2025-2026

GEORGETOWN

G

INDEPENDENT SCHOOL DISTRICT

GEORGETOWN ISD COURSE GUIDE

Georgetown ISD Secondary Campuses

East View High School
4490 E. University Ave.
Georgetown, TX 78626
512.943.1800

Georgetown High School
2211 N. Austin Ave.
Georgetown, TX 78626
512.943.5100

Richarte High School
5001 Airport Road.
Georgetown, TX 78628
512.943.5120

Benold Middle School
1401 North Parmer Ranch Blvd
Georgetown, TX 78633
512.943.5090

Forbes Middle School
1911 NE Inner Loop
Georgetown, TX 78626
512.943.5150

Tippit Middle School
1601 Leander Rd.
Georgetown, TX 78628
512.943.5040

Wagner Middle School
1621 Rockride Lane
Georgetown, TX 78626
512.943.1830

Vision, Mission, and Learner Profile

Mission: Inspiring and empowering every learner to lead, grow, and serve.

Vision: Home of the most empowered students, served by the most empowered leaders.

Learner Profile: The GISD Learner…

- Communicates, collaborates, and applies critical thinking
- Creates and innovates
- Obtains knowledge through inquiry and exploration
- Adapts and perseveres
- Develops self-knowledge and personal responsibility
- Builds and models respectful relationships

Welcome to Georgetown ISD

Dear Students and Parents,

This GISD Course Guide is designed to support your planning and decisions regarding your high school experience. This guide includes a description of each course, graduation requirements, career pathways and programs of study, college admission processes, and postsecondary college and career readiness requirements.

When selecting your courses, take time to consider your personal interests, graduation requirements, and goals for the future.

The secondary curriculum offers a full range of courses, including advanced academics, Career and Technology Education (CTE) programs, fine arts, and elective courses. In addition to the core academic programs, the schools in Georgetown ISD offer a large number of extracurricular clubs, organizations, and other opportunities for students to build a sense of community. Our school district provides multiple opportunities for students to discover their purpose and demonstrate the attributes of the learner profile.

Our dedicated counselors are available for you to guide your next steps and answer questions.

Dr. Devin Padavil
Superintendent

Board of Trustees

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GISD COURSE GUIDE FRONT MATTER

GEORGETOWN ISD GRADUATION PLANS

GISD offers students the opportunity to choose among State-mandated graduation requirement plans. Since entrance requirements vary greatly from college to college and employers have varying needs and requirements, students should carefully consider high school course selections and investigate postsecondary entrance and entry level employment requirements prior to selecting their graduation plan. Students in GISD must complete a minimum of 26* credits to receive a high school diploma on the Foundation[+] Endorsement(s) Plan. The Distinguished Level of Achievement graduation plan is required to qualify for Automatic (Top 10%) Admission to Texas public colleges and universities.

All courses used to meet State graduation requirements must be selected from State Board of Education (SBOE)-approved courses, with the exception of some elective credits which may be locally approved. All courses in this catalog are State Board-approved unless noted as Local Credit Only. Locally developed electives (Local Credit Only) have been designed to meet an identified GISD need or interest.

Foundation High School Program 22 Credits*	Foundation[+] Endorsement(s) 26 Credits	Distinguished Level of Achievement 26 Credits
English……………………………4 credits ELA I, II, III, one credit in any advanced English course	**English………………………..4 credits** ELA I, II, III, one credit in any advanced English course	**English……………………..4 credits** ELA I, II, III, one credit in any advanced English course
Math………………………………3 credits Algebra I, Geometry, one credit in any additional mathematics course	**Math………………………………4 credits** Algebra I, Geometry, and two credits in any additional mathematics course	**Math………………………………4 credits** Algebra I, Geometry, Algebra 2, and one credit in any additional mathematics course
Science……………………………3 credits Biology, one credit in IPC or in any lab-based science course, any one advanced science courses	**Science……………………………4 credits** Biology, one credit in IPC or in any lab-based science course, any two advanced science courses	**Science……………………………4 credits** Biology, one credit in IPC or in any lab-based science course, any two advanced science courses
Social Studies…………………..3 credits World Geography or World History (1 credit), U.S. History (1 credit), Government (0.5 credit), and Economics (0.5 credit)	**Social Studies…………………..3 credits** World Geography or World History (1 credit), U.S. History (1 credit), Government (0.5 credit), and Economics (0.5 credit)	**Social Studies…………………..3 credits** World Geography or World History (1 credit), U.S. History (1 credit), Government (0.5 credit), and Economics (0.5 credit)
Languages Other Than English…2 credits World Languages or Computer Programming - same language	**Languages Other Than English…2 credits** World Languages or Computer Programming - same language	**Languages Other Than English…2 credits** World Languages or Computer Programming - same language
		Physical Education………………1 credit
Physical Education………………1 credit	**Physical Education………………1 credit**	**Fine Arts…………………………1 credit**
Fine Arts…………………………1 credit	**Fine Arts…………………………1 credit**	**Health……………………………0.5 credit**
Health……………………………0.5 credit	**Health……………………………0.5 credit**	**Electives……………………….. 6.5 credits**
Electives……………………….. 4.5 credits	**Electives……………………….. 6.5 credits**	
		Credit requirements specific to at least one endorsement.
*The 22-credit Foundation High School Plan without an endorsement can be considered at the beginning of the junior year. However, this requires a meeting with the counselor, parent/guardian and student to discuss post-secondary implications.	*Credit requirements specific to at least one endorsement.*	

It is the student and parent's responsibility to see that the requirements for graduation from high school are met. If students have any questions about courses, registration, state-required exit level exams or other graduation requirements, contact the campus counseling department.

REQUIRED STATE ASSESSMENTS

STAAR (State of Texas Assessments of Academic Readiness) End-of-Course (EOC) Requirements for Graduation:

- English 1
- English 2
- Algebra 1
- Biology
- US History

Each EOC exam will have a designated satisfactory performance score. If the student does not meet the score requirement, the student will be required to retake the test. Students not passing the EOC may retest during scheduled testing administrations.

Policy Code EKB:

For purposes of federal accountability, a grade 3-8 student who is accelerated in mathematics, reading/language arts, or science and on schedule to complete the high school end-of-course assessments in that same content area prior to high school shall be assessed at least once in high school with the ACT or the SAT.

ADDITIONAL GRADUATION REQUIREMENTS

In addition to meeting graduation credit requirements, students must also satisfy the following requirements to receive a high school diploma:

Financial Aid Application Requirement: All **12th grade students** must do one of the following in order to graduate:

- Complete and submit a Free Application for Federal Student Aid (FAFSA)

- Complete and submit a Texas Application for State Financial Aid (TASFA)

- Submit a signed opt-out form

Speech Requirement: Chapter §74.11. of Texas Education Code requires students to demonstrate proficiency in communication skills needed for professional and social success. This state requirement will be met through the completion of English IV or approved substitutions.

Instruction on Proper Interaction with Peace Officers: Chapter §74.39. of Texas Education Code requires students receive instruction in proper interaction with police officers at least once before graduation from high school. GISD students receive this instruction during their sophomore year.

Instruction in Cardiopulmonary Resuscitation (CPR and Automated External Defibrillator (AED): Chapter §74.38. of Texas Education Code requires students to receive instruction in CPR and AED at least once in grades 7-12 before graduation. CPR and AED Instruction is provided to GISD students during their senior year.

PERSONAL GRADUATION PLANNING

The process of creating a personal graduation plan (PGP) involves understanding future goals and choosing courses that help prepare students to meet their aspirations. While student interests are expected to change throughout their schooling, the hope is that the personal graduation plan will also change so that students feel prepared for whatever their post-high school plans may be. When selecting courses within their PGP, students should consider courses that allow for multiple college, career, or military-related options after high school. It is important for students to create a rigorous plan while maintaining a healthy balance of extra-curricular and/or part-time work opportunities. Choosing courses that meet their educational needs or interests is the best way to prepare for their future. The GISD Personal Graduation Planning website houses information to aid students and parents in learning about all course options, including endorsements and GISD offered programs of study, while supporting students in creating or updating their PGPs.

College Bound	Students planning on attending an institution of higher education after graduation should investigate post-secondary entrance requirements and career pathways within Career and Technical Education (CTE) that align hands-on high school learning experiences with post-secondary aspirations. Since entrance requirements vary greatly from college to college, students who are college-bound should carefully consider high school course selections and investigate college entrance requirements prior to developing their graduation plan. It is important to note students who have completed college credit courses in high school are twice as likely to graduate from college on time in four years or a semester earlier than students who have not. It is also important to note that there are options to support students in paying for a college education which may include various scholarships, completion of the Free Application for Federal Student Aid (FAFSA)or Texas Application for State Financial Aid (TASFA).
Career Bound	Students planning to seek employment in a career field after graduation should investigate industry certification requirements and industry experience requirements that could be met through advanced (CTE) courses, practicums, or career preparation work study hours prior to selecting their courses and developing their graduation plan. A large percentage of students enrolled in CTE courses are planning to pursue post-secondary education; therefore, it is advised that career bound students also investigate college and technical school entrance requirements prior to developing their graduation plan.
Military Bound	Students planning to seek employment in a branch of the armed services directly after graduation should research the requirements of the various branches of the military and the military occupation specialties therein and should select a program of study that will prepare them for success. Military bound students should also consider both physical fitness preparation and preparation for the Armed Services Vocational Aptitude Battery (ASVAB) test, which assesses arithmetic reasoning, word knowledge, paragraph comprehension, and mathematics knowledge, prior to selecting their courses and graduation plan. It is important to note that scores on the ASVAB determine access to certain military occupation specialties, and it is also important to note that students who seek to become commissioned officers in a branch of the military might want to consider selecting NJROTC in high school and pursuing an ROTC scholarship for college. Additionally, military enlistment can provide debt free access to a college education and cost free certification in a multitude of career fields.

COLLEGE, CAREER, MILITARY VISITS

In alignment with [Texas Education Code](), [Board Policy FEA Legal](), [Board Policy FEA Local](), and our [GISD Student Handbook](), the State of Texas permits a specific number of absences for the purpose of visiting an accredited higher education institution, visiting a professional's workplace, and enlistment in the armed forces. These student absences remain _funded_ by the state and do not count against the student when considering a campuses' local midterm and final exam exemption practice. In addition to the State's _funded_ absences GISD permits students to have additional _unfunded_ absences which also do not count against the student when considering a campuses' mid-term and final exemption practices. The [College, Career, Military Visit Guidelines]() outline the parameters and guidelines for this practice.

CAREER & TECHNICAL EDUCATION (CTE)

Career and Technical Education in Georgetown ISD is focused on meeting the individual needs of all students by providing curricula to meet the demands of our 21st Century global economy. It is the goal of Georgetown's Career and Technical Education Program to provide for relevant, career-related experiences and rigorous high-quality academic instruction to ensure that each and every student attains mastery of the knowledge and skills necessary to achieve a lifetime of success. Additionally, Georgetown ISD is committed to our partnerships. We recognize our role and responsibility in preparing students to meet the future employment needs of these entities to maintain the health and well-being of our local, area, and state-wide economy and our society at-large.

Non-discrimination Statement

All students have the opportunity to enroll in Career and Technical Education courses along with the more traditional academic courses. Enrollment in Career and Technical Education courses is open to all qualified students without regard to race, color, creed, religious affiliation, sex or handicapping conditions. Safety is an important part of elective course work and must be demonstrated before students are allowed to work.

Programs of Study

Georgetown ISD Texas Programs of Study provide students with a rigorous and relevant high school experience. The Achieve Texas initiative organizes occupations and broad industry into career clusters based upon commonalities. Therefore, each student, working collaboratively with his/her parents and school counselor, will have the opportunity to develop an individualized four, six, or eight-year Program of Study tied to future interest and career goals. A Program of Study is a comprehensive plan designed to support college/career readiness through the strategic alignment of foundational academic, career-related technical, and enrichment courses which fosters multiple postsecondary options as related to each individual student's interest(s). Students completing any of the GISD Programs of Study will graduate prepared for postsecondary education, technical training, and/or entry-level career placement.

CTE Mission Statement

The mission of Georgetown Independent School District's Career and Technical Education department is to better prepare students for postsecondary education, or entry into the workforce by providing state of the art instruction and practical, hands-on lab experience from highly qualified staff and to assist students in becoming successful, critical thinking, competent and caring individuals through real world experience, guidance and leadership.

CTE INDUSTRY-BASED CERTIFICATIONS

Industry-Based Certifications (IBCs) position CTE students a step ahead of other applicants for employment in industry. Students earning an Industry-Based Certification possess the knowledge and skills necessary to be successful in a specific career. Earning these credentials shows that students are experienced in real-world industry skills which makes them more competitive in the job market. Each unique CTE Program of Study offers opportunities for students to earn industry-based certifications. Some certifications have age and/or specific industry requirements. Below is a list of IBCs students in GISD can earn. See the CTE teacher at your campus for more information..

Endorsement: Business and Industry			
CTE Cluster	**CTE Program of Study**	**IBC**	**Earliest Course in Program of Study IBC Can Be Earned**
Agriculture, Food, Natural Resources	Agricultural Technology and Mechanical Systems: Agricultural Mechanics	American Welding Society (AWS)- D1.1 Structural Steel	Agriculture Mechanics & Metal Technologies
		American Welding Society (AWS) - D9.1 Sheet Metal Welding	Agriculture Mechanics & Metal Technologies
	Animal Science: Animal Science	Elanco Fundamentals of Animal Science	Advanced Animal Science
	Animal Science: Veterinary Science	Certified Veterinary Assistant Level 1	Practicum in Agriculture, Food, and Natural Resources
	Plant Science: Floral Design	TX State Florist's Association Knowledge Based Floral	Floral Design
		TX State Florist's Association Level 1 Floral	Floral Design
		TX State Florist's Association Level 2 Floral	Advanced Floral Design - EVHS
Arts, Audio/Video Technology, & Communication	Digital Communications: AV	Adobe Certified Professional Premiere Pro	Audio Video I
	Graphic Design and Interactive Media: Commercial Photography	Adobe Certified Professional in Visual Design Using Adobe Photoshop	Commercial Photography 2
		Adobe Certified Professional in Graphic Design and Illustration Using Adobe Illustrator	Commercial Photography 2
	Graphic Design and Interactive Media Digital Art	Pending	Pending
	Printing and Imaging Printing Tech	Pending	Pending
Business, Marketing, & Financial	Accounting and Financial Services: Accounting	NOCTI Accounting	Accounting 2
	Business Management: Business Management	NOCTI Administrative Assisting	Business Management
Hospitality & Tourism	Culinary Arts: Culinary Arts	ServSafe Food Handlers	Culinary Arts (2 credits)
		Certified Fundamental Cook	Advanced Culinary Arts (2 credits)
Manufacturing	Robotics and Automation	Pending	Pending

Endorsement: Business and Industry			
CTE Cluster	**CTE Program of Study**	**IBC**	**Earliest Course in Program of Study IBC Can Be Earned**
Transportation, Distribution, and Logistics	Technology Manufacturing		
	Automotive & Collision Repair Auto Tech	Automotive Service Excellence (ASE) Entry Level Exams	Automotive Basics
	Aviation Maintenance Aviation	Pending	Pending

Endorsement: Public Service			
CTE Cluster	**CTE Program of Study**	**IBC**	**Earliest Course in Program of Study IBC Can Be Earned**
Human Services	Family and Community Services Counseling	Pending	Pending
	Cosmetology & Personal Care Services Cosmetology	Cosmetology Operator License	Cosmetology 2
Education & Training	Teaching and Training Teaching	Educational Aide I	Instructional Practices
Health Science	Diagnostic and Therapeutic Services Nurse Aide/ Assistant	Texas Health & Human Services	Practicum in Health Science 1: CNA
	Diagnostic & Therapeutic Services Patient Care Tech	National HealthCareer Association	Practicum in Health Science 2: CPCT
	Diagnostic & Therapeutic Services Pharmacy Tech	National HealthCareer Association	Practicum in Health Science 2: CPHT
	Exercise Science, Wellness, & Restoration Kinesiology / Sports Med	Pending	Pending
Law and Public Service	Law Enforcement Criminal Justice	IAED Emergency Telecommunicator	Law Enforcement 2 (1 credit)
	Law Enforcement Criminal Investigations	IAED Emergency Telecommunicator	Pending

Endorsement: Science, Technology, Engineering, and Math			
CTE Cluster	**CTE Program of Study**	**IBC**	**Earliest Course in Program of Study IBC Can Be Earned**
Engineering	Engineering Foundations **Advanced Engineering**	Autodesk Certified Professional Fusion 360 Autodesk Certified Professional in Revit for Architectural Design	Intro to Engineering Design Civil Engineering & Architecture
	Mechanical & Aerospace Engineering **Drones**	Autodesk Certified Professional Fusion 360 FAA Part 107 Remote Drone Pilot	Intro to Engineering Design Introduction to UAV (1 credit)
	Engineering Foundations **Rocketry**	Autodesk Certified Professional Fusion 360	Intro to Engineering Design (1 credit)
Information Technology	Programming and Software Development **Computer Science**	CodeHS Python Level 1 Certification	Computer Science Principles AP

GISD ENDORSEMENT COURSE SEQUENCES

Students must choose at least one endorsement, or area of concentration, upon entering the ninth grade. The State of Texas has identified five endorsement areas: STEM, Business and Industry, Public Services, Arts and Humanities, and Multidisciplinary Studies. In order to earn an endorsement, students must take courses that align to that area of study.

The endorsement categories are listed below with specific focus areas in each. The charts that follow should be used as a guide to help students in developing their personal graduation plan (PGP). Each chart follows a GISD program of study and includes the *recommended* course sequences as well as the course requirements to earn a specific endorsement.

- Courses with a colored block around the perimeter are held at the GISD Future Ready Complex.

- Courses with blocks that are highlighted gray represent a sequence of courses that must be taken in order - starting with the first grayed in course.

- Courses labeled with "*GISD Sequence Pre-Req*" are ones that have been locally determined as courses that must be taken in order for the learning experience of the student.

For the purposes of endorsements and CTE program of study completion, courses that are **BOLD** are considered level three and level four CTE courses.

Business and Industry	STEM	Public Service	Arts & Humanities	Multidisciplinary
Accounting	Advanced Engineering	Counseling	Performing Arts	College & Workforce Ready
Agricultural Mechanics	Advanced Math	Cosmetology	Social Studies	Four Advanced Credits
Auto Tech	Advanced Science	Criminal Justice	Visual Arts	Four Foundation Areas
Aviation	Computer Science	Criminal Investigations	World Languages	
Audio / Video	Drones	NJROTC		
Veterinary Science	Rocketry	Nursing Science		
Business Combination	STEM Pathway	Pharmacy Tech		
Business Management		Kinesiology		
Commercial Photography		Public Service Combination		
Culinary		Teaching		
Floral Design				
Animal Science				
Manufacturing				
Digital Art				
Printing Tech				

Endorsement: Business and Industry

CTE Career Cluster	CTE Program of Study GISD Focus Area	8th *(optional)*	9th	10th	11th	12th
Agriculture, Food, Natural Resources	[Animal Science] **Veterinary Science**		Principles of Agriculture, Food, & Natural Resources (1 credit)	Small Animal Management (0.5 credit) - *AND-* Equine Science (0.5 credit)	**Veterinary Medical Applications (1 credit)**	**Practicum in Agriculture, Food, and Natural Resources (2 credits or 3 credits)**
	[Animal Science] **Animal Science**		Principles of Agriculture, Food, & Natural Resources (1 credit)	**Livestock Production (1 credit)**	**Advanced Animal Science (1 credit)**	**Practicum in Agriculture, Food, and Natural Resources (2 credits)**
	[Agricultural Technology and Mechanical Systems] **Agricultural Mechanics**		Principles of Agriculture, Food, & Natural Resources (1 credit)	Agriculture Mechanics & Metal Technologies (1 credit) *GISD Sequence Pre-Reg*	**Agricultural Structures Design and Fabrication (1 credit)** *- OR -* **Agricultural Structures Design and Fabrication/Lab (2 credits)**	A**gricultural Equipment Design & Fabrication (1 credit)** *- OR -* **Agricultural Equipment Design & Fabrication/Lab (2 credits)**
	[Plant Science] **Floral Design**		Principles of Agriculture, Food, & Natural Resources (1 credit)	**Floral Design (1 credit)**	**Advanced Floral Design (1 credit)**	**Practicum in Agriculture, Food, and Natural Resources (2 credits)**
Arts, Audio/Video Technology, & Communications	[Digital Communications] **AV**		Principles of Arts, Audio/Video Technology & Communications (1 credit)	**Audio/ Video Production 1 with lab (2 credits)**	**Audio/ Video Production 2 with lab (2 credits)**	**Practicum in Audio/Video Production (2 credits)**
	[Graphic Design and Interactive Media] **Commercial Photography**	Digital Media (1 credit)	Principles of Arts, Audio/Video Technology & Communications (1 credit) *Recommended co-requisite: Art I*	Commercial Photography 1 (1 credit)	**Commercial Photography 2 (1 credit)** -OR- **Commercial Photography 2 with Lab (2 credit)**	**Practicum in Commercial Photography (2 credit)**

Endorsement: Business and Industry						
CTE Career Cluster	**CTE Program of Study GISD Focus Area**	**8th** *(optional)*	**9th**	**10th**	**11th**	**12th**
	Graphic Design and Interactive Media Digital Art		Principles of Arts, Audio/Video Technology & Communications (1 credit) *Recommended co-requisite: Art I*	**Digital Art & Animation (1 credit)**	**Graphic Design & Illustration I (1 credit)**	**Graphic Design & Illustration II / Lab (2 credit)**
	Printing and Imaging Printing Tech		Principles of Arts, Audio/Video Technology & Communications (1 credit)	Printing & Imaging Tech I (1 credit)	**Printing & Imaging Tech II w/ Lab (2 credit)**	**Practicum in Printing & Imaging Tech (2 credit)**
Business, Marketing, & Financial	**Accounting and Financial Services** Accounting	No 8th Grade Course	Principles of Business, Marketing, & Finance (1 credit)	Business Information Management 1 (1 credit)	Accounting 1 (1 credit)	**Accounting 2 (1 credit)**
		Business Information Management 1 (1 credit)	Principles of Business, Marketing, & Finance (1 credit)	Entrepreneurship I (1 credit)		
	Business Management / Entrepreneurship Business Management	No 8th Grade Course	Principles of Business, Marketing, & Finance (1 credit)	Business Information Management 1 (1 credit)	Business Management (1 credit) *GISD Sequence Pre-Req*	Entrepreneurship I (1 credit) *- OR -* **Practicum in Business Management (2 credits)**
		Business Information Management 1 (1 credit)	Principles of Business, Marketing, & Finance (1 credit)	Entrepreneurship I (1 credit)		**Practicum in Business Management (2 credits)**
Hospitality & Tourism	**Culinary Arts** Culinary Arts		Intro to Culinary Arts (1 credit)	Culinary Arts (2 credits)	**Advanced Culinary Arts (2 credits)**	**Practicum in Culinary Arts (2 credits)**

Endorsement: Business and Industry						
CTE Career Cluster	**CTE Program of Study GISD Focus Area**	**8th** *(optional)*	**9th**	**10th**	**11th**	**12th**
Manufacturing	**Robotics and Automation Technology** **Manufacturing**	No 8th Grade Course -OR- Fundamentals of Computer Science (1 credit) *Outside this program of study*	Principles of Applied Engineering (1 credit)	Manufacturing Engineering & Tech I (1 credit) -AND- Programmable Logic Controller I (1 credit)	**Manufacturing Engineering & Tech II (1 credit)** -AND- **Programmable Logic ControllerII (1 credit)**	**Practicum in Manufacturing (2 credits)**
		Principles of Applied Engineering (1 credit)	Computer Science 1 (1 credit) *Outside this program of study*			
Transportation, Distribution, and Logistics	**Automotive & Collision Repair** **Auto Tech**		Automotive Basics (1 credit)	**Automotive Tech 1: Maintenance & Light Repair (2 credits)**	**Automotive Tech 2 w/ Lab (2 credits)**	**Practicum in Transportation Systems (2 credits)**
	Aviation Maintenance **Aviation**	No 8th Grade Course -OR- Fundamentals of Computer Science (1 credit) *Outside this program of study*	Principles of Applied Engineering (1 credit) *Outside this program of study*	**Aircraft AirFrame Technology (2 credits)**	**Aircraft Powerplant Technology (2 credits)**	**Practicum in Transportation Systems (2 credits)**
		Principles of Applied Engineering (1 credit) *Outside this program of study*	Computer Science 1 (1 credit) *Outside this program of study*			
CTE Non-Coherent Sequence Option	**Business Combo**	Choose any combination of 4 credits from the courses offered in the Business and Industry endorsement. Must contain two credits in the same career cluster and one CTE level three or four credit **(bolded)** • Career Preparation (general or extended) • Money Matters - Richarte HS only • Professional Communications (0.5) • Technology Applications Independent Study • Dollars and Sense (0.5) • Lifetime Nutrition and Wellness (0.5) • Principles of Hospitality and Tourism Due to changes in Chapter 74 at the State level, CTE Non-Coherent Sequence Options are only available only for class of '25-'26.				

Endorsement: Public Service

CTE Career Cluster	CTE Program of Study GISD Focus Area	9th	10th	11th	12th
Human Services	**Family and Community Services** Counseling	Principles of Human Services (1 credit)	Child Development (1 credit)	**Counseling & Mental Health (1 credit)** *GISD Sequence Pre-Req*	**Practicum in Human Services (2 credits)**
	Cosmetology & Personal Care Services Cosmetology	None	Principles of Cosmetology, Design, & Color Theory (1 credit) -AND- Intro to Cosmetology (1 credit) *GISD Sequence Pre-Req*	**Cosmetology 1 (2 credits)**	**Cosmetology 2 (2 credits)**
Education & Training	**Teaching and Training** Teaching	Principles of Education & Training (1 credit)	Child Development (1 credit)	**Instructional Practices (2 credits)**	**Practicum in Education & Training (2 credits)**
Health Science	**Health Science** Nursing Science	Principles of Health Science (1 credit)	Medical Terminology (1 credit)	**Health Science Theory (1 credit) -AND- Anat. & Phys (1 credit)**	**Practicum in Health Science 1: CNA (2 credits)**
					Practicum in Nursing 1: CPCT (2 credits)
	Diagnostic & Therapeutic Services Pharmacy Tech				**Practicum in Health Science 2: CPHT (2 credits)**
	Exercise Science, Wellness, & Restoration Kinesiology / Sports Med	Pathway 1 Principles of Health Science (1 credit)	Pathway 1 Kinesiology I (1 credit)	Pathway 1 **Kinesiology II (1 credit)**	Pathway 1 **Practicum in Health Science 1: Kinesiology (2 credits)**
		Pathway 2 Kinesiology I (1 credit)	Pathway 2 **Kinesiology II (1 credit)**	Pathway 2 **Practicum in Health Science 1: Kinesiology (2 credits)**	Pathway 2 None
Law and Public Service	**Law Enforcement** Criminal Justice	Principles of Law, Public Safety, Corrections, & Security (1 credit) *GISD Sequence Pre-Req*	Law Enforcement 1 (1 credit)	**Law Enforcement 2 (1 credit)**	**Practicum in Law, Public Safety, Corrections, & Security (2 credits)**
	Law Enforcement Criminal Investigations			Criminal Investigation (1 credit)	**Forensic Science (1 credit)**

		Endorsement: Public Service			
CTE Career Cluster	**CTE Program of Study GISD Focus Area**	**9th**	**10th**	**11th**	**12th**
Non-CTE Option	**NJROTC**	NJROTC 1 (1 credit)	NJROTC 2 (1 credit)	NJROTC 3 (1 credit)	NJROTC 4 (1 credit)
Non-CTE Option	**Public Service Combo**	Choose any combination of 4 credits from the courses offered in the Public Service endorsement. Must contain two credits in the same career cluster and one CTE level three or four credit (**bolded**). Courses available in Public Service Endorsement not listed in a coherent sequence above include: ● Technology Applications Independent Study ● Professional Communications (0.5) ● Dollars and Sense (0.5) ● Lifetime Nutrition and Wellness (0.5) Due to changes in Chapter 74 at the State level, CTE Non-Coherent Sequence Options remain available only for class of '25-'26.			

Endorsement: Science, Technology, Engineering, and Math						
CTE Career Cluster	**CTE Program of Study GISD Focus Area**	**8th** *(optional)*	**9th**	**10th**	**11th**	**12th**
Engineering *In addition to coherent sequence, students must earn credit for: Chemistry, Physics, and Algebra 2*	**Engineering Foundations** **Advanced Engineering**	No 8th Grade Course -OR- Fundamentals of Computer Science (1 credit) *Outside this program of study*	Principles of Applied Engineering (1 credit)	Class of '29 and later Intro to Engineering Design (1 credit) & **Engineering Science (1 credit)** *GISD Sequence Pre-Req* ——— Class of '28 and prior **Engineering Science (1 credit)** & Intro to Computer-Aided Design & Drafting (CAD) (1 credit)	**Digital Electronics (1 credit)** -AND- **Scientific Research and Design (1 credit)** -OR- **Civil Engineering I (1 credit)** -AND- **Scientific Research and Design (1 credit)**	**Civil Engineering I (1 credit)** -AND- Career and Technical Education Project Based Capstone (1 credit) -OR- **Digital Electronics (1 credit)** -AND- Career and Technical Education Project Based Capstone (1 credit)
		Principles of Applied Engineering (1 credit)	Computer Science 1 (1 credit) *Outside this program of study*			
	Mechanical & Aerospace Engineering **Drones**	No 8th Grade Course -OR- Fundamentals of Computer Science (1 credit) *Outside this program of study*	Principles of Applied Engineering (1 credit)		Introduction to UAV (1 credit) -AND- Robotics I (1 credit)	**Practicum in Manufacturing (2 credit)**
		Principles of Applied Engineering (1 credit)	Computer Science 1 (1 credit) *Outside this program of study*			
	Engineering Foundations **Rocketry**	No 8th Grade Course -OR- Fundamentals of Computer Science (1 credit) *Outside this program of study*	Principles of Applied Engineering (1 credit)		**Engineering Design & Presentation 1 (1 credit)** -AND- **Engineering Design & Problem Solving (1 credit)**	**Engineering Design & Presentation 2 (2 credits)**
		Principles of Applied Engineering (1 credit)	Computer Science 1 (1 credit) *Outside this program of study*			

Endorsement: Science, Technology, Engineering, and Math						
CTE Career Cluster	**CTE Program of Study GISD Focus Area**	**8th** *(optional)*	**9th**	**10th**	**11th**	**12th**
Information Technology *In addition to coherent sequence, students must earn credit for: Chemistry, Physics, and Algebra 2*	**Programming and Software Development** **Computer Science**	Fundamentals of Computer Science (1 credit)	Computer Science 1 (1 credit)	Computer Science Principles AP (1 credit)	**Computer Science A AP** (2 credits - 1 period)	Game Programing & Design (1 credit)
Non-CTE Option	**Advanced Math**	To earn a STEM endorsement in Advanced Math, students must earn credit for the following three courses: Chemistry, Physics, and Algebra 2. In addition to these courses, students must choose two credits from the following: - Pre-calculus, *1 credit* - AP Calculus AB, *1 credit* - AP Calculus BC, *1 credit* - AP Statistics, *1 credit* - Statistics, *1 credit* - AP Computer Science, *1 credit* - Math Independent Study, *1 credit*				
Non-CTE Option	**Advanced Science**	To earn a STEM endorsement in Advanced Science, students must earn credit for the following three courses: Chemistry, Physics, and Algebra 2. In addition to these courses, students must choose two credits from the following: - Biology AP, *1 credit* - Chemistry AP, *1 credit* - Physics AP, *1 credit* - Anatomy and Physiology, *1 credit* - AP Environmental Science, *1 credit* - Environmental Systems,*1 credit* - Scientific Research and Design I & II, *1 credit each* - Advanced Animal Science, *1 credit* - Engineering Science, *1 credit* - Aquatic Science, *1 credit* - Astronomy, *1 credit* - Forensic Science, *1 credit*				
Non-CTE Option	**STEM Pathway Studies**	To earn a STEM endorsement in STEM Pathway Studies, students must earn credit for the following three courses: Chemistry, Physics, and Algebra 2. In addition to these courses, students must choose three credits from no more than two of the areas below: Advanced Math: Pre-Calculus, AP Calculus AB, Ap Calculus BC, AP Statistics, Statistics, AP Computer Science, Math Independent Study Advanced Science: Biology AP, Chemistry AP, Physics AP, Anatomy & Physiology, AP Environmental Science, Environmental Scientific Research and Design, Advanced Animal Science, Engineering Science Computer Science: Principles of Computer Science AP, Computer Science 1, AP Computer Science A, Game Programming & Design CTE STEM: Introduction to Engineering Design, Engineering Science, Aerospace Engineering, Civil Engineering & Architecture, Digital Electronics				

Endorsement: Arts and Humanities					
CTE Career Cluster	GISD Focus Area	9th	10th	11th	12th
Non-CTE Option	Visual Arts	To earn an Arts and Humanities endorsement in Visual Arts, students may choose four credits from a coherent sequence of Visual Arts courses (i.e. Art 1, Art 2 Drawing, Art 3 Drawing, Art 4 Drawing) or choose four credits from up to two of the fine arts disciplines including visual arts and performing arts categories. All courses below are 1 credit. ● Art 1 ● Art 2-4 Ceramics ● Art 2-4 Drawing ● Art 2-4 Painting ● Art 2-4 Sculpture ● AP Drawing ● AP 2D Art & Design ● AP 3D Art & Design ● AP Art History			
Non-CTE Option	Performing Arts	To earn an Arts and Humanities endorsement in Performing Arts, students may choose four credits from a coherent sequence of Performing Arts (i.e. Band 1, Band 2, Band 3, Band 4) or choose four credits from up to two of the fine arts disciplines including visual arts and performing arts categories. All courses below are 1 credit. Music ● Band 1-4, Choir 1-4, Jazz Band 1-4, Orchestra 1-4, Instrumental Ensemble 1-4, Vocal Ensemble 1-4, Music Theory, AP Music Theory, Musical Theatre Dance: ● Dance 1-4 , Dance Team 1-4, Dance Color Guard 1-4, Dance 1 -2 Choreography Theater: ● Theatre 1-4, Technical Theatre 1-4, Theatre Production 1, Theatre Facility Management 2-4			
Non-CTE Option	World Language	Choose 4 credits in one language OR 2 credits in one language and 2 credits in an additional language. ● French 1-4 1 credit each ● German 1-4, 1 credit each ● Spanish 1-5, 1 credit each			
Non-CTE Option	Social Studies Combo	To earn an Arts and Humanities endorsement in Social Studies, students must earn credit for the following courses: ● World Geography - OR - World History ● US History ● Government - AND - Economics AP, Dual Credit, and OnRamps versions of courses may be used. In addition to the courses above, students may choose two additional social studies elective credits from (unless noted, all courses are 1 credit): ● Ethnic Studies: African American Studies ● Ethnic Studies: Mexican American Studies ● European History AP ● Psychology AP ● Influence of the Old/New Testament ● Sociology, *0.5 credit* ● Psychology, *0.5 credit* ● Personal Financial Literacy, *0.5 credit*			

Endorsement: Multidisciplinary					
CTE Career Cluster	**GISD Focus Area**	9th	10th	11th	12th
Non-CTE Option	**College & Workforce Ready**	A total of 4 additional advanced credits that prepare the student to enter postsecondary education without the need for remediation, or to successfully enter the workforce. These may include courses taken from Option 3 below in addition to the Career Preparation courses, CTE Practicum level courses, or any course in which a CTE certification is obtained upon completion.			
Non-CTE Option	**Four Foundation Subject Areas**	A total of 4 credits in each of the 4 foundation areas of 1.English language arts , including either English IV, Dual Credit English, or AP English Literature, 2. Math, 3. Science including chemistry and/or physics, 4. Social Studies			
Non-CTE Option	**Four Advanced Credits**	A total of 4 AP, Dual Credit, or IB* credits selected from the following categories: English Language Arts, Math, Science, Social Studies, Languages Other Than English, Fine Arts *IB applies to transfer students only as the IB program is not offered in GISD.			

SCIENCE SEQUENCES

Students have a number of sequences to select from with regard to science courses. The following course sequences are most commonly found in GISD. When planning your science sequence, students must keep college entrance requirements in mind. It is the responsibility of the student to choose a science sequence that meets post-secondary requirements.

Option One: Option for students planning to pursue post-secondary college/career needing strong science foundation	**Option Two:** Option for students planning to pursue post-secondary college/career in a non-science major or field	**Option Three:** Option for students planning to pursue 2-year community college, career, or military
Biology	Biology	Biology
Chemistry	Integrated Physics & Chemistry	Integrated Physics and Chemistry
Physics	Chemistry	*Choose a 3rd Science* Earth Systems Science, , Environmental Systems, Astronomy, or Aquatic Science
Chose a 4th Science AP, Dual Credit, On Ramps Science, or Science Elective	Physics	*Choose a 4th Science* Earth Systems Science, Environmental Systems, Astronomy, or Aquatic Science

MATH SEQUENCES

Students have a number of sequences to select from with regard to math courses. The following course sequences are most commonly found in GISD. For additional information about sequences that are not found in the course guide, contact your campus counselor. When planning your math sequence, students must keep college entrance requirements in mind. It is the responsibility of the student to choose a math sequence that meets post-secondary requirements.

Math Option One: Success in Algebra 1 in Eighth Grade
Advanced Geometry (*required*)
Advanced Algebra 2 (*required*)
OnRamps Pre-Cal   OR   AP Pre-Calculus

--select fourth course from options below--

AP Statistics	AP Calculus AB	AP Calculus BC
Option for students who completed Algebra 2 and Pre-Calculus and plan on proceeding in an education/career where math is *not* emphasized.	Option for students who may be selecting a post-secondary education or pathway that required Calculus as part of the course work	Option for students who may be selecting a post-secondary education or pathway that required Calculus as part of the course work

Math Option Two: Success in Algebra 1 in Ninth Grade
Algebra 1 (*required*)
Geometry (*required*)
Algebra 2 (*required*)

--select fourth course from options below--

AP Pre-Calculus or OnRamps Pre-Cal or Pre-Cal	Math College Prep	Statistics or AP Statistics	Independent Studies Contemporary Mathematics 1332
Option for students who want to pursue post-secondary education or career with a math emphasis	Option for seniors who have completed Algebra 2 and who have not met the requirements for the Texas Success Initiative (TSI)	Option for students who completed Algebra 2 and plan on proceeding in an education/career where math is *not* emphasized.	Dual credit option for students who completed Algebra 2 and plan on proceeding in an education/career where math is *not* emphasized.

Math Option Three: Emerging Math Skills Needing Additional Support			
Course One: Algebra 1 (required) *The Strategic Learning for HS Math course may be recommended by a counselor as an additional math course to support the student in Algebra I*			
--select second and third courses from options below--			
Track One		**Track Two**	**Track Three**
Course Two: Geometry (required)			Algebraic Reasoning** *Alg 1 prerequisite*
Course Three: Algebra 2 *Alg 1 prerequisite* *Geometry recommended*		Algebraic Reasoning** *Alg 1 prerequisite*	Geometry (required)
--select fourth course from options below--			
Course Four: Math College Prep Option for seniors who have completed Algebra 2 and who have not met the requirements for the Texas Success Initiative (TSI)	Course Four: Statistics Option for students who completed Algebra 2 and plan on proceeding in an education/career where math is *not* emphasized.	Algebra 2 Option for students planning to pursue post-secondary education and preparing to take the TSI.	Math Models

**Algebraic Reasoning: This course strengthens student's foundational math skills so the student can be more successful in future high school math courses and beyond. Students who exhibit struggle in Algebra 1 while gaining credit for the course should consider Algebraic Reasoning. Students who gain credit in Algebra 1 but do not show mastery on the End of Course Exam (EOC) should consider Algebraic Reasoning. Within this course, a teacher will remediate for the Algebra 1 EOC. *Teacher and/or counselor recommendation*

SOCIAL STUDIES SEQUENCES

In order to graduate, students are required to earn three social studies credits. Students must take *EITHER* World Geography (AP Human Geography) *OR* World History (AP World History), US History, and Government/Economics. By default, GISD plans for students to take *BOTH* World Geography (AP Human Geography) *AND* World History (AP World History) courses as this path provides students with the most post-secondary options. Additionally, taking all four credits is a requirement for students to achieve the Multidisciplinary Endorsement.

	Ninth	Tenth	Eleventh	Twelfth	
On-Level	World Geography	World History	US History	US Government (0.5)	Economics Free Enterprise (0.5) -OR- Economics Personal Financial Literacy (0.5)
AP	AP Human Geography	AP World History	AP US History	AP US Government (0.5)	AP Macroeconomics (0.5)
Dual Credit	.		DC US History (1302) (0.5)	DC US Government (0.5)	DC Economics (0.5)

On-Level Options Social Studies Options	Advanced Options Social Studies Options
Ethnic Studies African American (1.0)	AP European History (1.0)
Ethnic Studies Mexican American (1.)	Capstone Advanced Economics First Time Taken (0.5) - AND - Capstone Advanced Economics - Second Time Taken (0.5)
Psychology (0.5) / Sociology (0.5)	Capstone Advanced Social Studies First Time Taken (0.5) - AND - Capstone Advanced Social Studies - Second Time Taken (0.5)
Personal Financial Literacy (0.5)	Capstone Research Methods First Time Taken (0.5) - AND - Capstone Research Methods - Second Time Taken (0.5)
Old / New Testament Bible (0.5)	AP Psychology (0.5) - AND - Investigations in Psychology (0.5)

Students may choose to take additional Social Studies elective courses which count for Social Studies credit and cover specific topics providing depth to learning. By taking any additional 1.0 or pairing two (0.5) credit courses will provide students with the Arts and Humanities Endorsement.

ENGLISH SEQUENCES

	Ninth	Tenth	Eleventh	Twelfth
On-Level Pathway	English I	English II	English III	English IV
Advanced / AP Path	English I Advanced	English II Advanced	AP English III	AP English IV
Dual Credit Pathway	.		DC English III (1301) -AND- DC English III (1302)	DC English IV (2322) Semester-Long
OnRamps			OnRamps English III	

In order to graduate, students are required to earn four English credits. Students may choose between the following courses.

Advanced Options
Capstone English Independent Study (1.0)
Capstone Journalism Independent Study (1.0)
Capstone Speech Independent Study (1.0)

Students may choose to take additional English elective courses which count for English credit and cover specific topics providing depth to learning.

LOTE SEQUENCES

Students Enrolled in GISD Dual Language or Acceleration via AVANT						
Sixth*	**Seventh**	**Eighth**	**Ninth**	**Tenth**	**Eleventh**	**Twelfth**
Spanish II Adv	Spanish III Adv *(optional)*	Spanish IV Adv *(optional)*	AP Spanish IV *(optional)*	AP Spanish V *(optional)*		

*Dual Language students receive credit for Spanish I upon completion of Spanish II. Graduation requirements are met after two years of Spanish and students may choose to continue further in the Spanish language, start a new language, or no longer take a language after completing the second level of Spanish. Students may earn credit through AVANT testing and accelerate within the pathway.

Students Starting Spanish in Middle School (8th Grade)				
Eighth	**Ninth***	**Tenth**	**Eleventh**	**Twelfth**
Spanish I	Spanish II -or- Spanish II Adv. *(optional)*	Spanish III -or- Spanish III Adv. *(optional)*	Spanish IV AP *(optional)*	Spanish V AP *(optional)*

*Graduation requirements are met and students may choose to continue further in the Spanish language, start a new language, or no longer take a language after completing the second level of Spanish. Students may earn credit through AVANT testing and accelerate within the pathway.

Students Starting LOTE in 9th grade			
Ninth	**Tenth***	**Eleventh**	**Twelfth**
Spanish/French/German I	Spanish/French/German II -or- Spanish/French/German II (Adv)	Spanish/French/German III -or- Spanish/French/German IIII (Adv) *(optional)*	Spanish/French/German AP *(optional)*

*Graduation requirements are met and students may choose to continue further in the language, start a new language, or no longer take a language after completing the second level of Spanish. Students may earn credit through AVANT testing and accelerate within the pathway.

Students using Computer Science as LOTE	
Students are encouraged to reach out to their prospective college(s) before enrollment in these courses for information about college admissions and graduation requirements.	
Ninth	**Tenth**
Computer Science I Course awards credit by default as an elective. A student must request that this course instead be counted as a LOTE through a substitution. As defined by our course guide, this course will *not* count in the student's weighted GPA.	AP Computer Science Principles This course awards credit by default as an elective. A student must request that this course instead be counted as a LOTE through a substitution. As defined by our course guide, this course will not count in the student's weighted GPA. -OR- AP Computer Science A This course awards students with one credit for math *and* one credit for LOTE by default. In GISD, the numeric grade is provided for the math credit which is part of a student's weighted GPA. The LOTE is assigned a "P" for passing. A student may change this to have the numeric grade count toward their LOTE and a P for their math by requesting this substitution through their campus counselor.

HIGH SCHOOL CREDIT THROUGH CREDIT BY EXAM

Credit by Examination (CBE) for Credit Recovery

A student who has had sufficient prior formal instruction as determined by the district on the basis of a review of the student's educational records or who has failed a course may gain credit for the course by passing a proficiency examination on the Texas Essential Knowledge and Skills of the course. Georgetown ISD utilizes UT High School exams administered at the student's school, and a score of 70% is required to earn Credit Recovery. See student handbook and CBE Website for more information and implications to grade point average.

Credit by Examination (CBE) for Acceleration

Examination for Acceleration allows students without prior instruction to advance to the next level of learning by demonstrating mastery of the required knowledge and skills. Students take a designated criterion-referenced test which covers the Texas Essential Knowledge and Skills and major learning for the course for which they wish credit. Georgetown ISD utilizes UT High School exams administered at the student's school, and a score of 80% is required to earn Acceleration credit. See student handbook and CBE Website for more information and implications to grade point average. Additionally, students should speak with their campus counselor for more information regarding the CBE.

Avant STAMP (STAndards-based Measurement of Proficiency)

The Avant STAMP is a general language proficiency assessment of Reading, Writing, Listening, and Speaking skills. It is designed for second-language learners aged 13 and older. Avant STAMP uses authentic texts and audio in situations the learner may encounter in the real world such as articles, newscasts, menus, and signs. All test languages offered are aligned to the ACTFL Proficiency Guidelines.

A student wishing to accelerate in a foreign language can earn up to 5 LOTE credits based on student performance on the exam. There are set testing windows throughout the year. Students should speak with their campus counselor for more information regarding the Avant exam.

HIGH SCHOOL CREDIT THROUGH DISTANCE LEARNING

Students may choose to take correspondence, distance, and virtual courses outside the school day at their own expense, and those courses when successfully completed can count toward high school credits for graduation. Students are required to provide a GISD Correspondence Course Approval Form for any correspondence, distance, or virtual course to their counselor prior to enrollment in the course. Georgetown ISD recommends that any correspondence, distance, or virtual courses required for graduation are completed by the end of the fall semester of a student's senior year. Credit toward state graduation requirements shall be granted under the following conditions:

- The institution offering the course is The University of Texas (UT), Texas Tech University, Texas Virtual School Network (TxVSN), or other public institution of higher education approved by the Commissioner of Education.
- The course includes the state-required Texas Essential Knowledge and Skills for such a course.

Student athletes who are considering correspondence, distance, or virtual courses must check with the NCAA to inquire if a course of this type is acceptable as part of the NCAA core curriculum requirements. Please visit the NCAA Eligibility Center website.

A correspondence, distance, or virtual course is not considered completed until the final grade is recorded in the campus registrar's office. Refer to the GISD Student Handbook regarding implications to grade point average.

High School Credit Awarded Upon College Course Completion (outside GISD)

A student may register for a college or university level course outside the school day while enrolled in high school to earn college credit. The student may choose to request that the college credit be transcribed for high school credit to meet a graduation requirement. A student who chooses to do this must request the transcript from the college or university and pay any associated fees.

Students who are granted release time for co-enrollment must meet all district requirements for graduation. Refer to the GISD Student Handbook regarding implications to grade point average.

To pursue these opportunities, students must receive counselor, college/university and parent approval. Students must meet the entrance requirements including college entrance exams and are responsible for the application, registration, and all costs associated with this process.   Please see the GISD Dual Credit Guide for more information.

COLLEGE CREDIT THROUGH HIGH SCHOOL COURSES

College Board Advanced Placement® Program

The College Board's Advanced Placement (AP) Program offers high school students an opportunity to take college-level courses in a wide variety of subjects while still in high school. The benefits of taking an AP course include:

- AP courses offer the opportunity to study a subject in-depth at the college level. This better prepares students for college success.
- If a student receives a high enough score on an AP Exam, the student may be eligible for credit, advanced placement or both at most colleges in the United States. The AP Credit Search tool is a helpful resource for determining how much and what kind of credit a college could apply.
- The AP Program offers a number of AP Scholar Awards to students for outstanding performance on AP Exams. If a student qualifies, colleges will recognize this achievement.

AP courses are open-enrollment; any student may enroll in any AP course as long as the prerequisite courses have been successfully completed. Careful consideration of the time demands of a student's extracurricular activities, employment, community service, homework and other activities should be considered. If you have questions regarding these courses and/or earning credit through AP Exams, please contact your student's teacher, counselor/academic advisor or campus administrator. Please be aware that each college or university has its own guidelines for the awarding of college credit for AP exams, so be sure to research the specific colleges/universities of interest for more information. To learn more about the AP Program, go to: Advanced Placement® (AP) – The College Board

Dual Enrollment (University of Texas at Austin OnRamps)

Georgetown ISD offers students the opportunity to take dual enrollment courses. Students who take these courses have the opportunity to earn both college and high school credits. The dual enrollment opportunity is provided to GISD students through The University of Texas at Austin OnRamps program. Students in dual enrollment courses have a GISD teacher who works collaboratively with a faculty member from the University of Texas - Austin. The University faculty member develops, designs, and oversees each course in accordance with departmental rigor and quality. The University of Texas faculty member serves as the instructor of record and evaluates the student's progress according to the University standards. OnRamps courses do not require admission to the University, but are aligned with courses taught to the University of Texas students. For more information, please see the GISD OnRamps Guide.

Dual Credit Program - Austin Community College

Austin Community College (ACC) allows high school students the opportunity to earn college credit while in high school. These courses are considered *dual credit* if used to satisfy the high school graduation requirement and *articulated* if taken in high school and later recaptured at ACC. The benefits of these ACC programs include:

- Students get a head start on earning college credit.
- There is potential for savings on tuition and fees.
- College-level work can enhance self-esteem, education, and career goals.
- Many courses are transferable to other public colleges and universities.

Students may enroll in college while still enrolled in high school to extend learning or accumulate college hours. To take dual credit courses, students must receive counselor, ACC, and parent approval. Students must meet the entrance requirements including college entrance exams and are responsible for the application and registration process. This process is time sensitive. Students should check with their counselor for information regarding costs associated with taking dual credit courses and check with colleges to be sure that they will accept the course credit.

Credit earned through dual credit counts for both college and high school credit in a core content area or an elective and fulfills high school graduation requirements. Students must submit an official transcript to the district in order to receive high school credit if they do not allow ACC to report the credit for them. To receive high school credit, the grade in the course must be a D (70%) or better. Several Austin Community College (ACC) courses are typically offered during the school day on the GHS and EVHS campuses. Course offerings can vary depending upon student interest and instructor availability. ACC classes are free—no tuition or fees are charged to high school students enrolled in the program on a GISD high school campus. The exception to this is the ACC economics dual credit course which requires a fee for a digital resource. Families may contact their high school counselor or CCMR Specialist for approved ACC Dual Credit course offerings. Please see the GISD Dual Credit Guide for more information.

ACCTech (Articulated)

Articulated college credit courses are a way to start a college technical major while in high school. For more information see "Articulated" in the Course Types section of the course guide.

COLLEGE CREDIT COMPARISON CHART

	Advanced Placement® (AP)	Dual Credit (ACC)	Dual Enrollment (UT OnRamps)	Articulated Credit (ACC Tech Courses)
Description & Content	Students learn college level content and take a comprehensive exam to earn college credit. Content of the course is created by high school teachers who are required to align content with the AP framework for the course created by the College Board.	Students learn college level content and earn high school and college credit simultaneously. Content of the course is created by ACC instructors.	Students learn college level content and earn high school credit while potentially earning college credit. Content of the course is created by UT professors.	Students receive career and technical training in high school that can result in college credits earned once the student has completed a single college credit course at that institution (ACC).
Exams & Assignments	Performance on teacher created assignments and assessments determines high school grade, but performance on a single comprehensive College Board exam in May determines whether a student earns college credit.	Performance on college instructor created assignments and assessments determines a single grade that is recorded as both the high school and college grades.	Performance on teacher created assignments and assessments determines high school grade, and performance on college assessments determines college grade.	Performance on teacher created assignments and assessments determines the high school grade.
Grading	High school teachers create assignments and assign grades. The College Board scores the comprehensive AP exam in May, which does not impact a student's high school grade.	ACC instructor creates assignments and assigns grades.	High school teachers create high school assignments and assign all high school grades, and UT college professors create college assignments and assign all college grades.	High school teachers create assignments and assign grades.
College Credit	College credit may be granted if students earn a score of 3 or higher on the AP exam.	College credit is granted if students successfully complete the course.	College credit is granted if students successfully complete the UT assignments in the course and accept the college credit.	College credit is granted if students successfully complete the articulated course AND complete at least one course through ACC, whether through correspondence or via dual credit in high school.
Teacher / Instructor And Location	Taught on campus by a high school teacher trained by College Board instructors.	Taught on campus by an ACC instructor.	Taught on campus by a high school teacher trained by UT and in partnership with a UT instructor of record.	Taught on campus by a high school teacher trained by ACC.
College Credit Acceptance	Accepted throughout the nation. Usually requires a score of 3 or higher on the AP exam. College acceptance of scores varies.	Accepted at public colleges and universities in Texas and some private universities.	Guaranteed to be accepted at any public university in Texas. Accepted at most private universities and many out of state.	Accepted by ACC once one ACC course has been successfully completed by the student, and then credits are transferable to most public colleges and technical schools.
Transcripts	No college transcript is generated; The College Board creates a score report.	College transcript is automated and is based on a student's performance in the course.	College transcript is based on what earned credits the student chooses to accept. Students can opt out of reporting their grade on a college transcript.	No college transcript is generated until the student completes at least one ACC course successfully.
Eligibility	Open to any student.	Students must qualify by earning a satisfactory score on the TSI (Texas Success Initiative) exam and by completing ACC advising processes.	Open to any student. However, if a student is earning a D or F in their OnRamps course at the end of the Fall semester, they must submit qualifying TSI scores in order to stay in the course for the Spring semester. UT OnRamps will contact students and provide instructions on maintaining eligibility.	Open to any student.
Class Rank	Refer to GISD Student Handbook for GPA implications			Articulated courses are not automatically counted in rank. See individual course descriptions.

ADVANCED COURSE GUIDELINES

Choosing Advanced Courses

Advanced, AP, Dual Credit, and Dual Enrollment courses are designed to enhance a student's academic experience by challenging motivated students beyond on-level coursework. These advanced courses move at a faster pace, are more academically challenging and require more independent learning than on-level courses.

Georgetown ISD is committed to providing advanced course possibilities by identifying and encouraging students with potential for success, communicating the value of college-rigor coursework, supporting advanced academic instruction, and providing students with opportunities for success. Our teachers are committed to encouraging student participation and success; planning for student learning; providing rigorous, quality instruction; and offering assistance for struggling students.

Petition for Advanced Course Exit

To ensure that students allow sufficient time to become acclimated to the courses and what the advanced course curriculum can offer, Georgetown ISD expects that any student who enrolls in a Advanced, AP, Dual Credit, or Dual Enrollment course will remain in the course until the window between the first and second progress report grading cycle (3rd - 6th week of school). At that time a student may request a *Petition for Advanced Course Exit*. Exit processes are in place to assist students in making sound course selection decisions. Students and parents must be aware that grades earned in an advanced course follow the student to the on-level course and will be included in the student's overall course average.

Petition for Advanced Course Exit may be requested/submitted twice during the school year:

Within the 3rd and 6th week of the first nine-week grading period (to begin in an on-level course within the first nine-weeks);
~ OR ~
The first ten (10) school days of December (to begin in an on-level course for the spring semester).

Calendar dates will be posted each year. The petition for exit requires that the student has conferenced with their teacher about their performance and have implemented recommendations for improvement. The petition for exit may or may not be granted by the campus. The decision will be based on input from the teacher, student performance in the course, the availability of space in other courses, and timing of the request.

Student Commitment Guidelines

As a student, I commit to advanced course(s) by recognizing the long-term benefits of participation and seeking assistance when needed.

- I understand that advanced courses are challenging and my initial grades may not reflect later performance, especially if it is my first time to take such a course.
- I understand that advanced courses require a great level of time and summer work is often a requirement.
- I will be prepared for class each day and actively participate in lessons and discussions.
- If I encounter difficulty in the course, I will conference with my teacher and attend tutorials.
- I understand that successfully following through on this commitment could result in extra GPA points, increased preparation for college, and possible college credit upon successful completion of college-level courses and/or AP Exam(s).

Parent Commitment Guidelines

As a parent, I commit to advanced course(s) by supporting my student's learning; supporting the teacher's efforts to provide rigorous, quality instruction; and by valuing the learning that occurs in an advanced course.

- I understand that advanced courses are challenging, and initial grades may not reflect later performance, especially if it is my child's first time taking advanced courses. I will support my child through the adjustment and use improvement as a measure of success.
- I will encourage my child to be prepared for class each day.
- I will expect my child to conference with the teacher and attend recommended tutorials if my child encounters difficulties with course content.
- I will contact the teacher for his/her input prior to initiating a petition for my child to exit the course.

This document is meant to help everyone understand the commitment that advanced courses require and help communicate the expectations so all students are successful in these rigorous courses. Students taking high school credit courses while in middle school will also abide by the Advanced Course Commitment guidelines.

ADDITIONAL ADVANCED OPTIONS

Gifted and Talented Services

Georgetown ISD defines *gifted and talented* as any child or youth in grades K-12 who performs at, or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who (1) exhibits high performance capability in general intellectual ability; or (2) excels in one or more specific academic fields: math, science, language arts, and/or social studies.

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that are advanced in relation to students of similar age, experience, or environment and reflect individuality and creativity. High school graduates who have participated in services for gifted students will have produced products and performances of professional quality as part of their program services.

Gifted students are encouraged to enroll in advanced courses, such as Advanced, AP, Dual Credit, and Dual Enrollment. Middle school and high school teachers of these courses complete 30 hours of gifted training, which includes nature and needs of gifted students, in addition to a yearly 6-hour update course.

Middle school and high school students may be referred for gifted testing between 8:00 am on the first instructional day of November and 3:00 pm on the first Tuesday in December.

Independent Study

Capstone independent study courses are meant to enhance the opportunities for the production of advanced academic products through guided research. See description in "Course Types" section of the course guide.

PERFORMANCE ACKNOWLEDGEMENTS

Students graduating on the Foundation High School Program can earn Performance Acknowledgements on their transcript for outstanding performance in a dual credit course; in bilingualism and bi-literacy; on an AP exam; on the PSAT/NMSQT®, SAT® or ACT®; and by earning a nationally or internationally recognized business or industry certification or license. Please see page 15 of the graduation requirements link found on the Texas Education Agency website for specific Performance Acknowledgement requirements.

COLLEGE AND MILITARY ENTRANCE

College Entrance Exams

Colleges and universities weigh admissions decisions in part based on the student performance on the SAT and/or ACT exams. SAT/ACT exam scores are not only used for admissions criteria; these scores can be used to determine scholarship and financial awards. All Georgetown ISD students have exposure to the PSAT suite of assessments from 8th–11th grades at no cost to the student. From this testing opportunity, GISD students are provided feedback in terms of strengths and weaknesses on skills needed to be successful on the SAT.

It is important to note that in the junior year students take admissions exams to demonstrate their readiness for college level work. Prior to the junior year, however, students should take advantage of utilizing PSAT assessment results as a driver for preparing themselves for success on the college admissions exams and the PSAT/NMSQT exam taken during the junior year, which could result in scholarships that cover tuition, room, board, and study abroad offers from some universities. Students are encouraged to use Khan Academy and CollegeBoard Blue Book to review for the exam. For more information on how to create or link accounts, refer to the campus College Career Military Readiness (CCMR) Specialist and/or school counselor.

Admission to Texas Public Colleges and Universities

Under the Automatic Admission policy (Texas Education Code §51.803), Texas students may be eligible for automatic admission to a state college or university as an undergraduate student if they meet certain criteria. For more information about this criteria, refer to the GISD Student Handbook or the campus College Career Military Readiness (CCMR) Specialist and/or school counselor.

Texas Success Initiative - TSI

Texas Success Initiative (TSI) - Texas law requires all entering students who wish to enroll in a Texas public higher education institution to meet college readiness standards in reading, writing, and math. Students who do not meet TSI standards upon graduation will be required to pass developmental courses at the college they are attending in order to start college-level coursework. Developmental courses are costly and do not count towards graduation. The same TSI standards are also required for a student who participates in Austin Community College's Dual Credit program. See the GISD Student Handbook for TSI standards for available assessments or the campus College Career Military Readiness (CCMR) Specialist.

Armed Services Vocational Aptitude Battery

The Armed Services Vocational Aptitude Battery (ASVAB) Career Exploration Program facilitates career planning and exploration, combining a multiple-aptitude test with an interest self-assessment and wide range of career exploration tools. The test is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success. The test is FREE and is offered to all interested 10th - 12th grade students each school year. A student does not need to join the military to take the ASVAB. This exam provides useful career aptitude information for ALL students to utilize in their future planning. Results from the test are shared with the individual student and campus only.

For more information, contact the high school campus College, Career, and Military (CCMR) Specialist.

Free Application for Federal Student Aid

The Free Application for Federal Student Aid (FAFSA) is available at www.FAFSA.ed.gov beginning late fall each year. See the FAFSA website for the exact date. It is an online application that should be completed during a student's senior year in high school. Completing a FAFSA may qualify a student for federal student loans, grants, the work-study program,

scholarships and student/parent loans (subsidized & unsubsidized). Additionally, many universities require the FAFSA be filled out to be eligible for scholarship opportunities at the college or university. Most universities have a FAFSA priority deadline. Texas General Academic Teaching Institutions have a priority deadline of January 15th for FAFSA submission. Students should check the FAFSA deadline for each school to which they apply.

The FAFSA should be completed if you are a:

- U.S. Citizen
- Permanent U.S. resident with an Alien Registration Card (I-551)
- Conditional permanent U.S. resident with visa type I-551C
- Eligible noncitizen with an Arrival/Departure Record (I-94) showing you as a: (a) Refugee (b) Asylum granted (c) Parolee (d)Cuban-Haitian entrant. Additional information can be found at https://fafsa.ed.gov/ .

Texas Application for State Financial Aid

The TASFA is the Texas Application for State Financial Aid and is an alternative to the FAFSA for undocumented students in Texas. Texas allows undocumented students to apply for state financial aid and state tuition under certain conditions. The TASFA needs to be completed during the senior year in high school. To fully understand the TASFA and to complete the application visit the THECB website. See your school counselor and/or CCMR Specialist for additional information on FAFSA and TASFA.

EARLY GRADUATION CONSIDERATION

Students considering graduating a semester or full year earlier than anticipated, must review the GISD Early Graduation Guide and meet with their high school counselor to update their personal graduation plan and discuss additional considerations and requirements.

This guide includes the following:

- Timelines for early graduation
- SB 1888 & the Texas First Diploma Program
- GISD Early Graduation Form

STUDENT TRANSCRIPT

A student's high school transcript, or academic achievement record (AAR), is the official record of the student's academic achievements in high school.   This record includes the courses taken, grades received, academic rigor, grade point averages, rank in class, etc.

To learn more about the components of a student's official transcript in Georgetown ISD, please review the GISD **Transcript & GPA example.**

GPA CALCULATIONS AND REPORTING

Three different grade point averages (GPAs) are recorded on a Georgetown ISD student's official transcript:

1. Cumulative, unweighted 4.0 GPA
2. Cumulative, unweighted 100 point GPA
3. Weighted rank GPA

A Weighted GPA (WGPA) is used to determine a class rank for each student. Class rank indicates the student's academic standing relative to his/her peers (valedictorian, salutatorian, top ten percent, top quarter, second quarter, third quarter and fourth quarter). An exact numerical class rank is reported for each student.

For more detailed information, see the Georgetown ISD student handbook and Board Policy EIC (Local).

How to Calculate Weighted GPA for Class Rank Example:

1. Look at the semester average for each course.
2. Determine if the course counts in the Weighted GPA
3. If so, find that grade on the following chart
4. Determine whether the course is Modified, Core, or Advanced and use the appropriate grade point for that course.
5. Total the grade points and divide by the number of semester courses counted.

Course	Semester	Grade	Weighted GPA Points
Advanced English I	Sm 1	92	5.2
Advanced English I	Sm 2	96	5.6
Advanced Biology	Sm 1	86	4.6
Advanced Biology	Sm 2	95	5.5
AP Human Geography	Sm 1	95	5.5
AP Human Geography	Sm 2	89	4.9
Geometry	Sm 1	88	3.8
Geometry	Sm 2	94	4.4
PE	Sm 1	P	
Band 1	Sm 1	99	
Band 2	Sm 2	100	
Digital Media	Sm 1	92	
Digital Media	Sm 2	89	

Total GPA Points: 39.5

Weighted GPA Semester Credits: 8

Weighted GPA Calculation = 39.5 / 8 = 4.9375 GPA

GPA Scale based on type of course:

Semester Grade	Advanced	Core	Modified
100	6.0	5.0	4.0
99	5.9	4.9	3.9
98	5.8	4.8	3.8
97	5.7	4.7	3.7
96	5.6	4.6	3.6
95	5.5	4.5	3.5
94	5.4	4.4	3.4
93	5.3	4.3	3.3
92	5.2	4.2	3.2
91	5.1	4.1	3.1
90	5.0	4.0	3.0
89	4.9	3.9	2.9
88	4.8	3.8	2.8
87	4.7	3.7	2.7
86	4.6	3.6	2.6
85	4.5	3.5	2.5
84	4.4	3.4	2.4
83	4.3	3.3	2.3
82	4.2	3.1	2.2
81	4.1	3.1	2.1
80	4.0	3.0	2.0
79	3.9	2.9	1.9
78	3.8	2.8	1.8
77	3.7	2.7	1.7
76	3.6	2.6	1.6
75	3.5	2.5	1.5
74	3.4	2.4	1.4
73	3.3	2.3	1.3
72	3.1	2.2	1.2
71	3.1	2.1	1.1
70	3.0	2.0	1.0
Below 70	0	0	0

COURSE TYPES

Advanced (H):   Advanced courses are designed to challenge as well as prepare students for Advanced Placement (AP) courses. Carefully review advanced course commitment guidelines.

Advanced Placement (AP) – AP courses are equivalent to first-year college courses. Students enrolled in an AP course are encouraged to take the AP exam to potentially receive college credit. Carefully review advanced course commitment guidelines.

Articulated - Articulated college credit courses are a way to start a college technical major while in high school. In an articulated program, students begin a course of study in high school and continue in a community/technical college or university. GISD currently has technical courses taught at the high school which are aligned with Austin Community College courses for articulated college credit. The program is referred to as ACCTech. Once a student enrolls in ACC and completes at least one ACC course, the student can then request the credit earned while in high school through articulated courses (credit in escrow). Students enrolled in an articulated course will register for articulated college credit during their Career and Technical Education class through the online CATEMA (Career and Technology Education Management Application) system. With a grade of 80 or above in the course and a 70 or above on the end of course assessment, these credits are held in escrow and placed on the student's college transcript, free-of-charge, once the student enrolls in ACC and completes at least one course. Students who plan to transfer should check other postsecondary institutions to ensure that they will accept articulated college credit courses. Courses designated as "articulated" are subject to change. Students should check with their counselor to discuss their college plans and for the most recent list of approved courses.

Capstone Independent Study: Capstone independent study courses are meant to enhance the opportunities for the production of advanced academic products through guided research. These courses are based on the TEA Texas Performance Standard Project (TPSP) that were enacted by Rider 69 in 1999 in the Texas legislature. A project that consists of the long-term development of a question or idea that is significant to professionals in the academic area of interest will be the focal point of these courses. Sophisticated research methods and technology appropriate to the field of study will be used. The project must demonstrate creative mastery of content through a final product and presentation of professional quality to an appropriate audience. Students who successfully complete a project will earn independent study credit in the chosen discipline. Carefully review advanced course commitment guidelines. Capstone courses are considered electives when applied to graduation requirements.

Dual Credit (DC): Dual credit course offered through Austin Community College (ACC) and taught at the high school campus during school hours. Dual Credit courses offer both high school and college credit. ACC students must attain qualifying TSI score and course availability is determined in collaboration with the community college

OnRamps (OR): Dual enrollment course offered through The University of Texas at Austin and taught at the high school campus during school hours. Students will experience high-quality curriculum designed by the faculty at The University of Texas at Austin. Students can earn six hours of UT credit with feedback and assessment provided by UT course staff. OnRamps works through a dual-enrollment model. Using a hybrid delivery approach, students meet rigorous university- level college readiness standards and have the opportunity to earn UT Austin credit from a UT faculty member and high school credit from their local teacher.Dual enrollment course offered through The University of Texas at Austin and taught at the high school campus during school hours. Students will experience high-quality curriculum designed by the faculty at The University of Texas at Austin. Students can earn three hours of UT credit with feedback and assessment provided by UT course staff.

Content Based Language Instruction (C): Formerly known as "Sheltered Instruction", Content Based Language Instruction courses place an emphasis on instruction strategies to help students understand content while developing language skills. Instruction follows the TEKS, curriculum, and materials of on-level courses. However, second language acquisition methods, adapted pacing, and reading level materials are used to meet the individual learning needs of the student. Prerequisite: Emergent Bilinguals (EBs) needing accelerated second language acquisition proficiency. LPAC Placement Required.

Modified (M): Modified (M) follows the TEKS standards but is adapted to reduce the amount or complexity of the required knowledge and skills to meet the individual learning needs of the student. ARD Committee Required.

Inclusion (I):   The primary objective of inclusive education is to educate students who have disabilities in the general education classroom and still meet their individual needs. Inclusive education allows children with special needs to receive a free and appropriate education along with general education students in the regular classroom.   ARD Committee Required.

Inclusion Modified (IM): Inclusion modified courses allow students to be instructed in the general education classroom (see Inclusion) while also having the TEKS standards adapted (see Modified). ARD Committee Required.

Skills T (ST): These courses will provide opportunities to participate in the curriculum that has been adapted in scope, complexity, materials, methods of presentation and response styles appropriate to individual student needs. The scope of these courses and TEKS mastered is determined by the student's individual education plan (IEP). ARD Committee Required.

Local: Local Credit courses do not count toward state graduation requirements.

I. English Language Arts

English Lang Development 1 HS

Course Key: **ELDA1J**	Length: YHS	Course Type: High School Credit	Course Weight: Core
Service ID: 03200800	Grades: 6-8	Counted in Rank GPA: Yes	Credits: 1.00

ENGLISH LANGUAGE DEVELOPMENT AND ACQUISITION 1 (first year taken)
HIGH SCHOOL CREDIT
Prerequisite(s): LPAC Placement.
Recommended corequisite is ESL 6, ELLA 7, or ELLA 8

This course must be taken concurrently with an ELAR course. English Language Development and Acquisition 1 (ELDA) is designed to provide instructional opportunities for secondary newcomers and recent immigrant students with little or no English proficiency. These students have scored at the negligible/very limited academic language level of the state-approved English oral language proficiency tests. This course enables students to become increasingly more proficient in English in all four language domains. It addresses cognitive, linguistic, and affective needs in compliance with federal requirements. The English Language Development and Acquisition (ELDA) course will validate a student's native language and culture as a valuable resource and as a foundation to attain the English language. It will develop social language, survival vocabulary, and the basic building blocks of literacy for newly arrived and preliterate students.

English Lang Development 2 HS

Course Key: **ELDA2J**	Length: YHS	Course Type: High School Credit	Course Weight: Core
Service ID: 03200810	Grades: 7-8	Counted in Rank GPA: Yes	Credits: 1.00

ENGLISH LANGUAGE DEVELOPMENT AND ACQUISITION 2 (second year taken)
HIGH SCHOOL CREDIT
Prerequisite(s): LPAC Placement.
Corequisite: ELLA 7 or ELLA 8

This course must be taken concurrently with an ELAR course. English Language Development and Acquisition 2 (ELDA) is designed to provide instructional opportunities for secondary recent immigrant students with little or no English proficiency. These students have scored at the negligible/very limited academic language level of the state-approved English oral language proficiency tests. This course enables students to become increasingly more proficient in English in all four language domains. It addresses cognitive, linguistic, and affective needs in compliance with federal requirements. The English Language Development and Acquisition (ELDA) course will validate a student's native language and culture as a valuable resource and as a foundation to attain the English language. It will develop social language, survival vocabulary, and the basic building blocks of literacy for newly arrived and preliterate students.

English As A Second Lang 6th

Course Key: **ESL6**	Length: YR	Course Type: Regular
Service ID: 03210530	Grades: 6	

English As A Second Language - 6th GRADE
Recommended: Beginners / Newcomers (very limited English)

Students are placed in the appropriate ESL elective by the LPAC Committee based on the student's level of English proficiency (newcomer/beginning). This course develops an understanding of basic core vocabulary, expressions, and American customs. Emphasis is placed on English language acquisition through participation in numerous and varied language and cultural experiences in addition to direct, formal teaching of skills and structures in English. Students will gain competence in listening, speaking, reading, and writing.

English Lang Arts/Rdg 6

Course Key: **LA6**	Length: YR	Course Type: Regular
Service ID: 03200510	Grades: 6	

English language arts and reading embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think

critically and adapt to the ever-evolving nature of language and literacy.

English Lang Arts/Rdg 6 Adv

Course Key:	**LA6H**	Length: YR	Course Type: Honors
Service ID:	03200510	Grades: 6	

Course Description: See Language Arts 6

Advanced Course: Carefully review the Advanced Course Commitment guidelines before selecting this course.

English Lang Arts/Rdg 7

Course Key:	**LA7**	Length: YR	Course Type: Regular
Service ID:	03200520	Grades: 7	

English language arts and reading embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

English Lang Arts/Rdg 7 Adv

Course Key:	**LA7H**	Length: YR	Course Type: Honors
Service ID:	03200520	Grades: 7	

Course Description: See English Language Arts and Reading 7

Advanced Course: Carefully review the Advanced Course Commitment guidelines before selecting this course.

English Lang Arts/Rdg 8

Course Key:	**LA8**	Length: YR	Course Type: Regular
Service ID:	03200530	Grades: 8	

English language arts and reading embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

English Lang Arts/Rdg 8 Adv

Course Key:	**LA8H**	Length: YR	Course Type: Honors
Service ID:	03200530	Grades: 8	

Course Description: See Language Arts 8

Advanced Course: Carefully review the Advanced Course Commitment guidelines before selecting this course.

Language Arts 7th Eng Lrn

Course Key:	**LAEL7**	Length: YR	Course Type: Regular
Service ID:	03200531	Grades: 7	

Prerequisite(s): LPAC committee placement
Recommended co-requisite: ENGLISH LANGUAGE DEVELOPMENT AND ACQUISITION, ELDA course

ENGLISH LEARNERS LANGUAGE ARTS 7th

The ELLA course is a specialized course providing intensive instructional setting for students with little or no English language. ELLA 7 mirrors ELAR Grade 7 standards and additional second language acquisition standards. ELLA 7 TEKS embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven strands of developing and sustaining foundational language skills, and recognize critical processes and features of second language acquisition to provide instruction to enable students to meet these standards. (Course intended for newcomers or recent immigrants with little or no English language and have been enrolled less than three years of US schools.)

Language Arts 8th Eng Lrn

Course Key:	**LAEL8**	Length: YR	Course Type: Regular
Service ID:	03200532	Grades: 8	

Prerequisite(s): LPAC committee placement
Recommended co-requisite: ENGLISH LANGUAGE DEVELOPMENT AND ACQUISITION, ELDA course

ENGLISH LEARNERS LANGUAGE ARTS 8th

The ELLA course is a specialized course providing intensive instructional setting for students with little or no English language. ELLA 8 mirrors ELAR Grade 8 standards and additional second language acquisition standards. ELLA 8 TEKS embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven strands of developing and sustaining foundational language skills, and recognize critical processes and features of second language acquisition to provide instruction to enable students to meet these standards. (Course intended for newcomers or recent immigrants with little or no English language and have been enrolled less than three years of US schools.)

Reading 6

Course Key:	**RD6**	Length: YR	Course Type: Regular
Service ID:	03273410	Grades: 6	

Reading offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional-level and independent-level texts that cross the content areas.

Reading 7

Course Key:	**RD7**	Length: YR	Course Type: Regular
Service ID:	03273420	Grades: 7	

Reading offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional-level and independent-level texts that cross the content areas.

Reading 8

Course Key:	**RD8**	Length: YR	Course Type: Regular
Service ID:	03273430	Grades: 8	

Reading offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional-level and independent-level texts that cross the content areas.

II. Mathematics

Algebra 1 HS Advanced

Course Key:	**ALG1JH**	Length:	YHS	Course Type:	High School Credit/Honor	Course Weight:	Advanced
Service ID:	03100500	Grades:	7-8	Counted in Rank GPA:	Yes	Credits:	1.00

HIGH SCHOOL CREDIT COURSE
Prerequisite(s): Grade 8 Mathematics, or its equivalent

This course will explore the same topics as Algebra 1 with more depth and complexity.

Algebra 2 HS Advanced

Course Key:	**ALG2JH**	Length:	YHS	Course Type:	High School Credit/Honor	Course Weight:	Advanced
Service ID:	03100600	Grades:	7-8	Counted in Rank GPA:	Yes	Credits:	1.00

HIGH SCHOOL CREDIT COURSE
Prerequisite(s): Grade 8 Mathematics, or its equivalent

This course will explore the same topics as Algebra 2 with more depth and complexity.

Geometry HS Advanced

Course Key:	**GEOJH**	Length:	YHS	Course Type:	High School Credit/Honor	Course Weight:	Advanced
Service ID:	03100700	Grades:	8	Counted in Rank GPA:	Yes	Credits:	1.00

HIGH SCHOOL CREDIT COURSE
Prerequisite(s): Algebra I

This course will explore the same topics as Geometry with more depth and complexity.

Math 6

Course Key:	**MA6**	Length:	YR	Course Type:	Regular
Service ID:	02820000	Grades:	6		

The primary focal areas in Grade 6 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology.

Math 6/7

Course Key:	**MA67**	Length:	YR	Course Type:	Regular
Service ID:	03103210	Grades:	6		

Prerequisite: GISD Recommendation is required

This is an accelerated course that offers a study of 6th and 7th grade curriculum and prepares students to take Algebra I in 8th grade. Reference the course descriptions for 6th and 7th grade Math.

Math 6 CBLI

Course Key:	**MA6C**	Length:	YR	Course Type:	Regular
Service ID:	02820000	Grades:	6		

Reference course description for Math 6th

Math 7

Course Key:	**MA7**	Length: YR	Course Type: Regular
Service ID:	03103000	Grades: 7	

The primary focal areas in Grade 7 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships, including number, geometry and measurement, and statistics and probability. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology.

Math 7/8

Course Key:	**MA78**	Length: YR	Course Type: Regular
Service ID:	03103320	Grades: 6-7	

Prerequisite: GISD Recommendation is required; or Credit By Exam

This is an accelerated course that offers a study of 7th and 8th grade curriculum and prepares students to take Algebra I in 7th grade. Reference the course descriptions for 7th and 8th grade Math.

Math 7 Accelerated

Course Key:	**MA7A**	Length: YR	Course Type: Honors
Service ID:	03103000	Grades: 6	

Prerequisite: GISD Recommendation is required; or Credit By Exam

The primary focal areas in Grade 7 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships, including number, geometry and measurement, and statistics and probability. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology.

Advanced Course: Carefully review the Advanced Course Commitment guidelines before selecting this course.

Math 7 CBLI

Course Key:	**MA7C**	Length: YR	Course Type: Regular
Service ID:	03103000	Grades: 7	

Reference course description for Math 7th

Math 8

Course Key:	**MA8**	Length: YR	Course Type: Regular
Service ID:	03103100	Grades: 8	

The primary focal areas in Grade 8 are proportionality; expressions, equations, relationships, and foundations of functions; and measurement and data. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of

relationships, including equations and inequalities. Students begin to develop an understanding of functional relationships. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology.

Math 8 Accelerated

Course Key: **MA8A**   Length: YR   Course Type: Honors
Service ID: 03103100   Grades: 7

Prerequisite: GISD Recommendation is required; or Credit By Exam

The primary focal areas in Grade 8 are proportionality; expressions, equations, relationships, and foundations of functions; and measurement and data. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students begin to develop an understanding of functional relationships. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology.

Advanced Course: Carefully review the Advanced Course Commitment guidelines before selecting this course.

Math 8 CBLI

Course Key: **MA8C**   Length: YR   Course Type: Regular
Service ID: 03103100   Grades: 8

Reference course description for Math 8th

Math 6 Exploration

Course Key: **MAEX6**   Length: YR   Course Type: Local Credit
Service ID: 82100XXX   Grades: 6

Prerequisites: N/A - assignment by campus administration

This course is designed to meet the individual learning needs of students in mathematics. This course provides additional instructional support for students toward mastery of the Texas Essential Knowledge and Skills in mathematics. Assignment in the course is based on review of all learning data related to math and is at the discretion of the campus principal.

Reference course description for Math 6th

Math 7 Exploration

Course Key: **MAEX7**   Length: YR   Course Type: Local Credit
Service ID: 82920XXX   Grades: 7

Prerequisites: N/A - assignment by campus administration

This course is designed to meet the individual learning needs of students in mathematics. This course provides additional instructional support for students toward mastery of the Texas Essential Knowledge and Skills in mathematics. Assignment in the course is based on review of all learning data related to math and is at the discretion of the campus principal.

Reference course description for Math 7th

Math 8 Exploration

Course Key: **MAEX8**   Length: YR   Course Type: Local Credit
Service ID: 83100XXX   Grades: 8

Prerequisites: N/A - assignment by campus administration

This course is designed to meet the individual learning needs of students in mathematics. This course provides additional instructional support for students toward mastery of the Texas Essential Knowledge and Skills in mathematics. Assignment in the course is based on review of all learning data related to math and is at the discretion of the campus principal.

Reference course description for Math 8th

III. Science

Science 6

Course Key:	**SCI6**	Length: YR	Course Type: Regular
Service ID:	02830000	Grades: 6	

Grade 6 Science is interdisciplinary in nature with much of the content focus on physical science. Students will study the following topics: scientific investigation and reasoning, matter and energy, force and motion, earth and space, and organisms and the environment.

Science 6 CBLI

Course Key:	**SCI6C**	Length: YR	Course Type: Regular
Service ID:	02830000	Grades: 6	

See course description for grade 6 science.

Science 6 Advanced

Course Key:	**SCI6H**	Length: YR	Course Type: Honors
Service ID:	02830000	Grades: 6	

See course description for grade 6 science.

Advanced Course: Carefully review the Advanced Course Commitment guidelines before selecting this course.

Science 7

Course Key:	**SCI7**	Length: YR	Course Type: Regular
Service ID:	03060700	Grades: 7	

Science 7th - Grade 7 science is interdisciplinary in nature; however, much of the content focuses on organisms and their environment. Students will study the following topics: scientific investigation and reasoning, matter and energy, force and motion, earth and space, and organisms and the environment.

Science 7 CBLI

Course Key:	**SCI7C**	Length: YR	Course Type: Regular
Service ID:	03060700	Grades: 7	

See course description for grade 7 science.

Science 7 Advanced

Course Key:	**SCI7H**	Length: YR	Course Type: Honors
Service ID:	03060700	Grades: 7	

See course description for grade 7 science.

Advanced Course: Carefully review the Advanced Course Commitment guidelines before selecting this course.

Science 8

Course Key:	**SCI8**	Length: YR	Course Type: Regular
Service ID:	03060800	Grades: 8	

Grade 8 science is interdisciplinary in nature; however, much of the content focus is on earth and space science. Students will cover the following topics: scientific investigation and reasoning, matter and energy, force and motion, earth and space, and organisms and the environment.

Science 8 CBLI

Course Key:	**SCI8C**	Length: YR	Course Type: Regular
Service ID:	03060800	Grades: 8	

See course description for grade 8 science.

Science 8 Advanced

Course Key: **SCI8H**   Length: YR   Course Type: Honors
Service ID: 03060800   Grades: 8

See course description for grade 8 science.

Advanced Course: Carefully review the Advanced Course Commitment guidelines before selecting this course.

IV. Social Studies

Social Studies 6

Course Key: **SS6**   Length: YR   Course Type: Regular
Service ID: 02870000   Grades: 6

In Grade 6, students study people, places, and societies of the contemporary world. Societies for study are from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Central America and the Caribbean, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of various societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the various societies and identify different points of view about events. The concept of frame of reference is introduced as an influence on an individual's point of view.

Social Studies 6 CBLI

Course Key: **SS6C**   Length: YR   Course Type: Regular
Service ID: 02870000   Grades: 6

See Social Studies 6

Social Studies 6 Adv

Course Key: **SS6H**   Length: YR   Course Type: Honors
Service ID: 02870000   Grades: 6

Course Description: See Grade 6 Social Studies

Advanced Course: Carefully review the Advanced Course Commitment guidelines before selecting this course.

Social Studies 7

Course Key: **SS7**   Length: YR   Course Type: Regular
Service ID: 03343000   Grades: 7

Students study the history of Texas from early times to the present. Students examine the full scope of Texas history, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students describe the structure and functions of municipal, county, and state governments, explain the influence of the U.S. Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens. Students use primary and secondary sources to examine the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas to build a republic and then a state. Students analyze the impact of scientific discoveries and technological innovations on the development of Texas in various industries such as agricultural, energy, medical, computer, and aerospace. Students use primary and secondary sources to acquire information about Texas.

Social Studies 7 CBLI

Course Key: **SS7C**   Length: YR   Course Type: Regular
Service ID: 03343000   Grades: 7

See Social Studies 7

Social Studies 7 Advanced

Course Key: **SS7H**   Length: YR   Course Type: Honors
Service ID: 03343000   Grades: 7

Course Description: See Grade 7 Social Studies

Advanced Course: Carefully review the Advanced Course Commitment guidelines before selecting this course.

Social Studies 8

Course Key: **SS8**   Length: YR   Course Type: Regular
Service ID: 03343100   Grades: 8

In Grade 8, students study the history of the United States from the early colonial period through Reconstruction. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students analyze the various economic factors that influenced the development of colonial America and the early years of the republic and identify the origins of the free enterprise system. Students examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents. Students evaluate the impact of Supreme Court cases and major reform movements of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a constitutional republic. Students evaluate the impact of scientific discoveries and technological innovations on the development of the United States. Students use critical-thinking skills, including the identification of bias in written, oral, and visual material.

Social Studies 8 CBLI

Course Key: **SS8C**   Length: YR   Course Type: Regular
Service ID: 03343100   Grades: 8

See Social Studies 8

Social Studies 8 Advanced

Course Key: **SS8H**   Length: YR   Course Type: Honors
Service ID: 03343100   Grades: 8

Course Description: See Grade 8 Social Studies

Advanced Course: Carefully review the Advanced Course Commitment guidelines before selecting this course.

V. Physical Education/Athletics/Health

Athletics 7th

Course Key: **ATH7**	Length: YR	Course Type: Regular
Service ID: 03823000	Grades: 7	

This is a full-year course for athletes who are participating in UIL sports. Practices will start before school or after school during the season. This course involves accelerated competition with other schools for football, volleyball, basketball, track, soccer and cross country. Cross country is offered only in the fall as a before or after school event. Athletes who compete only in track or basketball will not be allowed to enroll in the class until the second semester. During the second semester, all athletes will go through a strenuous off-season program featuring weight lifting, running, and agility drills. They will then practice their sport before or after school. There may also be a selected number of days dedicated to track and field preparation at the early phase of track season and a selected number of days dedicated to football skills during the last two weeks of the semester. There is a required dress code; these items must be purchased.

Tennis is offered as an additional athletic class with before and after school practices. Tennis is a competitive program participating in dual matches and tournaments throughout the fall and spring. Try-outs are conducted in the spring.
A physical exam and personal or school insurance are required for all athletes competing in any sport.

Athletics 8th

Course Key: **ATH8**	Length: YR	Course Type: Regular
Service ID: 03823000	Grades: 8	

This is a full-year course for athletes who are participating in UIL sports. Practices will start before school or after school during the season. This course involves accelerated competition with other schools for football, volleyball, basketball, track, soccer and cross country. Cross country is offered only in the fall as a before or after school event. Athletes who compete only in track or basketball will not be allowed to enroll into the class until the second semester. During the second semester all athletes will go through a strenuous off- season program featuring weight lifting, running, and agility drills. They will then practice their sport before or after school. There may also be a selected number of days dedicated to track and field preparation at the early phase of track season and a selected number of days dedicated to football skills during the last two weeks of the semester. There is a required dress code; these items are required to be purchased.

Tennis is offered as an additional athletic class with before and after school practices. Tennis is a competitive program participating in dual matches and tournaments throughout the fall and spring. Try-outs are conducted in the spring. A physical exam and personal or school insurance are required for all athletes competing in any sport.

Health 1 HS

Course Key: **HLTHJ**	Length: SHS	Course Type: High School Credit	Course Weight: Core	
Service ID: 03810100	Grades: 8-9	Counted in Rank GPA: No	Credits:	0.50

HIGH SCHOOL CREDIT

In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.

Kickstart Karate 1

Course Key: **KS1**	Length: YR	Course Type: Regular
Service ID: 02850000	Grades: 6-8	

Kickstart uses karate to teach character building values to students in public schools. The goal is to positively influence the whole child for the life of the child and help create safer, healthier, and more productive communities.

This PE substitution is currently only offered at Tippit Middle School.

Kickstart Karate 2

Course Key: **KS2**   Length: YR   Course Type: Regular
Service ID: 03823000   Grades: 7-8

See Kickstart Karate 1
This PE substitution is currently only offered at Tippit Middle School.

Kickstart Karate 3

Course Key: **KS3**   Length: YR   Course Type: Regular
Service ID: 03823000   Grades: 8

See Kickstart Karate 1
This PE substitution is currently only offered at Tippit Middle School.

PE/Health 6th

Course Key: **PE6**   Length: YR   Course Type: Regular
Service ID: 02850000   Grades: 6

In grade 6 physical education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the life span. Students understand in greater detail the function of the body, learn to measure their own performance more accurately, and develop plans for improvement. They learn to use technology such as heart rate monitors to assist in measuring and monitoring their own performance. Identifying the types of activities that provide them with enjoyment and challenge and that will encourage them to be physically active throughout life is reinforced during instruction in these grades. Students must participate in at least 30 minutes of moderate to vigorous daily physical activity for at least four semesters.

PE/Health 6th Pre-Athletics

Course Key: **PE6A**   Length: YR   Course Type: Regular
Service ID: 02850000   Grades: 6

The pre-athletics class will incorporate a variety of activities that will help to develop the overall student-athlete. Athletes who participate in this course will be asked to suit out each day ($30.00 fee), participate in all activities and work at a vigorous level. Each week, students will be given specific training in the following: speed and endurance, agility, explosive movement, weight training, and sport-specific skills. Athletes will rotate day to day between several activities.

PE/Health 7th

Course Key: **PE7**   Length: YR   Course Type: Regular
Service ID: 03823000   Grades: 7

In grade 7 physical education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan. Students apply similar concepts from one sport or movement setting to another. Students can observe another individual's performance and notice key elements for success. At this grade level, students participate in physical activity both in and out of school while maintaining a healthy level of fitness as their bodies grow and change. Their knowledge of safety and the ability to manage their own behavior is reinforced. Instruction is directed more toward encouraging the incorporation of physical activity into a daily routine and less toward fundamental skill development. Students must participate in at least 30 minutes of moderate to vigorous daily physical activity for at least four semesters.

PE/Health 8th

Course Key: **PE8**   Length: YR   Course Type: Regular
Service ID: 03823000   Grades: 8

In grade 8 physical education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan. Although the acquisition of physical fitness and skill development is important, the emphasis is placed more on participation for enjoyment and challenge, both in and out of school. Understanding the need to remain physically active throughout life by participating in enjoyable lifetime activities is the basis for eighth-grade instruction. Students must participate in at least 30 minutes of moderate to vigorous daily physical activity for at least four semesters.

Tennis 7th

Course Key: **TEN7**   Length: YR   Course Type: Regular
Service ID: 03823000   Grades: 7

Tennis is offered through a partnership with the City of Georgetown Recreation Center as a PE substitution subject to student interest and instructor availability.

Tennis 8th

Course Key: **TEN8**   Length: YR   Course Type: Regular
Service ID: 03823000   Grades: 8

Tennis is offered through a partnership with the City of Georgetown Recreation Center as a PE substitution subject to student interest and instructor availability.

VI. Fine Arts

Art 1 Middle School

Course Key: **ARTM1**   Length: YR   Course Type: Regular
Service ID: 03154110   Grades: 6-8

Activities in the TEKS-based Art curriculum will be centered on exploring the elements of art and principles of design in selected projects which may include drawing, design, painting, ceramics, mask-making and three-dimensional projects. A variety of mediums will be used to create 2- and 3- dimensional artwork.

Art 2 Middle School

Course Key: **ARTM2**   Length: YR   Course Type: Regular
Service ID: 03154210   Grades: 7-8

Students will further explore the elements of art and principles of design, as presented in Art I. Students will be encouraged and expected to display a higher degree of initiative and creativity in the production of all work, regardless of chosen medium, whether it be ceramics, painting, drawing, cartooning, or computer art. Students may, at times, complete independent projects with a teacher- approved goal in mind.

Art 3 Middle School

Course Key: **ARTM3**   Length: YR   Course Type: Regular
Service ID: 03154310   Grades: 8

This course is a continuation of Art II and will further explore and develop the spiraling curriculum from Art II. Students will explore the elements of art and principles of design, as presented in Art II. Students will be encouraged and expected to display a higher degree of initiative and creativity in the production of all work, regardless of chosen medium, whether it be ceramics, painting, drawing, cartooning, or computer art. Students may, at times, complete independent projects with a teacher approved goal in mind.

Band 1 Middle School

Course Key: **BANDM1**   Length: YR   Course Type: Regular
Service ID: 03154130   Grades: 6-8

The band program begins in Georgetown ISD in the sixth grade with classroom instruction on each of the basic band instruments. Although it is highly recommended that students begin band in the sixth grade, under certain circumstances seventh and eighth graders will be allowed to enter beginning band if the student receives director approval. The instructors are eager for each student to get the best possible start as a musician and a band member. The sixth grade band performs in concerts and at local competitions and there may be a few outside class rehearsals.

Sixth grade is the best opportunity to enroll in entry level band. No previous band/music experience is necessary. All students interested in band should attend the spring instrument selection night. Students are screened at this event to find the most appropriate instrument for them depending on size, physical characteristics, aptitude and balanced instrumentation, Instruments may be obtained from local music stores which offer quality instruments to beginner students in affordable "rent to own" programs. Some more expensive instruments are rented through the school such as the French horn, bassoon, oboe, tuba, and euphonium. If a student is in need, there are school owned instruments available for a minimal fee. Please contact a director before purchasing an instrument.

Band 2 Middle School

Course Key: **BANDM2**   Length: YR   Course Type: Regular
Service ID: 03154230   Grades: 7-8

Band II is a student's second year in Band. This is a student who has developed a solid understanding of the basic fundamentals of band and their instrument. A student in Band II will audition for placement in a performance ensemble toward the end of the previous school year. Students in performance ensembles may be required to attend morning and/or afternoon rehearsals, after school technique classes, and should be in the process of developing correct and consistent individual practice habits. Members of performance ensembles will also participate in UIL Evaluation (Concert and Sight Reading), solo and ensemble competition, and other extracurricular performances and events.

Band 3 Middle School

Course Key:	**BANDM3**	Length:	YR	Course Type: Regular
Service ID:	03154330	Grades:	8

Band III is a student's third year in Band. This is a student who has developed a solid understanding of the intermediate to advanced fundamentals of individual and ensemble performance, as well as their instrument. A student in Band III will audition for placement in a performance ensemble toward the end of the previous school year. Students in performance ensembles may be required to attend morning and/or afternoon rehearsals, after school technique classes, and should be in the process of developing correct and consistent individual practice habits. Members of performance ensembles will also participate in UIL Evaluation (Concert and Sight Reading), solo and ensemble competition, and other extracurricular performances and events.

Choir 1 Middle School

Course Key: **CHO1** Length: YR Course Type: Regular
Service ID: 03154131 Grades: 6-8

Choir I is a student's first year in Choir. This is a full year course designed to introduce students to the technical activities and studies needed for individual and group vocal production. Vocal techniques, vocal development, sight reading, music terminology, and the development of music self-expression are emphasized. Choir I will perform publicly several times, which includes fall and winter concerts, as well as other opportunities to perform throughout the year. At the end of the year in Choir I, students who wish to continue in Choir may audition for a place in a performance ensemble.

Choir 2 Middle School

Course Key: **CHO2** Length: YR Course Type: Regular
Service ID: 03154231 Grades: 7-8

Choir II is a student's second year in Choir. This is a student who has developed a solid understanding of the basic fundamentals of vocal performance. A student in Choir II will audition for placement in a performance ensemble toward the end of the previous school year. These performance ensembles may be gender specific or a mixed group of boys and girls based on program requirements, student numbers, and other considerations. Students in performance ensembles may be required to attend morning and/or afternoon rehearsals, after school technique classes, and should be in the process of developing correct and consistent individual practice habits. Members of performance ensembles will also participate in UIL Evaluation (Concert and Sight Reading), solo and ensemble competition, and other extracurricular performances and events.

Choir 3 Middle School

Course Key: **CHO3** Length: YR Course Type: Regular
Service ID: 03154331 Grades: 8

Choir III is a student's third year in Choir. This is a student who has developed a solid understanding of the intermediate to advanced fundamentals of vocal performance. A student in Choir III will audition for placement in a performance ensemble toward the end of the previous school year. These performance ensembles may be gender specific or a mixed group of boys and girls based on program requirements, student numbers, and other considerations. Students in performance ensembles may be required to attend morning and/or afternoon rehearsals, after school technique classes, and should be in the process of developing correct and consistent individual practice habits. Members of performance ensembles will also participate in UIL Evaluation (Concert and Sight Reading), solo and ensemble competition, and other extracurricular performances and events.

Dance 1 Middle School

Course Key: **DANCEMS1** Length: YR Course Type: Regular
Service ID: 03154120 Grades: 6-8

Dance students develop perceptual thinking and movement abilities in daily life, promoting an understanding of themselves and others. Students develop movement principles and technical skills and explore choreographic and performance qualities. Students develop self-discipline and healthy bodies that move expressively, efficiently, and safely through space and time with a sensitive kinesthetic awareness. Students recognize dance as a vehicle for understanding historical and cultural relevance, increasing an awareness of their heritage and traditions and those of others, and enabling them to participate in a diverse society. Evaluating and analyzing dance allows students to strengthen decision-making skills, develop critical and creative thinking, and develop artistic creative processes. Students continue to explore technology and its application to dance and movement, enabling them to make informed decisions about dance.

Dance 2 Middle School

Course Key: **DANCEMS2**　Length:　YR　　　Course Type:　Regular
Service ID:　03154220　　Grades:　7-8

Dance students develop perceptual thinking and movement abilities in daily life, promoting an understanding of themselves and others. Students develop movement principles and technical skills and explore choreographic and performance qualities. Students develop self-discipline and healthy bodies that move expressively, efficiently, and safely through space and time with a sensitive kinesthetic awareness. Students recognize dance as a vehicle for understanding historical and cultural relevance, increasing an awareness of their heritage and traditions and those of others, and enabling them to participate in a diverse society. Evaluating and analyzing dance allows students to strengthen decision-making skills, develop critical and creative thinking, and develop artistic creative processes. Students continue to explore technology and its application to dance and movement, enabling them to make informed decisions about dance.

Orchestra 1 Middle School

Course Key: **ORCHM1**　　Length:　YR　　　Course Type:　Regular
Service ID:　03154132　　Grades:　6-8

Orchestra I is a student's first year in Orchestra at the middle school level. This class is open for any student who wishes to learn the violin, viola, cello, or string bass. Students who have previous string experience are encouraged to join the class. Experienced players will be given skill-appropriate materials and may be given the opportunity to audition for placement in a performance ensemble. Students in Orchestra I will have performance opportunities throughout the school year, both at school and in the community. Orchestra is a yearlong course.

Orchestra 2 Middle School

Course Key: **ORCHM2**　　Length:　YR　　　Course Type:　Regular
Service ID:　03154232　　Grades:　7-8

Orchestra II is a student's second year in Orchestra. This is a student who has developed a solid understanding of the basic fundamentals of Orchestra and their instrument. A student in Orchestra II will audition for placement in a performance ensemble toward the end of the previous school year. Students in performance ensembles may be required to attend morning and/or afternoon rehearsals, after school technique classes, and should be in the process of developing correct and consistent individual practice habits. Members of performance ensembles will also participate in UIL Evaluation (Concert and Sight Reading), solo and ensemble competition, and other extracurricular performances and events.

Orchestra 3 Middle School

Course Key: **ORCHM3**　　Length:　YR　　　Course Type:　Regular
Service ID:　03154332　　Grades:　8

This course is a continuation of Orchestra II at a higher level of the spiraling fine arts curriculum. Orchestra III is for students who have completed one year or more of string study. The orchestra performs at many school and community events and takes part in UIL and other contests. Ensemble playing, technique development, and music reading skills are taught. Students are also encouraged to take private lessons and to join community ensembles designed for their level of expertise. Students will be placed into a particular orchestra class based upon audition, instrumentation needs and level of accomplishment in Orchestra II.

Theatre 1 Middle School

Course Key: **THTM1**　　　Length:　YR　　　Course Type:　Regular
Service ID:　03154140　　Grades:　6-8

During this course, students will read and use a play to learn about all aspects of drama, in preparation for producing a play. Students may have the opportunity to sew, write, perform monologues, pantomime, improvise, build scenery models, build props, write, perform songs, design and apply makeup.

Theatre 2 Middle School

Course Key: **THTM2**　　　Length:　YR　　　Course Type:　Regular
Service ID:　03154240　　Grades:　7-8

Theatre II is a student's second year in Theatre. Students will continue to strengthen the skills acquired in Theatre I and increase performance opportunities. A student in Theatre II will have the opportunity to audition for a performance ensemble at the end of the previous school year. Students enrolled in Theatre performance ensembles may be required to attend before or after school rehearsals and perform at various school and community events.

Theatre 3 Middle School

Course Key: **THTM3**   Length: YR   Course Type: Regular
Service ID: 03154340   Grades: 8

Theatre III is a student's third year in Theatre. Students will continue to strengthen the skills acquired in Theatre II, increase the number and variety of performance, and compose original works to be performed by self and others. A student in Theatre III will have the opportunity to audition for a performance ensemble at the end of the previous school year. Students enrolled in Theatre performance ensembles may be required to attend before or after school rehearsals and perform at various school and community events.

VII. Other Electives

Aide Office/Library 6th

Course Key:	**AIDE6**	Length: YR	Course Type: Local Credit
Service ID:	85000OAD	Grades: 6	

Aide Office/Library 6

Aide Office/Library 7th

Course Key:	**AIDE7**	Length: YR	Course Type: Local Credit
Service ID:	85000OAD	Grades: 7	

Aide Office/Library 7

Aide Office/Library 8th

Course Key:	**AIDE8**	Length: YR	Course Type: Local Credit
Service ID:	85000OAD	Grades: 8	

Aide Office/Library 8

Fundamentals of Comp Sci HS

Course Key:	**CSCIFJ**	Length: YHS	Course Type: High School Credit	Course Weight: Core
Service ID:	03580140	Grades: 7-8	Counted in Rank GPA: No	Credits: 1.00

HIGH SCHOOL CREDIT
FUNDAMENTALS OF COMPUTER SCIENCE

Fundamentals of Computer Science is intended as a first course for those students just beginning the study of computer science. Students will learn about the computing tools that are used every day. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations and concepts.

CT FDNs Bus Comm & Tech J

Course Key:	**CTBIM1J**	Length: YHS	Course Type: High School Credit	Course Weight: Core
Service ID:	13011400	Grades: 7-8	Counted in Rank GPA: No	Credits: 1.00

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 post-secondary 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.

CT Career College Explore 1

Course Key:	**CTCCE1**	Length: YR	Course Type: Regular
Service ID:	12700110	Grades: 7-8	

CAREER AND COLLEGE EXPLORATION 1

The goal of this course is to help students build career awareness and engage in deep exploration and study of the Texas CTE career clusters to create a foundation for success in high school, possible postsecondary studies, and careers. Students research labor market information, learn jobseeking skills, and create documents required for employment.

CT Career College Explore 2

Course Key:	**CTCCE2**	Length: YR	Course Type: Regular
Service ID:	12700120	Grades: 8	

CAREER AND COLLEGE EXPLORATION 2

The goal of this course is to help students build career awareness and engage in deep exploration and study of the Texas CTE career clusters to create a foundation for success in high school, possible postsecondary studies, and careers. Students research labor market information, learn jobseeking skills, and create documents required for employment.

CT Digital Design & Media Prod

Course Key:	**CTDDMPJ**	Length:	YHS	Course Type: High School Credit	Course Weight:	Core
Service ID:	03580400	Grades:	7-8	Counted in Rank GPA: No	Credits:	1.00

Prerequisite(s): None

DIGITAL DESIGN AND MEDIA PRODUCTION

Digital Design and Media Production will allow students to demonstrate creative thinking, develop innovative strategies, and use communication tools in order to work effectively with others as well as independently. Students will gather information electronically, which will allow for problem solving and making informed decisions regarding media projects. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will demonstrate a thorough understanding of digital design principles that is transferable to other disciplines. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

CT Digital Media HS

Course Key:	**CTDMJ**	Length:	YHS	Course Type: High School Credit	Course Weight:	Core
Service ID:	13027800	Grades:	7-8	Counted in Rank GPA: No	Credits:	1.00

DIGITAL MEDIA

Students study digital and interactive media and its application in information assesses current and emerging technologies while designing and creating multimedia projects that address customer needs and resolves problems. Knowledge and skills acquired will enable students to successfully perform in a technology driven society.

CT Lifetim Nutrition & Well HS

Course Key:	**CTLNWJ**	Length:	SHS	Course Type: High School Credit	Course Weight:	Core
Service ID:	13024500	Grades:	8	Counted in Rank GPA: No	Credits:	0.50

Recommended Prerequisite(s): None

LIFETIME NUTRITION AND WELLNESS

This laboratory course allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

CT Prof Communication HS

Course Key:	**CTPCJ**	Length:	SHS	Course Type: High School Credit	Course Weight:	Core
Service ID:	13009900	Grades:	7-8	Counted in Rank GPA: No	Credits:	0.50

Prerequisite(s): None

PROFESSIONAL COMMUNICATION

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

CT Prin App Engineering HS

Course Key:	**CTPRAENJ**	Length:	YHS	Course Type: High School Credit	Course Weight:	Core
Service ID:	13036200	Grades:	8	Counted in Rank GPA: No	Credits:	1.00

PRINCIPLES OF APPLIED ENGINEERING

Prerequisite: None.

Principles of Applied Engineering provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students develop engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will have an understanding of the various fields of engineering and be able to make informed career decisions.

Personalized Learning Path 6th

Course Key:	**PLP6**	Length:	YR	Course Type: Local Credit
Service ID:	82900PL6	Grades:	6	

The class emphasizes the development of attributes of the learner profile for students. As such, the course will be interdisciplinary, allowing for directed and independent study across content areas. Through the course content, the students will develop the lifelong skills present in the learner profile and will have the opportunity to develop research, writing, and presentation skills.

Personalized Learning Path 7th

Course Key: **PLP7** Length: YR Course Type: Local Credit
Service ID: 82990PL7 Grades: 7

The class emphasizes the development of attributes of the learner profile for students. As such, the course will be interdisciplinary, allowing for directed and independent study across content areas. Through the course content, the students will develop the lifelong skills present in the learner profile and will have the opportunity to develop research, writing, and presentation skills.

Personalized Learning Path 8th

Course Key: **PLP8** Length: YR Course Type: Local Credit
Service ID: 83800PL8 Grades: 8

The class emphasizes the development of attributes of the learner profile for students. As such, the course will be interdisciplinary, allowing for directed and independent study across content areas. Through the course content, the students will develop the lifelong skills present in the learner profile and will have the opportunity to develop research, writing, and presentation skills.

Spanish 1 HS

Course Key: **SPAN1J** Length: YHS Course Type: High School Credit Course Weight: Core
Service ID: 03440100 Grades: 8-9 Counted in Rank GPA: Yes Credits: 1.00

HIGH SCHOOL CREDIT
Prerequisite(s): None

This course provides an introduction to the five Cs: communication (speaking, listening, reading, writing); culture (understanding the people, practices, products and perspectives); connections (with other subject areas); comparisons (one's own culture and language with another); and communities (using language beyond the school setting for personal and career development). Students will begin practicing their interpersonal, interpretive, and presentation communication skills in their target language.

Spanish 2 HS Advanced

Course Key: **SPAN2JH** Length: YHS Course Type: High School Credit/Honor Course Weight: Advanced
Service ID: 03440200 Grades: 8-9 Counted in Rank GPA: Yes Credits: 1.00

HIGH SCHOOL CREDIT
Prerequisite(s): Credit in Level I, AVANT placement

This course will enable students to further explore the five C's (communication, culture, connections, comparisons, and communities), completing the novice level of proficiency. Students will continue to work on their interpersonal, interpretive, and presentation skills in order to effectively communicate with others. This course aims to provide students with a well-rounded exploration and foundation of the target language.

Spanish 2 Speakers HS Advanced

Course Key: **SPAN2SJH**	Length: YHS	Course Type: High School Credit/Honor	Course Weight: Advanced
Service ID: 03440220	Grades: 6-8	Counted in Rank GPA: Yes	Credits: 1.00

HIGH SCHOOL CREDIT
Prerequisite(s): Participation in elementary Dual Language Program (Dual Language department approval), AVANT placement

This course is designed for former DL students who elect to continue their Spanish language and literacy skills in middle school.
This course follows the same TEKS as Spanish 2 Advanced in high school.

Spanish 3 HS Advanced

Course Key: **SPAN3JH**	Length: YHS	Course Type: High School Credit/Honor	Course Weight: Advanced
Service ID: 03440300	Grades: 8-9	Counted in Rank GPA: Yes	Credits: 1.00

HIGH SCHOOL CREDIT
Prerequisite(s): Credit in Levels I and II, AVANT placement

This course will primarily focus on strengthening students' interpersonal, interpretive, and presentation skills. This course will stress students' abilities to effectively utilize different forms of communication. Students will be provided opportunities to practice their real world survival skills both in and outside of the classroom. This course will contain a component of AP curriculum and AP-style tasks in an attempt to prepare students for their respective AP Language and Culture exam. In an attempt to further prepare students for their respective AP language exam, a higher amount of the target language will be spoken by the course instructor.

Spanish 3 Speakers HS Advanced

Course Key: **SPAN3SJH**	Length: YHS	Course Type: High School Credit/Honor	Course Weight: Advanced
Service ID: 03440330	Grades: 6-8	Counted in Rank GPA: Yes	Credits: 1.00

HIGH SCHOOL CREDIT
Prerequisite(s): Spanish 2, AVANT placement, participation in elementary dual language program
(Dual Language department approval)

This course is designed for former dual language students who elect to continue their Spanish language and literacy skills in middle school. This course follows the same TEKS as Spanish 3 Advanced in high school.

Spanish 4 MSHS Advanced

Course Key: **SPAN4JH**	Length: YHS	Course Type: High School Credit/Honor	Course Weight: Advanced
Service ID: 03440400	Grades: 8	Counted in Rank GPA: Yes	Credits: 1.00

Prerequisite(s): Credit in Levels II and III, AVANT placement

This course will primarily focus on strengthening students' interpersonal, interpretive, and presentation skills. The course will stress students' abilities to effectively utilize different forms of communication. Students will be provided opportunities to practice their real world language skills both in and outside of the classroom. This will begin to prepare students for future AP Language and Culture course/exam. A high amount of the target language will be spoken by the course instructor.

MS-23

Addendum Date: 4/23/2025

Addendum Description: Starting next school year (2025-2026), GISD will no longer offer the current version of its Health course, Instead GISD will teach Lifetime Nutrition and Wellness, a Career and Technical Education (CTE) course, which will satisfy the Health graduation requirement - **Course Deletion**

Health 1 HS (03810100)

Credits: 0.5	Length: SM	Course Type: HS Credit	Counted in Rank GPA: No

Pre-requisites: None

In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.

Health	HLTHJ	Course Weight: Core Grade	8th

Addendum Date: 4/23/2025

Addendum Description: Starting next school year (2025-2026), GISD will no longer offer the current version of its Health course, Instead GISD will teach Lifetime Nutrition and Wellness, a Career and Technical Education (CTE) course, which will satisfy the Health graduation requirement - **Course Addition**

CT Lifetime Nutrition and Wellness

Recommended Grades: 8

Credits: 0.5	Length: SM	Credit Type: State	Counted in Rank GPA: No

Prerequisites: None

This laboratory course allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

CT Lifetime Nutrition and Well	CTLNWJ	13024500	Course Weight: Core

Teen Leadership HS (N1290012)

Credits: 0.5	Length: SM	Course Type: HS Credit	Counted in Rank GPA: No

Pre-requisites: None

Teen Leadership is a semester course that teaches key concepts and skills essential for attaining maximum success. Students learn how to achieve personal goals, and develop a positive attitude and self-concept, along with peer pressure resistance and positive work ethic. Effective communication skills needed in professional and personal settings are taught and practiced throughout the course. Students learn social skills that are necessary to develop healthy personal and professional relationships and friendships which incorporate support and trust. Teen Leadership students will understand the value of integrity, the need for positive leadership, and will learn how to be proactive leaders.

Teen Leadership	TEENJ	Course Weight: Core	7th / 8th Grade

Media Publications 1 (84000YB7)
Media Publications 2 (84000TB8)

Students learn various aspects of design and production as it relates to yearbook. Students will be responsible for a number of pages and the respective layouts of those pages. This may include collecting and taking photographs, conducting interviews writing captions and stories, meeting deadlines and editing pages. Students will also participate in developing other media publications, such as a campus newsletter, e-news, and campus announcement productions. Various media experiences and tasks will be included. Class work time may be required outside of the regular school day.

Media Publications 1	MPUB1	Full Year	7th / 8th Grade
Media Publications 2	MPUB2	Full Year	8th Grade

Addendum Date: 4/23/2025

Addendum Description: Starting next school year (2025-2026), GISD will no longer offer Media Publications 1 and 2 as a course options for students. Instead of Media Publications 2, students will enroll in a new course: CT Digital Design and Media Production - **Course Deletion / Addition**

CT Digital Design and Media Production			
Credits: 1.0	Length: YR	Credit Type: State	Counted in Rank GPA: No

Prerequisites: None

Digital Design and Media Production will allow students to demonstrate creative thinking, develop innovative strategies, and use communication tools in order to work effectively with others as well as independently. Students will gather information electronically, which will allow for problem solving and making informed decisions regarding media projects. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will demonstrate a thorough understanding of digital design principles that is transferable to other disciplines. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

CT Digital Design and Media Pub	CTDDMP	3580400	Course Weight: Core

Addendum Date: 4/23/2025

Addendum Description: Starting next school year (2025-2026), GISD will no longer offer Instructional Tech Apps for 7th and 8th grade students. A version of the course will be retained for sixth graders. - **Course Deletion**

Instructional Technology Applications (84700ITA)			

Students explore various uses for technology learning tools in order to enhance technology integration into the academic experience. Through project-based learning, students will design, create, produce and present multi-media products using instructional technology applications and programs, with specific focus on current content area integration. Students will progress though the Bloom's Digital Taxonomy as they develop Higher Order Thinking Skills in discovering innovative application of digital media and programming.

Instructional Tech Apps	ITA	Semester	7th / 8th Grade