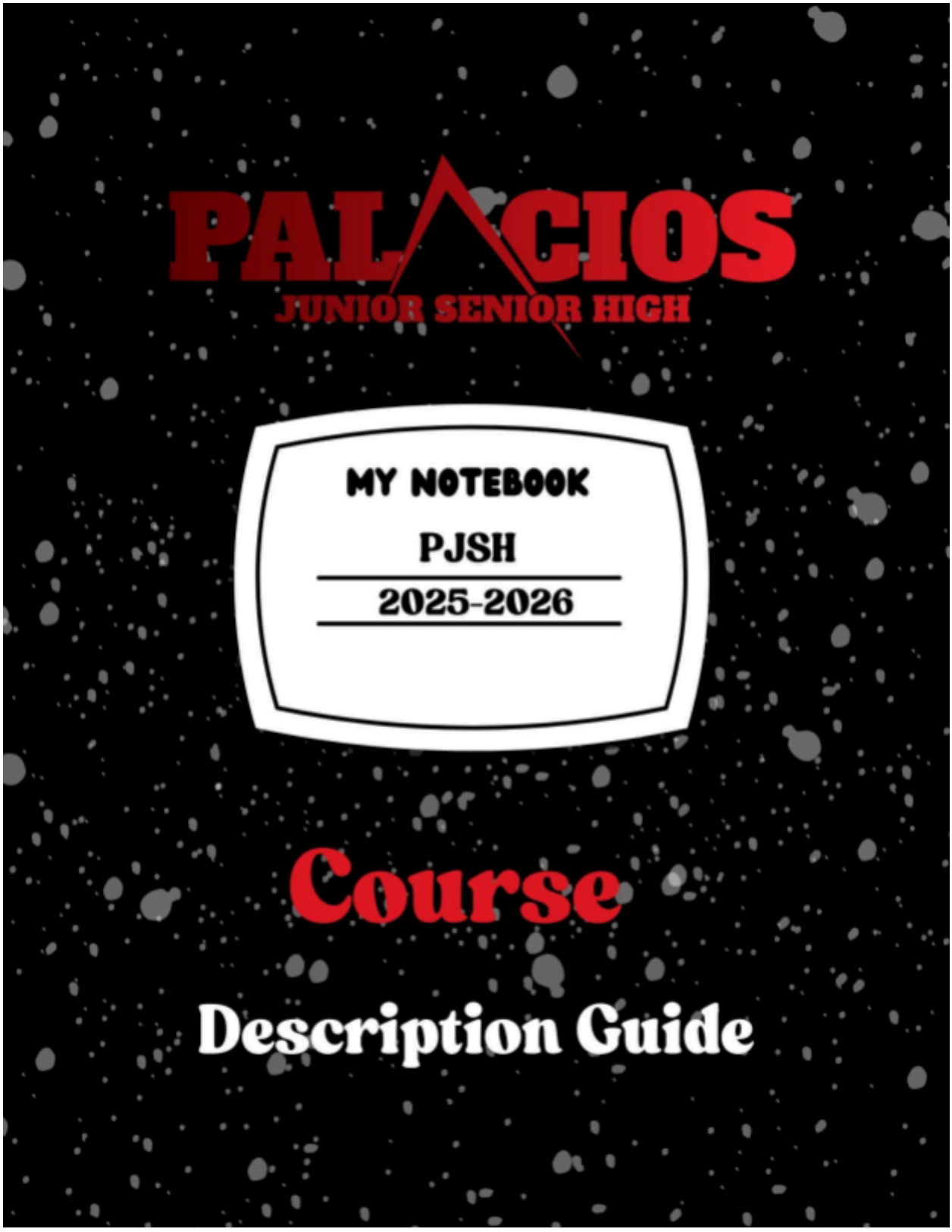
PALACIOS
JUNIOR SENIOR HIGH
MY NOTEBOOK
PJSH
2025-2026
Course
Description Guide

Statement of Content Exclusion

The purpose of this Course Description Guide is to serve as a guideline only. The policies and procedures contained within this document can be changed at any time to serve the best interest of the District. Subsequent to the printing of this document, periodically there are changes in law, policy, guidelines, and regulations that are not reflected in this document. Parents/guardians and students are responsible for conferring with campus administrative offices for updates that were neither effective nor available at the time of this printing.

Counseling Services

The Palacios Junior Senior High Counselor has an "open door" policy regarding counseling of students. All students are welcome and encouraged to speak with the School Counselor concerning personal, educational, and vocational needs. Parents/guardians are encouraged to visit the school to discuss their child's course selections and graduation plan. The counselor is available to assist students with a range of personal concerns, including such areas as social, family, or emotional issues, or substance abuse. Information about community resources to address these concerns is also made available to students.

Required Subjects for Junior High

Each year, every junior high student is required to take a full year of the four core subjects – English/ELA, Math, Science, and Social Studies. P.E or P.E. equivalent (athletics or pre-athletics) is required for 2 years in Junior High.

High School Information and Graduation Requirements

The high school curriculum at PJSH is designed to meet the needs of students preparing for college, careers and citizenship in the community. PJSH offers a full range of courses, advanced academic courses, and a comprehensive array of Career and Technical Education programs. All students are expected to prepare for both college and life careers.

In addition to the core academic programs, PJSH also offers a variety of extracurricular and co-curricular programs for students. High school students can perform in a marching band, star in a dramatic production, or edit a yearbook. They can compete in volleyball or football, or any of the many other sports. PJSH also has numerous clubs and organizations students can join for both fun and education.

Browse through the course offerings in this guide to identify electives or programs that interest you. The counselor is available to help students identify courses to take, but students should discuss their goals and interests with parents/guardians as well. Students and their families should explore the many college scholarship opportunities available to successful high school

students. Scholarship information is provided to all students. See your counselor for scholarship information.

Graduation Programs

All students entering grade 9 are required to enroll in the Foundation with Endorsements Program. Permission to enroll in the Foundation only (minimum) Graduation Program will be granted only if an agreement is reached among the students, the parents/guardians, and the principal. The Foundation with Endorsements Program requires a minimum of 27 credits for graduation. Should a student need to graduate on the Foundation only (minimum) Graduation Program, the student must complete at least the required 22 credits. Graduation under the Foundation only (minimum) High School Program requires parental/guardian permission or ARD decision. All students must take required English, mathematics, science and social studies courses in the year they enter high school, and they must continue those courses annually until all requirements are met. Students are encouraged to continue their mathematics and English study throughout high school.

Incoming 9th Grade 2019-2020 and Thereafter
Graduation Program Options

Discipline	Foundation HSP
English Language Arts	**Four credits:** ● English I ● English II ● English III ● An advanced English course
Mathematics	**Three credits:** ● Algebra I ● Geometry ● An advanced math course
Science	**Three credits:** ● Biology ● Chemistry ● An advanced science course
Social Studies	**Three credits** ● U.S. History ● U.S. Government (one-half credit) ● Economics (one-half credit) ● World History or World Geography
Physical Education	**One**
Languages Other Than English	**Two credits in the same language**
Career and Tech	**One credit of any yearlong CTE course**
Fine Arts	**One credit**

Speech	**One-half credit from either of the following:** ● Communication Applications ● Professional Communications (CTE)
Electives	**Three and one-half credits** **(two must be towards endorsement)**
Total Credits	22

Endorsement Options for Foundation with Endorsement Program

Endorsements	**A student may earn an endorsement by successfully completing** ● **curriculum requirements for the endorsement** ● **a total of four credits in mathematics** ● **a total of four credits in science** ● **three additional elective credits**
STEM	A student may earn a STEM endorsement by completing foundation and general endorsement requirements and one of the following: ● A coherent sequence of courses for four or more credits in CTE that consists of at least two courses in the same career cluster including at least one advanced CTE course which includes any course that is the third or higher course in a sequence ● A coherent sequence of four credits in computer science ● A total of five credits in mathematics by successfully completing Algebra I, Geometry, Algebra II and two additional mathematics courses for which Algebra II is a prerequisite ● A total of five credits in science by successfully completing Biology, Chemistry, Physics, and two additional science courses ● In addition to Algebra II, Chemistry, and Physics, a coherent sequence of three additional credits from no more than two of the areas listed above
Business and Industry	A student may earn a Business and Industry endorsement by completing foundation and general endorsement requirements specified below: A coherent sequence of courses for four or more credits in CTE that consists of at least two courses in the same career cluster including at least one advanced CTE course which includes any course that is the third or higher course in a sequence. The courses may be selected from courses in all CTE career clusters or CTE innovative courses approved by the commissioner of education. The final courses in the sequence must be selected from one of the following CTE career clusters: ● Agriculture, Food, & Natural Resources ● Architecture & Construction ● Arts, Audio/Video Technology, & Communications ● Hospitality and Tourism

	● Health Science ● or a coherent sequence of four CTE credits
Arts and Humanities	A student may earn an Arts and Humanities endorsement by completing foundation and general endorsement requirements and one of the following: ● A total of five social studies credits ● Four levels of the same language in a language other than English ● Two levels of the same language in a language other than English and two levels of a different language in a language other than English ● A coherent sequence of four credits by selecting courses from one or two categories or disciplines in fine arts or innovative courses approved by commissioner
Multidisciplinary Studies	A student may earn a multidisciplinary studies endorsement by completing foundation and general endorsement requirements and one of the following: ● Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence ● Four credits in each of the four foundation subject areas to include English IV and Chemistry and/or Physics ● Four credits in advanced placement, International Baccalaureate, or dual credit selected from English, Mathematics, Science, Social Studies, Economics, Languages other than English, or Fine Arts
Public Service	A student may earn a public services endorsement by completing a foundation and general endorsement requirement and a coherent sequence of courses for four or more credits in CTE that consists of at least two courses in the same career cluster and at least one advanced CTE course. The courses may be selected from Chapter 130 of this title, Chapter 127 of this title, or CTE innovative courses approved by the commissioner ● Health Science ● Education and Training ● Human Services.
Total Credits With Endorsement	**27**
Distinguished Level of Achievement	● A total of four credits in math, including credit in Algebra II ● A total of four credits in science ● Completion of curriculum requirements for at least one endorsement

	● A student must earn distinguished level of achievement to be eligible for top 10% automatic admission
Performance Acknowledgments	● A student can earn a performance acknowledgement for outstanding performance as stated in Chapter 74 of the Texas Education Code by successfully earning one of the following: ○ requirements in a dual credit course ○ outstanding performance in bilingualism and biliteracy ○ outstanding performance on an AP test or IB exam ○ outstanding performance on the PSAT, the ACT-Plan, the SAT, or the ACT ○ or earning a nationally or internationally recognized business or industry certification or license

Four Year Personal Graduation Plans

A four-year plan is developed for each student entering Palacios High School. A four-year planning worksheet will be provided for parents/guardians of all incoming freshmen and transfer students at pre-registration/orientation.

Early Graduation

Students wishing to graduate under a three-year plan need to meet with the counselor during the first semester of their sophomore year for more details. Written parent/guardian permission must be obtained before the student can pursue the three-year plan. English 3 credit through correspondence course must be received by the high school by the last school day of the student's sophomore year. All additional required correspondence course credits must be received by the high school by the first school day of the student's junior year.

Elective Courses

Electives are courses that are not specifically required for graduation. Students have a certain flexibility to choose electives that are of interest. These courses range in the areas of fine arts, business, career/technology, and other electives. Elective courses offer students an opportunity to explore their own interests, and they also offer a source of enrichment in many different areas.

High School Credit for Grades 7-8

There are high school courses offered at the junior high. The high school curriculum and content and Texas Essential Knowledge and Skills (TEKS) are used. Students will receive high school credit upon successfully completing these courses. Grades for high school credit courses taken at junior high will NOT be calculated in the grade point average (GPA) or class ranking at high school.

Courses:
Algebra I
Business Information Management (BIM)*
Employability Skills
Professional Communications
Dollars and Sense
Money Matters
Interpersonal Studies
CTE Principle courses
* Course no longer offered

Promotion for Grades 6-8

In grades 6 – 8, promotion to the next grade level shall be based on a grade of 70 or above on a scale of 100 based upon course-level standards (essential knowledge and skills) in reading and mathematics and either science or social studies.

Summer School for Grades 6-8
Optional Extended School Year

Students who did not meet the criteria for promotion may have the option to attend Optional Extended School Year during the summer. Students may be promoted to the next grade level after meeting all the requirements for the Optional Extended School Year.

RTI for Math and Reading for Grades 6-8

This is a **REQUIRED** course for all students who are not successful on their STAAR tests. These classes are designed to fill gaps that the students may have developed and will need to be successful in future classes.

Homework Club

Homework Club is a service available to students who need additional academic support. Homework Club provides a safe and quiet place for students to work on homework with limited assistance from the teacher.

Tutorials

Students and parents may request tutorials from individual teachers for additional help and should get with the individual teacher to make arrangements to schedule for tutorials. Teachers may also require a student to attend tutorials for additional help if a student is not making sufficient progress.

Special Requirements

1. All students must demonstrate mastery on all assessments required by the State prior to graduation. An ARD or IGC can make exceptions to this requirement.

2. Students may earn no more than three state credits of physical education or equivalent toward graduation.

3. Grade level advancement: Listed below is a summary of the minimum number of course credits required for grade level classification:

Freshmen (Grade 9):	Promotion from 8th grade
Sophomore (Grade 10):	6 Credits
Juniors (Grade 11):	12 Credits
Seniors (Grade 12):	19 Credits
Needed to graduate:	27 Credits

   - **Grade classification is determined only once a year, during the summer.**

4. No local credits may be used toward graduation under the Foundation with Endorsement Program, the Recommended High School Program, or Foundation High School Program.

5. A student entering Grade 9 shall enroll in the courses necessary to complete the curriculum requirement for the Foundation with Endorsement high school program unless the student, the student's parent/guardian, and a school administrator agree that the student should be permitted to take courses under the Foundation high school program.

Individual Graduation Committee

SB149 amends TEC §28.0258 to allow the use of an Individual Graduation Committee (IGC) for any 12th grade student who has failed to comply with the end-of-course assessment instrument performance requirements under TEC §39.025, in not more than two subjects. The legislative amendments outline specific details related to student eligibility, IGC development, and graduation requirements that the IGC may recommend. According to the requirements, as part of the IGC, each student will:

- Participate in the IGC to ensure that alternate graduation requirements and expectations are clearly understood,
- Attend additional hours of remediation as outlined by the IGC,
- Complete an approved project or portfolio per EOC that exhibits proficiency in the subject area(s), and
- Continue to participate in EOC assessments until meeting with success or successful completion of the IGC requirements resulting in graduation.

Correspondence Courses

High school students may earn up to two credits toward graduation through correspondence course work from The University of Texas at Austin or Texas Tech University. Students are eligible to earn up to two secondary credits toward graduation through correspondence courses by receiving approval to enroll from the principal. Credit toward graduation is not awarded if enrollment begins prior to approval.

Seniors taking correspondence courses must have completed the course(s) and received their grades by April 1st of their graduating year.

Grades earned in correspondence courses are not used in computing class ranking, grade point average (GPA), or honor roll.

Credit by Exam (CBE)

Palacios I.S.D offers free examinations for acceleration on specific dates. For more information, contact the Administration Office or the school counselor.

Credit by Exam (with prior instruction): Students who had prior formal course instruction and who failed the course may earn credit by exam after passing an exam with a minimum of 70.

Credit by Exam (without prior instruction): Students wishing to "test out" of a course in which no prior instruction had been received must make a minimum of 80 on the exam to receive credit.

Seniors taking credit by exam must have completed the exam(s) and received their grades by April 1st of their graduating year.

Grades earned by Credit by Exam are not used in computing class ranking, grade point average (GPA), or honor roll.

Receiving Credit

Students receive credit at the end of each semester for classes in which semester averages are a 70 or higher. However, in full year classes, a grade of 60 or above in one semester may be averaged with the other semester. If the total average is 70 or higher, the student will receive credit for the full year.

Students with excessive absences may lose credit in classes in which they have otherwise "passed". See the PISD Student Handbook for more information regarding attendance requirements.

Mid Quarter Enrollment

Students enrolling in a new course mid quarter for which no other grades are available will be given the opportunity to complete enough course work to earn the credit through Edgenuity. Students who enroll within the last ten days of the first or third quarter will be issued an incomplete to allow time to complete enough coursework for an appropriate grade to be earned. Students who enroll within the last ten days of the second or fourth quarter will not be issued an incomplete. Grades earned will be based on completed course work and semester exam grades.

Honor Roll

A Honor Roll: Report card grades of 90 or above in each subject for the quarter.
A/B Honor Roll: All report card grades that are 80 or above for the quarter.

Class Ranking

Class ranking is based on a weighted scale. Points for class ranking are weighted or determined by the type of class (regular, advanced, AP, OnRamps & Dual Credit) and the final semester averages. Class ranking points will be determined by the classes in which the student is enrolled at the time of final semester exams.

Class ranking is the calculation of students' sum total of weighted points for a particular grade level in which students are "ranked" or placed in order from the student with the largest sum total of points to the student with the least sum total of points.

Individual class rank standing is recalculated at the end of each school year and will be available at the beginning of the following school year. The senior class will be re-ranked after the 2nd quarter. For the purpose of determining honors to be conferred during graduation activities, the District shall re-calculate class rank by using grades available at the time of calculation at the end of the third quarter grading period of the senior year. Dual credit grades may not be available at the time of 3rd quarter ranking.

For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law at the end of the 4th quarter.

Classes taken in Summer School, Junior High, Credit by Exam, Correspondence, Credit Restoration, and/or any other course not taken during the 8 period instructional school day and during the academic school year are not calculated into class rank.

Class Rank Calculation

Beginning with students in the graduating class of 2026

Consistent Application for Graduating Class
The District shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

Beginning with Graduating Class of 2026
Beginning with students in the graduating class of 2026, the District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9–12 only, unless excluded below, and only in the following subject areas: English, mathematics, science, social studies, and languages other than English. The calculation shall include a student's highest semester grades in each of these five subject areas, to a maximum of ten semester grades in each subject area.

The calculation shall include failing grades.

Exclusions
The calculation of class rank shall exclude grades earned in any dual credit course for which credit is earned outside the regular school day or regular school year; any traditional correspondence course; or any credit recovery course; or earned through credit by examination, with or without prior instruction.

Weighted Grade System

Beginning with Graduating Class of 2026

Tier 1 Eligible AP courses shall be categorized and weighted as Tier 1 courses. Beginning with students in the graduating class of 2026, an AP course grade earned through the Texas Virtual School Net-work (TxVSN) shall not be eligible for Tier 1 weight.

Tier 2 Eligible dual credit courses, eligible OnRamps courses, AP courses taken through TxVSN, and other courses locally designated as advanced shall be categorized and weighted as Tier 2 courses.

Tier 3 All other eligible courses shall be categorized and weighted as Tier 3 courses.

Weighted Grade Point Average
The District shall convert semester grades earned in eligible courses to grade points and shall calculate a weighted grade point average (GPA) in accordance with the following chart:

Palacios Junior Senior High Class Ranking
Weighted Scale
Beginning with the students in the graduating class of 2026

Class ranking is calculated using the following weighted scale:

Student Semester Average	Tier 3	Tier 2 Advanced, Dual Credit Online & OnRamps	Tier 1
100	4.0	5.0	6.0
99	3.9	4.9	5.9
98	3.8	4.8	5.8
97	3.7	4.7	5.7
96	3.6	4.6	5.6
95	3.5	4.5	5.5
94	3.4	4.4	5.4
93	3.3	4.3	5.3
92	3.2	4.2	5.2
91	3.1	4.1	5.1
90	3.0	4.0	5.0
89	2.9	3.9	4.9
88	2.8	3.8	4.8
87	2.7	3.7	4.7
86	2.6	3.6	4.6
85	2.5	3.5	4.5
84	2.4	3.4	4.4
83	2.3	3.3	4.3
82	2.2	3.2	4.2
81	2.1	3.1	4.1
80	2.0	3.0	4.0
79	1.9	2.9	3.9
78	1.8	2.8	3.8
77	1.7	2.7	3.7
76	1.6	2.6	3.6
75	1.5	2.5	3.5
74	1.4	2.4	3.4
73	1.3	2.3	3.3
72	1.2	2.2	3.2
71	1.1	2.1	3.1
70	1.0	2.0	3.0
Below 70	0	0	0

Transferred Grades
When a student transfers semester grades for courses that would be eligible for inclusion in the calculation as Tier 2 or Tier 3 courses in the District's weighted grade system, the District shall assign Tier 2 or Tier 3 weight, as applicable.

When a student transfers semester grades for AP courses that would be eligible for inclusion in the calculation in accordance with this policy, the District shall assign Tier 1 weight only if the same AP courses are offered to the same class of students in the District. For grades in eligible AP courses that have not been offered to the same class of District students, the District shall assign Tier 3 weight.

Local Graduation Honors
For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank in accordance with this policy and administrative regulations by using grades available at the time of calculation at the end of the third quarter grading period of the senior year. Dual credit grades may not be available at the time of 3rd quarter ranking.
For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class rank for the purpose of automatic admission under state law. [See EIC(LEGAL)]

Valedictorian and Salutatorian
The valedictorian and salutatorian shall be the eligible students with the highest and second highest rank, respectively. To be eligible for this local graduation honor, a student must have been continuously enrolled in the District high school for the entire two school years immediately preceding graduation.

Breaking Ties
In case of a tie in weighted GPAs after calculation to the fifth decimal place, the District shall count the number of Tier 1 and Tier 2 courses taken by each student involved in the tie.
If the tie is not broken after this comparison is made, the District shall recognize all students involved in the tie as sharing the honor and title.

Highest- Ranking Graduate
The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.

Valedictorian and Salutatorian

For the purpose of determining honors to be conferred during graduation activities, after the 3rd quarter class ranking of the senior class, the student with the greatest sum total class ranking points will be named Valedictorian and the student with the second greatest sum total of points will be named Salutatorian. For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law at the end of the 4th quarter. These students must also have been continuously enrolled at Palacios High School for their entire junior and senior years. If there is a tie, the tie shall be broken by determining the student with the greatest number of Advanced and AP courses taken at PJSH.

Unweighted Grade Point Average (G.P.A.)

The G.P.A. is calculated on the 4.0 scale and is **NOT** weighted. Unweighted G.P.A. is a student's individual grade point average for classes they are enrolled in at the time of final exams per semester. Unweighted G.P.A. is recalculated at the end of each school year and will be available at the beginning of the following school year. Seniors' unweighted G.P.A. will be recalculated at the end of the 4th quarter for final graduation unweighted G.P.A. Classes taken in Summer School, Junior High, Credit by Exam, Correspondence, and/or Credit Restoration are not calculated in the unweighted G.P.A.

Unweighted G.P.A. is calculated using the following scale. All classes are given the same amount of points; there is no distinction between Regular, Advanced, AP, OnRamps, or Dual Credit.

Student Semester Average A (90-100)	=	4.0
B (80-89)	=	3.0
C (75-79)	=	2.0
D (70-74)	=	1.0
F (69 & below)	=	0

Transfer Grades

Grades received from other districts or states will use the following conversion chart.

A- = 92	A = 95	A+ = 98
B- = 82	B = 85	B+ = 88
C- = 75	C = 77	C+ = 79
D- = 70	D = 72	D+ = 74
F = 67	P (passing) = 80	

Transferred Advanced, AP, OnRamps, and Dual Credit classes will only receive "weight" for classes in which PJSH offers.

Special Weighted Courses

ONLY the specific courses listed on this table will be used in class rank calculation

Courses Included in Class Rank Calculation
Beginning with students in the graduating class of 2026

Courses offered:

Tier 3 Weight	**Tier 2 Weight**	**Tier 1 Weight**
English	**English**	**English**
English 1, 2, 3, 4	English I & II Advanced	
English 1, 2 SOL	Dual Credit Humanities 1301	
Professional Communications	Dual Credit Communication App 1315	
	Dual Credit (2322, 2323)	
	OnRamps - English	
Languages Other Than English	**Languages Other Than English**	**Languages Other Than English**
Spanish 1, 2	Spanish III	
	Dual Credit Spanish 1411, 1412	
Math	**Math**	**Math**
Algebra 1	Geometry Advanced	AP Pre-calculus
Algebra 2	Algebra 2 Advanced (College Algebra OnRamps)	AP Computer Science A
Applied Math for Tech Professionals	Dual Credit Math 1324, 1325, 1342, 2413, 1316, 1332	
Math Applications in Ag	TXVSN Statistics	
Geometry		
Science	**Science**	**Science**
Biology	Biology Advanced	
Chemistry	Chemistry OnRamps	

Environmental Systems	Human Anatomy and Physiology	
Principles of Technology	OnRamps: Introductory Biology I	
	Advanced Animal Science 1319/1119	
Social Studies	**Social Studies**	**Social Studies**
World Geography	World Geography Advanced	AP Human Geography
World History	OnRamps - US History	AP World History
US History	Dual Credit Government 2305, 2306	
Government	Dual Credit Economics 2301	
Economics	Dual Credit Psychology 2301	
	Dual Credit Sociology 1301	

Special Weighted Courses

Advanced and Advanced Placement (AP)

The Advanced courses at PJSH are available to challenge students. Course content has been adjusted to the pace and depth of learning in specific content areas, as well as differentiation in content, product, and process with emphasis on higher level and creative and critical thinking skills.

The AP Program is a cooperative educational endeavor between secondary schools and colleges and universities. It gives high school students exposure to college-level material through involvement in an AP course, and then gives them an opportunity to show what they have learned by taking an AP Exam. Dependent on scores and policies, colleges and universities may then be able to grant credit, placement, or both to these students.

AP Exams are a significant part of the AP Program, but they are not the only part. AP courses are taught by dedicated and committed high school teachers. There are many benefits for students who take AP courses. They can study subjects of interest and challenge themselves with students who are similarly motivated. AP often helps steer students who are unsure about future plans toward college or advanced studies, and most colleges view any AP experience as a plus. This gives students a head start and increases their future by giving them tools that will serve them well throughout their college career.

PJSH has made Advanced & AP courses available to all students who express the desire to meet the rigorous standards of these college preparatory courses. However, prerequisites for these classes must be met, and a minimum grade of 70 or higher as per each academic department must be maintained at all times. Failure to do so will result in probation for the remainder of the school year. If the grade is not maintained at the required average at each quarter grade reporting period during probation, the student will be transferred to an academic level class. Students who desire to take an AP exam are responsible for paying the cost of the exam, which is approximately $90.00. *However, for some students the cost may be reduced if the student qualifies with acute financial need*.

To receive Tier 1 weight in AP classes, students must take the AP exam for AP classes enrolled. If the student does not take the AP exam the student will receive Tier 3 weight for the class.

Credit by exam, correspondence, and summer school grades will not be considered for prerequisite requirements for Advanced and Advanced Placement (AP) courses.

The District shall allow a student to be exempt from no pass, no play rules only once in a school year for a failing grade in an AP course at the end of the grading period.

Specifics of Advanced Placement courses:

http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

Curriculum – AP® is a rigorous academic program built on the commitment, passion and hard work of students and educators from both secondary schools and higher education. With more than 30 courses in a wide variety of subject areas, AP provides willing and academically prepared high school students with the opportunity to study and learn at the college level. Through AP courses, talented and dedicated AP teachers help students develop and apply the skills, abilities and content knowledge they will need later in college. Each AP course is modeled upon a comparable college course, and college and university faculty play a vital role in ensuring that AP courses align with college-level standards. For example, through the AP Course Audit, AP teachers submit their syllabi for review and approval by college faculty. Only courses using syllabi that meet or exceed the college-level curricular and resource requirements for each AP course are authorized to carry the "AP" label.

Timeframe – Advanced Placement courses have a set amount of curriculum which must be covered before the Advanced Placement exams in the spring. Due to this time constraint, these courses move at a fast pace during the school year and include assignments during the summer and school breaks to ensure that content can be covered before the testing deadline.

Grades – To ensure students are being fairly compensated for taking Advanced Placement classes, class ranking is calculated using a weighted scale. Three examples are listed below. The full chart is listed in the PJSH Course Description Guide.

Semester Average	Regular	Adv., Dual Credit & OnRamps	AP Classes
100	4.0	5.0	6.0
90	3.0	4.0	5.0
80	2.0	3.0	4.0

AP Exam Scores

5 Extremely well qualified
4 Well Qualified
3 Qualified
2 Possibly qualified
1 No recommendation

AP Exam scores of 5 are equivalent to A grades in the corresponding college course. AP Exam scores of 4 are equivalent to grades of A–, B+ and B in college. AP Exam scores of 3 are equivalent to grades of B–, C+ and C in college.

Rationale – AP courses culminate in a suite of college-level assessments developed and scored by college and university faculty members as well as experienced AP teachers. AP Exams are an essential part of the AP experience, enabling students to demonstrate their mastery of college-level course work. Strong performance on AP Exams is rewarded by colleges and universities worldwide. More than 90 percent of four-year colleges and universities in the United States grant students credit, placement or both on the basis of successful AP Exam scores. But performing well on an AP Exam means more than just the successful completion of a course; it is the gateway to success in college. Research consistently shows that students who score a 3 or higher typically experience greater academic success in college and improved graduation rates than their non-AP student peers.

Dual Credit

PJSH students may enroll in up to two college courses per semester for dual credit. This requirement can be waived for students who have demonstrated outstanding academic performance and capability by successfully completing dual credit classes in a prior semester, and if approved by the Principal of the high school and the Assistant Superintendent.

- Students may only take the full 16 week courses.
- Students are advised not to take dual credit courses at UTPB and WCJC concurrently.
- Dual credit classes must be taken during the regular academic school year and schedule.
- Students may only take courses selected from the district approved list of courses.

PJSH Requirements:

1. Students must be in good academic standing at the time of college enrollment in all high school and college courses to be eligible to enroll each semester.
2. Students must pass reading and writing sections of TSI to enroll in any dual credit courses other than Math or Economics. Prior to enrolling in any dual credit Math or Economics courses the Math TSI must be passed.
3. Students must have completed all WCJC or UTPB admission requirements.
4. Parent/Guardian and students are required to attend a dual credit informational meeting.
   Cost: Tuition or scholarship submission is the responsibility of the student. Required course material, such as textbooks, is the responsibility of the student. Please contact specific College/University for specific tuition cost. Students must pay for their own college transcripts.

Special Note:

- The Wharton County Junior College catalog states: The grade of "A" in English 1301 (3 semester hours) is granted based upon an English enhanced Score of 31 or more on the American College Test (ACT) or a score of 670 or more on the Scholastic Aptitude Test (SAT) verbal. This credit will be granted upon the successful completion of any other course at Wharton County Junior College.
- Enrollment in dual credit courses is based on seat availability. Seats will be filled on a first come first serve basis.

Important:

- Dual credit classes in ELA, Math, Science, Social Studies, and Languages other than English are not subjected to UIL "No Pass No Play" eligibility requirements. All other Dual Credit courses are not exempt from "No Pass No Play".
- If PISD or any other grant provider has paid for tuition and the student decides to drop the course, makes below a 60 in the course, or fails to earn the credit for PHS, the full amount paid must be reimbursed.

Caution:

- Students need to determine if their college of interest will accept these courses.
  Students are also asked to weigh the pros and cons of graduating from high school with college credit. Some colleges and universities have policies regarding students in this situation. Courses taken through dual credit may affect college GPA and scholarship/FAFSA awards.

Registration Deadline:

- The deadline to register or make changes to course selection for the fall semester is the last day of school. The deadline to register or make changes to course selection for the spring semester is the last school day in November.

WCJC Dual Credit Crosswalk

Additional Approval Required	WCJC Course	College Credit Hours	WCJC Course Title	PHS Course Title	High School Credit	Course Availability
Component Area: Language, Philosophy, and Culture (3 SCH)						
Y	ENG 2322 ENG 2323	3 3	British Literature I British Literature II	English 4	1	12
Y	HUMA 1301	3	Intro to Humanities	Humanities	0.5	9-12
Component Area: Mathematics (3 SCH)						
Y	MATH 1324	3	Mathematics for Business and Social Sciences	Independent Study in Mathematics	0.5	11-12
Y	MATH 1325	3	Calculus for Business and Social Sciences	Independent Study in Mathematics	0.5	11-12
Y	MATH 1342	3	Elementary Statistical Methods	Stats	0.5	11-12
Y Y	MATH 2413 MATH 1316	4 3	Calculus I Trigonometry	Calculus	1	12
Component Area: Creative Arts (3 SCH)						
	MUSI 1306 **OR** MUSI 1310	3 3	Music Appreciation **OR** American Music	Music	1	9-12
	Art 1313 **OR** Art 1303	3 3	Foundations of Art **OR** Art History I	Art I	1	9-12
Component Area: Government/Political Science (6 SCH)						
	GOVT 2305 GOVT 2306	3 3	Federal Government (Federal Constitution & Topics) Texas Government (Texas Constitution & Topics)	Government/Special Topics	1	12
Component Area: Social and Behavioral Sciences (3 SCH)						
	ECON 2301	3	Principles of Macroeconomics	Economics	0.5	12
	PSYC 2301	3	General Psychology	Psychology	0.5	9-12

	SOCI 1301	3	Intro to Sociology	Sociology	0.5	9-12
Component Area: Component Area Option (6 SCH)						
	Comm 1315	3	Intro to Public Speaking	Communication Applications	0.5	9-12
Elective Dual Credit						
Y	SPAN 1411 SPAN 1412	4 4	Beginning Spanish I Beginning Spanish II	Spanish 2	1	10-12

Reading TSI must be passed to enroll in any WCJC course for dual credit. Math TSI must also be passed prior to enrolling in any Math or Economics dual credit courses.

Enrollment in dual credit courses is based on seat availability. Seats will be filled on a first come first serve basis.

UTPB Dual Credit Crosswalk

Additional Approval Required	UTPB Course	College Credit Hours	UTPB Course Title	PHS Course Title	High School Credit	Course Availability
Component Area: Language, Philosophy, and Culture (3 SCH)						
	ENG 2322 ENG 2323	3 3	British Literature I British Literature II	English 4	1	12
Y	PHIL 2300	3	Philosophy	Humanities	0.5	9-12
Component Area: Mathematics (3 SCH)						
Y	MATH 1332	3	Contemporary Mathematics 1	Independent Study in Mathematics	0.5	11-12
Y Y	MATH 2413 MATH 1324	4 3	Calculus I Applications of Discrete Mathematics	Calculus	1	12
Y	MATH 1342	3	Elementary Statistics	Stats	0.5	11-12
Component Area: Creative Arts (3 SCH)						
	MUSI 1301 or MUSI 1306	3	Jaz, Pop, and Rock Music Appreciation	Music	1	9-12
	Art 1301 or ART 1303	3	Art Appreciation OR Art History I	Art I	1	9-12
Component Area: Government/Political Science (6 SCH						
	PLSC 2305 PLSC 2306	3 3	American National Politics (Federal Constitution & Topics) State and Local Politics (Texas Constitution & Topics)	Government/Special Topics	1	12
Component Area: Social and Behavioral Sciences (3 SCH)						
	ECON 2301	3	Intro to Macroeconomics	Economics	0.5	12
	PSYC 1301	3	Intro to Psychology	Psychology	0.5	9-12
	SOCI 1301	3	Intro to Sociology	Sociology	0.5	9-12

Component Area: Component Area Option (6 SCH)						
	Comm 1315	3	Intro to Public Speaking	Communication Applications	0.5	9-12
Elective Dual Credit						
Y	SPAN 1411 SPAN 1412	4 4	Beginning Spanish I Beginning Spanish II	Spanish 2	1	10-12

Reading TSI must be passed to enroll in any UTPB course for dual credit. Math TSI must also be passed prior to enrolling in any Math or Economics dual credit courses.

Enrollment in dual credit courses is based on seat availability. Seats will be filled on a first come first served basis.

OnRamps

OnRamps is an innovative dual-enrollment program with rigorous courses aligned with the high standards and expectations of The University of Texas at Austin. The key benefit of early exposure to postsecondary education is the authentic entry point to college expectations it provides for students and their families. In addition, earning transferable college credit while in high school accelerates degree completion by reducing the costs and impact of student loans and increasing lifetime earning potential. In OnRamps, students learn first-hand all that it takes to succeed in college before they get there.

Please see https://onramps.utexas.edu/

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. All OnRamps courses can be applied to the Texas Common Core and are guaranteed to transfer to any public institution in Texas.

How Does OnRamps Work?

- OnRamps students are enrolled in a yearlong high school course facilitated by a PISD teacher who is trained and certified by OnRamps.
- During the first half of the course, OnRamps students complete a series of required assignments that are designated by the Instructor of Record at the University of Texas to determine eligibility to be dually enrolled in the university course.
- Students who successfully complete the high school version of the course receive credit from their campus. In addition, students who successfully complete the college course receive Texas Common Core credits from the University. *These credits are guaranteed to transfer to any public college or university in Texas.

- Students who successfully complete the high school version of the course but who fail to receive University credit are not eligible to repeat the course in dual credit in high school.

Course Fees
Course fees are established by the University of Austin and are subject to change. All courses are $149.00 per course (courses with a lab do not have additional fees). Students who qualify for free and reduced lunch will have a reduced course fee of $99.00. There are no textbook fees associated with the course. There are no fees for testing at the end of the course.
Important AI information from UT regarding OnRamps coursework:
The use of generative Artificial Intelligence tools such as CoPilot or ChatGPT is strictly prohibited. This includes using AI to generate ideas, outline an approach, answer questions, solve problems, or create original language. All work must be your own or created in group work, where allowed. Using generative AI without authorization may constitute a violation of UT Austin's Institutional Rules on academic integrity and may be referred to OnRamps Academic Integrity investigation process for resolution.

Bibliography generators such as EasyBib or any other AI generative citation creators are not permitted by OnRamps instructors, by UT Writing Assessment Specialists (WAS) or by students. Instructors and students are therefore expected to be able to create a manual MLA Works Cited citation by using a written guide and following the basic format or outline of a citation.

On Ramps Dual Credit Crosswalk

Additional Approval Required	OnRamps Course	College Credit Hours	OnRamps Course Title	PHS Course Title	High School Credit
Component Area: Communication (6 SCH)					
	RHE 306* RHE 309J*	3 3	Introduction to Rhetoric: Reading, Writing, and Research (Preq: English I and II) Reading and Writing the Rhetoric of American Identities	English 3	1
Component Area: Math					
	MATH 1314	3	College Algebra	Algebra 2	1
Component Area: Science					
	BIO 311C BIO 206LA	3 1	Introductory Biology I	4th year Science Elective	1
	CHEM 1311	3	Principles of Chemistry 1	HS Chemistry	1

	CHEM 1111	1			
Component Area: American History (6 SCH)					
	HIS 315K* HIS 315L*	3 3	The History of the U.S., 1492-1865 The History of the U.S., Since 1865	U.S. History	1

Enrollment in OnRamps courses is based on seat availability. Seats will be filled on a first come first serve basis.

OnRamps Transcript Information

Students who earn and accept college credit in an OnRamps course may request a transcript from UT Austin's Office of the Registrar, Transcript Services, and have it sent to their chosen higher education institution. Students will not automatically receive a transcript.

Students must wait until the final course grade is recorded with the Office of the Registrar before ordering a transcript. Students may use the Registrar's "See My Grades" application to confirm their course grade is posted to their UT Austin transcript.

OnRamps students may use the online transcript ordering system for the three years following the end of their course.

More information may also be found on the OnRamps website.

Academic Honesty

Resolution in Academic Honesty:

Academic dishonesty is a form of cheating that occurs within an educational setting. Some definitions associated with academic dishonesty are as follows:

Cheating

Cheating includes the actual giving or receiving of any unauthorized aid or assistance or the actual giving or receiving of any unfair advantage on any form of academic work, or attempts thereof. Such acts include, but are not limited to:

- The use of talking, signs, or gestures (communicating) during a quiz or test
- Copying from another student, allowing the copying of an individual assignment, or leaving your work accessible to others
- Passing assignment, quiz or test information during a class period or from one class period to members of another class period
- Submission of pre-written writing assignments at times when such assignments are supposed to be written in class
- Illegally exceeding time limits on timed quizzes, tests or assignments
- Unauthorized use of study aids, notes, books, data or other information
- Sabotaging the assignments, projects, or work of other students
- Use of electronic devices during an assessment
- Illegal entry to or unauthorized presence at a teacher's computer

Plagiarism

Plagiarism includes the copying of the language, structure, programming, computer code, ideas, and/or thoughts of another and passing off the same as one's own original work, or attempts thereof. Such acts include, but are not limited to:

- Having a parent/guardian or another person complete assignments, write an essay (including the purchase of works on-line) do a project, or work which is then submitted as one's own work
- Failing to use proper documentation and bibliography
- Using artificial intelligence tools to defeat basic security measures on online tests, assignments, or projects, provide answers, or mimic human-like typing patterns on behalf of the student.

Falsification/Lying

Falsification includes the statement of any untruth, either verbally or in writing, with respect to any circumstances relevant to one's academic work, or attempts thereof. Such acts include, but are not limited to:

- The forgery of signatures
- Tampering with records

- Fraudulently adding, deleting, or manipulating information on academic work, or fraudulently changing an examination or other academic work after the testing period or due date of the assignment
- Lying or failing to give complete information to a teacher or administrator
- Feigning illness to gain extra preparation time for quizzes, tests or assignments due

Stealing

Stealing includes the taking or appropriating without the right or permission to do so and with the intent to keep or make use of wrongfully, the schoolwork or materials of another student or the instructional materials of a teacher. Such acts include, but are not limited to:

- Stealing copies of assignments, quizzes or tests
- Illegitimately accessing the teacher's answer key for assignments, quizzes or tests
- Stealing the teacher's edition of the textbook, notes, answer keys, or property
- Stealing another student's work, assignments, notes, handouts or property

By enrolling in **advanced, dual credit, OnRamps, or AP classes**, students are agreeing to complete higher-level work and therefore be held to a higher standard than their peers in academic classes.

Specific incidents that may take place in **Advanced classes** and their ramifications include, but are not limited to:

- **Incident:** Cheating/plagiarizing on or during an assignment/assessment
- **Action:**
    - First offense, student receives a zero "0" for the assignment, parents/guardians are informed, incident is documented with administrators (disciplinary consequences will be determined), no opportunity for resubmission for credit

    - Second Offense, student exits the Advanced Placement class, parents/guardians are informed, incident is documented with administrators (disciplinary consequences will be determined).

Palacios Independent School District
Advanced Academic & Advanced Placement Course Contract
Secondary Campuses

Student's Name_____ **Date** _____

Grade : _____ **Course(s):** □ELA □Math □Science □Social Studies

Advanced Academic courses are academically advanced courses designed to challenge motivated students to understand rigorous content. The curricula for the courses are built on the core academic curriculum following the Texas Essential Knowledge and Skills (TEKS) and/or the College Board approved curriculum expectations for each course.

Entrance Guidelines

Advanced Academic courses are open to any student wishing to enroll. In order to assist with placement decisions, entrance guidelines have been developed to provide a profile of students who typically experience success in Advanced Academic courses.

Academic Profile:

- Successful completion of prerequisite coursework
  - Grade of 80 or more in an academic class
  - Grade of 75 or more in the same subject Advanced Academic class
- Successful performance in related content area courses
  (Example: math and science relate, English and social studies relate)
- Scores at the Masters or Met Standard level on the most recent STAAR tests in the content area related to the Advanced Academic course being considered. A student who scored at the Approaches level may require additional support in order to be successful in an Advanced Academics course.

Personal Profile of a student who typically experiences success in Advanced Academic courses:

- Reads on or above grade level
- Strong study skills and sufficient self-motivation to persevere when faced with challenging material or a more rapid pace of instruction
- Proficient oral and written communications skills
- Self discipline to plan, organize, and carry through tasks to completion
- Interest and self-directedness in the course being considered

Advanced Academic courses may require a substantial amount of work outside of class for successful completion of the courses. Students may also have summer assignments. Students should carefully evaluate the time commitments and priorities of extracurricular and community activities as they consider the number of Advanced Academic courses for their schedules.

General Course Expectations:
Students in Advanced Academic classes are held to a higher level of expectation than in a regular academic class. Each student in a Advanced Academic class is expected to:

- Attend tutorials when grade falls below a 75.
- Submit all assignments (homework, projects, reports) completed and on the due dates. Late work will not be accepted.
- Turn in make-up work promptly following any absence
- Academic honesty regarding plagiarism and cheating will be strictly enforced. See the PISD Resolution in Academic Honesty located in the Secondary Procedures Manual.
- Sign a course contract

Exit Procedures

- A student may choose to exit an Advanced Academic course at any time as long as there is available space in the academic course in that subject and the following criteria have been met:
    - Attend a minimum of three documented tutorial sessions.
    - Attend a face-to face student/parent/teacher/counselor conference.
    - Approval from campus principal.
- If a student earns a grade below a 70 for any grading period, the following must occur:
    - The student must attend documented tutoring sessions a minimum of once per week for the subsequent grading period
    - A parent/teacher conference must be conducted to address the students progress.
    - Failure to comply with the above requirements may result in the student being removed from the course.
- If the student fails for a second consecutive grading period, then he/she may be removed from the course.

Student Agreement

After reading and discussing the guidelines and expectations of this Advanced Academic course, I understand the course has been designed to prepare me for success in an advanced academic program. I agree to organize my time and efforts to meet the academic challenges of the course. I understand that my success in Advanced Academic courses is primarily my responsibility.

_____ _____

Student Signature Date

Parent/Guardian Agreement

I have read the guidelines and expectations of this Advanced Academic course and agree to support and encourage my son/daughter in his/her endeavors in the course. I will notify the teacher immediately of any concerns I have relating to the Advanced Academic class or my student's progress.

_____ _____

Parent/Guardian Signature Date

If your son or daughter does not meet the entrance guidelines for an Advanced Academic course, please read and sign the following agreement.

I understand that my son/daughter, _____, does not meet the entrance guidelines for the _____ Advanced Academic class and is placed in the class at my request. I am aware that he/she must meet the same exit procedures as all other students. I understand that Advanced Academic courses may move at a more rapid pace, use advanced instructional materials and require more homework than academic level classes. I understand that the curriculum content of the course will not be altered for my son/daughter.

_____ _____

Parent/Guardian Signature Date

Standardized Tests

SAT/ACT
Most colleges and universities accept either the American College Test (ACT) or the Scholastic Achievement Test (SAT). Students are encouraged to take one or both of these tests beginning in their junior year. If a score is not as high as the student would like, he or she may retake the test in an attempt to raise the score. Both tests are administered several times during the year. Study materials are available in the counselor's office and the LRC. Fee waivers are available to students who are eligible.

PSAT
The Preliminary Scholastic Aptitude test (PSAT) also serves as the National Merit Scholarship Qualifying test when taken during the junior year. The PSAT is a shorter form of the SAT, consisting of the same type of verbal and math sections. Sophomores and juniors may take the test; however, only scores earned on the test when taken during the junior year will determine qualification for the National Merit Scholarships. The PSAT is administered each fall.

TSI
Students and parents/guardians need to be aware that students interested in attending any state college or university, no matter the desired major of interest, must take the TSI (Texas Success Initiative) before enrollment. Students and parents/guardians should refer to the college or university of their choice for specific TSI exemption requirements.

ASVAB
The Armed Services Vocational Aptitude Battery test provides measures of general learning ability that are useful for predicting performance in academic and career areas. This battery of tests can be administered by an Armed Forces recruiter or on-campus if offered.

*Students receiving special education services should contact the counselor about possible accommodations available on standardized tests.

Schedule Changes

Approved schedule changes will be made only during the first week of the first semester and first week of the second semester, unless extenuating circumstances occur, and then only with principal approval. Approved schedule changes include in or out of band or athletics, into advanced classes, or corrections to scheduling errors.

Course Repeat Policy

Students are not allowed to retake or “repeat” a course in which they have already taken and have successfully received credit.

College Visitation Days

ABSENCES FOR COLLEGE VISITATION AND MILITARY RECRUITMENT

Juniors and seniors may be excused for up to two days per year to visit a college or university, and students 17 years of age or older can be excused for up to four days to pursue enlistment in a branch of the U.S. armed services or National Guard.

Before the absence, the student must receive approval from the principal according to the following procedures:

1. Student must be in good standing regarding grades and attendance.
2. Student must visit the Attendance Clerk to pick up, fill out, and return a signed parent/guardian permission slip.
3. Once permission slip is returned, a "Verification Form" will be issued to the student that must be signed/sealed by the appropriate college, university, or military official during visitation.
4. Verification form must be returned to Attendance Clerk in order for the absence to be excused; failure to do so will result in an unexcused absence for the student.

It is the responsibility of the student to plan in advance and turn in the appropriate documentation to verify the absence. The principal may deny requests from students with excessive absences or failing grades.

Scholarships

Although there are a variety of scholarship applications made available in the counselor's office, the amount is small compared to what is available through the internet and colleges/universities. Students are encouraged and reminded to research areas in which scholarships may be available.

Credit Restoration

Purpose:

Students are offered the opportunity to take a credit restoration course to earn credit for course credit lost due to failure or absences while maintaining their graduation course of study.

Eligibility:

1. Prior instruction in content area.
2. Student may take one period of credit restoration per day.

Courses Offered:

English	Math	Science	Social Studies	Foreign Language	Additional Courses
English I	Algebra I	IPC	World Geography	Spanish I	PE
English II	Algebra II	Biology	W History	Spanish II	Speech (Comm. App)
English III	Geometry	Chemistry	US History		Art
English IV	Pre-Cal	Env Sys	Government		
	Math Ag	Physics	Economics		
	Tech Math	Prin. of Technology			

Courses subject to availability by online programming

Guidelines for Credit Restoration Participation:

1. Zero tolerance for inappropriate behavior – privilege of course attendance may be revoked.
2. No personal use of computer at any time.
3. Grades are not assigned until the student obtains course completion. To receive competency credit, student must obtain an overall minimum average of 75% or higher after completing all objectives.
4. After successful completion of course work, final grade will be recorded on the student AAR/transcript.
5. Grades earned will not go toward class rank or G.P.A.

Palacios Alternative Student Success (P.A.S.S.)
Program Outline

Mission Statement
The mission of P.A.S.S. is to reclaim students who have dropped out of school, to retain students who are at risk of dropping out, and to provide an alternative education environment for students who are having difficulty in a traditional campus environment.

Goal
The goal of P.A.S.S. is to provide students with an education that equips them with the academic, vocational and social skills necessary to make the most of their opportunity to succeed in a demanding, fast-paced, and rapidly changing world.

P.A.S.S. Commitment
The P.A.S.S. commitment is for every student who enrolls at Palacios High School to be afforded an opportunity to complete their education with a valid high school diploma.

Program Characteristics
Courses Offered:

English	Math	Science	Social Studies	Foreign Language	Additional Courses
English I	Algebra I	IPC	World Geography	Spanish I	PE
English II	Algebra II	Biology	W History	Spanish II	Speech (Comm. App)
English III	Geometry	Chemistry	US History		Art
English IV	Pre-Cal	Env Sys	Government		
	Math Ag	Physics	Economics		
	Tech Math	Prin. of Technology			

Courses subject to availability by online programming

Instructional Program
- P.A.S.S. students may have modified hours.
- Participants will work on an individualized, self-paced program.
- Participants must have the academic ability to work individually online without direct teacher instruction.
- All participants are required to take all grade and subject appropriate EOC and subject tests.
- Participants are required to earn their credits in a timely manner. The assistant principal will monitor and report to the Selection Committee participants' progress.
- Administration has the discretion to disqualify applicants who attempt to circumvent the entry requirements and abuse the intent of P.A.S.S.

Selection Committee
The Selection Committee will consist of:
- Principal or Assistant Principal
- Counselor
- CCMR Specialists
- Core Teacher

This committee will review prospective participants for involvement in P.A.S.S. and determine eligibility.

Standards for Participation

Guidelines

1. Zero Tolerance for misbehavior – the privilege of participating in P.A.S.S. may be revoked for persistent misbehavior.
2. No personal use of the computer at any time.
3. Grades are not assigned until the student obtains course completion. To receive competency credit, student must obtain an overall minimum average of 75% or higher after completing all objectives.
4. After successful completion of course work, a final grade will be recorded on the student's AAR/transcripts.
5. Some credits/grades earned in P.A.S. S. will **NOT** be calculated into the student's GPA or class ranking.

Attendance

P.A.S.S. students are expected to comply with state and local attendance policies. If a student is in violation of the state compulsory attendance guidelines and is in jeopardy of truancy court, he/she will be considered for dismissal from the program.

Dismissal

Once a participant completes the needed course work, he/she may incur a schedule change to complete any mandatory graduation requirements.

Student Initiated

A participant may request removal from P.A.S.S. The request must be submitted in writing, with a parent's/guardian's signature, and addressed to the Selection Committee. The parent/guardian will be contacted prior to dismissal.

School Initiated

- AEP Placement for violation of Student Code of Conduct
- Failure to comply with attendance guidelines
- Rules Violation:
    - Cannot install programs to school computers
    - Cannot move, open or trash any documents or files that are not yours
    - Cannot open the system folder
    - Cannot write on mouse pads OR abuse the computers in any way
    - Cannot have food or drinks near the computers

When a student is dismissed from P.A.S.S. he/she will return to his regularly scheduled class. Any grade percentages received in P.A.S.S. will be transferred to the regular schedule, if possible. If there are no grades for a particular class, the student will receive a 50 for the quarter missed. The accepting teacher will have the final decision on make-up work.

Discipline

Each discipline referral will be handled on its own in accordance with the campus discipline plan. However, P.A.S.S. is a privilege, not a right, and numerous discipline referrals will be grounds for removal from the program.

Extracurricular and Co-curricular Participation
Participants in P.A.S.S. are prohibited from participating in extracurricular and co-curricular events while they are in P.A.S.S.

Bus Transportation
P.A.S.S. participants will only be provided bus transportation for regular school hours. If school hours are modified, it will be their responsibility to secure transportation to and from class.

EOC Requirement
Students who have completed their required course work, but have not passed the EOC exams must continue to attend the EOC preparation/remediation classes. Students who have passed the EOC exams must remain in P.A.S.S. and complete the required coursework for graduation.

Parent/guardian Involvement
A parent/guardian will be required to attend the P.A.S.S. orientation/intake session with the PHS counselor.

Graduation Procedure
Participants who are eligible for graduation may choose to participate in the graduation ceremony with the current year's graduating class or have their diploma mailed to their address of record.

Description of Courses

Language Arts

English Language Arts (two semesters)
Grade: 6
This course will target students' growth in the areas of reading, writing, listening, speaking, discussion and reflection. Reading strategies, critical thinking skills, and vocabulary building comprise the main elements of reading instructions. Through fiction, nonfiction, and poetry reading, students will practice reading strategies and comprehension skills. The focus of writing will be on narrative, informational, and argumentative writing. The overall goal of the class is to increase the literacy and writing ability of students.

Advanced English Language Arts, Reading (two semesters)
Grade: 6
In addition to the expectations of a standard Language Arts course, Advanced English students should expect a more challenging approach to the concepts addressed in the areas of reading, writing, speaking, and listening. Material is presented and analyzed at a deeper level, while writing and oral expression is developed in such a manner that students can approach difficult and thought-provoking topics with confidence.

English Language Arts, Reading (two semesters)
Grade: 7
Seventh grade students will refine and master previously learned knowledge and skills and demonstrate mastery of 7th grade TEKS. Grammar skills and writing strategies are utilized throughout this course. Seventh grade students will be able to select and use different forms of writing for specific purposes such as to inform, persuade, and entertain.

Advanced English English Language Arts, Reading (two semesters)
Grade: 7
This curriculum focuses on literary analysis in reading, writing, speaking and listening. In addition to what is expected in a regular language arts class, Advanced classes will also be exposed to analytical reading of literature, analytical writing and speaking focusing on tone and style, and using analytical literary vocabulary in both writing and speaking.

English Language Arts, Reading (two semesters)
Grade: 8
Students will produce multi-paragraph compositions with varied sentence structure and edit them based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of the English language. Students refine and master previously learned knowledge and skills in increasingly complex presentations, reading selections, and writing. Students will be required to select and use different forms of writing for specific purposes such as to inform, persuade, compare or research. Eighth grade students continue to read in classic and contemporary selections and informational texts, and will identify characteristics of various literary forms

Advanced English Language Arts, Reading (two semesters)
Grade: 8
In Advanced English/LA 8, students refine and master previously learned knowledge and skills in increasingly complex presentations, reading selections, and writing. Students read and analyze a wide selection of classic and contemporary selections. Students learn to be independent and proficient in many forms of literature. The standard of mastery expands all learning applications and situations.

Resource English / Language Arts (two semesters)
Grade: 6, 7 & 8
Identified special education students must have been recommended by the ARD committee in order to take this English/Language Arts course in which English/Reading skills are taught to students based on the student's Individual Education Plan.

Reading Intervention (two semesters)
Grade: 6, 7 & 8
This course focuses on 6th, 7th and 8th grade STAAR Reading and Writing objectives to help the students achieve mastery level on the STAAR test. This course will offer students instruction in vocabulary, comprehension strategies, and writing skills as well as STAAR objectives.

English I (1 cr.)
Grade: 9
English I focuses on the writing process emphasizing expository writing, as well as grammar, mechanics, and vocabulary development. Selected readings from world literature, including poetry, drama, novels, short fiction, and non-fiction will be covered. Requirements include producing a research project incorporating proper documentation.

Prerequisite: None

English I Advanced (1 cr.)
Grade: 9
The English I Advanced course will concentrate on developing critical thinking skills of analysis, evaluation, and synthesis through reading, discussion, and composition. Students will write extensively to analyze literature and gain knowledge of stylistic elements.

The course will give attention to vocabulary development and variety in sentence construction. Students will be expected to complete most reading assignments outside of class and to actively participate in class discussions covering the readings. Requirements include producing a research project incorporating proper documentation.

Prerequisite: None
For complete details see the **PISD High School Advanced Academic & Advanced Placement Course Contract located in this Course Guide.**

English II (1 cr.)
Grade: 10
English II continues with the writing process emphasizing persuasive writing, as well as grammar, mechanics, and vocabulary development. Selected readings from world literature, including poetry, drama, novels, short fiction, and non-fiction will be covered. Requirements include producing a research project incorporating proper documentation.

Prerequisite: English I

English II Advanced (1 cr.)
Grade: 10
The English II Advanced course will expand on the critical thinking skills of analysis, evaluation, and synthesis through reading, discussion, and composition. Students will write extensively to analyze literature and gain knowledge of stylistic elements.

The course will continue vocabulary development and variety in sentence construction. Students will be expected to complete most reading assignments outside of class and to actively participate in class discussions covering the readings. Requirements include producing a research project incorporating proper documentation.

Prerequisite: English I
For complete details see the **PISD High School Advanced Academic & Advanced Placement Course Contract located in this Course Guide.**

English III (1 cr.)
Grade: 11
English III continues with the writing process emphasizing persuasive and analytical writing, as well as grammar, mechanics, and vocabulary development. Selected readings from American literature and world literature, including poetry, drama, novels, short fiction, and non-fiction will be covered. An emphasis is placed on helping students become skilled readers, writers and oral communicators. Requirements include producing a research project incorporating proper documentation.

Prerequisite: English I
English II

English III OnRamps Rhetoric (1 cr.)
Grade: 11
Introduction to Rhetoric: Reading, Writing, and Research
Reading and Writing the Rhetoric of American Identities
This two-semester, six-credit writing intensive sequence features a fall semester course in argumentation, essential to leadership communications skills, and a spring semester course focused on analyzing and crafting sound and effective arguments among peers. Over the two courses, students are aligned to college expectations for critical writing, reading, research, and analysis.

Transferability

TCCNs: ENGL 1301 + ENGL 1302
UT Course Codes: RHE 306 + RHE 309J
6 College Credits (3 per course)

Prerequisite: English I & English II.

For complete details see the **PISD High School Advanced Academic & Advanced Placement Course Contract located in this Course Guide.**

English IV (1 cr.)
Grade: 12
English IV continues with the writing process emphasizing literary analysis and college ready writing assignments as well as grammar, mechanics, and vocabulary development. Selected readings from British Literature and world literature, including poetry, drama, novels, short fiction, and non-fiction will be covered. Requirements include producing a research project incorporating proper documentation.
Prerequisite: English I, II, III

Reading I, II & III (1 cr.)
Grade: 9-12
Reading offers students instruction in word recognition, comprehension strategies, vocabulary strategies, and reading fluency, to ensure that high school students have an opportunity to read with competence, confidence, and understanding. Students will be given opportunities to read for a sustained time, draw supportable conclusions, make inferences, and locate the main idea of passages. Students also learn how to monitor and adjust their reading. Students will also focus on writing strategies and areas of deficiencies as indicated on students' state testing results.

Prerequisite: Students who fail or are absent for the STAAR Reading or the English EOC section of the state assessments will be put into this class. Students may come out of these classes at the end of a semester once they have gained proficiency in the areas that were deficient as reported by their grades in this class and their results of benchmark exams. **Students enrolled in this class will be subjected to the UIL "No Pass No Play" eligibility.**

Creative Writing (1 cr.)
Grade: 10-12
This course blends creative expression with targeted skill-building to support student success on the English I EOC exam. Through engaging writing exercises—including short stories, poetry, personal narratives, and dialogue—students will develop their voice while strengthening key academic skills such as reading comprehension, literary analysis, grammar, and structured writing. Emphasis is placed on writing clearly and effectively, analyzing texts, and using evidence to support ideas. Ideal for students who want to explore creativity while building confidence in their English skills.

Literary Genres (1 cr.)
Grade: 11-12
Students enrolled in Literary Genres will spend time analyzing the fictional and poetic elements of literary texts and read to appreciate the writer's craft. High school students will discover how well-written literary texts can serve as models for their own writing. High school students respond to oral, written, and electronic texts to connect their knowledge of the world. This course is designed to be an English Language Arts credit and can take the place of English 4 (British Literature) only for students pursuing the Foundation with Endorsement Program. **Students who fail or who are absent for the English II EOC will be enrolled into this course for the entire year.**
Prerequisite: English I & English II

English for Speakers of Other Languages I & II (1 cr. each)
The goal of the English for Speakers of Other Languages (ESOL) is to enable students with limited English proficiency to become competent in the comprehension, speaking, reading, and writing of the English language, so they may participate in the regular instructional program of the school. Attention is given to instilling confidence and self-assurance as well as fostering a positive identity on the part of the student. ESOL I and/or ESOL II may be substituted for English I and/or English II

Prerequisite: LPAC decision

Yearbook Management I (1 cr.)
Yearbook Management II (1 cr.)
Yearbook Management III (1 cr.)
Grade: 10-12
Yearbook is a real-world production class that pulls together a variety of skills. Students learn how to produce a publication in a student-directed environment within a specified time frame. They are assigned positions of various degrees of leadership and responsibility as well as design, publication, selling and marketing the product. Students interested in registering for the journalism classes should have a background or interest in at least one of the following: Photography, Writing, Design, Video, or Desktop Publishing.

Prerequisite: The student should be in good standing regarding discipline and attendance.

AVID (two semesters)
Grade: 6-12
Advancement Via Individual Determination (AVID) is designed to help students prepare for and succeed in high school and college. Our AVID elective class will offer a rigorous program of instruction, intentionally preparing students for high school, college and beyond. The AVID program teaches students how to study, read for content, take notes, organize, and manage time. AVID strategies revolve around and integrate five important components of education: Writing, Inquiry, Collaboration, Organization, and Reading. Students must meet certain criteria to enroll in this class.

Foreign Language

Spanish I (1 cr.)
Grade: 9-12
This course is an introduction to the basics such as days, months, colors, family members, and numbers. It also introduces basic grammar including tenses with the emphasis on reading and writing skills.

Prerequisite: None

Incoming 9th graders should be advised that due to seat availability, upperclassmen will be granted priority enrollment.

Spanish II (1 cr.)
Grade 9-12
This course is an expansion of Spanish I concepts, composition in Spanish, short story reading and advanced conversation. It will focus on understanding and translating in both written and conversation forms.

Prerequisite: Spanish I

Spanish III Advanced (1 cr.)
Grade: 10-12
The emphasis in Spanish III Advanced is to add understanding of more complex structures present in dealing with topics and ideas more complicated than basic needs; to bring culture, history, and geography of Spanish-speaking countries into closer focus; and to facilitate increasing ability to listen with comprehension, and speak with greater correctness.

Prerequisite: Spanish I
Spanish II

For complete details see the **PISD High School Advanced Academic & Advanced Placement Course Contract located in this Course Guide.**

AP Spanish Language IV (1 cr.) Through TXVSN (Tier 2 weight)
Grade: 11-12
Students enrolling in Spanish AP should have a basic knowledge of the language and culture of Spanish speaking people and have reasonable proficiency in listening comprehension, speaking, reading, and writing. Organization and writing of compositions will be included.

Prerequisite: Spanish I
Spanish II
Spanish III Advanced

For complete details see the **PISD High School Advanced Academic & Advanced Placement Course Contract located in this Course Guide.**

Mathematics

Math (two semesters)
Grade: 6
The primary focal points of Grade 6 are using operations with integers and positive rational numbers to solve problems, understanding and applying ratios and rates and using equivalent ratios to represent proportional relationships, using expressions and equations to represent relationships in a variety of contexts, understanding data representation, and financial literacy.

Advanced Math (two semesters)
Grade: 6
The 6th grade Advanced Math Curriculum will be the same as in Math 6 with extensions. This class is designed to prepare students for future advanced classes in math. Students should expect an additional time requirement and be willing to work independently. This class will cover the 6th grade curriculum and half of the 7th grade curriculum.

Math (two semesters)
Grade: 7
The primary focal points of Grade 7 Math are using proportional relationships in number, geometry, measurement, and probability; applying addition, subtraction, multiplication, and division of decimals, fractions, and integers; and using statistical measures to describe data.

Advanced Math (two semesters)
Grade: 7
The 7th grade Advanced Math curriculum will be the same as in Math 7 with extensions of algebraic functions. This class will cover the remainder of the 7th grade curriculum not covered in 6th grade and the 8th grade curriculum. Students will take the 8th grade Math STAAR test.

Math (two semesters)
Grade: 8
8th grade general math helps students develop proportional and algebraic reasoning as they build a solid foundation of conceptual understandings within real-world problem settings. It builds a foundation for the skills and sub-skills necessary for success in Algebra.

Advanced Math 8 – Algebra I (1 high school credit)
Grade: 8
This course is designed for the student with a sound mathematical background. It also provides an orderly growth and development of the powers of thinking and reasoning. The basic language of algebra, addition and multiplication of real numbers, solving equations including linear equations in two or more variables, use of root function and solving quadratic equations are included in this content. Students will receive 1 high school credit upon successful completion of this course**.**

Resource Math (two semesters)
Grade: 6, 7 & 8
Identified special education students must have been recommended by the ARD committee in order to take this Math course in which Math skills are taught to students based on the student's Individual Education Plan as recommended by the ARD committee.

Math Intervention (two semesters)
Grade: 6, 7 & 8
This course intensely focuses on 6th, 7th, and 8th grade STAAR Math objectives to help the students achieve mastery level on the STAAR test.

Algebra I (1 cr.)
Grade: 9
This course is designed for the student with a sound mathematical background. It also provides an orderly development of reasoning. The basic language of algebra, addition and multiplication of real numbers, solving equations and inequalities including linear equations in two or more variables, and solving quadratic equations are included in this content. This is a tested course and requires students to pass an end of course test.

Prerequisite: None
Algebra I is a prerequisite for all other math courses. Students must receive credit for the entire course before enrolling in the successive math course. Special consideration may be granted based on the student's Algebra I final exam grade.

Algebra II (1 cr.)
Grade: 9-12
This course builds on the foundation of algebraic thinking, geometry, measurement, and probability and statistics through mathematical experiences. It focuses on linear, quadratic, and other nonlinear functions, equations, and their relationships. Students will continue to develop tools for algebraic thinking and symbolic reasoning.

Prerequisite: Algebra I

Algebra II Advanced - College Algebra OnRamps (1 cr.)
Grade: 10-12
This dual-enrollment course, offered in partnership with The University of Texas at Austin, provides students with a rigorous, college-level experience in algebra. OnRamps College Algebra emphasizes conceptual understanding, problem-solving, and mathematical reasoning. Students engage in real-world applications and explore functions, equations, inequalities, and data analysis. The course is designed to prepare students for success in higher education by developing both academic content knowledge and college-ready learning habits. Upon successful completion, students may earn both high school and college credit.

Transferability: MATH 1314

Prerequisite: Algebra I or 8th grade Algebra I. Geometry recommended. The student must have passed the Algebra I end of course exam.
For complete details see the **PISD High School Advanced Academic & Advanced Placement Course Contract located in this Course Guide.**

Geometry (1 cr.)
Grade: 9-12
This course is a study of points, perpendicular and parallel lines, triangles, polygons and circles that lie in one plane, and three-dimensional solids. The focus is on learning theorems, postulates and definitions in order to prove statements through deductive reasoning.

Prerequisite: Algebra I

Geometry Advanced (1 cr.)
Grade: 9-12
This course is designed for the student who has demonstrated exceptional talent, responsibility, and inquisitiveness for the study of mathematics. The ability of the students to function at the basic skill level will be presumed and attention shall focus on high levels of learning skills.

Prerequisite: Algebra I

For complete details see the **PISD High School Advanced Academic & Advanced Placement Course Contract located in this Course Guide.**

AP Pre-Calculus (1 cr.)
Grade: 11-12
AP Precalculus is a college-level mathematics course designed to prepare students for success in calculus and other advanced math courses. This course focuses on functions—linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric—and their applications in real-world and mathematical contexts. Students develop a deep understanding of function behavior, modeling, and analytical reasoning. With a strong emphasis on conceptual understanding, problem-solving, and mathematical communication, AP Precalculus equips students for future success in STEM fields. Students may earn college credit or advanced placement based on their performance on the AP Exam.

Prerequisite: Algebra I, and Algebra II, Geometry

AP Computer Science A
Grade: 11-12

Prerequisite: Algebra I, and Algebra II, Geometry, Pre-Calculus

For complete details see the **PISD High School Advanced Academic & Advanced Placement Course Contract located in this Course Guide.**

Applied Mathematics for Technical Professionals (1 cr.)
Grade: 11–12
The process standards describe ways in which students are expected to engage in the content. The placement of the process standards at the beginning of the knowledge and skills listed for each grade and course is intentional. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use mathematics efficiently and effectively in daily life. The process standards are integrated at every grade level and course. When possible, students will apply mathematics to problems arising in everyday life, society, and the workplace. Students will use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. Students will select appropriate tools such as real objects, manipulatives, paper and pencil, and technology and techniques such as mental math, estimation, and number sense to solve problems. Students will effectively communicate mathematical ideas, reasoning, and their implications using multiple representations such as symbols, diagrams, graphs, and language. Students will use mathematical relationships to generate solutions and make connections and predictions. Students will analyze mathematical relationships to connect and communicate mathematical ideas. Students will display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Prerequisite: None. Recommended Prerequisites: Algebra 1 and Geometry.

Mathematical Applications in Agriculture, Food, and Natural Resources (1 cr.)
Grade: 10-12
To be prepared for careers in agriculture, food, and natural resources, students must acquire technical knowledge in the discipline as well as apply academic skills in mathematics. Students should apply knowledge and skills related to mathematics, including algebra, geometry, and data analysis in the context of agriculture, food, and natural resources. To prepare for success, students are afforded opportunities to reinforce, apply, and transfer their knowledge and skills related to mathematics in a variety of contexts.

Prerequisite: Algebra I

Requirement for taking two math credits at the same time:
Students who did not take Algebra 1 in 8th grade but wish to take an extra math class in high school may double up on credits during their 10th grade year. They must receive approval from the principal and their most recent math teacher. Students will not be allowed to double up as freshmen.

Science

Science (*two semesters)*
Grade: 6
This course focuses on physical science, including matter, force, and motion, and energy as well as some Life and Earth Science. In this course, students will study the following standards: scientific investigation and reasoning; matter and energy; force motion and energy; earth and space; organisms and environments.

Life Science (*two semesters)*
Grade: 7
In this course, students will be discovering how scientists study living things and their surroundings. In problem solving activities involving living things, students will learn to observe, measure, record data, compare and contrast, classify, sequence, hypothesize, predict, and infer. Students will learn to use scientific tools such as microscopes, and will observe specimens of animals during dissection to determine complexity, symmetry, reproduction, and body systems. It should prepare them for future related courses such as Biology and Zoology.

Earth Science (*two semesters)*
Grade: 8
In grade 8, the study of science includes planning and conducting field and laboratory investigations using scientific methods, analyzing data, critical thinking, scientific problem-solving, and using tools to collect and analyze information. Students will be able to identify the roles of both human activities and natural events in altering Earth systems. Physics, chemistry, geology, meteorology and space sciences will be the focus of this class.

Advance Earth Science (*two semesters)*
Grade: 8
Advanced Science 8 covers the same topics included in 8th grade science. During collaborative lab investigations and projects, students analyze real-world situations to enhance the development of scientific process skills. Independent reading, analytical writing and in-depth discussions equip students with the conceptual understanding and critical thinking needed in preparation for high school Advanced Placement courses.

Biology (1 cr.)
Grade: 9
This high school biology course is designed to introduce students to the principles of biology and the processes that shape life. The course will cover topics such as cell structure and function, genetics, evolution, ecology, human biology, and more. By the end of the course, students should have a solid understanding of the biological world and how organisms interact with their environments.

Biology Advanced (1 cr.)
Grade: 9
The course will include the same concepts as Biology, but with greater detail, a faster pace, and a greater degree of difficulty.

For complete details see the **PISD High School Advanced Academic & Advanced Placement Course Contract located in this Course Guide.**

Chemistry (1 cr.)
Grade: 10
Students conduct lab investigations, use scientific methods during investigations, and make informed decisions using critical thinking and problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives. Most of these topics involve mathematical calculations above the Algebra I level.
Prerequisite: Biology, Algebra I

Chemistry OnRamps - Introduction to Chemical Practices I (1 cr.)
Grade: 10
In this lecture and lab course duo, students learn about the nature of matter and energy in the physical world; find connections between scientific concepts and real-world experiences; produce intuitive arguments; and support their arguments with quantitative measures. The lecture portion of Principles of Chemistry I addresses the nature of matter, energy, chemical reactions and chemical thermodynamics. The Introduction to Chemical Practice I lab component explores these topics through hands-on experiments, group work and simulations.

Prerequisite: Algebra I; Biology

Transferability

TCCNs: CHEM 1311 + CHEM 1111
4 College Credits (3 for lecture, 1 for lab)

For complete details see the **PISD High School Advanced Academic & Advanced Placement Course Contract located in this Course Guide.**

Environmental Systems (1 cr.)
Grade: 11-12
In Environmental Systems, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: biotic and abiotic factors in habitats; ecosystems and biomes; interrelationships among resources and an environmental system; sources and flow of energy through an environmental system; relationship between carrying capacity and changes in populations and ecosystems; and changes in environments.

Human Anatomy and Physiology(1 cr.)
Grade: 11-12
Human Anatomy and Physiology is a rigorous honors elective science class that is recommended for students who intend to pursue a degree in the health sciences, biological sciences, or nursing fields. The content includes a detailed study of human body systems, homeostatic balance, the relationship between structure and function, and the interrelationships between body systems. Laboratory activities will include analyses of tissue specimens, dissection of preserved specimens, extensive lab work utilizing models and simulators, and multimedia presentations. Students enrolled in this course should realize that this course will progress at a rapid pace requiring an extensive amount of time, effort, reading and memorization.

Prerequisite: Biology; Concurrent enrollment in Chemistry
For complete details see the **PISD High School Advanced Academic & Advanced Placement Course Contract located in this Course Guide.**

Physics Advanced (1 cr.)
In Advanced Physics, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. Students who successfully complete Physics will acquire factual knowledge within a

conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical thinking skills. This is a Level 2 difficulty course.

Prerequisite: Algebra II; concurrent enrollment in Pre-Calculus
For complete details see the **PISD High School Advanced Academic & Advanced Placement Course Contract located in this Course Guide.**

Principles of Technology (1 cr.)
Grade: 12
In Principles of Technology, students will conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Various systems will be described in terms of space, time, energy, and matter. Students will study a variety of topics that include laws of motion, conservation of energy, momentum, electricity, magnetism, thermodynamics, and characteristics and behavior of waves. Students will apply physics concepts and perform laboratory experimentations for at least 40% of instructional time using safe practices.

Prerequisites: One credit of high school science and Algebra l.

OnRamps: Introductory Biology I (1cr.)
Grade 12
This year-long course explores three big ideas of biology: the structure and function of biomolecules, the flow of energy through living systems via photosynthesis and cellular respiration, and how genetic information is expressed and transmitted both within and between cells.

This is a fast paced, reading intensive course which demands a great amount of independent work and study outside of class time. There will be a summer assignment which must be completed before the start of the fall semester and there will be homework daily.

Transferability

TCCNs: BIOL 1306 + BIOL 1106
UT BIO 311C + UT BIO 106M
4 College Credits (3 for lecture, 1 for lab)

Prerequisites: Biology I and Chemistry

For complete details see the **PISD High School Advanced Academic & Advanced Placement Course Contract located in this Course Guide.**

Advanced Animal Science (1 cr.)
Grade: 11-12

In Advanced Animal Science students will be prepared for careers in the field of animal science and attain academic skills and knowledge related to the animal system, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is

destined to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences.

Prerequisite: Biology AND Chemistry Or Integrated Physics, Algebra I, Geometry Small Animal Management Or Equine Science Or Livestock Production

TCCNs: AGRI 1419
TSU Course Codes: ANSC 1319 + 1119
4 college credits (3 for lecture, 1 for lab)

Social Studies

History (two semesters)
Grade: 6
two semesters
The central theme in sixth grade social studies is world cultures, with emphasis on relationships between people and their environments. While the concepts are drawn from history and the way people live, the primary focus of this curriculum is geography. This focus provides students with a framework for studying local, regional, national, and global issues. This curriculum gives the students an understanding of the interdependence of the world in which they live. \

Texas History (two semesters)
Grade: 7
Students will study the history of Texas and its social, political and economic relationship with the United States and the world. The students will be expected to understand the basis of the democratic-republic system of the Texas State Constitution and the civic responsibilities of citizenship. The students must also understand the concepts of the free enterprise system, geographic relationships between individuals and regions, cultural diversity, the impact of science and technology on society, and be able to use this knowledge in problem solving and decision-making.

U.S. History (two semesters)
Grade: 8
This course will introduce students to the early history of the United States from the early explorers and colonization through Reconstruction. Students will be expected to understand the basis of the democratic-republic system of the U.S. Constitution and the civic responsibilities of citizenship. The students must also understand the concepts of the free enterprise system, geographic relationships between individuals and regions, cultural diversity, the impact of science and technology on society, and be able to use this knowledge in problem solving and decision making.

Advanced U.S. History (two semesters)
Grade: 8
Advanced American History includes the topics studied in 8th grade social studies. Students achieve a greater depth of understanding through thoughtful discussion and reading and an emphasis on writing and analytical skills. Students use primary and secondary sources to acquire information about the United States. The course is

designed to equip students with conceptual understanding and critical thinking needed in preparation for high school Advanced Placement courses.

World Geography (1 cr.)
Grade: 9
This course will offer the student the opportunity to learn the basics of both physical and cultural geography. Geographical terms and tools will be learned and used. The physical form of the earth will be covered, including its landform, climates, and resources. The societies, cultures, and economics of the various natural resources will be a topic of concern, along with urbanization and its impact on the world.

Prerequisite: None

AP Human Geography (1 cr.)
Grade: 9
AP Human Geography is a college-level, year-long social studies course that introduces students to the study of human populations and their interaction with the Earth's surface. It explores how humans use, alter, and understand the environment through the lens of spatial analysis, focusing on patterns, processes, and relationships.

For complete details see the **PISD High School Advanced Academic & Advanced Placement Course Contract located in this Course Guide.**

World History (1 cr.)
Grade: 10
World History aims both to discover general knowledge about the development and diffusion of civilization and to foster an appreciation that such knowledge is vitally important to understanding the modern era. This course aims to develop students' historical understanding, broaden their perspective on world affairs and sharpen their critical thinking skills. Students will study the foundation and development of world civilization and ancient, classical, medieval, and western mankind from the development and expansion of European civilization to the present.
Prerequisite: None

AP World History (1 cr.)
Grade: 10
AP World History is designed to be the equivalent of a two-semester introductory college or university world history course. In AP World History students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments, making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.

For complete details see the **PISD High School Advanced Academic & Advanced Placement Course Contract located in this Course Guide.**

United States History (1 cr.)
Grade: 10-11
United States History covers the period after Reconstruction to the present and will include the following: emergence of the United States as a world power, the economic development and growth of the United States, and the social and cultural development of the United States. This course will require an End of Course Exam for any student enrolled.

Prerequisite: World Geography and/or World History

OnRamps United States History (1 cr.)
The United States 1492-1865
The United States Since 1865
Grade: 10-11

In these two sequential courses, students explore the scope and depth of the American experience, engaging with course material both independently and collaboratively to develop critical thinking skills, analyze evidence-based historical narratives, and conduct archival research. Each unit consists of primary and secondary sources that challenge students to uncover the complexities within historical study.

Transferability

TCCNs: HIST 1301 + HIST 1302
UT Course Codes: HIS 315K + HIS 315L
6 College Credits (3 per course)

Prerequisites - High School English I, High School English II (or concurrent enrollment)

For complete details see the **PISD High School Advanced Academic & Advanced Placement Course Contract located in this Course Guide.**
United States Government (.5 cr.)
Grade: 12
The primary objective of this required one-semester course is to prepare the student for decision-making within the framework of the American political system. The course begins with an overview of basic concepts found in all political systems, the philosophical background which led to our constitutional development, and the basic concepts found in the Constitution. The executive, legislative, and judicial branches of the federal government, including current issues of interest such as foreign affairs, will be studied. In addition, students study the fields of civil rights and liberties, political parties, suffrage, the Texas Constitution, and state and local government.

Prerequisite: World Geography and/or World History and United States History

Economics (.5 cr.)
Grade: 12
This course focuses on the production, distribution, and consumption of goods and services in the U.S. The course emphasizes fundamental principles of market economics, and students learn how markets and prices allocate scarce resources. Students study consumer behavior, the roles of business and government in the economy, the banking system, international trade, the Free Enterprise System, the Federal Reserve System, international trade, the Comparative Economic System, and personal finance. Through discussions of current economic issues, students deepen their understanding of the U.S. economy.

Prerequisite: World Geography and/or World History and U.S. History

Personal Financial Literacy and Economics (.5 cr.)
Grades 11 and 12
This course emphasizes the economic way of thinking, which serves as a framework for the personal financial decision-making opportunities introduced in the course. Students will demonstrate the ability to anticipate and address financial challenges as these challenges occur over their lifetime. In addition, students are introduced to common economic and personal financial planning terms and concepts. As a result of learning objective concepts and integrating subjective information, students gain the ability to lead productive and financially self-sufficient lives.

Physical Education

Pre-Athletics (two semesters)
Grade: 6
This course is developed to prepare 6th grade students for Shark Athletics in 7th and 8th grades. Students should anticipate a more rigorous workout than what they would experience in a regular P.E. class. Students will learn skills, drills and possible plays that are used at the middle school level in athletics. Students will focus on strength, conditioning and agility.

Physical Education (two semesters)
Grade: 6/7/8
This course teaches the importance of exercise and how to attain and maintain physical fitness throughout one's life. Students are given the opportunity to learn different types of activities such as volleyball, basketball, softball, soccer, aerobics, tumbling, weight-lifting, speedball, swimming, floor hockey and touch football.

Girls' Athletics (two semesters)
Grade: 7/8
This course develops knowledge and basic skills in popular sports. Competition is on an intermediate level in volleyball, basketball, and track and field. Games and meets in each sport are scheduled and played against teams from other schools on a regular basis. Teamwork and goal setting are taught as a part of the competition. You will be in the off-season when you are not participating in a sport. Scheduling changes permitted only under extenuating circumstances and will be based on individual circumstances. A current medical physical exam on file is required. Also, drug testing is required in order to compete.

Boys' Athletics (two semesters)
Grade: 7/8
This course develops knowledge and basic skills in popular sports such as football, basketball, and track and field. Competition is on an intermediate level. Games and meets in each sport are scheduled and played against teams from other schools on a regular basis. Teamwork and goal-setting are an integral part of this course in addition to the physical conditioning required for improvement in that sport. You will be in the off-season when you are not participating in a sport. Scheduling changes permitted only under extenuating circumstances and will be based on individual circumstances. A current medical physical exam on file is required. Also, drug testing is required in order to compete.
Physical Education I (1 cr.)
Physical Education II (1 cr.)
Physical Education III (1 local cr.)
Physical Education IV (1 local cr.)
These courses teach why exercise is important, and how to attain and maintain physical fitness throughout one's life. Along with this, monitoring one's working heart rate and resting heart rates are covered.
These courses teach rules and regulations of sport-related activities that can keep a person in good physical condition. Students are expected to dress and participate daily.

Prerequisite: None

Athletics (PE Equivalent) (1 cr. per year)
Grade: 9-12
This course develops knowledge and advanced skill in popular sports. Competition is on a varsity level. Students will be encouraged to participate in two sports. Athletes will be expected to be in the athletic period and follow all athletic policies. Participants must be approved by the head coach.

Prerequisite: Refer to the Palacios Athletic Handbook

Spirit Leadership and Performance (PE Equivalent) (1 cr. per year)
Grade 9-12
This course is designed for students participating in cheerleading or drill team, focusing on the development of physical fitness, performance skills, teamwork, and leadership. Students will engage in strength and flexibility training, choreography, game-day preparation, and performance technique. Emphasis is placed on discipline, time management, school spirit, and community involvement. In addition to physical training, students will explore elements of sportsmanship, event planning, and effective communication as leaders within the school community.

NOTE: If a student is in a PE equivalent such as Athletics, Marching Band, or Spirit or is enrolled in a high school athletic period, they will receive a PE credit. Four credits of Athletics may be earned towards state graduation requirements.

NOTE: Students who participate in eligible PISD sports that do not require an athletic period are eligible to earn 0.5 PE credit per sport. To qualify, students must complete the season in good standing, demonstrating commitment and adherence to team expectations. This opportunity allows students to

fulfill part of their physical education graduation requirements through active involvement in these sports. Eligible PISD sports: swim, golf, tennis and powerlifting.

For more detailed information or to confirm eligibility, students should consult their school counselor.

Fine Arts

Beginner Band (two semesters)
The beginning Band – Percussion is designed to provide students with an introductory experience on instruments. Curriculum for this course is an extension of the skills and concepts introduced in General Music classes. Beginning Band is open to all 6th grade students. Prior instrumental music experience is not required. Recruiting and enrollment registration occurs in the Spring of the 5th grade year. Note: Individual study/home practice as well as public performances are required as part of the evaluation process.

Concert & Symphonic Band (two semesters)
Grade: 7/8
Emphasis in this class is placed on developing the skills learned in the earlier band class. Through practice, each student establishes a strong work ethic toward education and gains the ability to analyze musical works from a cultural, structural, and historical perspective using deductive and inductive reasoning. Opportunities exist outside of the class for concerts, contests, and travel. Some rehearsals outside of class may be required. Some performances outside of class are required. Also, drug testing is required in order to compete.

Introduction to Art 6 (two semesters)
Grade: 6
Introduction to Art offers 6th grade students an introduction to a wide variety of skills, mediums, and processes working two-dimensionally and three-dimensionally. Throughout the course, the students will be exposed to drawing techniques, painting, printmaking, and ceramics as well as design and color theory.

Introduction to Theater 6 (two semesters)
Grade: 6
Introduction to Theater Arts provides opportunities for students to learn about drama. Stage directions and theatrical vocabulary are introduced. This course provides situations for developing poise and confidence, interacting with others and appreciating the contribution of others. Reading, writing, speaking and listening skills are applied as students demonstrate and perform what they are learning.

Art (two semesters)
Grade: 7, 8
This Art Class will teach "Right-Brain" Drawing Skills with emphasis on the Elements and Principles of Design. The class will cover design and color theory as well as touch on mediums such as Pencil Drawing, Painting (Tempera or Watercolor), Ceramics, Printmaking, Textiles, and Sculpture. Advanced 8th grade Art students will work on the enhancement of skill application. Art History and Technology will be incorporated into the curriculum at appropriate times.

Theater Arts (two semesters)
Grade: 7, 8
This all-encompassing introduction to theater arts will serve new young artists as they take their first steps towards understanding "the basics" of theater. We will cover the core components of theater: acting, directing, playwriting, and technical theater. By understanding the inner workings of these concepts and practices, we will also expand our knowledge of theater history. Young artists will also be introduced to publicity, play production, and improvisational exercises and games. This course will provide the strong foundation to continue a pursuit of the arts, while enhancing other non-arts skills such as public speaking and the ability to collaborate with others.

Art I (1 cr.)
Grade: 9-12
Art I introduces students to the basics of the elements of art and principles of design including but not limited to drawing, painting, printmaking, ceramics, and sculpture. Various techniques within a wide variety of media will be explored. Technical and critical skills and art vocabulary will be introduced and developed centering on design elements and principles. Art culture and history will be incorporated into some assignments as an essential background of each student's planning and creative thinking skills with criteria set for the assignment. Students will also have opportunities to explore careers in the arts, showcase their artwork as well as compete in competitions.

Prerequisite: None
Art II, III & IV (1 cr.)
Grade: 10-12
Art II, III & IV expands upon the elements of art and principles of design with continued exploration of art media and techniques including but not limited to drawing, painting, printmaking, ceramics, and sculpture. This course is designed for the highly motivated art student. Art culture and history will be incorporated into most assignments as an essential background of each student's planning and creative thinking skills with criteria set for the assignment. Students will develop an ability to talk about their work and the work of others. Students will also have many opportunities to explore careers in the arts, showcase their artwork as well as compete in competitions.

Prerequisite: Art I and Teacher Recommendation

Theatre Production I
Grade: 9-12
Students will learn acting concepts and skills and will learn the history and appreciation of theatre through games, productions, and projects. Students will recognize career opportunities, practice theatre safety, learn about costumes and theatrical make-up, stage lighting and set design. Students are required to either attend a live performance of a play, or participate in a production each semester. This class is heavily based on participation and performance.

Theatre Production II (1 cr.) Grade: 10-12
Theatre Production III (1 cr.) Grade: 11-12
These courses are offered in sequence for the student who is serious about the field of acting. In advanced theatre production, the student will utilize techniques learned in Theatre Production I. Students are required to either attend a live performance of a play and participate in a production each semester. Additional performance and technical duties may be required. This class is heavily based on scene creation and

performance and is considered an in depth extension of Theatre I. Some extra time outside of class hours may be required. Students will create an acting or technical portfolio

Prerequisite: Theatre Production I, II
Teacher recommendation

Theatre Production IV (1 cr.)
Grade: 12
Students will be required to attend and review a live performance of a play and participate in a school production. They will direct a 15-30 minute play made up of students in the class, and will finish up their acting or technical portfolio to be turned in at the end of the year. Additional performance duties may be required. This class is heavily based on scene creation and performance and is considered an in depth extension of Theatre I-III. Some extra time outside of class hours may be required.

Prerequisite: Theatre Production III
Teacher recommendation

Band I (1 cr.) Grade: 9-12
Band II (1 cr.) Grade: 10-12
Band III (1 cr.) Grade: 11-12
Band IV (1 cr.) Grade: 12

PE Equivalent (Fall Semester Only)

This musical organization serves as a laboratory for students of instrumental music. Band trips are included as part of the course, and pupils are encouraged to participate in individual competition. Before and after school rehearsals, performances, and group competitions are required. Band should be viewed as a one-year course even though the year is divided into semesters. Students are expected to sign up for both the fall and spring semesters. If PE or Athletics is taken during the same semester, only the PE or Athletic class will earn the PE credit.

Prerequisite: Band director recommendation, varsity level sight reading skills and instrumental fundamentals

Career and Technical Education Programs of Study

Technology Applications (two semesters)
Grade: 6
Students will learn skills in communication and collaboration, research and information fluency, digital citizenship, technology operations and apps, problem-solving, decision-making, and critical thinking while developing career and college readiness skills and an understanding of current and emerging technology.

Sharkway Academy (two semesters)
Grade: 6
Sharkway Academy is a character development course designed to help 6th grade students grow into positive leaders within their school community. Through engaging lessons and activities, students learn to be Supportive, Hardworking, Accountable, Respectful, and Kind—the core values of the SHARK way. This course encourages teamwork, self-awareness, and strong communication skills while building confidence and a sense of responsibility. Sharkway Academy helps students develop the habits and mindset for success both in and out of the classroom.

Employability Skills (two semesters)
Grade: 7 (1 high school credit)
This course will provide instruction in general employability knowledge and skills. Employability skills include fundamentals of maintenance of personal appearance and grooming. The course also includes the knowledge, skills, and attitudes that allow employees to get along with their co-workers, make important work-related decisions, and become strong members of the work team. Discovering job possibilities that link skills, abilities, interests, values, needs, and work environment preferences is a part of the process of obtaining employability skills and abilities and is experiential learning that takes place over time.

Professional Communication (one semester)
Grade: 7, 9-12 (.5 high school credit)
The student masters basic communication skills, orally and written, in the individual and group process. Each student masters advanced research skills and will be required to give several speeches in front of the class. Emphasis is placed on effective communication skills in the workplace.

Interpersonal skills (one semester)
Grade: 7
Interpersonal Studies examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services.

Money Matters (two semesters)
Grade: 8
In Money Matters, students will investigate money management from a personal financial perceptive. Students will apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will gain knowledge and skills necessary to establish short-term and long-term financial goals. Students will examine various methods of achieving short-term and long-term financial goals through various methods such as investing, tax planning, asset allocating, risk management, retirement planning, and estate planning

Dollars and Sense (one semester)
Grade: 9-12 (.5 high school credit)
Dollars and Sense focuses on consumer practices and responsibilities, the money management process, decision-making skills, impact of technology, and preparation for human services careers. Students are encouraged to participate in career and technical student organizations and other leadership organizations.

All students shall select a CTE Program of Study beginning 8th grade year and enroll in a Principles course. Students shall complete three courses within the same CTE Program of Study over the course of four years.

Clusters	Programs of Study
Agriculture, Food, and Natural Resources	Animal Science
Agriculture, Food, and Natural Resources	Agricultural Technology and Mechanical Systems and Carpentry
Agriculture, Food, and Natural Resources	Floral Design
Arts, Audio Visual Technology, and Communications	Graphic Design and Interactive Media
Hospitality and Tourism	Culinary Arts
Health Science	Diagnostic and Therapeutic Services

Revised–May 2024

Agriculture, Food, and Natural Resources Career Cluster

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

Statewide Program of Study: Animal Science

The Animal Science program of study focuses on occupational and educational opportunities associated with the science, research, and business of animals and other living organisms. This program of study includes applying biology and life science to real-world life processes of animals and wildlife, either in laboratories or in the field, which could include a veterinary office, a farm or ranch, or any outdoor area harboring animal life. Students will research and analyze the growth and destruction of species and research or diagnose diseases and injuries of animals.

Secondary Courses for High School Credit

Level 1	• Principles of Agriculture, Food, and Natural Resources
Level 2	• Small Animal Management • Equine Science
Level 3	• Livestock Production/ Lab
Level 4	• Advanced Animal Science • Practicum in Agriculture, Food, and Natural Resources

Aligned Advanced Academic Courses

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

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

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities	• Shadow an animal scientist in a biology lab to learn about applying science to understand animals and wildlife • Intern in a veterinary clinic, caring for animals and wildlife being treated in the clinic
Expanded Learning Opportunities	• Participate in an FFA career, leadership, and speaking contest like an agriscience fair • Attend an agricultural industry seminar

Aligned Industry-Based Certifications

- Elanco Fundamentals of Animal Science Certification
- Elanco Veterinary Medical Applications Certification

Successful completion of the Animal Science program of study will fulfill requirements of a Business and Industry endorsement.

Example Postsecondary Opportunities

Apprenticeships
- Reproduction Technician

Associate Degrees
- Biological and Physical Sciences
- Entomology

Bachelor's Degrees
- Animal Science
- Zoology/Animal Biology

Master's, Doctoral, and Professional Degrees
- Marine Sciences
- Biotechnology

Additional Stackable IBCs/License
- Veterinarian
- Certified Veterinary Technician

Example Aligned Occupations

Veterinary Assistants and Laboratory Animal Caretakers
Median Wage: $29,906
Annual Openings: 1,348
10-Year Growth: 24%

Veterinary Technologists and Technicians
Median Wage: $33,679
Annual Openings: 1,217
10-Year Growth: 24%

Veterinarian
Median Wage: $103,160
Annual Openings: 347
10-Year Growth: 26%

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

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

Animal Science

Course Descriptions for Animal Science Program of Studies

Principles of Agriculture, Food, & Natural Resources (1 credit)
Grade: 8-12
Principles of Agriculture, Food, & Natural Resources introduce students to careers in agriculture, food, and natural resources. Students must attain academic skills and knowledge in agriculture. This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for success, students need to have opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings.

Prerequisite: None

Small Animal Management (.5 credit)
Grade: 9-12
In Small Animal Management, students will acquire knowledge and skills related to small animals and the small animal management industry. Small Animal Management may address topics related to small mammals such as dogs and cats, amphibians, reptiles, and birds.

Prerequisite: Principles of Agriculture, Food & Natural Resources

Equine Science (.5 credit)
Grade: 9-12
In Equine Science, students will acquire knowledge and skills related to equine animal systems and the equine industry. Equine Science may address topics related to horses, donkeys, and mules.

Prerequisite: Principles of Agriculture, Food & Natural Resources

Livestock Production w/Lab (2 cr.)
Grade: 10-12
Livestock Production prepares students for careers in the field of animal science. Students need to attain academic skills and knowledge, acquire knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. Animal species to be addressed in this course may include, but are not limited to, beef cattle, dairy cattle, swine, sheep, goats, and poultry.

Industry-Based Certification available: Elanco Fundamentals of Animal Science, Elanco Veterinary Medical Application, Ducks Unlimited Ecology Conservation & Management

Prerequisite: Principles of Agriculture, Food & Natural Resources

Advanced Animal Science (1 cr.)
Grade: 11-12

In Advanced Animal Science students will be prepared for careers in the field of animal science and attain academic skills and knowledge related to the animal system, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is destined to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences.

Prerequisite: Biology AND Chemistry Or Integrated Physics, Algebra I, Geometry Small Animal Management Or Equine Science Or Livestock Production

TCCNs: AGRI 1419
TSU Course Codes: ANSC 1319 + 1119
4 college credits (3 for lecture, 1 for lab)

Practicum in Agriculture, Food, and Natural Resources (2 cr.)
Grade: 11-12
Practicum in Agriculture, Food, and Natural Resources is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. To prepare for careers in agriculture, food and natural resources, students must attain academic skills and knowledge, acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings.

Note: At the district discretion, enrollment may be limited to no more than 5 students per class.
Prerequisite: Students are eligible for practicum during Senior year only and must have previously completed one course in the AFNR program of study.

Extended Practicum in Agriculture, Food, and Natural Resources (3 cr.)
Grade: 12
Extended Practicum in Agriculture, Food, and Natural Resources is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources Career Cluster.

Note: Students are eligible for extended practicum during Senior year only if they have completed three years of Ag courses in the Program of Study. Transportation to job location is not provided. Approval required.

Revised–May 2024

Agriculture, Food, and Natural Resources Career Cluster

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

Statewide Program of Study: Agricultural Technology and Mechanical Systems

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

Secondary Courses for High School Credit

Level 1	• Principles of Agriculture, Food, and Natural Resources
Level 2	• Agricultural Mechanics and Metal Technologies
Level 3	• Agricultural Structures Design and Fabrication/ Lab
Level 4	• Agricultural Equipment Design and Fabrication/ Lab • Practicum in Agriculture, Food, and Natural Resources

Example Postsecondary Opportunities

Apprenticeships
- Farm Equipment Mechanic I

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

Bachelor's Degrees
- Agricultural Engineering
- Agricultural Systems Management

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

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

Aligned Advanced Academic Courses

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

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

Work-Based Learning and Expanded Learning Opportunities

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

Aligned Industry-Based Certifications

- AWS D1.1 Structural Steel
- AWS D9.1 Sheet Metal Welding
- NCCER Core

Example Aligned Occupations

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

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

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

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

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

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

Agricultural Technology and Mechanical Systems

Course Descriptions for Agricultural Technology and Mechanical Systems

Principles of Agriculture, Food, & Natural Resources (1 credit)
Grade: 8-12
Principles of Agriculture, Food, & Natural Resources introduce students to careers in agriculture, food, and natural resources. Students must attain academic skills and knowledge in agriculture. This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for success, students need to have opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings.

Prerequisite: None

Agricultural Mechanics & Metal Technologies (1 cr.)
Grade: 9-12
Agricultural Mechanics & Metal Technologies prepares students for careers in agricultural power, structural, and technical systems. Students need to attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills and technologies in a variety of settings. This course is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal working techniques.

Prerequisite: Principles of Ag

Agricultural Structures Design and Fabrication w/Lab (Welding) (2 cr.)
Grade: 10-12
In Agricultural Structures Design and Fabrication, students will explore career opportunities, entry requirements, and industry expectations. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural structures design and fabrication. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their academic knowledge and technical skills in a variety of settings.

Industry-Based Certification available: AWS D1.1 Structural Steel, AWS D9.1 Sheet Metal Welding

Prerequisite: Agricultural Mechanics and Metal Technologies

Agricultural Equipment Design and Fabrication w/Lab (Welding) (2 cr.)
Grade: 11–12
In Agricultural Equipment Design and Fabrication, students will acquire knowledge and skills related to the design and fabrication of agricultural equipment.

Industry-Based Certification available: AWS D1.1 Structural Steel, AWS D9.1 Sheet Metal Welding

Prerequisite: None. Recommended Prerequisites: Agricultural Mechanics and Metal Technologies.

Practicum in Agriculture, Food, and Natural Resources(2 cr.)
Grade: 12
Practicum in Agriculture, Food, and Natural Resources is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. To prepare for careers in agriculture, food and natural resources, students must attain academic skills and knowledge, acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings.

Note: At the district discretion, enrollment may be limited to no more than 5 students per class.
Prerequisite: Students are eligible for practicum during Senior year only and must have previously completed one course in the AFNR program of study.

Extended Practicum in Agriculture, Food, and Natural Resources (3 cr.)
Grade: 12
Extended Practicum in Agriculture, Food, and Natural Resources is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources Career Cluster.

Note: Students are eligible for extended practicum during Senior year only if they have completed three years of Ag courses in the Program of Study. Transportation to job location is not provided. Approval required.

Revised–May 2024

Architecture and Construction Career Cluster

The Architecture and Construction career cluster focuses on designing, planning, managing, building, and maintaining the built environment. This career cluster includes occupations ranging from architect, carpenter, and construction manager to electrician, plumber, and heating, air conditioning, and refrigeration technician.

Statewide Program of Study: Carpentry

The Carpentry program of study focuses on occupational and educational opportunities related to constructing, installing, and repairing structures and fixtures made of wood (including frameworks, partitions, joists, studding, rafters, and stairways). The program of study includes installing, dismantling, or moving machinery and heavy equipment according to layout plans, blueprints, or other drawings.

Secondary Courses for High School Credit

Level 1	• Principles of Construction
Level 2	• Mill and Cabinetmaking Technology
Level 3	• Practicum in Construction Technology I
Level 4	• Practicum in Construction Technology II

Aligned Advanced Academic Courses

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

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

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities	• Intern with a carpenter to practice skills such as measuring materials and assembling structures • Participate in a pre-apprenticeship that includes activities like installing cabinets, drywall, and siding
Expanded Learning Opportunities	• Shadow a construction manager to learn more about how construction teams work together to complete projects • Participate in SkillsUSA

Aligned Industry-Based Certifications

- NCCER Core
- NCCER Carpentry Level I

Example Postsecondary Opportunities

Apprenticeships
- Carpenter

Associate Degrees
- Construction Management
- Construction Engineering Technology
- Building Construction Technology

Bachelor's Degrees
- Construction Engineering
- Construction Science
- Construction Site Management

Master's, Doctoral, and Professional Degrees
- Construction Engineering Technology
- Construction Engineering
- Construction Management
- Project Management

Example Aligned Occupations

Drywall and Ceiling Tile Installers
Median Wage: $44,699
Annual Openings: 758
10-Year Growth: 14%

Carpenters
Median Wage: $46,272
Annual Openings: 5,623
10-Year Growth: 15%

Construction Managers
Median Wage: $95,072
Annual Openings: 6,325
10-Year Growth: 24%

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

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

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

Texas Education Agency

Course Descriptions for Carpentry Program of Studies
This program of study is being gradually discontinued

Principles of Construction (1 cr.) ***course is no longer offered***
Grade: 9-12
Prerequisite: None

The Architecture and Construction Career Cluster focuses on designing, planning, managing, building, and maintaining the built environment.
Principles of Construction is intended to provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools. This course also provides communication and occupation skills to assist the student in obtaining and maintaining employment.

The **NCCER Core Curriculum Certification** is offered in this course, providing the student with an industry based certification that is viable throughout the Construction and General Industry employment realm.

For safety and liability considerations, TEA has recommended limiting course enrollment to 15 students per session. .

Mill and Cabinetmaking Technology (2 cr.) ***this course is being merged with the Ag Pathway***

Grade: 10–12
In Mill and Cabinetmaking Technology, students will gain knowledge and skills needed to enter the workforce in millwork and cabinet manufacturing and installation. Students may also apply these skills to professions in carpentry or building maintenance supervision or use the skills as a foundation for a postsecondary degree in construction management, architecture, or engineering. Students will acquire knowledge and skills in cabinet design, tool usage, jointing methods, finishes, and industry-level practices such as numerical and computer-control production methods.

The **NCCER Carpentry Level 1 Certification** is offered in this course, providing the student with an industry based certification that is viable throughout the Construction and General Industry employment realm. This Certification content includes: Orientation to the Trade; Building Materials, Fasteners, and Adhesives; Hand and Power Tools; Introduction to Construction Drawings, Specifications, and Layout; Floor Systems; Wall Systems; Ceiling Joist and Roof framing; Basic Stair Layout; Introduction to Building Envelope Systems

Prerequisites: Principles of Construction.

Practicum in Construction Technology (2 cr.) ***this course is being merged with the Ag Pathway***

Grade: 11-12
A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills. Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions. In Practicum in Construction Technology, students will be challenged with the application of gained knowledge and skills from Construction Technology I and II. In many cases students will be allowed to work at a job (paid or unpaid) outside of school or be involved in local projects the school has approved for this class.

Prerequisite: Mill and Cabinetmaking Technology
Note: At the district discretion, enrollment may be limited to no more than 5 students per class.

Extended Practicum in Construction Technology (3 cr.) ***this course is being merged with the Ag Pathway***
Grade: 12
In Extended Practicum in Construction Technology, students will be challenged with the application of knowledge and skills gained in previous construction-related coursework. In many cases students will be allowed to work at a job (paid or unpaid) outside of school or be involved in local projects the school has approved for this class.

Note: Students are eligible for extended practicum during Senior year only if they have completed three years of courses in the Program of Study. Transportation to job location is not provided. Approval required.

Revised–May 2024

Arts, Audio Visual Technology, and Communication Career Cluster

The Arts, Audio Visual Technology, and Communication (AAVTC) career cluster focuses on designing, producing, exhibiting, performing, writing, and publishing multimedia content requiring creative aptitude, fluency in computer and technology applications, and proficiency in oral and written communication. This career cluster includes occupations ranging from camera operator, audio and video technician, director, and producer to graphic designer and web and digital interface designer.

Statewide Program of Study: Graphic Design and Interactive Media

The Graphic Design and Interactive Media program of study focuses on occupational and educational opportunities associated with designing or creating graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. The program of study includes designing clothing and accessories and creating special effects, animation, or other visual images using film, video, computers, or other electronic tools and media for use in computer games, movies, music videos, and commercials.

Secondary Courses for High School Credit

Level 1	• Principles of Arts, Audio/Video Technology, and Communications
Level 2	• Graphic Design and Illustration I/ Lab
Level 3	• Graphic Design and Illustration II/ Lab
Level 4	• Practicum in Graphic Design and Illustration

Example Postsecondary Opportunities

Associate Degrees
- Graphic Design
- Digital Arts

Bachelor's Degrees
- Web Page, Digital/Multimedia and Information Resources Design
- Design and Visual Communications

Master's, Doctoral, and Professional Degrees
- Game and Interactive Media Design
- Animation, Interactive Technology, Video Graphics, and Special Effects

Additional Stackable IBCs/License
- Certified Textile Designer (CTD)

Aligned Advanced Academic Courses

AP or IB	AP Studio Art: Two-Dimensional Design Portfolio
Dual Credit	Dual credit offerings will vary by local education agency.

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

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities	• Shadow an art director at a branding firm or design agency • Intern in the marketing and communications department of a technology company
Expanded Learning Opportunities	• Participate in SkillsUSA or TSA • Participate in Student Television Network • Join a related co-curricular or extracurricular club such as web development or computer coding

Aligned Industry-Based Certifications

- Adobe Certified Professional in Graphic Design and Illustration Using Adobe Illustrator

Example Aligned Occupations

Software Developers
Median Wage: $111,705
Annual Openings: 15,324
10-Year Growth: 36%

Graphic Designers
Median Wage: $50,973
Annual Openings: 1,766
10-Year Growth: 10%

Art Directors
Median Wage: $81,926
Annual Openings: 619
10-Year Growth: 18%

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

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

Successful completion of the Graphic Design and Interactive Media program of study will fulfill requirements of the Business and Industry endorsement.

Graphic Design and Interactive Media

Course Description for Graphic Design and Interactive Media

Principles of Arts, Audio/Video Technology, and Communications (1cr.)
Grade: 8-12
This course allows students to develop knowledge and skills regarding career opportunities related to information management and presentation, animation, video technology, printing and desktop publishing. Topics include an introduction to Illustrator, Photoshop, Animate and HTML.

Prerequisite: None

Graphic Design and Illustration I (1 cr.)
Grade: 9-12
In Graphic Design and Illustration, students learn the principles of graphic design. Graphic design combines technical skill, creativity, and artistic ability when working with colors, fonts, and the rules of layout and composition. Although multiple technologies will be explored, the emphasis will be on utilizing the features in Adobe Illustrator and Photoshop included in the corresponding industry recognized certifications. Careers in graphic design and illustration span all aspects of the advertising and visual communications industries.

Prerequisite: Principles of Arts, Audio/Video Technology, and Communications

Graphic Design and Illustration II with Lab (2 cr.)
Grade: 10-12
This course provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.
Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills.

Industry-Based Certification available: The Adobe Certified Professional in Graphic Design and Illustration Using Adobe Illustrator.

Prerequisite: Graphic Design and Illustration I

Practicum in Graphic Design and Illustration (2 cr.)
Grade: 11-12
Careers in graphic design and illustration span all aspects of the advertising and visual communications industry. Additionally, students develop technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster.

Prerequisite: Graphic Design and Illustration II with Lab
Note: At the district discretion, enrollment may be limited to no more than 5 students per class.

Revised–June 2024

Hospitality and Tourism Career Cluster

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

Statewide Program of Study: Culinary Arts

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

Secondary Courses for High School Credit

Level 1	• Introduction to Culinary Arts
Level 2	• Culinary Arts
Level 3	• Advanced Culinary Arts • Food Processing
Level 4	• Practicum in Culinary Arts

Example Postsecondary Opportunities

Associate Degrees
- Culinary Arts
- Baking and Pastry Arts

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

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

Additional Stackable IBCs/License
- Food Manager License

Aligned Advanced Academic Courses

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

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

Work-Based Learning and Expanded Learning Opportunities

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

Aligned Industry-Based Certifications

- ServSafe Manager

Example Aligned Occupations

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

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

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

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

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

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

Culinary Arts

Course Descriptions for Culinary Arts Program of Studies

Principles of Culinary Arts \(1cr.)
Grades : 8–10
Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide insight into food production skills, various levels of industry management, and hospitality skills. This is an entry level course for students interested in pursuing a career in the food service industry. This course is offered as a classroom and laboratory-based course.

Prerequisite: None

Culinary Arts \ (2 cr.)
Grade: 9-12
Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification, a Texas culinary specialist certification, or any other appropriate industry certification. This course may be offered as a laboratory-based or internship course. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

Prerequisite: Principles of Culinary

Advanced Culinary Arts (2cr.)
Grade: 10-12
Advanced Culinary Arts will extend content and enhance skills introduced in Culinary Arts by in-depth instruction of industry-driven standards to prepare students for success in higher education, certifications, and/or immediate employment.

Industry-Based Certification available: ServManager.

Prerequisite: Principles of Culinary, Culinary Arts

Practicum in Culinary Arts (2 cr.)
Grade: 11-12
Practicum in Culinary Arts is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Culinary Arts integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing workplace.

Prerequisite: Principles of Culinary, Culinary Arts, Advanced Culinary Arts
Note: At the district discretion, enrollment may be limited to no more than 5 students per class.

Revised–June 2024

Health Science Career Cluster

The Health Science career cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. This career cluster includes occupations ranging from medical assistant, registered nurse, and physical therapist to forensic science technician and athletic trainer.

Statewide Program of Study: Diagnostic and Therapeutic Services

The Diagnostic and Therapeutic Services program of study focuses on occupational and educational opportunities associated with diagnosing and treating acute, episodic, or chronic illness independently or as part of a healthcare team. This program of study includes exploration of patient treatment and rehabilitative programs that help build or restore daily living skills to persons with disabilities or developmental delays.

Secondary Courses for High School Credit

Level 1	• Principles of Health Science
Level 2	• Medical Terminology
Level 3	• Anatomy and Physiology
Level 4	• Practicum in Health Science • Health Science Theory

Example Postsecondary Opportunities

Apprenticeships
- Medical Assistant

Associate Degrees
- Emergency Medical Technology
- Radiologic Technology/Science

Bachelor's Degrees
- Emergency Medical Technology
- Medical Insurance Coding

Master's, Doctoral, and Professional Degrees
- Medicine
- Occupational Therapy

Additional Stackable IBCs/License
- Registered Diagnostic Medical Sonographer

Aligned Advanced Academic Courses

AP or IB	AP Biology IB Biology SL IB Biology HL	AP Chemistry IB Chemistry SL IB Chemistry HL
Dual Credit	Dual credit offerings will vary by local education agency.	

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

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities	• Intern with a medical assistant at a community clinic, hospital, assisted living, or long-term care facility • Participate in job shadowing experiences such as Emergency Medical Services (EMS) ride along or hospital/clinical job
Expanded Learning Opportunities	• Participate in Health Occupation Students of America (HOSA) or SkillsUSA • Participate in Advanced Medical Ambulance Bus (AMBUS) event or Community Emergency Response Team (CERT) event

Aligned Industry-Based Certifications

- ECG Technician
- Phlebotomy Technician

Example Aligned Occupations

Medical Assistants
Median Wage: $36,834
Annual Openings: 11,638
10-Year Growth: 29%

Dental Hygienists
Median Wage: $79,663
Annual Openings: 1,352
10-Year Growth: 32%

Physician Assistants
Median Wage: $127,332
Annual Openings: 974
10-Year Growth: 41%

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

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

Successful completion of the Diagnostic and Therapeutic Services program of study will fulfill requirements of the Public Services endorsement or the STEM endorsement if the math and science requirements are met.

Diagnostic and Therapeutic Services

Course Descriptions for Diagnostic and Therapeutic Services Program of Studies

Principles of Health Science (1 cr.)
Grade: 8-12
The Principles of Health Science course is designed to provide an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the healthcare industry.

Prerequisite: None

Medical Terminology (1 cr.)
Grade: 9-12
The Medical Terminology course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.

Prerequisite: Principles of Health Science

Human Anatomy and Physiology(1 cr.)
Grade: 10-12
Human Anatomy and Physiology is a rigorous honors elective science class that is recommended for students who intend to pursue a degree in the health sciences, biological sciences, or nursing fields. The content includes a detailed study of human body systems, homeostatic balance, the relationship between structure and function, and the interrelationships between body systems. Laboratory activities will include analyses of tissue specimens, dissection of preserved specimens, extensive lab work utilizing models and simulators, and multimedia presentations. Students enrolled in this course should realize that this course will progress at a rapid pace requiring an extensive amount of time, effort, reading and memorization.

Prerequisite: Biology; Concurrent enrollment in Chemistry

Health Science Theory (1 cr.)
Grade: 11-12
The Health Science Theory course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will become familiar with industry-based standards for documenting and maintaining medical information; research industry employment requirements, including education, certification, and licensing requirements; and evaluate ethical and legal responsibilities of health science professionals. Students will employ hands-on experiences for continued clinical knowledge and skill development.

Prerequisite: Biology; Principles of Health Science; Medical Terminology

Practicum in Health Science (2 cr.)
Grade: 11-12
The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.
Prerequisite: Principles of Health Science; Medical Terminology; Anatomy and Physiology

Career and Technical Education

Professional Communications (.5 cr.)
Grade: 9-12
The student masters basic communication skills, orally and written, in the individual and group process. Each student masters advanced research skills and will be required to give several speeches in front of the class. Emphasis is placed on effective communication skills in the workplace.

Prerequisite: None

Dollars and Sense (.5 cr.)
Grade: 9-12
Dollars and Sense focuses on consumer practices and responsibilities, the money management process, decision-making skills, impact of technology, and preparation for human services careers. Students are encouraged to participate in career and technical student organizations and other leadership organizations.

Prerequisite: None

Digital Animation (1 cr.)
Grade: 9-12
Digital Art and Animation consists of computer images and animations created with digital imaging software. Digital Art and Animation has applications in many careers, including graphic design, advertising, web design, animation, corporate communications, illustration, character development, script writing, storyboarding, directing, producing, inking, project management, editing, and the magazine, television, film, and game industries. Students in this course will produce various real-world projects and animations. 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.

Prerequisite: None

Food processing (1 cr.)
Grade: 9-12
Food Processing focuses on the food processing industry with special emphasis on the handling, processing, and marketing of food products. To prepare for careers in food products and processing systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.
Note: Permission required for enrollment.

Principles of Architecture (1 cr.)
Grade 9-12
Principles of Architecture introduces students to the foundational concepts and career pathways in the field of architecture and construction design. This course emphasizes problem-solving, creativity, and technical skill development through hands-on projects, computer-aided design (CAD), and real-world design challenges.
Note: Permission required for enrollment

Floral Design I (1 cr.) **(**This course fulfills the Fine Art graduation requirement.)
Grade: 9-12
Principles & Elements of Floral Design prepares students for careers in floral design. Students need to attain academic skills and knowledge as well as technical knowledge and skills related to horticultural systems and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply and transfer their knowledge and skills and technologies in a variety of settings. This course is designed to develop students' abilities to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Students may earn their fine arts credit with this course.

Prerequisite: None

Floral Design II (2 cr.)
Grade: 10-12
In this course, students build on the knowledge from the Floral Design course and are introduced to more advanced floral design concepts, with an emphasis on specialty designs and specific occasion planning. This course focuses on building skills in advanced floral design and providing students with a thorough understanding of the design elements and planning techniques used to produce unique specialty floral designs that support the goals and objectives of a specific occasion or event. Through the analysis and evaluation of various occasion and event types, students explore the design needs and expectations of clients and propose and evaluate appropriate creations. From conception to evaluation, students are challenged to create and design appropriate specialty floral designs that meet the needs of the client. Furthermore, an emphasis on budgetary adherence and entrepreneurship equips students with many of the necessary skills needed for success in floral enterprises.

Prerequisite: Floral Design I

Advanced Placement (AP) Computer Science Principles (1 cr.)
Grade: 9-12
AP Computer Science Principles gives students a panoramic understanding of computing practices. The course involves the broader ideas behind computing, such as algorithms and data, creativity, the internet, programming, cybersecurity and the social implications of the field.

For complete details see the **PISD High School Advanced Academic & Advanced Placement Course Contract.**

Principles of Education and Training (1 cr.)
Grade: 12
This course combines the foundational knowledge of the **Principles of Education and Training** with the hands-on experience of serving as a **Student Aide** in a classroom setting. Designed for students interested in careers in education, training, or childcare, the course offers a comprehensive overview of the teaching profession while allowing students to gain real-world experience assisting educators and supporting learners.

Career Preparation (Co-op) (3 cr.)
Grade: 12
This course includes job orientation, units on the employer and co-worker, progress on the job, self-inventory, money management, preparation of income tax returns, use of bank services, social security, retirement and insurance. The student works with an approved outside employer 15 hours weekly. One class period daily is devoted to post high school training. This is a one-year course.

Prerequisite: Instructor recommendation; Job approved by the Instructor; Job cannot be immediate family once removed

Extended Practicum Available for all Programs of Study (3 cr)
*Ask the counselor for details
*Permission required