speech requirement for graduation.
Dual Credit: See counselor for Alamo Colleges Application and Acceptance Deadlines.
Students will examine the communication process, interpersonal communication, group communication, and public speaking. Students will identify, analyze, develop and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.

MATHEMATICS

PISD Course No.	Subject	Grade	Course Offered at:	PEIMS ID	Transcript	Rank Points	Credits	Prereq
02001	Algebra I	9		03100500	ALG 1	4		
02021	Algebra I Pre-DC	9		03100500	ALG 1	7		
02101	Geometry	9 – 12		03100700	GEOM	4		
02121	Geometry Pre-DC	9 – 12		03100700	GEOM	7		X
02411	Advanced Quantitative Reasoning	9 – 12		03102510	AQR	4		X
02301	Algebra II	10 – 12		03100600	ALG 2	4		X
02321	Algebra II Pre-DC	10 – 12		03100600	ALG 2	7		X
02342	College Algebra Dual Credit (MATH 1314)	11 – 12		03102500	ALG2	7		
02500	College Preparatory Math	12		CP111200	CPMAT	4	1	X

STAAR EOC required for graduation **Meets the Requirement for an "Additional Mathematics"**

Dual Credit: See counselor for Alamo Colleges Application and Acceptance Deadlines

Students who have completed STAAR EOC assessments while in middle school must take either the ACT or SAT once in high school to fulfill federal testing requirements.

MATHEMATICS

Algebra I
Algebra I will expand students' understanding of number and algebraic methods; quantitative reasoning, geometry, measurement, probability and statistics, describing, graphing, writing, and solving linear functions, equations and inequalities; describing, graphing, writing, and solving quadratic functions and equations; and writing and graphing exponential functions. Special emphasis is placed on problem solving, multiple representations, and application of skills and concepts. Students will be instructed in the use of the graphing calculator.
STAAR EOC required for graduation. Students who have completed STAAR EOC assessments while in middle school must take either the ACT or SAT once in high school to fulfill federal testing requirements.

Algebra I Pre-DC
Algebra I Pre-DC courses will challenge and enrich students, expanding their experience beyond the typical program. Success requires the student's commitment to the expectations of the Honors course. This course will prepare students for future Advanced Placement, Dual Credit.. This course will expand students' understanding of number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry; measurement; and probability and statistics. describing, graphing, writing, and solving linear functions, equations and inequalities; describing, graphing, writing, and solving quadratic functions and equations; and writing and graphing exponential functions. Special emphasis is placed on problem solving and application of skills and concepts. Students will be instructed in the use of the graphing calculator.
STAAR EOC required for graduation. Students who have completed STAAR EOC assessments while in middle school must take either the ACT or SAT once in high school to fulfill federal testing requirements.

Geometry
Recommended Prerequisite: Algebra I
Geometry students use logical arguments and constructions to make conjectures about geometric relationships and solve problems. The course provides a mathematical model to the physical world and applies algebraic concepts to geometric situations. Students learn geometry terms, coordinate geometry, transformations, logic and reasoning, parallel lines, polygons, similarity and congruence, right triangles and the trigonometric ratios, circles, perimeter, area, volume,and probability.

Geometry Pre-DC
Recommended Prerequisite: Algebra I
Geometry Pre-DC courses will challenge and enrich students, expanding their experience beyond the typical program. Success requires the student's commitment to the expectations of the Honors course. This course will prepare students for future Advanced Placement, Dual Credit. Students analyze geometric relationships to make and verify conjectures. Students read critically and develop reasoning skills, building off of algebra skills developed in Algebra I. Students learn geometry terms, coordinate geometry, transformations, logic and reasoning, parallel lines, polygons, similarity and congruence, right triangles and the trigonometric ratios, circles, perimeter, area and volume.Students in this course will further explore relationships between geometry and other areas of mathematics.

Algebra II
Prerequisite: Algebra I
Algebra II students extend algebraic skills developed in Algebra I into new situations. The major emphasis is on applied problem solving. Topics include describing and graphing functions and their inverses, writing and solving systems of equations and inequalities, writing and solving quadratic and square root functions, formulating and solving exponential functions, logarithmic functions and equations, absolute value equations and inequalities, and rational functions. Students will also focus on Math skills to prepare them for the Texas Success Initiative exam that denotes College Readiness, which they will take during the Spring semester.

Algebra II Pre-DC
Prerequisite: Algebra I
Algebra II Pre-DC course will challenge and enrich students, expanding their experiences beyond the typical program. Success requires the student's commitment to the expectations of the Honors course. This course will prepare students for future Advanced Placement, Dual Credit. Students master the same analytic topics as those in Algebra II but at a faster pace and in greater depth. Students extend algebraic skills developed in Algebra I into new situations. The major emphasis is on applied problem solving. Topics include describing and graphing functions and their inverses, writing and solving systems of equations and inequalities, writing and solving quadratic and square root functions, formulating and solving exponential functions, logarithmic functions and equations, absolute value equations and inequalities, and rational functions. Students will also focus on Math skills to prepare them for the TExas Success Initiative exam that denotes College Readiness, which they will take during the spring semester.

College Algebra Dual Credit- MATH 1314
Prerequisite: Algebra I, Geometry, Algebra II
Dual Credit: See counselor for Alamo Colleges Application and Acceptance Deadlines

This course includes the study of quadratics; polynomial, rational, logarithmic, and exponential functions; systems of equations; progressions; sequences and series; and matrices and determinants. **Additional Mathematics**

College Preparatory Math
Prerequisite: ALgebra I, Geometry, Algebra II/Satisfactory Performance on Algebra I STAAR EOC
This course is for seniors who do not meet college readiness standards as defined by HB5 by the spring semester of their junior year. In this college-preparatory course students will be prepared for entry-level college mathematics and will include the study of real numbers, basic geometry, polynomials, factoring, linear equations, inequalities, quadratic equations, rational expressions, factoring techniques, radicals, algebraic fractions, complex numbers, graphing linear equations and inequalities, quadratic equations, systems of equations, graphing quadratic equations and an introduction to functions. Emphasis is placed on algebraic techniques, in order to successfully complete an entry-level college mathematics course. Calculator use is allowed in this course when indicated, including the departmental semester examination. **Additional Mathematics**

SCIENCE

PISD Course No.	Subject	Grade	Course Offered at:		PEIMS ID	Transcript	Rank Points	Credits	Prereq
04001	Biology	9			03010200	BIO	4	1	
04021	Biology Pre-DC	9			03010200	BIO	7	1	
	Chemistry	10 - 12				CHEM	4	1	
	Chemistry Pre-DC	10 - 12				CHEM	7	1	X
04304	Environmental Systems	11 – 12			03020000	EnvirSys	4	1	X
4541 4542 4543 4545	Biology 1308 Biology 1309 Biology 1406 Biology 1407	11 – 12			03020000	EnvirSys D	7	1	X
04301	Anatomy and Physiology	10 – 12	X		13020600	AnatPhys	4	1	X
04201	Physics	10 - 12	X		03050000	Physics	4	1	X
04221	Physics Pre-DC	10 - 12			03050000	Physics	7	1	X

STAAR EOC required for graduation **Meets the Requirement for an "Additional Science"**

Dual Credit: See counselor for Alamo Colleges application and acceptance deadlines

Students who have completed STAAR EOC assessments while in middle school must take either the ACT or SAT once in high school to fulfill federal testing requirements.

SCIENCE

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. Students will also use scientific methods to conduct laboratory investigations, and make informed decisions using critical thinking and scientific problem solving.
STAAR EOC required for graduation. **Students who have completed STAAR EOC assessments while in middle school must take either the ACT or SAT once in high school to fulfill federal testing requirements.**

Biology Pre-DC
The Biology Pre-DC course will challenge and enrich students, expanding their experience beyond the typical program. Success requires the student's commitment to the expectations of the Honors course. This course will prepare students for future Advanced Placement, Dual Credit. 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. Students will also use scientific methods to conduct laboratory investigations, and make informed decisions using critical thinking and scientific problem solving.
STAAR EOC required for graduation. **Students who have completed STAAR EOC assessments while in middle school must take either the ACT or SAT once in high school to fulfill federal testing requirements.**

Chemistry
Prerequisite: 1 unit HS Science, Algebra I, and completion or concurrent enrollment in 2nd year HS Math
Students will conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Topics of study 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. Students will investigate how chemistry is an integral part of our daily lives.

Chemistry Pre-DC
Prerequisite: 1 unit HS Science, Algebra I, and completion or concurrent enrollment in 2nd year HS Math
The Chemistry Pre-DC course will challenge and enrich students, expanding their experience beyond the typical program. Success requires the student's commitment to the expectations of the Honors course. This course will prepare students for future Advanced Placement, Dual Credit. In Chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: characteristics of matter; energy transformations during physical and chemical changes; atomic structure; periodic table of elements; behavior of gases; bonding; nuclear fusion and nuclear fission; oxidation-reduction reactions; chemical equations; solutes; properties of solutions; acids and bases; and chemical reactions. Students will investigate how chemistry is an integral part of our daily lives. Concurrent enrollment in Algebra II is strongly recommended. **Additional Science**

Environmental Systems
Recommended Prerequisite: 2 science credits, including Biology, IPC, Chemistry or Physics
Students will complete class work and conduct laboratory and fieldwork using scientific methods, critical thinking, decision-making and problem solving techniques to study processes and 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, relationship between carrying capacity in populations and ecosystems, natural changes in the environment, and human activities that impact the natural environment. **Additional Science**

Environmental Science Dual Credit- BIOL 1308/BIOL 1309
Dual Credit: See counselor for Alamo Colleges Application and Acceptance Deadline.
Students will complete class work and conduct laboratory and fieldwork using scientific methods, critical thinking, decision-making and problem solving techniques to study processes and topics that include: interactions of biotic and abiotic factors in the ecosystems; conservation; natural resources and cycles; energy sources and energy flow in ecosystems; the major terrestrial, aquatic, and marine ecosystems and their typical plant and animal life forms (including those common locally and regionally); water, air, soil pollution; pest control; human responsibilities and population dynamics. The course is interdisciplinary in which students relate and apply principles and skills from the physical, earth and biological sciences along with certain concepts from social studies to understand environmental problems. Students are expected to be highly motivated to work during and after class hours. **Additional Science**

Anatomy & Physiology
Prerequisite: Biology and 2nd science
Recommended Prerequisite: course from the Health Science Career Cluster
The Anatomy and Physiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body

systems for maintaining homeostasis. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations. **Additional Science**

Physics
Recommended Prerequisite: Algebra I
Students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem-solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; characteristics and behavior of waves; and electricity and magnetism. Students will apply conceptual knowledge and collaborative skills to experimental design, implementation, and interpretation. **Additional Science**

Physics Pre-DC
Recommended Prerequisite: Algebra I
This course extends and deepens the topics covered in Physics and includes a strong emphasis on field and laboratory investigations. In addition, this course includes problem solving with a focus on advanced mathematical applications and may include research activities. Students will interact in hands-on lab experiences, enhanced by computer simulations. **Additional Science**

SOCIAL STUDIES

PISD Course No.	Subject	Grade	PEIMS ID	Transcript	Rank Points	Credits	Prereq
03001	World Geography	9	03320100	W Geo	4	1	
03021	World Geography Pre-DC	9	03320100	W Geo	7	1	
03101	World History	9 - 12	03340400	Whist	4	1	X
03121	World History Pre-DC	10 – 12	03340400	APWhist	7	1	X
03201	US History	10 – 11	03340100	USHist	4	1	X
31301 31302	US History 1301 DC US History 1302 DC	10 - 11	03340100	US Hist	7	1	X
03301	US Government	11 – 12	03330100	Govt	4	.5	X
03331	US Government & Politics Dual Credit (GOVT 2305)	11 – 12	03330100	Govt D	7	.5	X
03302	Economics	11 – 12	03310300	Eco-FE	4	.5	X
03332	Economics Dual Credit (ECON 2301)	11 - 12	03310300	Eco D	7	.5	X
03345	Psychology Dual Credit (PSYC 2301)	10 – 12	03350100	Psych	7	.5	
03335	Philosophy Dual Credit	10 - 12	03380002		7		
03401	Personal Financial Literacy	10-12	84400401	PFL	4	.5	X

STAAR EOC required for graduation

Dual Credit: See counselor for Alamo Colleges application and acceptance deadlines

SOCIAL STUDIES

World Geography
Students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. This course is designed to increase the students' understanding of geography by providing opportunities to identify, describe and compare the Earth's physical regions and analyze the relationship between the physical geography and cultural and settlement patterns, economic systems, and political divisions. The course will focus on developing skills in map making, analyzing patterns, discussing global issues, problem-solving, and decision-making to answer geographic questions through a combination of direct learning with individual and group projects. Students will develop note-taking, drawing conclusions, research and class discussion, asking and answering questions, and writing identifications of important terms and people.

World Geography Pre-DC
The World Geography Pre-DC course will challenge and enrich students, expanding their experience beyond the typical program. Success requires the student's commitment to the expectations of the Honors course. This course will prepare students for future Advanced Placement, Dual Credit.. Students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. This course is designed to extend skills beyond the mastery level and incorporate critical thinking and analytical skills. Students will be provided opportunities to interpret primary and secondary source materials while using their knowledge of spatial relationships, systematic physical and human processes and the interaction between people and their environment. Students will focus on developing skills in map making, analyzing patterns, discussing global issues, problem-solving, and decision-making to answer geographic questions through a combination of direct learning with individual and group projects.

World History
World History is an overview of the history of humankind from the beginnings of civilization to the contemporary world. In this course, students will analyze important events and issues in western civilizations as well as civilizations in other parts of the world. Students will evaluate the causes and effects of important movements such as imperialism and political revolutions. Students will study the impact of geography on historical events, identify historical origins of modern economic systems, trace and analyze the development of important legal/political concepts, including the growth of democratic-republican governments, and analyze the connections between culture and major developments in science and technology. This course will also require the students to examine the history and impact of major religious and philosophical traditions.

World History Pre-DC
World History Pre-DC course develops greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. Emphasis is on relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. Periodization forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study**.** All World History TEKS will be covered with an emphasis on Modern World History. Daily reading is required to achieve success in this course.

U.S. History
Prerequisite: World Geography or World History
This course provides the second half of U.S. history that began in 8th grade. Students study the history of the U.S. since Reconstruction (1877) to the present. Students also analyze the impact of geography, constitutional issues, the arts, and technological innovations on the history of the time period. 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. Emphasis is placed on developing higher-level reading, writing and analysis skills. **STAAR EOC required for graduation**.

U.S. History Dual Credit- HIST 1301/HIST 1302
Dual Credit: See counselor for Alamo Colleges Application and Acceptance Deadlines.
An introduction to the history of North America from the time of European contact through the present. The fall semester is a survey of American history through the Civil War, emphasizing the European background, the colonial contribution, the American Revolution, the republican government, the growth of democracy, and the background and course of the Civil War. The spring semester will emphasize industrialization, immigration, the world wars, the Great Depression, and the Cold War era. Themes that will be addressed include American culture, religion, civil and human rights, technological change, economic change, the expansion of the federal government, and the study of U.S. foreign policy. This is a dual credit course and is writing intensive.

U.S. Government
Prerequisite: U.S. History
The 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. This course will challenge students to appreciate patriotic values and how they interrelate with a free enterprise system and a democratic society. Emphasis

will be placed on applying these concepts through journal writing, simulations, debates, group projects, and problem solving. This course fulfills the U.S. Government graduation requirement.

U.S. Government and Politics Dual Credit- GOVT 2305
Prerequisite: U.S. History
Dual Credit: See counselor for Alamo Colleges Application and Acceptance Deadlines.
This is a rigorous, college level course.This course is an introduction to the history and organization of the institutions and domestic policies of the US government. Emphasis is placed on developing an understanding of the principles underpinning American politics, how the major political institutions operate, what issues and policies have developed through history and who plays a role in the development and implementation of political policy. Students will be required to read numerous primary source documents in addition to the founding documents of the Declaration of Independence and the Constitution.

Economics
Prerequisite: U.S. History
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 analyze the interaction of supply, demand, and price and 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. 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 this course. Students apply critical thinking skills to create economic models and to evaluate economic-activity patterns. The course components meet the requirements for personal finance addressed in state law.

Economics Dual Credit- ECON 2301
Dual Credit: See counselor for Alamo Colleges Application and Acceptance Deadlines.
This course introduces students to the principles, models, and conditions that influence how consumers, businesses, governments, and workers make and evaluate economic decisions. The course places emphasis on microeconomics concepts and quantitative reasoning as students employ logic, mathematics, and technology to interpret basic statistics and apply economic analysis. It also features macroeconomics topics and personal financial literacy content in addition to core concepts including scarcity and opportunity costs, supply and demand, market structures, competition, and behavioral economics.

Psychology Dual Credit- PSYC 2301
Dual Credit: See counselor for Alamo Colleges Application and Acceptance Deadlines.
Students consider the development of mental processes and behavior. The class is based on a historical framework and relies on empirical evidence. Areas of study include: the brain, development, learning, motivation, personality, emotion, consciousness, treatment, and sensation / perception.

Philosophy Dual Credit- PHIL 1301
Dual Credit: See counselor for Alamo Colleges Application and Acceptance Deadlines.
Introduction to the study of ideas and their logical structure, including arguments and investigations about abstract and real phenomena. Includes introduction to the history, theories, and methods of reasoning.

Personal Financial Literacy
This interactive and researched-based course requires students to apply critical-thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting and college and post-secondary education and training. This course also includes instruction in methods of paying for college and other post-secondary education.

FOREIGN LANGUAGE

PISD Course No.	Subject	Grade	PEIMS ID	Transcript	Rank Points	Credits	Prereq
06001	Spanish I	9 - 12	03440100	SPAN 1	4	1	
06002	Spanish II	9 - 12	03440200	SPAN 2	4	1	X
06003	Spanish III	9 – 12	03440300	SPAN 3	4	1	X

Spanish I

The major essential elements of reading, writing, speaking, and listening are taught. Cultural aspects of Spanish-speaking countries are integrated into the teaching of these linguistic skills. Students are expected to complete assignments and practice the language outside of class time.

Spanish II

Prerequisite: Spanish I

The major essential elements begun in Spanish I are continued. This course is designed to increase aural-oral proficiency. A more comprehensive view of Hispanic life is included in the conversations and reading selections as exemplified in the history, social institutions, traditions, and culture of Spanish-speaking people. Early presentations are based on material previously learned. The presentation of basic grammar is continued in Spanish II. A greater emphasis is placed on writing the language and the ability to read and understand.

Spanish III

Prerequisite: Spanish II

Spanish III is specifically designed for the committed language student who has successfully completed Spanish I and II. Students in Spanish III must have mastered the fundamentals of the language and are ready to apply their ability in a wide variety of subject matter. Continued study of basic grammar and the variations are studied in depth. Students will be expected to read literature of the culture and gain oral/aural proficiency.

FINE ARTS

PISD Course No.	Subject	Grade	PEIMS ID	Transcript	Rank Points	Course Level	Credits	Prereq
07001	Art I	9 – 12	03500100	Art 1	NA	1	1	
07002	Art II	10 – 12	03500200	Art 2	NA	1	1	X
07041	Music 1306	9-12	03155400	MUSI			1	
07101	Band I **	9	03150100			1	1	X
07102	Band II **	10	03150200			2	1	
07103	Band III	11	03150300			3	1	
07104	Band IV	12	03150400			4	1	
07120	Color Guard I	9	85000120				1	
07121	Color Guard II	10	85000121				1	
07122	Color Guard III	11	85000122				1	
07123	Color Guard IV	12	85000123				1	
07151	Percussion I	9	03150100				1	
07152	Percussion II	10	03150200				1	
07153	Percussion III	11	03150300				1	
07154	Percussion IV	12	03150400				1	
07131	Jazz Band I	9	03151300				1	
07132	Jazz Band II	10	03151400				1	
07133	Jazz Band III	11	03151500				1	
07134	Jazz Band IV	12	03151600			3	1	X

** In 9th or 10th grade, students will receive .5 Credit in 1st Semester for PE Substitution and 1 Credit in Fine Arts.

FINE ARTS

Art I

Art I allows the student the opportunity to learn how to work with a large variety of materials. The first semester of Art I will introduce the student to drawing and color study using the elements and principles of design. Drawing will consist of sequential learning steps with emphasis on developing shading skills. Color studies will include but not be restricted to using water based paint. The second semester will include the study of painting, printmaking, sculpture, ceramics and fibers (optional). Printmaking will involve relief or silkscreen printing, sculpture will include additive construction; ceramics will consist of hand building methods of pinch, coil, and slab. Fibers might consist of basic weaving or other techniques. Periods of art and their influence will be covered. Computer manipulated works are incorporated into the curriculum.

Art II

Prerequisite: Art I, recommendation of teacher and/or portfolio review

This class is designed for the student that enjoys art, but is not a career art student. The Art II curriculum enriches and enhances techniques learned in Art I. Students will expand their abilities in drawing, painting, printmaking, ceramics, and sculpture, while building their creative skills.

Band I,II,III,IV

Participation in both marching and concert band is required for all students. The band performs at football games and pep rallies, concerts, civic functions, concert competition, including UIL contests. Students develop individual playing skills and fundamentals, performance techniques, marching skills, and teamwork and leadership skills. Students may earn elective credit or fine arts credit for band. It fulfills the state's PE requirement through participation in marching band during two fall semesters.There may be additional costs for personal uniform pieces and contest participation.

Percussion

This class meets every day in the fall and serves as the drumline and front ensemble for the marching band. Percussionists will be placed on instruments for marching season based on audition and experience. Students will receive instruction in performance techniques and will work in various groups preparing for performances as a drumline or in small ensembles. There will be a variety of performance opportunities. In the spring semester, percussionists will be moved into their assigned concert bands. Percussionists will receive one credit in percussion and one credit in band for the year. There is a minimum "fair-share" fee for this course (such as uniform cleaning and band supplies). There may be additional costs for personal uniform pieces and contest participation.

Color Guard

The Colorguard is an extension of the Unicorn Marching Band. Any student wishing to join is welcome to audition. The Color Guard performs at football games, basketball games, contests, pep-rallies, and other performance venues. There is a minimum "fair share" fee for this course (such as uniform cleaning and supplies). There may be additional costs for personal uniform pieces and contest participation.

Jazz Band I
Jazz Band II
Jazz Band III

Students must play an instrument that is traditionally found in the standard jazz band instrumentation.
This course will allow music students to explore an additional form of music performance through the idiom of Jazz study. Students will learn the performance fundamentals of Jazz as well as its theory concepts and improvisation skills. Students will perform concerts, civic functions, and Festival and Region competitions. Students may earn elective credit or fine arts credit.

Music Dual Credit- MUSI 1306

Dual Credit: See counselor for Alamo Colleges Application and Acceptance Deadlines.
Understanding music through the study of cultural periods, major composers, and musical elements. Illustrated with audio recordings and live performances. This course fulfills the Creative Arts foundational component area of the core and addresses the following required objectives: Critical Thinking, Communication, Teamwork, and Social

PHYSICAL EDUCATION (PE)

PISD Course No.	Subject	Grade	PEIMS ID	Transcript	Course Level	Credits	Prereq
05101	PE I	9	PES00051	PEFOUND	1	1	
05103	PE II	10-12	PES00053	PEITS	1	1	*x*

Physical Education I,II
The basic purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fit

ATHLETICS

PISD Course No.	Subject	Grade	PEIMS ID	Transcript	Rank Points	Course Level	Credits	Prereq
05250	Girls Athletics I	9	PES00000	SubAth1	NA	NA	1	X
05251	Girls Athletics II	10	PES00001	SubAth2	NA	NA	1	X
05252	Girls Athletics III	11	PES00002	SubAth3	NA	NA	1	X
05253	Girls Athletics IV	12	PES00003	SubAth4	NA	NA	1	X
05150	Boys Athletics I	9	PES00000	SubAth1	NA	NA	1	X
05151	Boys Athletics II	10	PES00001	SubAth2	NA	NA	1	X
05152	Boys Athletics III	11	PES00002	SubAth3	NA	NA	1	X
05153	Boys Athletics IV	12	PES00003	SubAth4	NA	NA	1	X

There are tryouts and/or meetings prior to each season.

Team members train to perform in UIL competitions. Sports are open to all students, but the coach's approval is required.

Students wishing to participate/compete in only one sport will be placed in an athletics class for general training and conditioning during the off season.

MILITARY SCIENCE

PISD Course No.	Subject	Grade	PEIMS ID	Transcript	Rank Points	Credits	Prereq
05254	JROTC I	9	03160100	JROTC 1	NA	1	X
05255	JROTC II	10	03160200	JROTC 2	NA	1	X
05256	JROTC III	11	03160300	JROTC3	NA	1	X
05257	JROTC IV	12	03160400	JROTC 4	NA	1	X

MILITARY SCIENCE

The Military Science (MCJROTC) program of instruction, developed to implement Public Law 88-647, is designed expressly for young men and women in public and private institutions of secondary education. The focus of the program is upon the accomplishment of five (5) specific objectives:

-To develop informed and responsible citizens.
-To strengthen the character of the youths enrolled in the program.
-To promote an understanding of the basic elements and requirements for national security.
-To help form habits of self-discipline.
-To develop respect for and an understanding of the need for constituted authority in a democratic society.

It is intended that the student should master at least 70% of the material and demonstrate that competence by written, objective and performance testing geared to the learning objectives.

These courses fulfill the P.E. requirement for graduation.

JROTC I

Prerequisite: A MCJROTC Military Science I cadet must be:
*Physically fit
*A citizen or national of the United States or an alien admitted for permanent residence
*Enrolled in and attending a regular course of instruction at PHS

First-year cadets study the requirements of being a good leader and follower. They study military organization, history, customs and courtesies, JROTC unit structure, and rank hierarchy. Cadets will spend no less than one day each week improving their physical fitness and learning basic military drill movements. They will also study the importance of community service and will have many opportunities to conduct practical applications at public events. Instructors emphasize imposed discipline and willing obedience.

JROTC II

Prerequisite: A JROTC II cadet must have satisfactorily completed both semesters of JROTC I

Second-year cadets study a more advanced level of leadership and the key elements of becoming an effective leader. The topics studied in their first year are re-emphasized and used as their foundation for continued leadership study. Each week will consist of one day dedicated to: academic study, physical fitness, military drill, and staff / unit work. Rifle safety and basic marksmanship is introduced to second-year cadets and will be taught one day each week as well. Community and school service opportunities will be available throughout the year, and will serve as practical application of leadership instruction taught in the classroom.

JROTC III

Prerequisite: A JROTC III cadet must have satisfactorily completed both semesters of JROTC I and II

Third-year cadets continue to build on their experiences thus far in the program and become active teachers and leaders within their units. Third-year cadets will normally fill Staff Non-Commissioned Officer (SNCO) billets within the cadet battalion. They will assist the cadet battalion's officers, and in doing so, gain experience to prepare for their duties as fourth-year cadets filling officer billets within the battalion. Third-year cadets will focus their time on training the second-year cadets through practical application of leadership during formations, inspections, and basic drill. Weekly study will include a day of academics, physical fitness, individual / unit drill, marksmanship, and staff-work. Third-year cadets will begin to study the details of planning, coordinating and conducting special events and will then have the opportunity to see their plans come to life in real-world practical application.

JROTC IV

Prerequisite: A JROTC IV cadet must have satisfactorily completed both semesters of Military Science I and II .

Fourth-year cadets will lead the day-to-day activities of the JROTC program under the guidance and supervision of the two adult Marine Instructors. Fourth-year cadets will fill the Officer and Senior Staff Non-Commissioned Officer billets within the cadet battalion and will focus their time on training the cadets in the unit, conducting administrative work associated with large units and organizations, and caring for the cadets junior to them. They will serve as the primary leaders of special events that were organized and planned by the battalion. Fourth-year cadets will also have time to work on their individual administrative requirements of preparing college and scholarship applications, job applications, cover letters, résumés or entrance exams for post high school education or employment. The adult instructors will give guidance and assistance as needed during this process.

PISD Course No.	Subject	Grade	PEIMS ID	Transcript	Rank Points	Credits	Prereq
08950	Office Procedure	12	85000950	OFFPROCE		Local	X
1307	AGGIE ANNUAL	11	84000307	AGGIEANL		Local	X
01309	AGGIE ANNUAL II	12	84000309	AGGIEANL2		Local	X

Student Aide
Prerequisite: Counselor approval
Open to seniors to assist the office, counselors, or teachers.

Senior Off Period
Prerequisite: Counselor approval and application.
Open to seniors who have completed all other graduation requirements. **This includes meeting a College, Career, or Military requirement.** The requirement can be met through ELA and Math test scores in ACT/SAT/TSIA2, earning an Industry Based Certification, and/or earning up to 9 dual credit hours. Students who have not met this requirement will be enrolled in College Prep ELA and/or College Prep Math their Senior year to continue to prepare them for success in a college or career choice after high school.

Aggie Annual
This course includes a brief introduction to yearbook production, public relations, advertising fundamentals and photojournalism. Students will be assisting in aspects of creating the freshmen digital yearbook.

Local credit courses do not count as part of a student's graduation plan.

Section 4
Course Description

Career and Technical Education (CTE):

Agriculture, Food, and Natural Resources
Business, Marketing, and Finance
Health Science
Hospitality and Tourism
Human Services
Information Technology
Transportation, Distribution, and Logistics

CTE prepares students to excel in the planning and development of future career opportunities. Poteet ISD will develop quality instructional partnerships with business and industry to prepare students for post-secondary education and a globally competitive workforce.

Student Course Selection

All students should choose their courses carefully in the spring. Poteet ISD will determine which courses to offer by the number of course requests made in the spring. The master schedule and teacher assignments are also developed based on these student requests. The opportunities to change a class after the schedule has been set will be limited.

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CTE: AGRICULTURE, FOOD, AND NATURAL RESOURCES

PISD Course No.	Subject	Grade	PEIMS ID	Transcript	Rank Points	Credits	Prereq
08200	Principles of Ag, Food and Natural Resources	8-9	13000200	PrinAFNR	NA	1	
08210	Food Technology and Safety/Lab	9-12	13001300/ 13001310	FOODTS	NA	1	
08211	Food Processing/Lab	10-12	13001400/ 13001410	FOODPRO	NA	1-2	
08335	Food Science and Technology	11-12	13023000	FOODSCI	NA	1	
08204	Agriculture Mechanics and Metal Technologies/Lab	9-12	13002200/ 13002210	AgMechMT	NA	1-2	
08201	Agricultural Structures Design and Fabrication/Lab	10-12	13002300/ 13002310	AgFDFab	NA	1-2	
08214	Agricultural Equipment Design and Fabrication/Lab	11-12	13002350/ 13002505	AGEQDF		1-2	
08220	Practicum in Agriculture, Food and Natural Resources I	11–12	13002500	PracAFNR	NA	2	

CTE: AGRICULTURE, FOOD, AND NATURAL RESOURCES

Principles of Agriculture Food and Natural Resources
Principles of Agriculture, Food, and Natural Resources will allow students to develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. To prepare for success, students need opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

Agricultural Mechanics and Metal Technologies
Recommended Prerequisite: Principles of Agriculture Food and Natural Resources
Agricultural Mechanics and Metal Technologies is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metalworking techniques. To prepare for careers in agricultural power, structural, and technical systems, students must attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills and technologies in a variety of settings. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

Agricultural Structural Design and Fabrication
Recommended Prerequisite: Agricultural Mechanics and Metal Technologies
In Agricultural Structures Design and Fabrication, students will explore career opportunities, entry requirements, and industry expectations. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural structures design and fabrication. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their academic knowledge and technical skills in a variety of settings. Students are encouraged to participate in extended learning experiences such as CTE student organizations and other leadership or extracurricular organizations.

Agricultural Equipment Design and Fabrication
Recommended Prerequisite: Agricultural Mechanics and Metal Technologies
In Agricultural Equipment Design and Fabrication, students will acquire knowledge and skills related to the design and fabrication of agricultural equipment.

Practicum in Agriculture, Food, and Natural Resources
Recommended Prerequisite: A minimum of 1 credit in the Ag, Food, and Natural Resources
This course is designed to provide technical instruction, on-the-job training, and work experience for high school students preparing to enter employment in various occupations. Students in the Practicum course spend one hour in class each scheduled day of block schedule to receive instruction in the occupations for which they are training and two or more consecutive hours each school day at training stations in order to learn the occupations. Training stations include the areas of: leadership development, mechanized agriculture, food and fiber production, value added and food processing, horticulture, agribusiness marketing and management, environmental and natural resources, agriculture/agribusiness, etc. Local businesses in the community are cooperating with the local school district in training students by providing work experience necessary to become valuable employees.

Food Technology and Safety
Food Technology and Safety examines the food technology industry as it relates to food production, handling, and safety. To prepare for careers in value-added and food processing systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to value-added and food processing and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

Food Processing
Recommended Prerequisite: Food Technology and Safety
Food Processing focuses on the food processing industry with special emphasis on the handling, processing, and marking of food products. To prepare for careers in food products and processing systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

Food Science
In Food Science students conduct laboratory and field investigations, use scientific methods during investigations and make informed decisions using critical thinking and scientific problem solving. Food Science is the study of the nature of foods, the causes of deterioration in food products, the principles underlying food processing, and the improvement of foods for the consuming public.

Project Based Research
Project-Based Research is a course to research a real-world problem. Students are matched with a mentor from the business or professional community to develop an original project on a topic related to career interests. Students use scientific methods of investigation to conduct in-depth research, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

CTE: BUSINESS, MARKETING, AND FINANCE

PISD Course No.	Subject	Grade	PEIMS ID	Transcript	Rank Points	Credits	Prereq
08431	Principles of Business, Marketing, and Finance	9	13011200	PrinBMF	NA	1	
BUSINESS							
08310	Business Information Management I	10 – 12	13011400	BUSMGT1	NA	1	
08320	Business Information Management II	11-12	13011500	BUSMGT2	NA	1	
08328	Global Business	10 – 12	13011800	GLOBBUS	NA	.5	
08329	Virtual Business	10-12	13012000	VIRTBUS		.5	
08324	Practicum in Business Management	11-12	N1303425	PRACBM1	NA	2	

Principles of Business, Marketing, and Finance
In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

Business Information Management I
Recommended Prerequisite: Principles of Business, Marketing, and Finance
In Business Information Management I, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

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

Global Business (.5 credit)
Global Business is designed for students to analyze global trade theories, international monetary systems, trade policies, politics, and laws relating to global business as well as cultural issues, logistics, and international human resource management. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

Virtual Business (.5 credit)
Virtual Business is designed for students to start a virtual business by creating a web presence, conducting online and off-line marketing, examining contracts appropriate for an online business, and demonstrating project management skills. Students will also demonstrate bookkeeping skills for a virtual business, maintain business records, and understand legal issues associated with a virtual business.

Practicum in Business Management
Practicum in business Management is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary technologies. Students develop a foundation in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to business environments. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing,financial, ethical, and international dimensions of business to make appropriate business decisions.

CTE: HEALTH SCIENCE

PISD Course No.	Subject	Grade	PEIMS ID	Transcript	Rank Points	Credits	Prereq
08290	Principles of Health Science	9	13020200	PrinHISc	NA	1	
08292	Medical Terminology	10-12	13020300	Medterm	NA	1	
08294	Health Science Theory	10-12	1300400	HlthSci	NA	1	X
04301	Anatomy and Physiology	10-12	13020600	AnatPhys	1	1	X
08297	Clinical Ethics	11-12	N1302121	ClinEth	NA	1	
08300	Practicum in Health Science	11-12	13020500/ 13020505	PracHIS1	NA	2	X

Principles of Health Science

The Principles of Health Science course is designed to provide an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the healthcare industry. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations. **This course will satisfy the Health requirement if needed for graduation.**

Health Science Theory

Recommended Prerequisite: Biology

The Health Science Theory course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development. Students are encouraged to participate in extended learning experiences such as CTE student organizations and other leadership or extracurricular organizations. Completion of this course is required prior to enrolling in any Practicum in Health Science course. **This course will satisfy the Health requirement if needed for graduation.**

Medical Terminology

Medical Terminology is designed to develop a working knowledge of the language of medicine. Students acquire word-building skills by learning prefixes, suffixes, roots, and abbreviations. By relating terms to body systems, students identify proper use of words in a medical environment. Knowledge of medical terminology enhances the student's ability to successfully secure employment or pursue advanced education in health care. Approved for statewide-articulated credit/advanced measure for graduation**.**

Clinical Ethics

The Clinical Ethics course is a practical review of a discipline that provides a structured approach to assist health professionals identifying, analyzing, and resolving ethical issues that arise in clincial practice. Students analyze ongoing developments in advanced medical technology. The course may raise awareness of or concerns about the ethical dimensions of clinical care. Students will leave the course with a practical awareness of how to respect diverse perspectives on ethics, morals, and values in healthcare.

Anatomy & Physiology

Prerequisite: Biology and a second science credit

Recommended Prerequisite: course from the Health Science Career Cluster

The Anatomy and Physiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis. Students are encouraged to participate in extended learning experiences such as HOSA student organization. Additional Science

Practicum in Health Science

Prerequisite: Health Science Theory, Biology

The practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

CTE: HOSPITALITY AND TOURISM

PISD Course No.	Subject	Grade	PEIMS ID	Transcript	Rank Points	Credits	Prereq
08332	Introduction to Culinary Arts	9-10	13022550	INCULART	NA	1	
08334	Culinary Arts	10-11	13022600	CULARTS	NA	2	
08337	Advanced Culinary Arts	11-12	13022650	ADVCULART	NA	2	
08335	Food Science	11-12	13023000	FOODSCI	NA	1	
08336	Practicum in Culinary Arts	12	13022700	PRACCUL	NA	2	

Introduction to Culinary Arts

Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide insight into food production skills, various levels of industry management, and hospitality skills. This is an entry level course for students interested in pursuing a career in the food service industry. This course is offered as a foundational classroom based course with some exposure to the commercial kitchen as appropriate in the standards.

Culinary Arts

Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification or other appropriate industry certifications. This course is offered as a laboratory-based course.

Advanced Culinary Arts

Advanced Culinary Arts will extend content and enhance skills introduced in Culinary Arts by in-depth instruction of industry-driven standards to prepare students for success in higher education, certifications, and/or immediate employment.

Food Science

In Food Science students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Food Science is the study of foods, the causes of deterioration in food products, the principles underlying food processing, and the improvement of foods for the consuming public. Note: this course satisfies a science credit requirement on the Foundation High School Program.

Practicum in Culinary Arts

Practicum in Culinary Arts is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Culinary Arts integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changinging culinary art based workplace.

CTE: TRANSPORTATION, DISTRIBUTION, & LOGISTICS

PISD Course No.	Subject	Grade	PEIMS ID	Transcript	Rank Points	Credits	Prereq
08381	Principles of Transportation Systems	9-10	13039250	PRINTRSY	NA	1	
08380	Automotive Basics	10-11	13039550	AutoBasc	NA	1	
08382	Automotive Technology I: Maintenance and Light Repair	10-11	13039600	AutoTec1	NA	2	
08384	Automotive Technology II: Automotive Service/Lab	11-12	13039700/ 13039710	AutoTec2	NA	2	X
08386	Practicum in Transportation Systems	11-12	13040450	PracTrS1	NA	2	

Principles of Transportation Systems
In Principles of Transportation Systems, students will gain knowledge and skills in the safe application, design, production, and assessment of products, services, and systems. This knowledge includes the history, laws, and regulations, and common practices used in the transportation industry. Students should apply knowledge and skills in the application, design, and production of technology as it relates to the transportation industries. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings.

Automotive Basics
Automotive Basics includes knowledge of the basic automotive systems and the theory and principles of the components that make up each system and how to service these systems. Automotive Basics includes applicable safety and environmental rules and regulations. In Automotive Basics students will gain knowledge and skills in the repair, maintenance, and servicing of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability. Students are encouraged to participate in extended learning experiences such as CTE student organizations and other leadership or extracurricular organizations.

Automotive Technology I: Maintenance and Light Repair
Recommended Prerequisite: Automotive Basics
This course includes applicable safety and environmental rules and regulations. In Automotive Technology I: Maintenance and Light Repair, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability. Students are encouraged to participate in extended learning experiences such as CTE student organizations and other leadership or extracurricular organizations.

Automotive Technology II: Automotive Service/Lab
Prerequisite: Automotive Tech I: Maintenance and Light Repair
Automotive Technology II: Automotive Service includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. Automotive Technology II: Automotive Service includes applicable safety and environmental rules and regulations. In this course students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability. Students are encouraged to participate in extended learning experiences such as CTE student organizations and other leadership or extracurricular organizations.

Practicum in Transportation Systems
Prerequisite: Students are in a coherent sequence for CTE Transportation
The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Transportation, Distribution, and Logistics Career Cluster. Students shall be awarded two credits for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills. Practicum in Transportation Systems is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, independent study, or laboratories. The Practicum can be either school lab based or work based. Students are encouraged to participate in extended learning experiences such as CTE student organizations and other leadership or extracurricular organizations.

CTE: COSMETOLOGY AND PERSONAL CARE SERVICES

PISD Course No.	Subject	Grade	PEIMS ID	Transcript	Rank Points	Credits	Prereq
08357	Principles of Cosmetology	8-9	13025050	PRICOSMO	NA	1	
08351	Introduction to Cosmetology	9-10	13025100	INTCOSMO	NA	1	
08353	Cosmetology 1/Lab	10-11	13025200/ 13025210	COSMET1	NA	2	
08355	Cosmetology 2/Lab	11-12	13025300/ 13025310	COSMET2	NA	2	X
08358	Barbering 1	12	N1302534	BARBER1	NA	2	

Principles of Cosmetology

In the Principles of Cosmetology, students coordinate integration of academic, career , and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Students will attain academic skills and knowledge as well as technical knowledge and skills related to cosmetology design and color theory. Students will develop knowledge and skills regarding various cosmetology design elements such as form, lines texture, structure and illusion or depth as they relate to the art of cosmetology. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care meets the TDLR requirements for licensure upon passing the state examination. Analysis of career opportunities, license requirements, knowledge and skills expectations, and development of workplace skills are included.

Introduction to Cosmetology

In Introduction to Cosmetology, students explore careers in the cosmetology industry. To prepare for success, students must have academic and technical knowledge and skills relative to the industry. Students may begin to earn hours toward state licensing requirements.

CosmetologyI/Lab

In Cosmetology I, students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the Texas Department of Licensing and Regulation (TDLR) requirements for licensure upon passing the state examination. Analysis of career opportunities, license requirements, knowledge and skills expectations, and development of workplace skills are included. Cosmetology I/Cosmetology I Lav provides students additional labtime to develop proficient and mastery level cosmetology skills and techniques as required by Texas Department of Licensing and Regulation licensing standards. Students will be expected to demonstrate mastery in conducting the skills and techniques learning in Cosmetology I with little to no guidance.

Cosmetology II/Lab

In Cosmetology II, students will demonstrate proficiency in academic, technical, and practical knowledge and skills. The content is designed to provide the occupational skills required for licensure. Instruction includes advanced training in professional standards/employability skills; Texas Department of Licensing and Regulation (TDLR) rules and regulations; use of tools, equipment, technologies, and materials; and practical skills. Cosmetology II/Cosmetology II Lab provides students additional lab time to develop proficient and mastery level cosmetology skills and techniques as required by Texas Department of Licensing and Regulation licensing standards. Students are expected to develop proficient and mastery level work samples and to expand their work experiences.

Barbering I

Barbering is an extended course of study that enables students to become licensed barbers through Texas Department of Licensing and Regulation (TDLR). Barbering is one program of study that allows students to earn an industry certificate that launches them into a professional career immediately, yet also specifies rigorous core curricula that prepares the student to be successful in a post-secondary learning environment.

Additional CTE Courses

PISD Course No.	Subject	Grade	PEIMS ID	Transcript	Rank Points	Credits	Prereq
08190	Career Preparation-General	11 & 12	12701111	CPGEN1	NA	2.0	Level 2 or Higher CTE Course

Career Preparation General

Career Preparation General provides opportunities for students to participate in a work-based learning environment that incorporates continuous collaborative feedback between the employer, teacher, and student. This course combines classroom instruction with business and industry employment experiences that may be outside the student's current program of study. The goal is for students to obtain entry-level employment developing a variety of skills for obtaining and maintaining employment. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

Industry Based Certificate Opportunities and Related Courses

Industry Certifications are subject to change based on updates from the Texas Education Agency and teacher availability. Current as of 9/2024

Certifications with an asterisk are included in the A-F Accountability System for CCMR purposes.

Business and Industry Endorsement		
Agriculture, Food and Natural Resources		
Certification	Course	Program of Study
Food Safety & Science Certification	Food Processing/Lab	Food Science and Technology
AWS D1.1 Structural Steel	Agricultural Structures Design and Fabrications/Lab	Agricultural Technology and Mechanical Systems
AWS D9.1 Sheet Metal Welding	Agricultural Equipment Design and Fabrications/Lab	Agricultural Technology and Mechanical Systems
Business, Finance and Marketing		
Certification	Course	Program of Study
Microsoft Office Certifications		Business Management
Transportation		
Certification	Course	Program of Study
ASE Certifications	Practicum in Transportation	Automotive
Public Service Endorsement		
Health Science		
Certification	Course	Program of Study
Certified Clinical Medical Assistant	Practicum of Health Science	Health Science
Culinary Arts		
Certification	Course	Program of Study
Food Safety & Science Certification	Food Science	Culinary Arts
ServSafe Manager	Practicum in Culinary Arts	Culinary Arts
Cosmetology and Personal Care Services		
Certification	Course	Program of Study
Cosmetology Operator's License	Cosmetology 2/Lab	Cosmetology and Personal Care Services
Barbering License	Barbering 1	Cosmetology and Personal Care Services

PISD PUBLIC NOTIFICATION OF NONDISCRIMINATION

It is the policy of Poteet Independent School District not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities and provides equal access to the Boy Scouts and other designated youth groups as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

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

Poteet Independent School District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and CTE programs.

For information about your rights or grievance procedures, contact the Title IX Coordinator and/or the Section 504 Coordinator at 830-742-3567 or 1100 School Drive Poteet, TX 78065.