

HIGH SCHOOL  
COURSE  
CATALOG

2026-2027



# SAN ANGELO ISD

## Mission, Vision, and Goals

The mission of the San Angelo Independent School District is to engage all students in a relevant and inspiring education that produces future ready graduates.

Vision: In Pursuit of Excellence

The district goals:

- **Student Engagement**  
SAISD will develop district and campus support structures that positively impact student engagement and outcomes for all students.
- **Culture and Communication**  
SAISD will cultivate trusting partnerships to support the hopes and dreams of our students and staff.
- **Innovative Learning Spaces**  
SAISD will provide efficient, safe, and innovative learning spaces that promote student achievement.

## Assurance of Nondiscrimination

No student shall be denied the right to participate in any program, education service, or activity because of the student's race, religion, color, sex, national origin, or disability.

Inquiries and complaints regarding discrimination are to be directed to:

- ❖ Title IX  
Dr. Amy Lemaster, 1621 University Avenue, San Angelo, TX 325-947-3838 ext. 700 (personnel)
- ❖ The Americans with Disabilities ACT and Section 504 Nondiscrimination ACT  
Brandy Tyner, 218 N Oakes St, San Angelo, TX 76903; 325-657-4055 ext. 301

# Letter to Parents

Dear Student and Parent,

San Angelo ISD has a tradition of offering a wide variety of learning opportunities that prepare our students to be future-ready and successfully help them reach their goals: academic, workforce, military and beyond.

The purpose of this planning guide is to provide a brief description along with visual pathways that will help you make informed choices starting in the 8th grade. We ask that you take the time to familiarize yourself with this course catalog so that you are aware of all courses available.

Each decision you make now affects the options you have later. Challenge yourself fully and develop a plan that fits your interests and abilities. Build a partnership with teachers, counselors, school administrators and your family to fully take advantage of all of the learning opportunities that SAISD has to offer. The faculty and staff are here to support the success of every student, and we encourage participation in extracurricular and co-curricular activities that fosters learning outside of the classroom.

Course selections determine how our master schedules are developed. The choices you make are important to the planning of our school year. Efforts will be made to schedule your course choices, though some conflicts are unavoidable. Thank you for communicating with your counselor frequently and meeting deadlines to help ensure a schedule that is appropriate.

Sincerely,

SAISD Administrators and Staff

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# Preparing for the Future

In Texas, high school graduation isn't just about finishing four years; it's about building a foundation for your child's future. The state has a standardized graduation plan, with opportunities for students to specialize and pursue their interests. San Angelo ISD is committed to recognizing and celebrating the diverse ways in which students excel, and to producing future-ready graduates. Every student in San Angelo ISD will develop a personalized four-year plan that provides the opportunity to earn one or more endorsements, achieve the Distinguished Level of Achievement, and gain valuable real-world work experience through our Career and Technical Education (CTE) program. These personalized pathways to graduation empower students to become College, Career, and Military Ready (CCMR). Throughout this document, parents and students can explore all of the available opportunities.

SUBJECT AND ASSESSMENT	FOUNDATION WITH ENDORSEMENT PROGRAM High School Graduation Requirements	Distinguished Level of Achievement High School Graduation Requirements <small>(Foundation Plan + Endorsement Including 4 credits in Science and 4 credits in Math to include Algebra II)</small>	High School Graduation Requirements for Students on Alternative Curriculum
<b>ENGLISH</b>  <i>English I EOC English II EOC</i>	<b>4 Credits:</b> English I, English II, English III, & An Additional English Course	<b>4 Credits:</b> English I, English II, English III, An Additional English Course	<b>4 Credits:</b> English I, English II, English III, & English IV
<b>MATHEMATICS</b>  <i>Algebra I EOC</i>	<b>4 Credits:</b> Algebra I, Geometry, & 2 Additional Math Courses	<b>4 Credits:</b> Algebra I, Geometry, Algebra II, & An Additional Math Course	<b>4 Credits:</b> Algebra I, Algebraic Reasoning Geometry, & MMA
<b>SCIENCE</b>  <i>Biology EOC</i>	<b>4 credits:</b> Biology, IPC, Chemistry or Physics, & 2 Additional Science Courses	<b>4 credits:</b> Biology; IPC, Chemistry or Physics; & 2 Additional Science Courses	<b>3 credits:</b> Biology, IPC, Advance Plant and Soil Science
<b>SOCIAL STUDIES</b>  <i>US History EOC</i>	<b>3 Credits</b> World History or World Geography U.S. History U.S. Government (.5 credit) Personal Financial Literacy and Economics or Economics (.5 credit)	<b>3 Credits</b> World History or World Geography U.S. History U.S. Government (.5 credit) Personal Financial Literacy and Economics* or Economics (.5 credit)	<b>3 Credits</b> World History or World Geography U.S. History U.S. Government (.5 credit) Personal Financial Literacy and Economics or Economics (.5 credit)
<b>LANGUAGES OTHER THAN ENGLISH</b>	<b>2 credits</b> (any two levels in the same language) <b>OR</b> <b>2 credits</b> from Computer Science Courses	<b>2 credits</b> (any two levels in the same language) <b>OR</b> <b>2 credits</b> from Computer Science Courses	<b>2 credits</b> (Reading I & II - TAC 74.12(b)(5))
<b>FINE ARTS</b>	<b>1 Credit</b>	<b>1 Credit</b>	<b>1 Credit</b>
<b>PHYSICAL EDUCATION</b>	<b>1 Credit</b>	<b>1 Credit</b>	<b>1 Credit</b>
<b>ELECTIVES</b>	7 credits – as necessary to fulfill a required endorsement	7 credits – as necessary to fulfill a required endorsement	4 Credits
<b>TOTAL</b>	<b>26 CREDITS</b>	<b>26 CREDITS</b>	<b>22 CREDITS</b>
<b>ADDITIONAL STATE REQUIREMENTS FOR GRADUATION</b>	0 credit (SAISD): 1. Demonstrate proficiency in Communication Skills after successful completion of English 1, 2, and 3. 2. Demonstrate proficiency in interaction with peace officers after successful completion of Government. 3. Demonstrate proficiency in hands on CPR. 4. FAFSA, TASFA, or opt out form 5. Demonstrate proficiency in all 5 EOC <i>(Algebra I, Biology, English I, English 2, US History)</i>		

## Edorsements

In Texas, high school students can earn endorsements (one or more) as part of their graduation requirements. These endorsements help students:

- Focus on areas that align with their interests and career goals
- Explore career paths and develop specialized skills
- make students more competitive for college admissions and scholarships
- Provide a more focused and engaging high school experience

To earn a diploma with an endorsement, students must complete additional coursework within a specific area of study. Texas offers five endorsement options:

### STEM Endorsement Options

*Must Include: Algebra II, Chemistry, and Physics*

**Focus:** This endorsement focuses on courses related to science, technology, engineering, and advanced mathematics. It prepares students for careers in fields such as engineering, computer science, and biomedical sciences.

#### **Option 1: Career and Technical Education (CTE) Endorsement**

Complete a CTE program of study in Engineering and Programing & Software Development

OR

4 [credits](#) to include: at least 2 courses in the same career cluster, at least 1 advanced (*Level 3 or Level 4*) CTE course, 1 additional CTE course from any program of study

#### **Option 2: Mathematics Endorsement**

5 Credits to Include: Algebra I, Geometry, Algebra II, and Two additional math [courses](#) for which Algebra II is a prerequisite

#### **Option 3: Science Endorsement**

5 Credits to include: Biology, Chemistry, Physics, Two additional science [courses](#) from statue (IPC not included)

#### **Option 4: Computer Science Endorsement**

4 Credits in Computer Science

#### **Option 5: STEM Combination Endorsement**

6 Credits to include: Algebra II, Chemistry, and Physics, 3 additional credits from option 1, 2, 3 and/or 4

### Business and Industry Endorsement Options

**Focus:** This endorsement includes courses in areas such as information technology, communications, accounting, finance, marketing, and agriculture. It prepares students for careers in business, management, marketing, finance, information technology, hospitality, and tourism.

#### **Option 1: Career and Technical Education (CTE) Endorsement**

Complete a CTE program of study in Agriculture Food & Natural Resources; Architecture and Construction; Arts, Audio/video & Technology & Communication; Business Marketing & Finance; Hospitality and Tourism; Manufacturing; Transportation, Distribution and Logistics

OR

4 [credits](#) to include: at least 2 courses in the same career cluster, at least 1 advanced (*Level 3 or Level 4*) CTE course, 1 additional CTE course from any program of study

#### **Option 2: English Language Arts (ELA) Endorsement**

8 credits to include: 4 English [credits](#) AND 4 credits in Debate OR 4 credits Advanced Broadcast Journalism OR 4 credits Advanced Journalism - Yearbook

#### **Option 3: Business Combination Endorsement**

4 credits of a coherence sequence composed of a combination of option 1 and/or option 2

### Public Services Endorsement Options

**Focus:** This endorsement includes courses related to health sciences, human services, education, and law enforcement. It prepares students for careers in healthcare, family and community services, or education and early learning.

#### **Option 1: Career and Technical Education (CTE) Endorsement**

Complete a CTE program of study in Education and Training, Health Science, and Human Services

OR

4 [credits](#) to include: at least 2 courses in the same career cluster, at least 1 advanced (*Level 3 or Level 4*) CTE course, 1 additional CTE course from any program of study

#### **Option 2: JROTC Endorsement**

4 [credits](#)

### Arts and Humanities Endorsement Options

**Focus:** This endorsement includes courses related to social studies, languages other than English, fine arts, and English literature. It prepares students for careers in the arts, social sciences, journalism, and world languages.

#### **Option 1: Social Studies Endorsement**

5 Social Studies credits from statute

(*must include: World History or World Geography; U.S. History; Government; Economics and 1 additional social studies [courses](#)*)

#### **Option 2: Language Other Than English Endorsement**

4 [credits](#) from the same language OR 2 [credits](#) each of 2 different languages

#### **Option 3: Fine Arts Endorsement**

4 [credits](#) from fine arts in 1 or 2 strands

### Multidisciplinary Studies Endorsement Options

**Focus:** This endorsement allows students to take courses across multiple subjects, giving them a well-rounded education. It includes options like taking advanced courses from different endorsement areas, completing the curriculum requirements for each subject area, or taking a variety of advanced placement or dual credit courses.

#### **Option 1: Career and Technical Education (CTE) Endorsement**

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

#### **Option 2: 4 x 4 Endorsement**

16 Credits to include: Four credits in ELA, Math, Science, and Social Studies. (*Must include English IV and chemistry and/or physics*)

#### **Option 3: AP or Dual Credit Endorsement**

[Four credits in AP or dual credit](#) selected from English, mathematics, science, social studies, Personal Financial Literacy and Economics\* or Economics, languages other than English, or fine arts

## **Distinguished Level of Achievement**

Students can earn a distinguished level of achievement in addition to their endorsements if the student has the following:

- 4 Math credits that include Algebra 2
- 4 Science Credits

**Only students meeting the Distinguished Level of Achievement, requiring Algebra II and at least one endorsement, or who meet college readiness benchmarks on the ACT or SAT and submit an application and transcript by the university's deadline are eligible for the top 10% Automatic Admissions to state Colleges and Universities. \*This rule has been modified for UT in Austin, see UT Austin Admissions page.**

**Performance Acknowledgments (not related to Distinguished Level of Achievement):** Outstanding performance in Dual Credit, on an AP exam, the PSAT, SAT, **OR** ACT; Bilingualism and Billiteracy; **OR** Earning a Nationally or Internationally recognized Business or Industry Certificate or License.

## **ADVANCED ACADEMICS**

<b>Advanced Academics Honors, Advanced Placement (AP), and Dual Credit (DC)</b>
<p>Advanced academics courses are designed to challenge motivated students and prepare them for success in college-level coursework in high school and beyond. These courses move at a faster pace, are more academically challenging, require additional outside reading, and require more independent learning than on-level courses.</p>
<b>Honors Courses</b>
<p>Honors courses are intentionally designed to provide learners the skills necessary to succeed in AP and dual credit courses. The strategies in honors courses focus on critical reading, writing, and problem solving.</p> <p><i>Indicators of probable success in honors courses include Met or Masters standard on previous year STAAR Reading/English EOC and a previous year final grade average in the subject area of 85, or 75 in an advanced course. Honors is not "all or nothing." Students may take one or more of their core classes as Honors.</i></p> <p>While Honors courses are designed to prepare students for advanced academic coursework, Honors courses are not a requirement for enrolling in AP/DC courses.</p> <p>Honors courses that meet the criteria laid out in the <a href="#">district standards and procedures</a> will receive 10 weighted points onto the semester average.</p>
<b>Advanced Placement (AP) Courses</b>
<p>Advanced Placement (AP) courses are designed by the College Board to reflect the knowledge and skills taught in college courses. Students demonstrate their knowledge and skills on AP Exams offered each May during a two week period and may earn college credit based on qualifying scores on these exams. Research shows that learners who participate in AP courses are better prepared for the academic challenges of college. When evaluating applications, colleges and universities look at the rigor of courses a learner took and recognize AP courses as at the highest level.</p> <p>AP courses that meet the criteria laid out in the <a href="#">district standards and procedures</a> will receive 15 weighted points onto the semester average.</p>

### Dual Credit (DC) Courses

Dual Credit (DC) courses are college courses taken for high school and college credit. Although an average of 60 or higher earns college credit, a student must earn a grade average of 70 or higher to earn high school credit for graduation in SAISD. Please note, dual credit grades are a part of a student's college GPA. SAISD has Dual Credit agreements with Angelo State University and Howard College. In order to enroll in a dual credit course, students must meet TSI eligibility criteria. To see a complete list of all dual credit offerings, please [click here](#).

DC courses that meet the criteria laid out in the [district standards and procedures](#) will receive 15 weighted points onto the semester average. Other Dual Credit courses may count as high school credit. If you have other questions about Dual Credit, please contact your counselor.

### Gifted and Talented Students

Identified GT students are served in advanced courses from the four core content areas of English, math, science, and social studies and/or in GT courses in the arts, and/or career and technical education. GT students must enroll in at least one Honors, AP, or DC course in a core content area each year or enroll in a GT designated course in the arts and/or technical education.

**Special Note:** Texas requires students taking Algebra 1 Honors in 8th grade to also be assessed with SAT or ACT before they graduate. SAISD offers school day SAT testing for all Juniors in their spring

## **Career and Technical Education (CTE) Programs of Study: Hands-On Learning**

CTE programs are a valuable component of the FHSP and endorsements, particularly Business and Industry and Public Service. They offer students the opportunity to gain practical, hands-on experience in various career fields.

Key Features of CTE Programs:

- **Real-World Skills:** CTE courses provide students with skills that are directly applicable to the workforce.
- **Industry Certifications:** Many CTE programs offer the chance to earn industry certifications, which are valuable credentials for job seekers.
- **Work-Based Learning:** Some CTE programs include internships, apprenticeships, or job shadowing opportunities.
- **Variety of Fields:** CTE programs cover a wide range of career fields, including:
  - Healthcare
  - Information Technology
  - Manufacturing
  - Agriculture, Food, and Natural Resources
  - Architecture and Construction
  - Transportation, Distribution, and Logistics
  - Education and Training
  - Marketing, Sales, and Service.

### **Benefits of CTE Programs:**

- CTE programs can lead to high-demand, well-paying jobs.
- They provide students with a head start on their careers.
- They can make students more competitive for college admissions, especially in technical fields.
- They provide valuable experience that can be used whether or not a student chooses to go to college.

## What Does It Mean To Be College, Career, and Military Ready?

Our promise to the community is to help each student discover their strengths, get ready for their future goals, and support their plans after high school. When students graduate from San Angelo ISD, we understand that everyone has different plans – like going to college, starting a job, or joining the military. San Angelo has many ways for students to show they're ready for what comes next. Here are the different ways students can prove they're prepared for the future:

<b>Technical School, 2 year College, and 4 year College Ready</b>	
<b>Ways for Students to Show Future Readiness</b>	<b>Opportunities Provided through San Angelo ISD</b>
<ul style="list-style-type: none"> <li>Meet criteria of 3 on AP examinations</li> <li>Meet Texas Success Initiative (TSI) criteria in reading and mathematics.</li> <li>Complete course(s) for dual credit or technical dual credit (nine hours or more in any subject or three hours or more in ELAR/mathematics).</li> </ul>	<ul style="list-style-type: none"> <li>Provide Advanced Placement Courses and provide AP Exams at discounted costs.</li> <li>Provide School Day testing (SAT/ACT/TSIA) at no cost to students along with providing College Prep ELAR &amp; Math that meet the TSI requirements.</li> <li>Provide dual credit courses in partnership with Angelo State University and Howard College.</li> </ul>
<b>Career Ready</b>	
<b>Ways for Students to Show Future Readiness</b>	<b>Opportunities Provided through San Angelo ISD</b>
<ul style="list-style-type: none"> <li>Complete a CTE Program of Study</li> <li>Obtain an industry-based certification</li> <li>Earn a Level I or Level II certificate.</li> </ul>	<ul style="list-style-type: none"> <li>Programs of study including courses and certifications that are grounded in career and technical education.</li> <li>Technical dual credit that allows for Level 1 certification.</li> </ul>
<b>Military Ready</b>	
<b>Ways for Students to Show Future Readiness</b>	<b>Opportunities Provided through San Angelo ISD</b>
<ul style="list-style-type: none"> <li>Enlist in the United States Armed Forces.</li> </ul>	<ul style="list-style-type: none"> <li>Provide school day testing for the Armed Services Vocational Aptitude Battery (ASVAB), integrate JROTC courses into the curriculum, and extend a welcoming invitation to military recruiters on both high school campuses.</li> </ul>

## How Parents Can Help?

- **Encourage Exploration:** Help your child explore different endorsements and CTE programs to find an area that interests them.
- **Stay Informed:** Attend school meetings and talk to your child's teachers and counselors to stay informed about graduation requirements and program options.
- **Support Their Choices:** Support your child's choices and encourage them to pursue their passions.
- **Plan Ahead:** Work with your child and their school counselor to develop a four-year high school plan that aligns with their goals.

<p><b>8th Grade Year</b></p>	<ul style="list-style-type: none"> <li>● Meet your school counselor during orientation</li> <li>● Focus on improving study habits throughout the school year</li> <li>● Participate in a variety of extracurricular activities (academic and sports)</li> <li>● Participate in community service activities (NJHS, volunteer work)</li> <li>● Complete an interest, skills and personality inventory to explore passions and interests using <a href="#">Texas On Course Middle School Galaxy</a></li> <li>● Engage in conversations with school counselor about career clusters and endorsements</li> <li>● Meet the Career and Technical Education Director to learn about CTE and <a href="#">Programs of Study</a></li> <li>● Visit <a href="#">Texas On Course Map My Grad</a> to learn about graduation requirements and programs</li> <li>● Develop your 4-year Texas Achievement Plan with a school counselor and/or Career Pathways teacher using Naviance.</li> <li>● Pre-register for high school courses and complete a Dual Credit Application for high school through the Online Enrollment Process</li> </ul>
<p><b>Freshmen Year</b> 0 – 5.5 credit and at least first year in high school</p>	<ul style="list-style-type: none"> <li>● Meet your high school counselor during orientation <ul style="list-style-type: none"> <li>○ <a href="#">Central High School Counseling Center</a></li> <li>○ <a href="#">Lake View High School Counseling Center</a></li> </ul> </li> <li>● Check course schedule and determine if you are in the correct courses</li> <li>● Make appointments throughout the year with your counselor to discuss current courses and future plans</li> <li>● Continue good study habits and utilize tools that will help you (music, highlighters, tutorials)</li> <li>● Begin keeping a portfolio of your accomplishments, honors, and awards, as well as activities in which you participate in your Naviance account.</li> <li>● Begin researching your career choices and the educational requirements of each possible career option</li> <li>● Discuss AP/DC opportunities with your school counselor.</li> <li>● Complete the TSIA2 to demonstrate College Readiness provided by SAISD in the fall semester of Freshman year.</li> <li>● Pre-Register for 10th grade courses</li> <li>● Complete Online Enrollment Process</li> </ul>
<p><b>Sophomore Year</b> 6 – 11.5 credits and at least second year in high school</p>	<p><b>August/September</b></p> <ul style="list-style-type: none"> <li>● Check course schedule for accuracy and review 4-year Texas Achievement Plan</li> <li>● Make an appointment to meet with the school counselor by the end of September to create academic goals and plan for 11th grade courses <ul style="list-style-type: none"> <li>○ <a href="#">Central High School Counseling Center</a></li> <li>○ <a href="#">Lake View High School Counseling Center</a></li> </ul> </li> <li>● Students who wish to play sports in college have certain academic requirements that must be met in high school. It is very important that students and their parents/guardians work with the high school counselors to ensure that these requirements are met. Here are links to the requirements for <a href="#">NCAA, Division 1 universities</a> and <a href="#">Division 2 universities</a>.</li> <li>● Log in to your <a href="#">College Board</a> account in preparation for the PSAT/NMSQT 10</li> </ul> <p><b>October</b></p> <ul style="list-style-type: none"> <li>● Complete the TSIA2 to demonstrate college readiness provided by SAISD in the Fall semester of Sophomore year.</li> </ul> <p><b>December/January</b></p> <ul style="list-style-type: none"> <li>● Review TSIA2 scores with your school counselor and parent/guardian.</li> </ul> <p><b>Throughout the Year</b></p> <ul style="list-style-type: none"> <li>● Maintain communication with your school counselor, teachers and make academic goals</li> <li>● Continue to investigate college, career and military opportunities using Naviance</li> <li>● Participate in extracurricular and community service activities</li> <li>● Update your Naviance account with any awards or achievements you may have earned</li> </ul>

- Research colleges and universities that you may be interested in attending
- Discuss AP/Dual Credit opportunities with your school counselor

## Junior Year

12 – 17.5 credits and at least third year in high school

### August/September

- Check course schedule for accuracy and review 4-year Texas Achievement Plan
- Students who wish to play sports in college have certain academic requirements that must be met in high school. It is very important that students and their parents/guardians work with the high school counselors to ensure that these requirements are met. Here are links to the requirements for [NCAA](#), [Division 1 universities](#) and [Division 2 universities](#).
- Make an appointment to meet with the school counselor by the end of September to discuss: Academic goals for the current year, review of credits received and credits still needed to graduate with an endorsement, and college, career or military interests and best course of action
  - [Central High School Counseling Center](#)
  - [Lake View High School Counseling Center](#)
- Log in to your College Board account and review the [PSAT/NMSQT 11](#) assessment in preparation for October testing

### October/November

- Complete the PSAT/NMSQT provided by SAISD to take advantage of opportunities to earn National Merit Scholar Recognition as well as other scholarships through College Board.
- Attend FAFSA/TAFSA events to receive guidance on financial aid eligibility or
- Take the Armed Services Vocational Aptitude Battery test which:
  - Gives students the opportunity to learn about interests and abilities
  - Serves as a tool for students to have conversations with military recruiters about enlistment

### December

- Review college information and entrance requirements for the top three colleges of your choice
  - SAT/ACT Scores
  - TSIA2 Scores
  - Tuition costs
  - Housing and Meal Plans
- Meet with school counselor about scholarship opportunities and fill out common application
- Prepare for Spring SAT testing by using resources on the [College Board SAT Practice](#) website
- Prepare for Spring ACT testing by using resources on the [ACT](#) website

### January/February

- Schedule a meeting with a military recruiter if you are interested in a Service Academy or ROTC scholarship
- Review ASVAB scores with school counselor and/or military recruiter

### February/March

- Participate in the SAISD Spring SAT School Day Testing or Spring ACT Saturday Testing Opportunities
- Visit your top three college campuses in person or virtually using Naviance
- Arrange for interviews for colleges of choice if necessary
- Visit with the NCAA counselor to ensure registration with the NCAA Clearinghouse
  - Students who wish to play sports in college have certain academic requirements that must be met in high school. It is very important that students and their parents/guardians work with the high school counselors to ensure that these requirements are met. Here are links to the requirements for [NCAA](#), [Division 1 universities](#) and [Division 2 universities](#).

### Summer (Before Senior Year)

- Student athletes register with the NCAA Clearinghouse and check NCAA eligibility criteria
  - Students who wish to play sports in college have certain academic requirements that must be met in high school. It is very important that students and their parents/guardians work with the high school counselors to ensure that these requirements are met. Here are links to the requirements for [NCAA](#), [Division 1 universities](#) and [Division 2 universities](#).
- Participate in summer learning institutes or programs of interest to add to your resume
- Research scholarship and financial aid opportunities for specific colleges and universities
- Visit [Apply Texas Website](#) to complete one college application for multiple Texas Colleges and Universities

## Senior Year

18 credits and at least fourth year in high school (exception for early graduates)

### September

- Check course schedule for accuracy and review 4-year Texas Achievement Plan
- Students who wish to play sports in college have certain academic requirements that must be met in high school. It is very important that students and their parents/guardians work with the high school counselors to ensure that these requirements are met. Here are links to the requirements for [NCAA](#), [Division 1 universities](#) and [Division 2 universities](#).
- Make an appointment to meet with the school counselor by the end of September to discuss: Academic and personal goals for the current year, review of credits received and credits still needed to graduate with an endorsement, college, career or military interests and best course of action based on entrance requirements.
  - [Central High School Counseling Center](#)
  - [Lake View High School Counseling Center](#)
- Create a list of adults that you will visit with about:
  - Letters of recommendation
  - Job and Personal References
- Create a resume in Naviance of high school achievements that you can share with adults and colleges
- Apply to the top three colleges you have chosen based on:
  - Previous conversations with the counselor and parent/guardian
  - Career choice
  - Entrance requirements and opportunities
  - Deadline dates for application for admission, housing, financial aid, etc

### October/November

- Request letters of recommendation and/or personal references to include with college applications and scholarships
- Complete college applications. Be aware of important documentation and deadlines such as:
  - Transcripts
  - SAT/ACT or TSIA2 Scores
  - Housing
  - Financial aid
  - Scholarships
- \*\*Reach out to college admissions counselors for guidance
- Complete the FAFSA, TASFA, or sign the opt out waiver
- Follow up with colleges as necessary to ensure they receive all information necessary to complete admissions process

### December/January

- All college applications should be submitted no later than January 1st
- Students who wish to play sports in college have certain academic requirements that must be met in high school. It is very important that students and their parents/guardians work with the high school counselors to ensure that these requirements are met. Here are links to the requirements for [NCAA](#), [Division 1 universities](#) and [Division 2 universities](#).

### February - April

- College Acceptance letters will start arriving.
- Make an appointment with your counselor if you have any questions about financial aid
- Make any deposits required by the institution you plan to attend
- Contact college and university admission advisors for deadlines

### May

- Make your final choice of college or university if you have not already done so, and complete all details concerning college admissions.
- Notify your counselor of your final college choice and whether you have been awarded any scholarships (academic, athletic, artistic, dramatic, musical, and financial aid)
- Request that a final transcript be sent to the college of your choice
- Take Advanced Placement Test(s) if enrolled in AP courses

Some students may be eligible for early graduation through The Texas First Program. To check the requirements and determine if your student qualifies, please visit the [Website](#) and review the information provided in the attached [Flyer](#).

# Course Descriptions

## ENGLISH/LANGUAGE ARTS

Graduation Requirements: 4 English/Language Arts Credits

	English I Credit	English II Credit	English III Credit	A 4th English Credit
Option 1	<a href="#">English I or English I Honors</a>	<a href="#">English II or Honors English II</a>	<a href="#">English III</a>	<a href="#">English IV</a>
Option 2			<a href="#">English Language &amp; Composition AP/Dual Credit English III</a>	<a href="#">English Literature &amp; Composition AP/Dual Credit English IV</a>
Option 3				<a href="#">Business English</a>
Option 4				<a href="#">Humanities</a>
Option 5				<a href="#">College Preparatory ELA</a>
Option 6				<a href="#">Advanced Journalism: Yearbook III</a>
Option 7				<a href="#">Advanced Broadcast Journalism III</a>
Option 8				<a href="#">Independent Study Journalism - First Time Taken</a>
Option 9				<a href="#">Independent Study Journalism - Second Time Taken</a>
Option 10				<a href="#">Debate III</a>
Option 11				<a href="#">Independent Study Speech</a>
Option 12				<a href="#">Oral Interpretation III</a>

## English I & Honors English I (Eng I)

This course embodies the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy. Students in English I will read and respond to American, British, and World Literature.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	03220100 (Alt: 03220107)	<b>Local Code(s)</b>	10093H (honors) 100932, 10093IN, 10093MODIN, 10093MOD, 10093C (CCR), 10093P (Pays) 10093ALT		
<b>Prerequisite</b>	None				
<b>Note</b>	Students must score approaches or higher on the EOC STAAR assessment as part of the graduation requirements.  This course is also offered in an honors setting. Students who complete this course in an honors setting will receive 10 additional points onto their GPA.				

## ESOL (ENG1 SOL)

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

The English Language Learners Program is an integral part of the regular education program required under Chapter 74 Curriculum requirements. It is an intensive program of instruction designed to develop academic proficiency in the comprehension, speaking, reading, and composition in the English language for limited English proficient students. Instruction in English is commensurate with the student's level of English proficiency and level of academic achievement. The Language Proficiency Assessment Committee (LPAC) will recommend appropriate services including content courses provided through sheltered instructional approaches by certified and trained ESL teachers. All members of the LPAC, including the parents, will be acting for the school district and will observe all laws and rules governing confidential information concerning individual students. The district will be responsible for the orientation and training of all members of the LPAC. LPAC meetings will be held within 20 days of the enrollment of LEP students and at the end of each school year in accordance with Chapter 89.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	03200600, (Alt: 03200607)	<b>Local Code(s)</b>	100937, 100937ALT		
<b>Prerequisite</b>	LPAC placement				
<b>Note</b>	ESOL I and ESOL II must be offered in accordance with TEKS and may be used to substitute for English I and English II, respectively.  If a student is concurrently enrolled in English I or II, ESOL I or II may be counted as state elective credit.				

## English II & Honors English II (ENG2)

This course embodies the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy. Students in English II will read and analyze world literature across literary periods.

<b>Grade Placement</b>	<b>10-12</b>	<b>Site</b>	CHS & LVHS	<b>Credit</b>	<b>1.0</b>
<b>PEIMS Code</b>	03220200 (Alt: 03220207)	<b>Local Code(s)</b>	10103H, 101032, 10103IN, 10103MODIN, 10103MOD, 10103C (CCR), 10093P (Pays) 10103ALT		
<b>Prerequisite</b>	English I				
<b>Note</b>	Students must score approaches or higher on the EOC STAAR assessment as part of the graduation requirements.  This course is also offered in an honors setting. Students who complete this course in an honors setting will receive 10 additional points onto their GPA.				

## ESOL 2 (ENG2 SOL)

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

The English Language Learners Program is an integral part of the regular education program required under Chapter 74 Curriculum requirements. It is an intensive program of instruction designed to develop academic proficiency in the comprehension, speaking, reading, and composition in the English language for limited English proficient students. Instruction in English is commensurate with the student's level of English proficiency and level of academic achievement. The Language Proficiency Assessment Committee (LPAC) will recommend appropriate services including content courses provided through sheltered instructional approaches by certified and trained ESL teachers. All members of the LPAC, including the parents, will be acting for the school district and will observe all laws and rules governing confidential information concerning individual students. The district will be responsible for the orientation and training of all members of the LPAC. LPAC meetings will be held within 20 days of the enrollment of LEP students and at the end of each school year in accordance with Chapter 89

<b>Grade Placement</b>	<b>10-12</b>	<b>Site</b>	CHS & LVHS	<b>Credit</b>	<b>1.0</b>
<b>PEIMS Code</b>	03200700 (Alt: 03200707)	<b>Local Code(s)</b>	101037, 101037ALT		
<b>Prerequisite</b>	LPAC placement				
<b>Note</b>	ESOL I and ESOL II must be offered in accordance with TEKS and may be used to substitute for English I and English II, respectively.  If a student is concurrently enrolled in English I or II, ESOL I or II may be counted as state elective credit.				

## English III (ENG3)

This course embodies the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy. Students in English III will read and analyze American literature across literary periods.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	03220300	<b>Local Code(s)</b>	101132, 10113IN, 10113MODIN, 10113MOD, 10113ALT, 10113C (CCR), 10113P (Pays)		
<b>Prerequisite</b>	English II				
<b>Note</b>					

## English Language & Composition AP/Dual Credit English III (APENGLAN)

The AP English Language & Composition/Dual Credit English 3 course is both an English 3 high school course and a college-level English course. This course aligns with both the College Board Advanced Placement AP course description as well as the partnering university course description. This junior level course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, students read and analyze rhetorical elements and their effects in nonfiction texts including images as forms of text from a range of disciplines and historical periods.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	A3220100	<b>Local Code(s)</b>	113231 (AP/DC), 103231 (AP)		
<b>Prerequisite</b>	English II and Meet College Readiness Standards in Reading and Writing				
<b>Note</b>	<p>If college readiness standards are not met students may enroll in the AP course but will not be on the Dual Credit Roster. <u>A senior may not take AP/DC Language &amp; Composition if they already have the credit from their 11th grade year.</u></p> <p><u>Students are expected to take the Advanced Placement Examination at the end of the course.</u></p> <p>Note: If a student is taking English 1301 and 1302 for English III credit online from Angelo State or Howard College, and not from an SAISD instructor, students must take English 2326 in order to receive high school credit for English 3. Starting with the 26-27 school year, students taking English 1301 and 1302 for English 3 credit online at Howard College or ASU, SAISD will no longer require students to take English 2326 to complete the high school English 3 credit.</p> <p>Students who complete this course in an Advance Placement (AP) or Dual Credit setting will receive 15 additional points onto their GPA.</p>				

## English 4 (ENG 4)

This course embodies the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy. Students in English IV will read and analyze British literature across literary periods.

<b>Grade Placement</b>	12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	03220400	<b>Local Code(s)</b>	101232, 10123IN, 10123MODIN, 10123MOD, 10123ALT, 10123C (CCR), 10123P (Pays)		
<b>Prerequisite</b>	English III				
<b>Note</b>					

## English Literature & Composition AP/Dual Credit English IV (APENGLIT)

The AP English Literature & Composition/Dual Credit English 4 is a course that aligns with both the AP College Board Advanced Placement course description as well as the partnering university course description. This senior level course focuses on evaluating works of fiction, poetry, and drama from various periods and cultures. Students will read literary works and write essays to explain and support the analysis of each work.

<b>Grade Placement</b>	12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	A3220200	<b>Local Code(s)</b>	113331 (AP/DC), 103331 (AP)		
<b>Prerequisite</b>	English III and Meet College Readiness Standards in Reading and Writing				
<b>Note</b>	<p>If college readiness standards are not met students may enroll in the AP course but will not be on the Dual Credit Roster.</p> <p><u>Students are expected to take the Advanced Placement Examination at the end of the course.</u></p> <p><b>Dual Credit:</b> ENG 2321, ENG 2332      <b>Total College Hours:</b> 6</p> <p>Students who complete this course in an Advance Placement (AP) or Dual Credit setting will receive 15 additional points onto their GPA.</p>				

## Business English (BUSENGL)

Students will enhance communication and research skills by applying them to the business environment. This will include exchanging information via email, social media and other online information services. Students will learn to produce business documents such as business letters, memos, reports and newsletters. This course can substitute for English IV as long as the student's graduation plan allows. Dual credit will be earned through Howard College; however, this course may not be transferable to all colleges and/or universities.

<b>Grade Placement</b>	12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13011600	<b>Local Code(s)</b>	64132, 764123C (CCR), 764132P (Pays), TDC 764131		
<b>Prerequisite</b>	English III				
<b>Note</b>	This course can substitute for English IV as long as the student's graduation plan allows.				

## Humanities (HUMANIT)

Humanities is an interdisciplinary course in which students recognize writing as an art form. Students will read widely to understand how authors craft compositions for various purposes. This course includes the study of major historical and cultural movements and their relationship to literature and other fine arts. Students will participate in classroom discussion and presentations through a variety of media that lead to an understanding, appreciation and enjoyment of critical, creative achievements throughout history.

<b>Grade Placement</b>	12	<b>Site</b>	CHS	<b>Credit</b>	05. - 1.0
<b>PEIMS Code</b>	03221600	<b>Local Code(s)</b>	109532, 10953IN, 10953MODIN, 10953C, 10953P (Year Long) 109542, 10954IN, 10954MODIN, 10954C, 10954P (Semester course)		
<b>Prerequisite</b>	English III				
<b>Note</b>	This course can substitute for English IV as long as the student's graduation plan allows.				

## College Preparatory Course English Language Arts (CPETCBOT)

This college preparatory English Language Arts course is developed and provided by the Texas College Bridge in [partnership with a higher-education institution](#) with the aim of preparing students who have not successfully met TSI college entrance requirements. Students will read and write in multiple forms for a variety of audiences and purposes. Students are expected to plan, draft, and complete written compositions on a regular basis and carefully examine their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English.

<b>Grade Placement</b>	12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	CP110128	<b>Local Code(s)</b>	12803PF, 12803INPF		
<b>Prerequisite</b>	Students will be placed in this course based on their Texas Success Initiative (TSI) status at the time they enter 12th grade.				
<b>Note</b>	<p>Starting in the 2024-2025 school year, this course will be graded on a pass/fail basis and will not count toward the student's GPA.</p> <p>This course can be considered a 4th English language arts credit as long as the student's graduation plan allows.</p> <p>Students who successfully complete this online course through Texas College Bridge by the time of high school graduation can earn a TSI exemption at <a href="#">participating Institutions of Higher Education</a>. Successful completion of this course is defined as achieving 90% mastery in both stages of the English course, including a passing essay score.</p>				

## Communication Applications (COMMAPP)

Understanding and developing skills in communication are fundamental to all other learning and to all levels of human interaction. For successful participation in professional and social life, students must develop effective communication skills. Rapidly expanding technologies and changing social and corporate systems demand that students send clear verbal messages, choose effective nonverbal behaviors, listen for desired results, and apply valid critical-thinking and problem-solving processes. Students enrolled in Communication Applications will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	0.5
<b>PEIMS Code</b>	03241400	<b>Local Code(s)</b>	160942, 16093MOD, 16093ALT, 16094C (CCR), 16094P (PAYS)		
<b>Prerequisite</b>					
<b>Note</b>	This course is offered every other school year. The next offering will be in the 2024/2025 school year.				

## Communication Applications Dual Credit (COMM)

Understanding and developing skills in communication are fundamental to all other learning and to all levels of human interaction. For successful participation in professional and social life, students must develop effective communication skills. Rapidly expanding technologies and changing social and corporate systems demand that students send clear verbal messages, choose effective nonverbal behaviors, listen for desired results, and apply valid critical-thinking and problem-solving processes. Students enrolled in Communication Applications will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. Dual Credit The DC Communication Application class is a course that aligns with the partnering university course description.

<b>Grade Placement</b>	10-12	<b>Site</b>	LVHS	<b>Credit</b>	0.5
<b>PEIMS Code</b>	03241400	<b>Local Code(s)</b>	16094ASU		
<b>Prerequisite</b>	Meet College Readiness Standards				
<b>Note</b>	<p>Starting with the class of 2029, Students who complete this course in a Dual Credit setting will receive 15 additional points onto their GPA.</p> <p><b>Dual Credit:</b> COMM 1315    <b>Total College Hours:</b> 3</p>				

ELA ELECTIVES

**English Language Development and Acquisition - First Time Taken (ELDA1)**

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English Language Development and Acquisition (ELDA) is designed to provide instructional opportunities for secondary recent immigrant students with little or no English proficiency. These students have scored at the negligible/very limited academic language level of the state-approved English oral language proficiency tests. This course enables students to become increasingly more proficient in English in all four language domains.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	03200800	<b>Local Code(s)</b>	102037		
<b>Prerequisite</b>	LPAC Placement				
<b>Note</b>					

**English Language Development and Acquisition - Second Time Taken (ELDA2)**

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English Language Development and Acquisition (ELDA) is designed to provide instructional opportunities for secondary recent immigrant students with little or no English proficiency. These students have scored at the negligible/very limited academic language level of the state-approved English oral language proficiency tests. This course enables students to become increasingly more proficient in English in all four language domains.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	03200810	<b>Local Code(s)</b>	102137		
<b>Prerequisite</b>	LPAC Placement				
<b>Note</b>					

## Reading 1 (READ1)

Reading 1 offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional-level and independent-level texts that cross the content areas. Students will be placed in these classes according to SAISD guidelines.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	0.5 - 1.0
<b>PEIMS Code</b>	03270700	<b>Local Code(s)</b>	120932, 120932ALT, 120932PSS, 12093C (CCR), 12093P (PAYS)		
<b>Prerequisite</b>	LPAC or ARD Placement				
<b>Note</b>					

## Reading 2 (READ2)

Reading 2 offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional-level and independent-level texts that cross the content areas. Students will be placed in these classes according to SAISD guidelines.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	0.5 - 1.0
<b>PEIMS Code</b>	03270800	<b>Local Code(s)</b>	121032, 121032ALT, 121032PSS		
<b>Prerequisite</b>	LPAC or ARD Placement & Reading 1				
<b>Note</b>					

## Reading 3 (READ3)

Reading 3 offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional-level and independent-level texts that cross the content areas. Students will be placed in these classes according to SAISD guidelines.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	0.5 - 1.0
<b>PEIMS Code</b>	03270900	<b>Local Code(s)</b>	121132, 121132ALT, 121132PSS		
<b>Prerequisite</b>	LPAC or ARD Placement & Reading 2				
<b>Note</b>					

## Research/Technical Writing (TECH WR)

The study of technical writing allows high school students to earn one-half to one credit while developing skills necessary for writing persuasive and informative texts. This rigorous composition course asks high school students to skillfully research a topic or a variety of topics and present that information through a variety of media. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The students' evaluation of their own writing as well as the writing of others ensures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop and apply criteria for effective writing, and set their own goals as writers.

<b>Grade Placement</b>		<b>Site</b>	CHS & LVHS	<b>Credit</b>	0.5 - 1.0
<b>PEIMS Code</b>	03221100	<b>Local Code(s)</b>	14303C (CCR), 14303P (PAYS)		
<b>Prerequisite</b>	None				
<b>Note</b>					

## Creative Writing (CREAT WR)

The study of creative writing allows high school students to earn one-half to one credit while developing versatility as a writer. Creative Writing, a rigorous composition course, asks high school students to demonstrate their skill in such forms of writing as fictional writing, short stories, poetry, and drama. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The students' evaluation of their own writing as well as the writing of others ensures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop peer and self-assessments for effective writing, and set their own goals as writers.

<b>Grade Placement</b>		<b>Site</b>	CHS & LVHS	<b>Credit</b>	0.5 - 1.0
<b>PEIMS Code</b>	03221200	<b>Local Code(s)</b>	14203C (CCR), 14203P (PAYS)		
<b>Prerequisite</b>	None				
<b>Note</b>					

## Practical Writing (PRACT WR)

Practical Writing Skills will assist students in developing skills necessary for practical writing. This course emphasizes skill in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar, the reading comprehension of information text, and the effective use of vocabulary. Students are expected to understand the recursive nature of reading and writing. Evaluation of students' own writing as well as the writing of others ensures that students completing this course are able to analyze and evaluate their writing.

<b>Grade Placement</b>	ARD Committee Approval	<b>Site</b>	CHS & LVHS	<b>Credit</b>	0.5 - 1.0
<b>PEIMS Code</b>	03221300	<b>Local Code(s)</b>	14093ALT		
<b>Prerequisite</b>	None				
<b>Note</b>					

## Journalism 1 (JRNLSM)

Students enrolled in Journalism write in a variety of forms for a variety of audiences and purposes. High school students enrolled in this course are expected to plan, draft, and complete written compositions on a regular basis, carefully examining their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Journalism, students are expected to write in a variety of forms and for a variety of audiences and purposes. Students will become analytical consumers of media and technology to enhance their communication skills. Published work of professional journalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Journalism will learn journalistic traditions, research self-selected topics, write journalistic texts, and learn the principles of publishing.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	0.5 - 1.0
<b>PEIMS Code</b>	03230100	<b>Local Code(s)</b>	150932, 15093C (CCR), 15093P (Pays)		
<b>Prerequisite</b>	None				
<b>Note</b>					

## Photojournalism (PHOTJOUR)

Students enrolled in Photojournalism communicate in a variety of forms for a variety of audiences and purposes. High school students are expected to plan, interpret, and critique visual representation, carefully examining their product for publication. Students will become analytical consumers of media and technology to enhance their communication skills. High school students will study the laws and ethical considerations that impact photography. Published photos of professional photojournalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, and produce effective visual representations. Students enrolled in this course will refine and enhance their journalistic skills and plan, prepare, and produce photographs for a journalistic publication, whether print, digital, or online media.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS	<b>Credit</b>	0.5 - 1.0
<b>PEIMS Code</b>	03230800	<b>Local Code(s)</b>	151032, 15103C (CCR), 15103P(Pays)		
<b>Prerequisite</b>	None				
<b>Note</b>					

## Advanced Journalism: Yearbook I (YBK1)

Students enrolled in Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine communicate in a variety of forms such as print, digital, or online media for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine, students are expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will apply journalistic ethics and standards. Published works of professional journalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine will refine and enhance their journalistic skills, research self-selected topics, and plan, organize, and prepare a project(s) in one or more forms of media.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS	<b>Credit</b>	0.5 - 1.0
<b>PEIMS Code</b>	03230110	<b>Local Code(s)</b>	153032		
<b>Prerequisite</b>	None				
<b>Note</b>					

## Advanced Journalism: Yearbook II (YBK2)

Students enrolled in Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine communicate in a variety of forms such as print, digital, or online media for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine, students are expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will apply journalistic ethics and standards. Published works of professional journalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine will refine and enhance their journalistic skills, research self-selected topics, and plan, organize, and prepare a project(s) in one or more forms of media.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	0.5 - 1.0
<b>PEIMS Code</b>	03230120	<b>Local Code(s)</b>	153132		
<b>Prerequisite</b>	Yearbook I				
<b>Note</b>					

## Advanced Journalism: Yearbook III (YBK3)

Students enrolled in Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine communicate in a variety of forms such as print, digital, or online media for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine, students are expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will apply journalistic ethics and standards. Published works of professional journalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine will refine and enhance their journalistic skills, research self-selected topics, and plan, organize, and prepare a project(s) in one or more forms of media.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	0.5 - 1.0
<b>PEIMS Code</b>	03230130	<b>Local Code(s)</b>	153232		
<b>Prerequisite</b>	Yearbook II				
<b>Note</b>	This course can substitute for English IV as long as the student's graduation plan allows.				

## Advanced Broadcast Journalism I (BRCTJOR1)

Students need to be critical viewers, consumers, and producers of media. The ability to access, analyze, evaluate, and produce communication in a variety of forms is an important part of language development. High school students enrolled in this course will apply and use their journalistic skills for a variety of purposes. Students will learn the laws and ethical considerations that affect broadcast journalism; learn the role and function of broadcast journalism; critique and analyze the significance of visual representations; and learn to produce by creating a broadcast journalism product.

<b>Grade Placement</b>	10-12	<b>Site</b>	LVHS	<b>Credit</b>	0.5 - 1.0
<b>PEIMS Code</b>	03231900	<b>Local Code(s)</b>	161232		
<b>Prerequisite</b>	None				
<b>Note</b>					

## Advanced Broadcast Journalism II (BRCTJOR2)

Students need to be critical viewers, consumers, and producers of media. The ability to access, analyze, evaluate, and produce communication in a variety of forms is an important part of language development. High school students enrolled in this course will apply and use their journalistic skills for a variety of purposes. Students will learn the laws and ethical considerations that affect broadcast journalism; learn the role and function of broadcast journalism; critique and analyze the significance of visual representations; and learn to produce by creating a broadcast journalism product.

<b>Grade Placement</b>	10-12	<b>Site</b>	LVHS	<b>Credit</b>	0.5 - 1.0
<b>PEIMS Code</b>	03231901	<b>Local Code(s)</b>	161332		
<b>Prerequisite</b>	Advanced Broadcast Journalism I				
<b>Note</b>					

## Advanced Broadcast Journalism III (BRCTJOR3)

Students need to be critical viewers, consumers, and producers of media. The ability to access, analyze, evaluate, and produce communication in a variety of forms is an important part of language development. High school students enrolled in this course will apply and use their journalistic skills for a variety of purposes. Students will learn the laws and ethical considerations that affect broadcast journalism; learn the role and function of broadcast journalism; critique and analyze the significance of visual representations; and learn to produce by creating a broadcast journalism product.

<b>Grade Placement</b>	11-12	<b>Site</b>	LVHS	<b>Credit</b>	0.5 - 1.0
<b>PEIMS Code</b>	03231902	<b>Local Code(s)</b>	161432		
<b>Prerequisite</b>	Advanced Broadcast Journalism II				
<b>Note</b>	This course can substitute for English IV as long as the student's graduation plan allows.				

## Independent Study Journalism (IND JOUR) - First Time Taken

Communication skills are important in all aspects of life. Students who have mastered concepts and developed skills in introductory courses should be provided with opportunities to extend their knowledge and expand their skills in more advanced study. Independent Study in Speech provides opportunities for advanced students to plan, organize, produce, perform, and evaluate a project that enables them to develop advanced skills in communication, critical thinking, and problem solving.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS	<b>Credit</b>	0.5 - 1.0
<b>PEIMS Code</b>	03231000	<b>Local Code(s)</b>	155032		
<b>Prerequisite</b>	Administrative Approval				
<b>Note</b>	This course can substitute for English IV as long as the student's graduation plan allows.				

## Independent Study Journalism (INDJOUR2) - Second Time Taken

Communication skills are important in all aspects of life. Students who have mastered concepts and developed skills in introductory courses should be provided with opportunities to extend their knowledge and expand their skills in more advanced study. Independent Study in Speech provides opportunities for advanced students to plan, organize, produce, perform, and evaluate a project that enables them to develop advanced skills in communication, critical thinking, and problem solving.

<b>Grade Placement</b>	12	<b>Site</b>	CHS	<b>Credit</b>	0.5 - 1.0
<b>PEIMS Code</b>	03231000	<b>Local Code(s)</b>	155132		
<b>Prerequisite</b>	Administrative Approval				
<b>Note</b>	This course can substitute for English IV as long as the student's graduation plan allows.				

## Debate I (DEBATE 1)

Controversial issues arise in aspects of personal, social, public, and professional life in modern society. Debate and argumentation are widely used to make decisions and reduce conflict. Students who develop skills in argumentation and debate become interested in current issues, develop sound critical thinking, and sharpen communication skills. They acquire life-long skills for intelligently approaching controversial issues.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS	<b>Credit</b>	0.5 - 1.0
<b>PEIMS Code</b>	03240600	<b>Local Code(s)</b>	164032		
<b>Prerequisite</b>	None				
<b>Note</b>					

## Debate II (DEBATE 2)

Controversial issues arise in aspects of personal, social, public, and professional life in modern society. Debate and argumentation are widely used to make decisions and reduce conflict. Students who develop skills in argumentation and debate become interested in current issues, develop sound critical thinking, and sharpen communication skills. They acquire life-long skills for intelligently approaching controversial issues.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS	<b>Credit</b>	0.5 - 1.0
<b>PEIMS Code</b>	03240700	<b>Local Code(s)</b>	164132		
<b>Prerequisite</b>	Debate I				
<b>Note</b>					

## Debate III (DEBATE 3)

Controversial issues arise in aspects of personal, social, public, and professional life in modern society. Debate and argumentation are widely used to make decisions and reduce conflict. Students who develop skills in argumentation and debate become interested in current issues, develop sound critical thinking, and sharpen communication skills. They acquire life-long skills for intelligently approaching controversial issues.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS	<b>Credit</b>	0.5 - 1.0
<b>PEIMS Code</b>	03240800	<b>Local Code(s)</b>	164232		
<b>Prerequisite</b>	Debate II				
<b>Note</b>	This course can substitute for English IV as long as the student's graduation plan allows.				

## Independent Study Speech (IND SPCH)

Communication skills are important in all aspects of life. Students who have mastered concepts and developed skills in introductory courses should be provided with opportunities to extend their knowledge and expand their skills in more advanced study. Independent Study in Speech provides opportunities for advanced students to plan, organize, produce, perform, and evaluate a project that enables them to develop advanced skills in communication, critical thinking, and problem solving.

<b>Grade Placement</b>	12	<b>Site</b>	CHS	<b>Credit</b>	0.5 - 1.0
<b>PEIMS Code</b>	03241200	<b>Local Code(s)</b>	165032		
<b>Prerequisite</b>	None				
<b>Note</b>	This course can substitute for English IV as long as the student's graduation plan allows.				

## Oral Interpretation 1 (ORALINT1)

Literature and its presentation are integral to understanding the cultural aspects of a society. Students in Oral Interpretation I, II, III will select, research, analyze, adapt, interpret, and perform literary texts as a communication art. Students focus on intellectual, emotional, sensory, and aesthetic levels of texts to attempt to capture the entirety of the author's work. Individual or group performances of literature will be presented and evaluated.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS	<b>Credit</b>	0.5 - 1.0
<b>PEIMS Code</b>	03240200	<b>Local Code(s)</b>	163032		
<b>Prerequisite</b>	None				
<b>Note</b>					

## Oral Interpretation II (ORALINT2)

Literature and its presentation are integral to understanding the cultural aspects of a society. Students in Oral Interpretation I, II, III will select, research, analyze, adapt, interpret, and perform literary texts as a communication art. Students focus on intellectual, emotional, sensory, and aesthetic levels of texts to attempt to capture the entirety of the author's work. Individual or group performances of literature will be presented and evaluated.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS	<b>Credit</b>	0.5 - 1.0
<b>PEIMS Code</b>	03240300	<b>Local Code(s)</b>	163132		
<b>Prerequisite</b>	Oral Interpretation I				
<b>Note</b>					

## Oral Interpretation III (ORALINT3)

Literature and its presentation are integral to understanding the cultural aspects of a society. Students in Oral Interpretation I, II, III will select, research, analyze, adapt, interpret, and perform literary texts as a communication art. Students focus on intellectual, emotional, sensory, and aesthetic levels of texts to attempt to capture the entirety of the author's work. Individual or group performances of literature will be presented and evaluated.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS	<b>Credit</b>	0.5 - 1.0
<b>PEIMS Code</b>	03240400	<b>Local Code(s)</b>	163232		
<b>Prerequisite</b>	Oral Interpretation II				
<b>Note</b>	This course can substitute for English IV as long as the student's graduation plan allows.				

## MATHEMATICS

### Graduation Requirements: 4 Mathematics Credits

	Algebra I Credit	Geometry Credit	A 3rd Math Credit	4th Math Credit
Option 1	<a href="#">Algebra I or Algebra I Honors</a>	<a href="#">Geometry or Geometry Honors</a>	<a href="#">Algebraic Reasoning</a>	<a href="#">Algebraic Reasoning</a>
Option 2			<a href="#">Math Models with Application</a>	<a href="#">Math Models with Application</a>
Option 3			<a href="#">Algebra II or Algebra II Honors</a>	<a href="#">Algebra II or Algebra II Honors</a>
Option 4			<a href="#">AP Computer Science A</a>	<a href="#">Pre-Calculus</a>
Option 5				<a href="#">AP Pre-Calculus</a>
Option 6				<a href="#">Independent Study in Math</a>
Option 7				<a href="#">AP Statistics</a>
Option 8				<a href="#">AP Calculus</a>
Option 9				<a href="#">AP Computer Science A</a>
Option 10				<a href="#">College Preparatory Mathematics</a>
Option 11				

## Algebra 1 & Algebra 1 Honors (ALG 1)

In Algebra I, students will build on the knowledge and skills for mathematics in Grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations.

<b>Grade Placement</b>	8-9	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	03100500 (Alt: 03100507)	<b>Local Code(s)</b>	210932, 21093H (Honors), 21093IN, 21093MODIN, 21093MOD, 21093ALT 21093C (CCR), 21093P (PAYS)		
<b>Prerequisite</b>	8th Grade Math				
<b>Note</b>	Students must score approaches or higher on the EOC STAAR assessment as part of the graduation requirements.  This course is also offered in an honors setting. Students who complete this course in an honors setting will receive 10 additional points onto their GPA. High School courses completed prior to high school are counted as credit for all high school graduation plans <u>but are not factored into a student's High School GPA.</u>				

## Geometry & Geometry Honors (GEOM)

In Geometry, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I to strengthen their mathematical reasoning skills in geometric contexts. Within the course, students will begin to focus on more precise terminology, symbolic representations, and the development of proofs. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. Students will connect previous knowledge from Algebra I to Geometry through the coordinate and transformational geometry strand. In the logical arguments and constructions strand, students are expected to create formal constructions using a straightedge and compass. Though this course is primarily Euclidean geometry, students should complete the course with an understanding that non-Euclidean geometries exist. In proof and congruence, students will use deductive reasoning to justify, prove and apply theorems about geometric figures. Throughout the standards, the term "prove" means a formal proof to be shown in a paragraph, a flow chart, or two-column formats. Proportionality is the unifying component of the similarity, proof, and trigonometry strand. Students will use their proportional reasoning skills to prove and apply theorems and solve problems in this strand. The two- and three-dimensional figure strand focuses on the application of formulas in multi-step situations since students have developed background knowledge in two- and three-dimensional figures. Using patterns to identify geometric properties, students will apply theorems about circles to determine relationships between special segments and angles in circles. Due to the emphasis of probability and statistics in the college and career readiness standards, standards dealing with probability have been added to the geometry curriculum to ensure students have proper exposure to these topics before pursuing their post-secondary education.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	03100700	<b>Local Code(s)</b>	211132, 21113H (Honors), 21113IN, 21113MODIN, 21113MOD, 21113ALT, 21113C (CCR), 21113P (PAYS)		
<b>Prerequisite</b>	Algebra I				
<b>Note</b>	This course is also offered in an honors setting. Students who complete this course in an honors setting will receive 10 additional points onto their GPA. High School courses completed prior to high school are counted as credit for all high school graduation plans <u>but are not factored into a student's High School GPA.</u>				

## Algebraic Reasoning (ALGREA)

In Algebraic Reasoning, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I, continue with the development of mathematical reasoning related to algebraic understandings and processes, and deepen a foundation for studies in subsequent mathematics courses. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build to workforce and college readiness such as probes, measurement tools, and software tools, including spreadsheets.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	03102540	<b>Local Code(s)</b>	212432, 21243IN, 21243MODIN, 21243MOD, 21243ALT, 212432SR, 21243INSR (SR - Seniors) 212413C (CCR), 21243P (Pays)		
<b>Prerequisite</b>	Algebra I				
<b>Note</b>					

## Mathematical Models with Applications (MTHMOD)

Mathematical Models with Applications is designed to build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. This mathematics course provides a path for students to succeed in Algebra II and prepares them for various post-secondary choices. Students learn to apply mathematics through experiences in personal finance, science, engineering, fine arts, and social sciences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, model information, solve problems, and communicate solutions. Students will select from tools such as physical objects; manipulatives; technology, including graphing calculators, data collection devices, and computers; and paper and pencil and from methods such as algebraic techniques, geometric reasoning, patterns, and mental math to solve problems.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	03102400	<b>Local Code(s)</b>	201232, 20123IN, 20123MODIN, 20123MOD, 20123ALT, 201232SR, 20123INSR (SR - Seniors) 20123C (CCR), 20123P (PAYS)		
<b>Prerequisite</b>	Algebra I				
<b>Note</b>					

## Algebra II & Algebra II Honors (ALG 2)

In Algebra II, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	03100600	<b>Local Code(s)</b>	211032, 21103H (Honors), 21103IN, 21103C (CCR), 21103P (PAYS)		
<b>Prerequisite</b>	Algebra I				
<b>Note</b>	This course is also offered in an honors setting. Students who complete this course in an honors setting will receive 10 additional points onto their GPA.				

## Independent Study in Mathematics (INSTUMTH)

Independent Study in Mathematics, students will extend their mathematical understanding beyond the Algebra II level in a specific area or areas of mathematics such as theory of equations, number theory, non-Euclidean geometry, linear algebra, advanced survey of mathematics, or history of mathematics.

Contemporary Math is a college level mathematics course that includes topics such as graphs and networks, theory of elections and apportionment, statistics, and mathematical models.

College Algebra is a college level mathematics course that includes the study of exponents and radicals, logarithms, factoring, algebraic quotients, systems of equations, inequalities, absolute value, complex numbers, quadratic equations, binomial theorem, progressions, theory of equations, and determinants.

<b>Grade Placement</b>	11 - 12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	0.5 - 1.0
<b>PEIMS Code</b>	03102500 (INSTUMTH - 1st Year)	<b>Local Code(s)</b>	21101D Dual Credit Contemporary Math (ISM1) 21102D Dual Credit College Algebra (ISM1)		
<b>Prerequisite</b>	Algebra 2 and meets College Readiness Standards in Mathematics.				
<b>Note</b>	Students who complete this course in a Dual Credit setting will receive 15 additional points onto their GPA.  <u>Contemporary Math Dual Credit:</u> <b>Dual Credit:</b> MATH 1332 <b>Total College Hours:</b> 3 <b>High School Credit for graduation:</b> 0.5 <u>College Algebra Dual Credit</u> <b>Dual Credit:</b> MATH 1314 <b>Total College Hours:</b> 3 <b>High School Credit for graduation:</b> 0.5				

## Pre-Calculus (PRE CALC)

Precalculus is the preparation for calculus. The course approaches topics from a function point of view, where appropriate, and is designed to strengthen and enhance conceptual understanding and mathematical reasoning used when modeling and solving mathematical and real-world problems. Students systematically work with functions and their multiple representations. The study of Precalculus deepens students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels. Students investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use technology to build understanding, make connections between representations, and provide support in solving problems.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	0.5 - 1.0
<b>PEIMS Code</b>	03101100	<b>Local Code(s)</b>	221332, 22133C (CCR), 22133P (PAYS)		
<b>Prerequisite</b>	Geometry, Algebra II				
<b>Note</b>					

## AP Pre-Calculus (PRECALC)

The course centers on functions modeling dynamic phenomena which include the following units of study: polynomial and rational functions, exponential and logarithmic functions, trigonometric and polar functions, functions involving parameters, vectors, and matrices.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	A3100100	<b>Local Code(s)</b>	224331		
<b>Prerequisite</b>	Geometry, Algebra II				
<b>Note</b>	Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course.  Students who complete this course in an Advance Placement (AP) setting will receive 15 additional points onto their GPA.				

## AP Calculus AB (APCALCAB)

The Advanced Placement Calculus AB course is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	A3100101	<b>Local Code(s)</b>	221431 (AP), 223441 (AP/DC)		
<b>Prerequisite</b>	Geometry, Algebra II				
<b>Note</b>	<p>Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course.</p> <p>Students who complete this course in an Advance Placement (AP) setting will receive 15 additional points onto their GPA.</p>				

## AP Statistics (APSTATS)

The Advanced Placement Statistics course is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	A3100200	<b>Local Code(s)</b>	211531		
<b>Prerequisite</b>	Algebra II				
<b>Note</b>	<p>Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course.</p> <p>Students who complete this course in an Advance Placement (AP) setting will receive 15 additional points onto their GPA.</p>				

## AP Computer Science A (Math: APTACSAM and LOTE: APTACSAL)

The Advanced Placement Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. This course involves more advanced programming techniques than Computer Science I.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS	<b>Credit</b>	2.0
<b>PEIMS Code</b>	A3580110 - Math A3580120 - LOTE	<b>Local Code(s)</b>	281031 (Math), APTACSAL (LOTE)		
<b>Prerequisite</b>	Algebra 1				
<b>Note</b>	<p>Students enrolled in this class are expected to take the Advanced Placement Examination for Computer Science A at the end of the course. In this course a student could receive up to two credits in the following: a fourth math credit, and a Language other than English.</p> <p>Students who earn credit for this course will receive 15 weighted GPA Points for the math credit on their transcript. Students will also receive an additional credit that will count towards graduation as a languages other than English (LOTE) credit. The LOTE credit will not count towards GPA.</p> <p><small>AP Computer Science A - MATH and AP Computer Science A - LOTE are for a single course and must be reported together with the same CourseAttemptResult as stated in the CO22.</small></p>				

## College Preparatory Course Mathematics (CPMTCBOT)

This college preparatory math course is developed and provided by the Texas College Bridge in [partnership with a higher-education institution](#) with the aim of preparing students who have not successfully met TSI college entrance requirements. Students will extend their mathematical understanding in areas of mathematics such as theory of equations, number theory, non-Euclidean geometry, linear algebra, advanced survey of mathematics, or history of mathematics.

<b>Grade Placement</b>	12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	CP111228	<b>Local Code(s)</b>	22803PF, 22803INPF		
<b>Prerequisite</b>	Students will be placed in this course based on their Texas Success Initiative (TSI) status at the time they enter 12th grade.				
<b>Note</b>	<p>Starting in the 2024-2025 school year, this course will be graded on a pass/fail basis and will not count toward the student's GPA.</p> <p>This course can be considered a 4th math credit as long as the student's graduation plan allows.</p> <p>Students who successfully complete this online course through Texas College Bridge by the time of high school graduation can earn a TSI exemption at <a href="#">participating Institutions of Higher Education</a>. Successful completion of this course is defined as achieving 90% mastery in both stages of the math course.</p>				

## SCIENCE

### Graduation Requirements: 4 Science Credits

	Biology Credit	Lab Based Science Credit	A 3rd Science Credit	A 4th Science Credit
Option 1	<a href="#">Biology or Biology Honors</a>	<a href="#">Integrated Physics and Chemistry</a>	<a href="#">Chemistry</a>	<a href="#">Chemistry</a>
Option 2		<a href="#">Chemistry</a>	<a href="#">AP Chemistry or AP/Dual Credit Chemistry</a>	<a href="#">AP Chemistry or AP/Dual Credit Chemistry</a>
Option 3		<a href="#">AP Chemistry or AP/Dual Credit Chemistry</a>	<a href="#">Physics</a>	<a href="#">Physics</a>
Option 4		<a href="#">Physics</a>	<a href="#">AP Physics or</a>	<a href="#">AP Physics or</a>
Option 5		<a href="#">AP Physics or AP/Dual Credit Physics</a>	<a href="#">Aquatic Science</a>	<a href="#">Aquatic Science</a>
Option 6			<a href="#">Advanced Plant and Soil Science</a>	<a href="#">Advanced Plant and Soil Science</a>
Option 7			<a href="#">Anatomy and Physiology</a>	<a href="#">Anatomy and Physiology</a>
Option 8			<a href="#">Forensic Science</a>	<a href="#">Forensic Science</a>
Option 9			<a href="#">AP Biology AP or AP/Dual Credit Biology</a>	<a href="#">AP Biology AP or AP/Dual Credit Biology</a>
Option 10			<a href="#">AP/ Physics 2</a>	<a href="#">AP Physics 2</a>

## Biology & Biology Honors (BIO)

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

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	03010200 (Alt: 03010207)	<b>Local Code(s)</b>	301032, 30103H (Honors), 30103IN, 30103MODIN, 30103MOD, 30103ALT, 30103C (CCR), 30103P (PAYS)		
<b>Prerequisite</b>	None				
<b>Note</b>	Students must score approaches or higher on the EOC STAAR assessment as part of the graduation requirements.  This course is also offered in an honors setting. Students who complete this course in an honors setting will receive 10 additional points onto their GPA.				

## AP Biology & AP/Dual Credit Biology (APBIO)

The College Board Advanced Placement Biology is an introductory college-level course designed to teach the core scientific principles, theories, and processes that govern living organisms and biological systems. Students will do hands-on laboratory work to investigate natural phenomena, conduct experiments to test a prediction or theory, collect and analyze data, interpret data and draw conclusions, as well as support a scientific claim with evidence. The AP Biology and dual credit Biology course is both a high school course and a college-level course. This course aligns with both the College Board Advanced Placement AP course description as well as the partnering university course description.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS: AP/Dual Credit Biology & AP Biology LVHS: AP Biology	<b>Credit</b>	1.0
<b>PEIMS Code</b>	A3010200	<b>Local Code(s)</b>	303131 (AP), 30313D (AP/DC)		
<b>Prerequisite</b>	Biology & Chemistry and Dual Credit students must meet College Readiness Standards				
<b>Note</b>	If college readiness standards are not met students may enroll in the AP course but will not be on the Dual Credit Roster.  Students are expected to take the Advanced Placement Examination at the end of the course.  Students who complete this course in an Advance Placement (AP) or Dual Credit setting will receive 15 additional points onto their GPA.  <b>Dual Credit:</b> BIOL 1306/1106, BIOL 1307/1107 <b>Total College Hours:</b> 8				

## Integrated Physics and Chemistry (IPC)

In Integrated Physics and Chemistry, students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy, and matter.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	03060201	<b>Local Code(s)</b>	300932, 30093IN, 30093MODIN, 30093MOD, 30093ALT, 30093C (CCR), 30093P (PAYS)		
<b>Prerequisite</b>					
<b>Note</b>					

## Chemistry (CHEM) & Chemistry Honors (CHEM)

In Chemistry, students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include 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.

<b>Grade Placement</b>	10 - 12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	03040000	<b>Local Code(s)</b>	31103H, 311032, 31103IN, 31103C (CR), 31103P (PAYS)		
<b>Prerequisite</b>	Algebra I and 1 Science Credit				
<b>Note</b>	This course is also offered in an honors setting. Students who complete this course in an honors setting will receive 10 additional points onto their GPA.				

## AP Chemistry & AP/Dual Credit Chemistry (APCHEM)

The College Board Advanced Placement Chemistry is an introductory college-level course designed for students to learn about the fundamental concepts of chemistry including structure and states of matter, intermolecular forces, and reactions. Students will do hands-on lab investigations and use chemical calculations to solve problems. The AP Chemistry and dual credit Chemistry course is both a high school course and a college-level course. This course aligns with both the College Board Advanced Placement AP course description as well as the partnering university course description.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS: AP Chemistry LVHS: AP/Dual Credit Chemistry & AP Chemistry	<b>Credit</b>	1.0
<b>PEIMS Code</b>	A3040000	<b>Local Code(s)</b>	311131 (AP), 314131 (AP/Dual Credit)		
<b>Prerequisite</b>	Algebra 2				
<b>Note</b>	<p>Lake View - If college readiness standards are not met students may enroll in the AP course but will not be on the Dual Credit Roster.</p> <p>Students are expected to take the Advanced Placement Examination at the end of the course.</p> <p>Students who complete this course in an Advance Placement (AP) or Dual Credit setting will receive 15 additional points onto their GPA.</p> <p><b>Dual Credit: CHEM1311/1111 and 1312/1112 Total College Hours: 8</b></p>				

## Physics (PHYSICS)

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

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	03050000	<b>Local Code(s)</b>	321232, 32123C (CCR), 32123P (PAYS)		
<b>Prerequisite</b>	None				
<b>Note</b>					

## AP Physics 1 & AP Physics 1 (APPHYS1)

The College Board Advanced Placement Physics 1 course is an algebra-based introductory college-level course designed for students to learn about the foundational principles of physics as they explore Newtonian mechanics; work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Students will do hands-on laboratory work to investigate phenomena.

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<b>Grade Placement</b>	10-12	<b>Site</b>	CHS: AP Physics 1 & AP Physics 1 LVHS: AP Physics 1	<b>Credit</b>	1.0
<b>PEIMS Code</b>	A3050003	<b>Local Code(s)</b>	321531 (AP), 321631 (AP/DC)		
<b>Prerequisite</b>	Geometry and Algebra 2				
<b>Note</b>	<p>Students are expected to take the Advanced Placement Examination at the end of the course.</p> <p>Students who complete this course in an Advance Placement (AP) will receive 15 additional points onto their GPA.</p> <p><b>Total College Hours: 4</b></p>				

## AP/ Physics 2 (APPHYS2)

This course aligns with both the College Board Advanced Placement AP course description.

The course expands student understanding of physics as they explore topics such as fluids; thermodynamics; electric force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics. Students will do hands-on and inquiry-based in-class activities and laboratory work to investigate phenomena.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	A3050004	<b>Local Code(s)</b>	321731 (AP/DC), 321431 (AP)		
<b>Prerequisite</b>	Physics 1301/1101				
<b>Note</b>	<p>Students are expected to take the Advanced Placement Examination at the end of the course.</p> <p>Students who complete this course in an Advance Placement (AP) will receive 15 additional points onto their GPA.</p> <p><b>Total College Hours: 4</b></p>				

## Anatomy & Physiology (ANATPHYS)

The Anatomy and Physiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13020600	<b>Local Code(s)</b>	301232		
<b>Prerequisite</b>	Biology and a 2nd Science Credit				
<b>Note</b>					

## Aquatic Science (AQUA SCI)

In Aquatic Science, students study the interactions of biotic and abiotic components in aquatic environments, including impacts on aquatic systems. Investigations and field work in this course may emphasize freshwater or marine aspects of aquatic science depending primarily upon the natural resources available for study near the school. Students who successfully complete Aquatic Science will acquire knowledge about a variety of aquatic systems, conduct investigations and observations of aquatic environments, work collaboratively with peers, and develop critical-thinking and problem-solving skills.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	03030000	<b>Local Code(s)</b>	331232, 33123IN, 33123C (CR - 0.5 Credit only)		
<b>Prerequisite</b>	Biology				
<b>Note</b>	Students who have to earn credit for this course in credit recovery through the Edgenuity program can only earn 0.5 credit.				

## Advanced Plant and Soil Science (ADVPSSCI)

Advanced Plant and Soil Science provides a way of learning about the natural world. Students should know how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science. To prepare for careers in plant and soil science, students must attain academic skills and knowledge, acquire technical knowledge and skills related to plant and soil science and the workplace.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13002100	<b>Local Code(s)</b>	743632, 74363IN, 74363MODIN, 74363MOD, 74363ALT, 74363C (CR)		
<b>Prerequisite</b>	None				
<b>Note</b>					

## Forensic Science (FORENSCI)

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Forensic Science is a course that introduces students to the application of science to connect a violation of law to a specific criminal, criminal act, or behavior and victim. Students will learn terminology and procedures related to the search and examination of physical evidence in criminal cases as they are performed in a typical crime laboratory. Using scientific methods, students will collect and analyze evidence such as fingerprints, bodily fluids, hairs, fibers, paint, glass, and cartridge cases. Students will also learn the history and the legal aspects as they relate to each discipline of forensic science.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13029500	<b>Local Code(s)</b>	370032, 37003C (CR)		
<b>Prerequisite</b>	Biology and Chemistry				
<b>Note</b>					

## SOCIAL STUDIES

### Graduation Requirements: 3 Social Studies Credits

	1 World Credit	1 United States Credit	0.5 Economics Credit	0.5 US Government Credit
Option 1	<a href="#">World Geography or World Geography Honors</a>	<a href="#">US History</a>	<a href="#">Economics</a>	<a href="#">US Government or Dual Credit US Government</a>
Option 2	<a href="#">World History or World History Honors</a>	<a href="#">AP/DC US History</a>	<a href="#">Personal Financial Literacy</a>	<a href="#">AP/DC US Government</a>
Option 3	<a href="#">AP World History</a>		<a href="#">AP/Dual Credit Macroeconomics</a>	
Option 4				
Option 5				
Option 6				
Option 7				
Option 8				
Option 9				
Option 10				
Option 11				
Option 12				
Option 13				

## World Geography & World Geography Honors (W GEO)

In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on the events of the past and present with an emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	03320100	<b>Local Code(s)</b>	40113H, 401132, 40113IN, 40113MODIN, 40113MOD, 40113ALT, 40113C (CR), 40113P (PAYS)		
<b>Prerequisite</b>					
<b>Note</b>	This course is also offered in an honors setting. Students who complete this course in an honors setting will receive 10 additional points onto their GPA.				

## World History & World History Honors (W HIST)

World History Studies is a survey of the history of humankind. Due to the expanse of world history and the time limitations of the school year, the scope of this course should focus on "essential" concepts and skills that can be applied to various eras, events, and people within the standards in subsection (c) of this section. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	03340400	<b>Local Code(s)</b>	40103H, 401032, 40103IN, 40103MODIN, 40103MOD, 40103ALT, 40103C (CR), 40103P (PAYS)		
<b>Prerequisite</b>					
<b>Note</b>	This course is also offered in an honors setting. Students who complete this course in an honors setting will receive 10 additional points onto their GPA.				

## AP World History (APWHIST)

The College Board Advanced Placement World History is an introductory college-level course that studies the cultural, economic, political, and social developments that have shaped the world from c. 1200 CE to the present. You'll analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	A3370100	<b>Local Code(s)</b>	412031		
<b>Prerequisite</b>					
<b>Note</b>	<p>Students are expected to take the Advanced Placement Examination at the end of the course.</p> <p>Students who complete this course in an Advance Placement (AP) setting will receive 15 additional points onto their GPA.</p> <p>Students may only receive credit for World History Honors or World History AP, not both.</p>				

## U.S. History (US HIST)

In United States History Studies Since 1877, which is the second part of a two-year study that begins in Grade 8, students study the history of the United States from 1877 to the present. The course content is based on the founding documents of the U.S. government, which provide a framework for its heritage. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students examine the impact of geographic factors on major events and eras and analyze their causes and effects. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and popular culture and the times during which they were created. Students analyze the impact of technological innovations on American life. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	03340100 (Alt: 03340107)	<b>Local Code(s)</b>	400932, 40093IN, 40093MODIN, 40093MOD, 40093ALT, 40093C (CR), 40093P (PAYS)		
<b>Prerequisite</b>	None				
<b>Note</b>	Students must score approaches or higher on the EOC STAAR assessment as part of the graduation requirements.				

## AP U.S. History/Dual Credit (APUSHIST)

This Advanced Placement and Dual Credit course is both a high school course and a college-level course. This course aligns with both the College Board Advanced Placement AP course description as well as the partnering university course description. The course includes the studies of cultural, economic, political, and social developments that have shaped the United States from the year 1491 to the present. Students will analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	A3340100	<b>Local Code(s)</b>	423931 (AP/DC), 403931 (AP)		
<b>Prerequisite</b>	None				
<b>Note</b>	<p>Students are expected to take the Advanced Placement Examination at the end of the course.</p> <p>Students who complete this course in an Advance Placement (AP) or Dual Credit setting will receive 15 additional points onto their GPA.</p> <p><b>Dual Credit:</b> HIST 1301, HIST 1302      <b>Total College Hours:</b> 6</p>				

## Economics (ECO-FE)

Economics with Emphasis on the Free Enterprise System and Its Benefits is the culmination of the economic content and concepts studied from Kindergarten through required secondary courses. The focus is on the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. Students will investigate the concepts of specialization and international trade, economic growth, key economic measurements, and monetary and fiscal policy. Students will study the roles of the Federal Reserve System and other financial institutions, government, and businesses in a free enterprise system. Types of business ownership and market structures are discussed. The course also incorporates instruction in personal financial literacy. Students apply critical-thinking skills using economic concepts to evaluate the costs and benefits of economic issues.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	0.5
<b>PEIMS Code</b>	03310300	<b>Local Code(s)</b>	411242, 41124IN, 41124MODIN, 41124MOD, 41124ALT, 41124C (CCR), 41124P (PAYS)		
<b>Prerequisite</b>	None				
<b>Note</b>					

## Personal Financial Literacy and Economics (PFLECO)

The Personal Financial Literacy and Economics 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.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	0.5
<b>PEIMS Code</b>	03380083	<b>Local Code(s)</b>	832342, 83234IN, 83234MODIN, 83234MOD, 83234ALT, 83234C (CCR), 83234P (PAYS)		
<b>Prerequisite</b>	None				
<b>Note</b>	Single Semester Course This course can substitute for the 0.5 Economics credit.				

## AP/Dual Credit Macroeconomics (APMACECO)

This Advance Placement and Dual Credit course is both a high school course and a college-level course. This course aligns with both the College Board Advanced Placement AP course description as well as the partnering university course description. The course explores the principles of economics that apply to an economic system as a whole. You'll use graphs, charts, and data to analyze, describe, and explain economic concepts

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS	<b>Credit</b>	0.5
<b>PEIMS Code</b>	A3310100	<b>Local Code(s)</b>	42224D (AP/DC), 422241(AP)		
<b>Prerequisite</b>	Dual Credit students must meet College Readiness Standards				
<b>Note</b>	<p>If college readiness standards are not met students may enroll in the AP course but will not be on the Dual Credit Roster.</p> <p>Students are expected to take the Advanced Placement Examination at the end of the course.</p> <p>Students who complete this course in an Advance Placement (AP) setting will receive 15 additional points onto their GPA.</p> <p><b>Dual Credit:</b> ECON 2301    <b>Total College Hours:</b> 3</p>				

## United States Government (GOVT) & Dual Credit U.S. Government (GOVT)

In the United States Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. This course is the culmination of the civic and governmental content and concepts studied from Kindergarten through required secondary courses. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a constitutional republic, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS & LVHS: US Government LVHS: Dual Credit Government	<b>Credit</b>	0.5
<b>PEIMS Code</b>	03330100	<b>Local Code(s)</b>	Grade Level: 401242, 40124IN, 40124MODIN, 40124MOD, 40124ALT, 40124C (CR), 40124P (PAYS) Dual Credit: 45124D (DC through ASU), 451241 (DC through Howard) <i>United States Government &amp; Economics Local Codes: 401232, 40123IN, 40123MODIN, 40123MOD, 40123ALT</i> <i>United States Government &amp; Personal Financial Literacy and Economics Local Codes: 000442, 000442IN, 000442MOD, 000442MODIN, 000442ALT</i>		
<b>Prerequisite</b>	US Government: None Dual Credit Government: Meet College Readiness Standards in Reading				
<b>Note</b>	Students who complete this course in a Dual Credit setting will receive 15 additional points onto their GPA. <b>Dual Credit</b> This college-level course meets all the competencies of the partnering university US Federal Government course. Students will study the origin and development of the U.S. Constitution, structure and powers of the national government, including legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties, and civil rights <b>Dual Credit: GOVT 2305 Total College Hours: 3</b>				

## AP/ Dual Credit U.S. Government (APUSGOVT)

This Advanced Placement and dual credit course is both a high school course and a college-level course. This course aligns with both the College Board Advanced Placement AP course description as well as the partnering university course description.

US Government and Politics course is the study of key concepts and institutions of the political system and culture of the United States. You'll read, analyze, and discuss the U.S. Constitution and other documents as well as complete a research or applied civics project.

<b>Grade Placement</b>	11 - 12	<b>Site</b>	CHS	<b>Credit</b>	0.5
<b>PEIMS Code</b>	A3330100	<b>Local Code(s)</b>	42124D (AP/DC), 421241 (AP), 45124D (DC through ASU), 451241 (DC through Howard) <i>US Government &amp; Economics Local Code: 42123D (AP/DC), 421231(AP)</i>		
<b>Prerequisite</b>	Meet College Readiness Standards in Reading				
<b>Note</b>	If college readiness standards are not met students may enroll in the AP course but will not be on the Dual Credit Roster. Students are expected to take the Advanced Placement Examination at the end of the course. Students who complete this course in an Advance Placement (AP) or Dual Credit setting will receive 15 additional points onto their GPA. <b>Dual Credit: GOVT 2305 Total College Hours: 3</b>				

## Social Studies Electives

### Psychology (PSYCH)

In Psychology, an elective course, students study the science of behavior and mental processes. Students examine the full scope of the science of psychology such as the historical framework, methodologies, human development, motivation, emotion, sensation, perception, personality development, cognition, learning, intelligence, biological foundations, mental health, and social psychology.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	0.5
<b>PEIMS Code</b>	03350100	<b>Local Code(s)</b>	441142, 44114C (CCR), 44114P (Pays)		
<b>Prerequisite</b>	None				
<b>Note</b>	Single Semester Course				

### Sociology (SOC)

Sociology, an elective course, is an introductory study in social behavior and organization of human society. This course will describe the development of the field as a social science by identifying methods and strategies of research leading to an understanding of how the individual relates to society and the ever changing world. Students will also learn the importance and role of culture, social structure, socialization, and social change in today's society.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	0.5
<b>PEIMS Code</b>	033701000	<b>Local Code(s)</b>	441242, 44124C (CCR), 44124P (PAYS)		
<b>Prerequisite</b>					
<b>Note</b>	Single Semester Course				

### AP Psychology (APPSYCH)

Students will explore the ideas, theories, and methods of the scientific study of behavior and mental processes. You'll examine the concepts of psychology through reading and discussion and you'll analyze data from psychological research studies.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS	<b>Credit</b>	0.5
<b>PEIMS Code</b>	A3350100	<b>Local Code(s)</b>	411141		
<b>Prerequisite</b>					
<b>Note</b>	<p>Single Semester Course</p> <p>Students who complete this course in an Advance Placement (AP) setting will receive 15 additional points onto their GPA.</p> <p>Students enrolled in this class are expected to take the Advanced Placement Examination.</p> <p>*Lake View Students see Special Topics in Social Studies for Dual Credit Psychology.</p>				

## Investigations in Psychology (SS RES)

In Social Studies Research Methods, an elective course, students conduct advanced research on selected topics from the AP Psychology course using qualitative and/or quantitative methods of inquiry. Students present their research results and conclusions in written and visual or oral format. This course is a continuation of the AP Psychology course.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS	<b>Credit</b>	0.5
<b>PEIMS Code</b>	03380003	<b>Local Code(s)</b>	431442		
<b>Prerequisite</b>					
<b>Note</b>	Single Semester Course				

## Personal Financial Literacy (PFL)

Personal Financial Literacy will develop citizens who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. The knowledge gained in this course has far-reaching effects for students personally as well as the economy as a whole. When citizens make wise financial decisions, they gain opportunities to invest in themselves, build businesses, consume goods and services in a responsible way, and secure a future without depending on outside assistance. The economy benefits from the optimal use of resources, increased consumption, and strong local businesses. State and local governments benefit with steady revenue streams and reduced future obligations as our society ages.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	0.5
<b>PEIMS Code</b>	03380082	<b>Local Code(s)</b>	832242		
<b>Prerequisite</b>					
<b>Note</b>	Single Semester Course				

## Special Topics in Social Studies (SPTSS) - First Time Taken

In Special Topics in Social Studies, an elective course, students are provided the opportunity to develop a greater understanding of the historic, political, economic, geographic, multicultural, and social forces that have shaped their lives and the world in which they live. Students will use social science knowledge and skills to engage in rational and logical analysis of complex problems using a variety of approaches, while recognizing and appreciating diverse human perspectives. This is a Special Topics in Social Studies course that may be taken to fulfill the requirements of the Humanities.

<b>Grade Placement</b>	US History through Film: 10-12 DC Psychology & TX Government: 11-12	<b>Site</b>	CHS: US History Through Film LVHS: Dual Credit Psychology & Dual Credit Texas Government	<b>Credit</b>	0.5
<b>PEIMS Code</b>	3380002 - 1st time taken	<b>Local Code(s)</b>	<b>U.S. History through Film Semester 1:</b> 401042, 40104C(CCR), 40104P (PAYS) <b>Dual Credit Psychology:</b> 44104D <b>Texas Government Dual Credit:</b> 43104D		
<b>Prerequisite</b>	Dual Credit must meet College Readiness Standards				
<b>Note</b>	<p>Students who complete this course in a Dual Credit setting will receive 15 additional points onto their GPA.</p> <p><u>Psychology</u> <b>Dual Credit:</b> PSY 2301      <b>Total College Hours:</b> 3</p> <p><u>Texas Government</u> <b>Dual Credit:</b> GOVT 2306      <b>Total College Hours:</b> 3</p> <p>Texas Government is a survey course on Texas state and local government. This course is designed to provide students with the basic knowledge and understanding of fundamental concepts related to the roles of state-level governmental and non-governmental political institutions.</p>				

## Special Topics in Social Studies (SPTS2S) - Second Time Taken

In Special Topics in Social Studies, an elective course, students are provided the opportunity to develop a greater understanding of the historic, political, economic, geographic, multicultural, and social forces that have shaped their lives and the world in which they live. Students will use social science knowledge and skills to engage in rational and logical analysis of complex problems using a variety of approaches, while recognizing and appreciating diverse human perspectives. This is a Special Topics in Social Studies course that may be taken to fulfill the requirements of the Humanities.

<b>Grade Placement</b>	US History through Film: 10-12 DC Psychology & TX Government: 11-12	<b>Site</b>	CHS: US History Through Film LVHS: Dual Credit Psychology & Dual Credit Texas Government	<b>Credit</b>	0.5
<b>PEIMS Code</b>	3380022 - 2nd time taken	<b>Local Code(s)</b>	<b>U.S. History through Film Semester 2:</b> 402042 <b>Dual Credit Psychology:</b> 44204D <b>Texas Government Dual Credit:</b> 43204D		
<b>Prerequisite</b>	Dual Credit must meet College Readiness Standards				
<b>Note</b>	<p>Students who complete this course in aDual Credit setting will receive 15 additional points onto their GPA.</p> <p><u>Psychology</u> <b>Dual Credit:</b> PSY 2301      <b>Total College Hours:</b> 3</p> <p><u>Texas Government</u> <b>Dual Credit:</b> GOVT 2306      <b>Total College Hours:</b> 3</p> <p>Texas Government is a survey course on Texas state and local government. This course is designed to provide students with the basic knowledge and understanding of fundamental concepts related to the roles of state-level governmental and non-governmental political institutions.</p>				

## LANGUAGES OTHER THAN ENGLISH

A student must successfully complete two credits in the same Language other than English to meet graduation requirements

The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.

### Graduation Requirements: 2 Languages Other Than English (LOTE) of the same language Credits

	Spanish	Computer Science
Option 1	<a href="#">Spanish 1</a>	<a href="#">Computer Science 1</a>
Option 2	<a href="#">Spanish 2 or Spanish 2 Honors</a>	<a href="#">AP Computer Science A</a>
Option 3	<a href="#">Spanish 3 Honors</a>	<a href="#">Computer Science 3</a>
Option 4	<a href="#">AP Spanish Language and Culture</a>	<a href="#">AP Computer Science Principles</a>
Option 5	<a href="#">AP Spanish Literature and Culture</a>	

## Spanish 1 (SPAN 1)

Students in Level I are expected to reach a proficiency level of Novice Mid to Novice High, as defined in the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners. Students at the Novice Mid proficiency level express meaning in highly predictable contexts through the use of memorized and recalled words and phrases. They are best able to understand aural cognates, borrowed words, and high-frequency, highly contextualized words and phrases with repetition. Novice Mid students may be difficult to understand by the most sympathetic listeners and readers accustomed to dealing with language learners. Novice Mid students are inconsistently successful when performing Novice-level tasks. Students at the Novice High proficiency level express meaning in simple, predictable contexts through the use of learned and recombined phrases and short sentences. They are best able to understand sentence-length information within highly contextualized situations and sources. Novice High students may generally be understood by sympathetic listeners and readers accustomed to dealing with language learners. Novice High students are consistently successful when performing Novice-level tasks. Novice High students show evidence of Intermediate Low proficiency but lack consistency. By the end of Level I, students of logographic languages should perform on a Novice Mid proficiency level for reading and writing. In listening and speaking, students of logographic languages should perform on a Novice Mid to Novice High proficiency level.

<b>Grade Placement</b>	8-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	03440100	<b>Local Code(s)</b>	590932, 59093C (CCR), 59093P (PAYS)		
<b>Prerequisite</b>	None				
<b>Note</b>	High School courses completed prior to high school are counted as credit for all high school graduation plans <u>but are not factored into a student's High School GPA.</u> Heritage speakers may be allowed to accelerate to the next level based on their ability to demonstrate a Novice Mid proficiency level across all modes of communication (speaking, listening, reading, writing) in Spanish.				

## Spanish 2 & Spanish 2 Honors (SPAN 2)

Students in Level II are expected to reach a proficiency level of Novice High to Intermediate Low, as defined in the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners. Students at the Novice High proficiency level express meaning in simple, predictable contexts through the use of learned and recombined phrases and short sentences. Novice High students are best able to understand sentence-length information within highly contextualized situations and sources. Novice High students may generally be understood by sympathetic listeners and readers accustomed to dealing with language learners. Novice High students are consistently successful when performing Novice-level tasks. Novice High students show evidence of Intermediate Low proficiency but lack consistency. Students at the Intermediate Low proficiency level express meaning in straightforward and personal contexts by combining and recombining what they know, what they read, and what they hear in short statements and sentences. Intermediate Low students are able to understand some information from simple connected statements in oral or written sources. Intermediate Low students are generally understood by sympathetic listeners and readers accustomed to dealing with language learners. Intermediate Low students are inconsistently successful when performing Intermediate-level tasks. By the end of Level II, students of logographic languages should perform on a Novice Mid to Novice High proficiency level for reading and writing. In listening and speaking, students of logographic languages should perform on a Novice High to Intermediate Low proficiency level. Students at the Novice Mid proficiency level express meaning in highly predictable contexts through the use of memorized and recalled words and phrases. Novice Mid students are best able to understand aural cognates, borrowed words, and high-frequency, highly contextualized words and phrases with repetition. Novice Mid students may be difficult to understand by the most sympathetic listeners and readers accustomed to dealing with language learners. Novice Mid students are inconsistently successful when performing Novice-level tasks.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	03440200	<b>Local Code(s)</b>	59103H, 591032, 59103C (CR), 59103P (PAYS)		
<b>Prerequisite</b>	None				
<b>Note</b>	This course is also offered in an honors setting. Students who complete this course in an honors setting will receive 10 additional points onto their GPA. Heritage speakers may be allowed to accelerate to the next level based on their ability to demonstrate a Novice High to Intermediate Low proficiency level across all modes of communication (speaking, listening, reading, writing) in Spanish.				

## Spanish 3 Honors (SPAN 3)

Students in Level III are expected to reach a proficiency level of Intermediate Low to Intermediate Mid, as defined in the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners. Students at the Intermediate Low proficiency level express meaning in straightforward and personal contexts by combining and recombining what they know, what they read, and what they hear in short statements and sentences. Intermediate Low students are able to understand some information from simple connected statements in oral or written sources. Intermediate Low students are generally understood by sympathetic listeners and readers accustomed to dealing with language learners. Intermediate Low students are inconsistently successful when performing Intermediate-level tasks. Students at the Intermediate Mid proficiency level express meaning in straightforward and personal contexts by easily combining and recombining what they know, what they read, and what they hear in short statements and a mixture of sentences and strings of sentences. Intermediate Mid students are able to understand some information from connected statements in oral or written sources. Intermediate Mid students are generally understood by sympathetic listeners and readers accustomed to dealing with language learners. Intermediate Mid students are consistently successful when performing Intermediate-level tasks. By the end of Level III, students of logographic languages should perform on a Novice High to Intermediate Low proficiency level for reading and writing. In listening and speaking, students of logographic languages should perform on an Intermediate Low to Intermediate Mid proficiency level. Students at the Novice High proficiency level express meaning in simple, predictable contexts through the use of learned and recombined phrases and short sentences. Novice High students are best able to understand sentence-length information within highly contextualized situations and sources. Novice High students may generally be understood by sympathetic listeners and readers accustomed to dealing with language learners. Novice High students are consistently successful when performing Novice-level tasks. Novice High students show evidence of Intermediate Low proficiency but lack consistency.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	03440300	<b>Local Code(s)</b>	59143H		
<b>Prerequisite</b>	None				
<b>Note</b>	This course is offered in an honors setting. Students who complete this course in an honors setting will receive 10 additional points onto their GPA. Heritage speakers may be allowed to accelerate to the next level based on their ability to demonstrate an Intermediate Low to Intermediate Mid proficiency level across all modes of communication (speaking, listening, reading, writing) in Spanish.				

## AP Spanish Language and Culture (APSPALAN)

The College Board Advanced Placement Spanish Language and Culture course will develop your Spanish language skills and learn about the cultures in Spanish-speaking parts of the world. You'll practice communicating in Spanish and study real-life materials such as newspaper articles, films, music, and books.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	A3440100	<b>Local Code(s)</b>	591131		
<b>Prerequisite</b>	None				
<b>Note</b>	Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course.  Students who complete this course in an Advance Placement (AP) setting will receive 15 additional points onto their GPA.				

## AP Spanish Literature and Culture (APSPALIT)

The College Board Advanced Placement Spanish Literature and Culture course builds your language skills and cultural knowledge by exploring works of literature written in Spanish. Using Spanish to communicate, you'll read, analyze, discuss, and write about works by Spanish, Latin-American, and U.S. Hispanic authors of different periods.

<b>Grade Placement</b>	12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	A3440200	<b>Local Code(s)</b>	591231		
<b>Prerequisite</b>	None				
<b>Note</b>	<p>Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course.</p> <p>Students who complete this course in an Advance Placement (AP) setting will receive 15 additional points onto their GPA.</p>				

## Computer Science 1 (TACS1)

Computer Science 1 will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	03580200	<b>Local Code(s)</b>	281032		
<b>Prerequisite</b>	Algebra 1				
<b>Note</b>					

## AP Computer Science A (Math: APTACSAM and LOTE: APTACSAL)

The Advanced Placement Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. This course involves more advanced programming techniques than Computer Science I.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS	<b>Credit</b>	2.0
<b>PEIMS Code</b>	A3580110 - Math A3580120 - LOTE	<b>Local Code(s)</b>	28103 (Math), APTACSAL (LOTE)		
<b>Prerequisite</b>	Algebra 1				
<b>Note</b>	<p>Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course. In this course a student could receive up to two credits in the following: a fourth math credit, and a Language other than English.</p> <p>Students who earn credit for this course will receive 15 weighted GPA Points for the math credit on their transcript. Students will also receive an additional credit that will count towards graduation as a languages other than English (LOTE) credit. The LOTE credit will not count towards GPA.</p> <p><small>AP Computer Science A - MATH and AP Computer Science A - LOTE are for a single course and must be reported together with the same CourseAttemptResult as stated in the CO22.</small></p>				

## Computer Science 3 (TACS3)

Computer Science 3 will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	03580350	<b>Local Code(s)</b>	281332		
<b>Prerequisite</b>	AP Computer Science A				
<b>Note</b>					

## AP Computer Science Principles (APCSPRIN)

The Advanced Placement Computer Science Principles is an introductory college-level computer science course. Students learn the principles that underlie the science of computing and develop the thinking skills that computer scientists use. You'll work on your own and as part of a team to creatively address real-world issues using the tools and processes of computation.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	A3580300	<b>Local Code(s)</b>	282131		
<b>Prerequisite</b>	Algebra 1				
<b>Note</b>	Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course. Students who complete this course in an Advance Placement (AP) setting will receive 15 additional points onto their GPA.				

## FINE ARTS

The fine arts incorporate the study of dance, music, theater, and visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.

**Graduation Requirements:** 1 Fine Arts Credit from any of the following: Art, Music, Dance, Theater, and Floral Design. Students can have as many fine arts credits as will fit into their schedule

First Time Taken	Second Time Taken	Third Time Taken	Fourth Time Taken
<a href="#">Art 1</a> (Prerequisite for all All Art Classes)	<a href="#">Ceramics (Art 2)</a>	<a href="#">Ceramics (Art 3)</a>	<a href="#">Ceramics (Art 4)</a>
	<a href="#">Design (Art 2)</a>	<a href="#">Design (Art 3)</a>	<a href="#">Design (Art 4)</a>
	<a href="#">Drawing (Art 2)</a>	<a href="#">Drawing (Art 3)</a>	<a href="#">Drawing (Art 4)</a>
	<a href="#">Painting (Art 2)</a>	<a href="#">Painting (Art 3)</a>	<a href="#">Painting (Art 4)</a>
	<a href="#">Sculpture (Art 2)</a>	<a href="#">Sculpture (Art 3)</a>	<a href="#">Sculpture (Art 4)</a>
<b>CTE Courses that count as a Fine Arts Credit</b> <a href="#">Floral Design</a> and <a href="#">Digital Art &amp; Animation</a>		<a href="#">AP Studio Art – Drawing Portfolio</a>	<a href="#">AP Studio Art – Drawing Portfolio</a>
		<a href="#">AP Studio Art 2-D Design Portfolio</a>	<a href="#">AP Studio Art 2-D Design Portfolio</a>
		<a href="#">AP Studio Art 3-D Design Portfolio</a>	<a href="#">AP Studio Art 3-D Design Portfolio</a>
		<a href="#">AP Art History</a>	<a href="#">AP Art History</a>
<a href="#">Music Partners: Applied Music 1</a>	<a href="#">Music Partners: Applied Music 2</a>	<a href="#">Music Partners: Applied Music 3</a>	<a href="#">Music Partners: Applied Music 4</a>
<a href="#">Band 1</a> (1 Credit for Fine Arts and .5 Credit for PE)	<a href="#">Band 2</a> (1 Credit for Fine Arts and .5 Credit for PE)	<a href="#">Band 3</a>	<a href="#">Band 4</a>
<a href="#">Jazz Band 1</a>	<a href="#">Jazz Band 2</a>	<a href="#">Jazz Band 3</a>	<a href="#">Jazz Band 4</a>
<a href="#">Orchestra 1</a>	<a href="#">Orchestra 2</a>	<a href="#">Orchestra 3</a>	<a href="#">Orchestra 4</a>
<a href="#">Instrumental Ensemble 1</a>	<a href="#">Instrumental Ensemble 2</a>	<a href="#">Instrumental Ensemble 3</a>	<a href="#">Instrumental Ensemble 4</a>
<a href="#">Mariachi 1</a>	<a href="#">Mariachi 2</a>	<a href="#">Mariachi 3</a>	<a href="#">Mariachi 4</a>
<a href="#">Choir 1</a>	<a href="#">Choir 2</a>	<a href="#">Choir 3</a>	<a href="#">Choir 4</a>
<a href="#">Vocal Ensemble 1</a> (PE Credit first time taken)	<a href="#">Vocal Ensemble 2</a>	<a href="#">Vocal Ensemble 3</a>	<a href="#">Vocal Ensemble 4</a>
		<a href="#">AP Music Theory</a>	<a href="#">AP Music Theory</a>
<a href="#">Dance 1</a>	<a href="#">Dance 2</a>	<a href="#">Dance 3</a>	<a href="#">Dance 4</a>
<a href="#">Theater Arts 1</a>	<a href="#">Theater Arts 2</a>	<a href="#">Theater Arts 3</a>	<a href="#">Theater Arts 4</a>
<a href="#">Technical Theater 1</a>	<a href="#">Technical Theater 2</a>	<a href="#">Technical Theater 3</a>	<a href="#">Technical Theater 4</a>

## ART

All fine arts courses are made up of four basic strands (foundations): observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the year. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.

### Art 1

Grade Placement: 9-12

Course	Location	Pre-Requisites	PEIMS Number	Local Code	Credit
Art 1 (ART 1)	CHS & LVHS	None	03500100	600932, 60093ALT, 60093C (CR) 60093P (PAYS)	1.0
Art Appreciation (ART1APP)	CHS & LVHS	None	03500110	61712C (CR)	1.0

### Art 2 (Students may take multiple Art 2 courses. San Angelo ISD offers the following courses)

Grade Placement: 10-12

Course	Location	Pre-Requisites	PEIMS Number	Local Code	Credit
Ceramics (ART2CRMC)	CHS & LVHS	Art 1	03500900	607032	1.0
Design (ART2DES)	CHS & LVHS	Art 1	03501210	602332	1.0
Drawing (ART2DRAW)	CHS & LVHS	Art 1	03500500	603032, 60303C (CR), 60303P (PAYS)	1.0
Painting (ART2PATG)	CHS & LVHS	Art 1	03500600	604032, 60403P (PAYS)	1.0
Sculpture (ART2SCLP)	CHS & LVHS	Art 1	03501000	605032	1.0

### Art 3 (Students may take multiple Art 3 courses. San Angelo ISD offers the following courses)

Grade Placement: 11-12

Course	Location	Pre-Requisites	PEIMS Number	Local Code	Credit
Ceramics (ART3CRMC)	CHS & LVHS	Art 2 Ceramics	03501800	607132	1.0
Design (ART3DES)	CHS & LVHS	Art 2 Design	03502210	03502210	1.0
Drawing (ART3DRAW)	CHS & LVHS	Art 2 Drawing	03501300	603132, 60313P (PAYS)	1.0
Painting (ART3PATG)	CHS & LVHS	Art 2 Painting	03501400	604132	1.0
Sculpture (ART3SCLP)	CHS & LVHS	Art 2 Sculpture	03501900	605132	1.0

**Art 4** (Students may take multiple Art 4 courses. San Angelo ISD offers the following courses)

Grade Placement: 12

Course	Location	Pre-Requisites	PEIMS Number	Local Code	Credit
Ceramics (ART4CRMC)	CHS & LVHS	Art 3 Ceramics	03502700	607232	1.0
Design (ART4DES)	CHS & LVHS	Art 3 Design	03503210	602532	1.0
Drawing (ART4DRAW)	CHS & LVHS	Art 3 Drawing	03502300	603232	1.0
Painting (ART4PATG)	CHS & LVHS	Art 3 Painting	03502400	604232	1.0
Sculpture (ART4SCLP)	CHS & LVHS	Art 3 Sculpture	03502800	605232	1.0

## Additional Art Courses

### AP Studio Art – Drawing Portfolio (APSTARTD)

This College Board Advanced Placement Drawing course develops your skills in drawing as you explore different media and approaches. You'll create artwork that reflects your own ideas and skills and what you've learned.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	A3500300	<b>Local Code(s)</b>	606131		
<b>Prerequisite</b>	Art I and II, and Portfolio Review				
<b>Note</b>	<p>Students enrolled in this class are expected to submit a portfolio of artwork for review by the College Board for possible college credit.</p> <p>Students who complete this course in an Advance Placement (AP) setting will receive 15 additional points onto their GPA.</p>				

### AP Studio Art 2-D Design Portfolio (AP2DDP)

This College Board Advanced Placement 2-D Art and Design course will develop your skills in a two-dimensional medium such as graphic design, photography, collage, printmaking, and others as you learn the principles of 2-D design. You'll create artwork that reflects your own ideas and skills and what you've learned.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	A3500400	<b>Local Code(s)</b>	606031		
<b>Prerequisite</b>	Art I and II, and Portfolio Review				
<b>Note</b>	<p>Students enrolled in this class are expected to submit a portfolio of artwork for review by the College Board for possible college credit.</p> <p>Students who complete this course in an Advance Placement (AP) setting will receive 15 additional points onto their GPA.</p>				

## AP Studio Art 3-D Design Portfolio (AP3DDP)

This College Board Advanced Placement 3-D Art and Design course will develop your skills in a three-dimensional medium such as sculpture, architectural models, metal work, ceramics, glass work, and others as you learn the principles of 3-D design. You'll create artwork that reflects your own ideas and skills and what you've learned.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	A3500500	<b>Local Code(s)</b>	606231		
<b>Prerequisite</b>	Art II Ceramics, Art II Sculpture or Portfolio Review				
<b>Note</b>	<p>Students enrolled in this class are expected to submit a portfolio of artwork for review by the College Board for possible college credit.</p> <p>Students who complete this course in an Advance Placement (AP) setting will receive 15 additional points onto their GPA.</p>				

## AP Art History (APHISART)

The AP Art History course contains learning objectives that represent the art historical skills valued by art historians and higher education faculty. The framework limits the required course content to 250 works of art, aligning with college and university faculty expectations of the number and types of works students should know. This finite number of works allows teachers to present artwork in greater depth and invites students to actively engage with the works, constructing understandings of individual works and interconnections of art and art making throughout history.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	A3500100	<b>Local Code(s)</b>	601031		
<b>Prerequisite</b>					
<b>Note</b>	<p>Students enrolled in this class are expected to submit a portfolio of artwork for review by the College Board for possible college credit.</p> <p>Students who complete this course in an Advance Placement (AP) setting will receive 15 additional points onto their GPA.</p>				

## Floral Design (FLORAL)

Floral Design is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students will develop a respect for the traditions and contributions of diverse cultures. Students will respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations. To prepare for careers in floral design, students must attain academic skills and knowledge, acquire 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.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13001800	<b>Local Code(s)</b>	743032		
<b>Prerequisite</b>					
<b>Note</b>					

## Digital Art & Animation (TADGAA)

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In this level 3 course students in Digital Art and Animation consist of computer images and animations created with digital imaging software. 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. This course satisfies the high school fine arts graduation requirement.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	03580500	<b>Local Code(s)</b>	281532		
<b>Prerequisite</b>	None				
<b>Note</b>					

## MUSIC

Four basic strands--foundations: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student's intellect. Through creative expression, students apply their music literacy and critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.

### Music 1 (A student may take multiple Music 1 courses. San Angelo ISD offers the following courses)

Grade Placement: 9-12

Course	Location	Pre-Requisites	PEIMS Number	Local Code	Credit
<b>Music Partners: Applied Music 1 (MUS1APL)</b>	CHS & LVHS	None	03152500	682132	1.0
<b>Band 1 (MUS1BAND)</b> Fine Art - 1.0 Marching Band: PE Substitution - 0.5 Earn a ½ credit concurrently in the fall semester.	CHS & LVHS	Audition and Director Approval	03150100 (Fine Art) PES00012 (P.E. Substitution)	620932 (FA) 520012(PE)	1.5
<b>Jazz Band 1 (MUS1JZBD)</b>	CHS & LVHS	Audition and Director Approval	03151300	630932	1.0
<b>Instrumental Ensemble 1 (MUS1INEN)</b>	CHS & LVHS	Audition and Director Approval	03151700	650932	1.0
<b>Choir 1 (MUS1CHOR)</b>	CHS & LVHS	Audition and Director Approval	03150900	670932	1.0
<b>Vocal Ensemble 1 (MUS1VOEN)</b> <i>Earns a physical education credit the first year taken if the student does not already have a PE credit or is currently earning a PE credit.</i>	CHS	Audition and Director Approval	03152100	672032 (FA) 672P32 (PE)	1.0
<b>Orchestra 1 (MUS1ORCH)</b>	CHS & LVHS	Audition and Director Approval	03150500	660932	1.0
<b>Mariachi 1 (MUS1MAR)</b>	LVHS	Audition and Director Approval	03153800	653932	1.0

### Music 2 (A student may take multiple Music 2 courses. San Angelo ISD offers the following courses)

Grade Placement: 10-12

Course	Location	Pre-Requisites	PEIMS Number	Local Code	Credit
<b>Music Partners: Applied Music 2 (MUS2APL)</b>	CHS & LVHS	None	03152600	682232	1.0
<b>Band 2 (MUS2BAND)</b> Fine Art - 1.0 Marching Band: PE Substitution - 0.5 Earn a ½ credit concurrently in the fall semester.	CHS & LVHS	Audition and Director Approval	03150200 (FA) PES00012 (P.E.)	621032 (FA) 520012 (PE)	1.5
<b>Jazz Band 2 (MUS2JZBD)</b>	CHS & LVHS	Audition and Director Approval	03151400	631032	1.0
<b>Instrumental Ensemble 2 (MUS2INEN)</b>	CHS & LVHS	Audition and Director Approval	03151800	651032	1.0
<b>Choir 2 (MUS2CHOR)</b>	CHS & LVHS	Audition and Director Approval	03151000	671032	1.0
<b>Vocal Ensemble 2 (MUS2VOEN)</b>	CHS	Audition and Director Approval	03152200	672132	1.0
<b>Orchestra 2 (MUS2ORCH)</b>	CHS & LVHS	Audition and Director Approval	03150600	661032	1.0
<b>Mariachi 2 (MUS2MAR)</b>	LVHS	Audition and Director Approval	03153900	653032	1.0

### Music 3 (A student may take multiple Music 3 courses. San Angelo ISD offers the following courses)

Grade Placement: 11-12

Course	Location	Pre-Requisites	PEIMS Number	Local Code	Credit
<b>Music Partners: Applied Music 3 (MUS3APL)</b>	CHS & LVHS	None	03152601	682332	1.0
<b>Band 3 (MUS3BAND)</b>	CHS & LVHS	Audition and Director Approval	03150300	621132	1.0
<b>Jazz Band 3 (MUS3JZBD)</b>	CHS & LVHS	Audition and Director Approval	03151500	631132	1.0
<b>Instrumental Ensemble 3 (MUS3INEN)</b>	CHS & LVHS	Audition and Director Approval	03151900	651132	1.0
<b>Choir 3 (MUS3CHOR)</b>	CHS & LVHS	Audition and Director Approval	03151100	671132	1.0
<b>Vocal Ensemble 3 (MUS3VOEN)</b>	CHS	Audition and Director Approval	03152300	672232	1.0
<b>Orchestra 3 (MUS3ORCH)</b>	CHS & LVHS	Audition and Director Approval	03150700	661132	1.0
<b>Mariachi 3 (MUS3MAR)</b>	LVHS	Audition and Director Approval	03154000	653132	1.0

### Music 4 (A student may take multiple Music 4 courses. San Angelo ISD offers the following courses)

Grade Placement: 12

Course	Location	Pre-Requisites	PEIMS Number	Local Code	Credit
<b>Music Partners: Applied Music 4 (MUS4APL)</b>	CHS & LVHS	None	03152602	682432	1.0
<b>Band 4 (MUS4BAND)</b>	CHS & LVHS	Audition and Director Approval	03150400	621232	1.0
<b>Jazz Band 4 (MUS4JZBD)</b>	CHS & LVHS	Audition and Director Approval	03151600	631232	1.0
<b>Instrumental Ensemble 4 (MUS4INEN)</b>	CHS & LVHS	Audition and Director Approval	03152000	651232	1.0
<b>Choir 4 (MUS4CHOR)</b>	CHS & LVHS	Audition and Director Approval	03151200	671232	1.0
<b>Vocal Ensemble 4 (MUS4VOEN)</b>	CHS	Audition and Director Approval	03152400	672332	1.0
<b>Orchestra 4 (MUS4ORCH)</b>	CHS & LVHS	Audition and Director Approval	03150800	661232	1.0
<b>Mariachi 4 (MUS4MAR)</b>	LVHS	Audition and Director Approval	03154100	653232	1.0

## Additional Music Courses

### AP Music Theory (MUSSMT1)

The AP Music Theory course is an introductory college music theory coursework that covers topics such as musicianship, theory, and musical materials and procedures. Musicianship skills, including dictation and listening skills, sight singing, and harmony, are an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural (listening) skills is a primary objective. Performance is also part of the curriculum through the practice of sight-singing. Students learn basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	03155400	<b>Local Code(s)</b>	681431		
<b>Prerequisite</b>	ability to read and write musical notation with performance skills with voice or instrument.				
<b>Note</b>	Students enrolled in this class are expected to submit a portfolio of artwork for review by the College Board for possible college credit.  Students who complete this course in an Advance Placement (AP) setting will receive 15 additional points onto their GPA.				

## DANCE

### Dance

(This course is only for students who have been selected to the squads of:, Central Tex-Anns & Central cheerleading and is only offered if SAISD has staff certified to offer these courses)

Four basic strands--foundations: perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Dance students develop perceptual thinking and movement abilities in daily life, promoting an understanding of themselves and others. Students develop movement principles and technical skills and explore choreographic and performance qualities. Students develop self-discipline and healthy bodies that move expressively, efficiently, and safely through space and time with a sensitive kinesthetic awareness. Students recognize dance as a vehicle for understanding historical and cultural relevance, increasing an awareness of heritage and traditions of their own and others, and enabling them to participate in a diverse society. Evaluating and analyzing dance allows students to strengthen decision-making skills, develop critical and creative thinking, and develop artistic and creative processes. Students continue to explore technology and its application to dance and movement, enabling them to make informed decisions about dance.

Course	Location	Grade Placement	PEIMS Number	Local Code	Credit
<b>Dance 1, Principles of Dance 1 (DANCE 1)</b> Must tryout and be selected for the squad each spring.	CHS	9-12	03830100	690932	1.0
<b>Dance 2, Principles of Dance 2 (DANCE 2)</b> Must tryout and be selected for the squad each spring.	CHS	10-12	03830200	691032	1.0
<b>Dance 3, Principles of Dance 3 (DANCE 3)</b> Must tryout and be selected for the squad each spring.	CHS	11-12	03830300	691132	1.0
<b>Dance 4, Principles of Dance 4 (DANCE 4)</b> Must tryout and be selected for the squad each spring.	CHS	12	03830400	691232	1.0

## THEATER

### Theater

Four basic strands--foundations: inquiry and understanding; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through the foundations: inquiry and understanding strand, students develop a perception of self, human relationships, and the world using elements of drama and conventions of theater. Through the creative expression strand, students communicate in a dramatic form, engage in artistic thinking, build positive self-concepts, relate interpersonally and integrate knowledge with other content areas in a relevant manner. Through the historical and cultural relevance strand, students increase their understanding of heritage and traditions in theater and the diversity of world cultures as expressed in theater. Through the critical evaluation and response strand, students engage in inquiry and dialogue, accept constructive criticism, revise personal views to promote creative and critical thinking, and develop the ability to appreciate and evaluate live theater.

Course	Location	Grade Placement	PEIMS Number	Local Code	Credit
Theater Arts 1 (TH1)	CHS & LVHS	9-12	03250100	610932	1.0
Theater Arts 2 (TH2)	CHS & LVHS	10-12	03250200	611032	1.0
Theater Arts 3 (TH3)	CHS & LVHS	11-12	03250300	611132	1.0
Theater Arts 4 (TH4)	CHS & LVHS	12	03250400	611232	1.0

### Technical Theater

Four basic strands--foundations: inquiry and understanding; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through the foundations: inquiry and understanding strand, students develop a perception of self, human relationships, and the world using elements of drama and conventions of theatre. Through the creative expression strand, students communicate in a dramatic form, engage in artistic thinking, build positive self-concepts, relate interpersonally and integrate knowledge with other content areas in a relevant manner. Through the historical and cultural relevance strand, students increase their understanding of heritage and traditions in theatre and the diversity of world cultures as expressed in theatre. Through the critical evaluation and response strand, students engage in inquiry and dialogue, accept constructive criticism, revise personal views to promote creative and critical thinking, and develop the ability to appreciate and evaluate live theatre.

Course	Location	Grade Placement	PEIMS Number	Local Code	Credit
Technical Theater 1 (TH1TECH)	CHS & LVHS	9-12	03250500	612032	1.0
Technical Theater 2 (TH2TECH)	CHS & LVHS	10-12	03250600	612132	1.0
Technical Theater 3 (TH3TECH)	CHS & LVHS	11-12	03251100	612232	1.0
Technical Theater 4 (TH4TECH)	CHS & LVHS	12	03251200	612332	1.0

## PHYSICAL EDUCATION

**Graduation Requirements: 1 Physical Education Credits is required**

The total number of allowable Physical Education/Physical Education Substitution credits for graduation purposes is four. Students may earn physical education credit through physical education courses, physical education substitutions, and interscholastics competitive sports.

	First Time Taken	Second Time Taken	Third Time Taken	Fourth Time Taken
<b>Physical Education Option 1</b>	<a href="#">Lifetime Fitness and Wellness Pursuits</a> (Aerobics, P.E. Partners, or Weight Training)	<a href="#">Skill-Based Lifetime Activities</a> (P.E. Partners, Team Sports, Aquatics, or Beginning Gymnastics)	<a href="#">Lifetime Recreation and Outdoor Pursuits</a> (Outdoor Adv. Ed or P.E. Partners)	<a href="#">Lifetime Recreation and Outdoor Pursuits</a> (Outdoor Adv. Ed or P.E. Partners)
<b>Physical Education Option 2</b>	<a href="#">Skill-Based Lifetime Activities</a> (P.E. Partners, Team Sports, Aquatics, or Beginning Gymnastics)	<a href="#">Lifetime Recreation and Outdoor Pursuits</a> (Outdoor Adv. Ed or P.E. Partners)	<a href="#">Lifetime Fitness and Wellness Pursuits</a> (Aerobics, P.E. Partners, or Weight Training)	<a href="#">Lifetime Recreation and Outdoor Pursuits</a> (Outdoor Adv. Ed or P.E. Partners)
<b>Physical Education Option 3</b>	<a href="#">Lifetime Recreation and Outdoor Pursuits</a> (Outdoor Adv. Ed or P.E. Partners)	<a href="#">Lifetime Fitness and Wellness Pursuits</a> (Aerobics, P.E. Partners, or Weight Training)	<a href="#">Skill-Based Lifetime Activities</a> (P.E. Partners, Team Sports, Aquatics, or Beginning Gymnastics)	<a href="#">Lifetime Recreation and Outdoor Pursuits</a> (Outdoor Adv. Ed or P.E. Partners)
<b>ROTC</b>	<a href="#">ROTC 1</a> (PE Credit)	ROTC 2 (Elective Credit)	ROTC 3 (Elective Credit)	ROTC 4 (Elective Credit)
<b>Band</b>	<a href="#">Marching Band</a> (.5 Credit)	<a href="#">Marching Band</a> (.5 Credit)		
<b>Vocal Ensemble</b>	<a href="#">Vocal Ensemble</a>			
<b>Cheerleading</b>	<a href="#">Cheerleading</a> (PE Credit) OR Dance (Fine Art Credit)	<a href="#">Athletics 2</a> (PE Credit) OR Dance (Fine Art Credit)	<a href="#">Athletics 3</a> (PE Credit) OR Dance (Fine Art Credit)	<a href="#">Athletics 4</a> (PE Credit) OR Dance (Fine Art Credit)
<b>Drill Team</b>	<a href="#">Drill Team</a> (PE Credit) OR Dance (Fine Art Credit)	<a href="#">Athletics 2</a> (PE Credit) OR Dance (Fine Art Credit)	<a href="#">Athletics 3</a> (PE Credit) OR Dance (Fine Art Credit)	<a href="#">Athletics 4</a> (PE Credit) OR Dance (Fine Art Credit)
<b>Non-District PE</b>	<a href="#">Non-District Program 1</a>	<a href="#">Non-District Program 2</a>	<a href="#">Non-District Program 3</a>	<a href="#">Non-District Program 4</a>
<b>Baseball</b>	<a href="#">Athletics 1</a>	<a href="#">Athletics 2</a>	<a href="#">Athletics 3</a>	<a href="#">Athletics 4</a>
<b>Basketball</b>	<a href="#">Athletics 1</a>	<a href="#">Athletics 2</a>	<a href="#">Athletics 3</a>	<a href="#">Athletics 4</a>
<b>Cross Country</b>	<a href="#">Athletics 1</a>	<a href="#">Athletics 2</a>	<a href="#">Athletics 3</a>	<a href="#">Athletics 4</a>
<b>Football</b>	<a href="#">Athletics 1</a>	<a href="#">Athletics 2</a>	<a href="#">Athletics 3</a>	<a href="#">Athletics 4</a>
<b>Golf</b>	<a href="#">Athletics 1</a>	<a href="#">Athletics 2</a>	<a href="#">Athletics 3</a>	<a href="#">Athletics 4</a>
<b>Gymnastics</b>	<a href="#">Athletics 1</a>	<a href="#">Athletics 2</a>	<a href="#">Athletics 3</a>	<a href="#">Athletics 4</a>
<b>Soccer</b>	<a href="#">Athletics 1</a>	<a href="#">Athletics 2</a>	<a href="#">Athletics 3</a>	<a href="#">Athletics 4</a>
<b>Softball</b>	<a href="#">Athletics 1</a>	<a href="#">Athletics 2</a>	<a href="#">Athletics 3</a>	<a href="#">Athletics 4</a>
<b>Swimming</b>	<a href="#">Athletics 1</a>	<a href="#">Athletics 2</a>	<a href="#">Athletics 3</a>	<a href="#">Athletics 4</a>
<b>Tennis</b>	<a href="#">Athletics 1</a>	<a href="#">Athletics 2</a>	<a href="#">Athletics 3</a>	<a href="#">Athletics 4</a>
<b>Track</b>	<a href="#">Athletics 1</a>	<a href="#">Athletics 2</a>	<a href="#">Athletics 3</a>	<a href="#">Athletics 4</a>
<b>Volleyball</b>	<a href="#">Athletics 1</a>	<a href="#">Athletics 2</a>	<a href="#">Athletics 3</a>	<a href="#">Athletics 4</a>
<b>Athletics</b>	<a href="#">Athletics 1</a>	<a href="#">Athletics 2</a>	<a href="#">Athletics 3</a>	<a href="#">Athletics 4</a>

## Lifetime Fitness and Wellness Pursuits (LIFEFIT)

The Lifetime Fitness and Wellness Pursuits course offers current approaches for the foundation of personal fitness, physical literacy, lifetime wellness, and healthy living. Students in Lifetime Fitness and Wellness Pursuits will apply the knowledge and skills to demonstrate mastery of the concepts needed to achieve lifetime wellness. Students will participate in a variety of physical activities for attaining personal fitness and lifetime wellness.

Course	Location	Grade Placement	PEIMS Number	Local Code	Credit
<b>Aerobics</b>	CHS & LVHS	9-12	PES00051	516232, 51623C (CR)	1.0
<b>PE Partners</b>	CHS & LVHS	9-12	PES00051	516432	1.0
<b>Weight Training</b>	CHS	9-12	PES00051	516532	1.0

## Skill-Based Lifetime Activities (SBLIFE)

The Skill-Based Lifetime Activities course offers students the opportunity to demonstrate mastery in basic sport skills, basic sport knowledge, and health and fitness principles. Students experience opportunities that promote physical literacy and lifetime wellness. Students in Skill Based Lifetime Activities participate in a minimum of one lifelong activity from each of the following five categories during the course. (A) Target games are activities in which students send an object toward a target. (B) Striking and fielding games are activities in which students strike an object in order to score points within a game. (C) Fitness activities provide opportunities for students to apply fitness principles to accomplish an objective. (D) Rhythmic activities provide opportunities for students to demonstrate or create movement sequences with rhythm. (E) Innovative games and activities with international significance are those games and activities that use new or innovative equipment, have been created by students, or are played internationally.

Course	Location	Grade Placement	PEIMS Number	Local Code	Credit
<b>PE Partners</b>	CHS & LVHS	9-12	PES00056	517132	1.0
<b>Team Sports</b>	CHS & LVHS	9-12	PES00056	517232, 51723C (CR), 51723P (PAYS)	1.0
<b>Aquatics</b>	CHS	9-12	PES00056	517432	1.0
<b>Beginning Gymnastics</b>	CHS	9-12	PES00056	517032	1.0

## Lifetime Recreation and Outdoor Pursuits (LIFEROP)

The Lifetime Recreation and Outdoor Pursuits course provides opportunities for students to develop competency in five or more lifelong recreational and outdoor pursuits for enjoyment and challenge. Students in Lifetime Recreation and Outdoor Pursuits participate in activities that promote physical literacy, respect for and connection to nature and the environment, and opportunities for enjoyment for a lifetime. Students will experience opportunities that enhance self-worth and support community engagement.

Note: Starting with the 24-25 school year, this course can be repeated and receive an additional credit. *TEC §74.12 B(6)F*

Course	Location	Grade Placement	PEIMS Number	Local Code	Credit
<b>Outdoor Adventure Sports</b>	CHS & LVHS	9-12	PES00053	526032, 526032C (CR)	1.0
<b>PE Partners</b>	CHS & LVHS	9-12	PES00053	526432	1.0

## P.E. Substitutions

All P.E. Substitution course require approval as follows except JROTC:

\*Audition and Director Approval

\*\*Sponsor approval through tryouts

\*\*\*This course requires special approval through the athletic department. Please contact your campus counselor for qualifications and next steps.

\*\*\*\*Students must meet the requirements under TEC §28.025(b-11). Please contact your campus counselor for qualifications and next steps.

Course	Location	Grade Placement	PEIMS Number	Local Code	Credit
<b>JROTC (SUBJ1)</b>	CHS & LVHS	9-12	PES00004	530032	1.0
<b>*Marching Band (SUBMB)</b> Students will get a ½ credit the first time taken and a ½ credit the second time taken.	CHS & LVHS	9-12	PES00012	520012	1.0
<b>*Vocal Ensemble 1 (MUS1VOEN)</b>	CHS	9-12	03152100	672P32	1.0
<b>Cheerleading (SUBCHLDG)</b>	CHS & LVHS	9-12	PES00013	548032	1.0
<b>**Drill Team (SUBDT)</b>	CHS & LVHS	10-12	PES00014	548532	1.0
<b>***Non-District Program 1 (SUBPRO1)</b>	CHS & LVHS	10-12	PES00008	69913F	1.0
<b>***Non-District Program 2 (SUBPRO2)</b>	CHS & LVHS	10-12	PES00009	69913S	1.0
<b>***Non-District Program 3 (SUBPRO3)</b>	CHS & LVHS	10-12	PES000010	69913J	1.0
<b>***Non-District Program 4 (SUBPRO4)</b>	CHS & LVHS	10-12	PES000011	69913V	1.0
<b>****Academic Elective (SUBACAD)</b>	CHS & LVHS	10-12	PES00015	Please contact Secondary C&I for local code	1.0

## Athletics: INTERSCHOLASTIC COMPETITIVE SPORTS

**Participation in extracurricular activities is a privilege, not a right.**

By state law, students must make a passing grade in all academic classes in each grading period in order to be eligible to participate in any extracurricular performance or competition in the next grading period. Students who are ineligible because of one or more grades below 70 will be allowed to practice or rehearse during a suspension, but cannot perform or compete. If the student raises the grade(s) to passing within three weeks, she or he will regain eligibility to perform or compete.

### Athletics 1 (SUBATH1)

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PEIMS Code: PES00000

Grade Placement: 9-12

Prerequisite: Head Coach approval through tryouts.

Course	Location	Local Code	Credit
Baseball	CHS & LVHS	55003F	1.0
Basketball	CHS & LVHS	55103F (Boys) & 55153F (Girls)	1.0
Cross Country	CHS & LVHS	55853F	1.0
Football	CHS & LVHS	55253F	1.0
Golf	CHS & LVHS	55303F	1.0
Gymnastics	CHS	55403F (Boys) & 55453F (Girls)	1.0
Soccer	CHS & LVHS	55503F (Boys) & 55553F (Girls)	1.0
Softball	CHS & LVHS	55053F	1.0
Swimming	CHS	54603F	1.0
Tennis	CHS & LVHS	55703F	1.0
Track	CHS & LVHS	55803F (Boys) & 55813F (Girls)	1.0
Volleyball	CHS & LVHS	55903F	1.0
Athletics	CHS & LVHS	54903F	1.0

## Athletics 2 (SUBATH2)

**PEIMS Code:** PES00001

**Grade Placement:** 10-12

**Prerequisite:** Head Coach approval through tryouts.

Course	Location	Local Code	Credit
Baseball	CHS & LVHS	55003S	1.0
Basketball	CHS & LVHS	55103S (Boys) & 55153S (Girls)	1.0
Cheerleading	CHS & LVHS	54803S	1.0
Cross Country	CHS & LVHS	55853S	1.0
Drill Team	CHS & LVHS	54853S	1.0
Football	CHS & LVHS	55253S	1.0
Golf	CHS & LVHS	55303S	1.0
Gymnastics	CHS	55403S (Boys) & 55453S (Girls)	1.0
Soccer	CHS & LVHS	55503S (Boys) & 55553S (Girls)	1.0
Softball	CHS & LVHS	55053S	1.0
Swimming	CHS	54603S	1.0
Tennis	CHS & LVHS	55703S	1.0
Track	CHS & LVHS	55803S (Boys) & 55813S (Girls)	1.0
Volleyball	CHS & LVHS	55903S	1.0
Athletics	CHS & LVHS	54903S	1.0

## Athletics 3 (SUBATH3)

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**PEIMS Code:** PES00002

**Grade Placement:** 11-12

**Prerequisite:** Head Coach approval through tryouts.

Course	Location	Local Code	Credit
Baseball	CHS & LVHS	55003J	1.0
Basketball	CHS & LVHS	55103J (Boys) & 55153J (Girls)	1.0
Cheerleading	CHS & LVHS	54803J	1.0
Cross Country	CHS & LVHS	55853J	1.0
Drill Team	CHS & LVHS	54853J	1.0
Football	CHS & LVHS	55253J	1.0
Golf	CHS & LVHS	55303J	1.0
Gymnastics	CHS	55403J (Boys) & 55453J (Girls)	1.0
Soccer	CHS & LVHS	55503J (Boys) & 55553J (Girls)	1.0
Softball	CHS & LVHS	55053J	1.0
Swimming	CHS	54603J	1.0
Tennis	CHS & LVHS	55703J	1.0
Track	CHS & LVHS	55803J (Boys) & 55813J (Girls)	1.0
Volleyball	CHS & LVHS	55903J	1.0
Athletics	CHS & LVHS	54903J	1.0

## Athletics 4 (SUBATH4)

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**PEIMS Code:** PES00003

**Grade Placement:** 12

**Prerequisite:** Head Coach approval through tryouts.

Course	Location	Local Code	Credit
Baseball	CHS & LVHS	55003V	1.0
Basketball	CHS & LVHS	55103V (Boys) & 55153V (Girls)	1.0
Cheer	CHS & LVHS	54803V	1.0
Cross Country	CHS & LVHS	55853V	1.0
Drill Team	CHS & LVHS	54853V	1.0
Football	CHS & LVHS	55253V	1.0
Golf	CHS & LVHS	55303V	1.0
Gymnastics	CHS	55403V (Boys) & 55453V (Girls)	1.0
Soccer	CHS & LVHS	55503V (Boys) & 55553V (Girls)	1.0
Softball	CHS & LVHS	55053V	1.0
Swimming	CHS	54603V	1.0
Tennis	CHS & LVHS	55703V	1.0
Track	CHS & LVHS	55803V (Boys) & 55813V (Girls)	1.0
Volleyball	CHS & LVHS	55903V	1.0
Athletics	CHS & LVHS	54903V	1.0

## MILITARY SCIENCE

**Graduation Requirements:** Students who participate in ROTC can earn one physical education credit and 3 elective credits if the student participates in ROTC for four years.

The Air Force JROTC program is a 4-year program that teaches students aerospace studies, leadership, citizenship, and wellness skills. Each year is divided into three categories: Academics, Leadership, and Wellness. **No military obligation is incurred by participation in the program. Uniform wear is a requirement for these courses.** Students are expected to participate in all training activities and community/school service projects. Successful graduates of this program can earn scholarships to a college or university. Successful cadets with at least two years of high school ROTC may enter the armed services at an increased pay level.

### Reserve Officers Training Corps 1 (JROTC 1) \*

Cadets begin **Cultural Studies: An Introduction to Global Awareness** where they learn to see their world through many different perspectives. This course introduces students to the study of world affairs, regional studies, and cultural awareness. Students will learn to explore and discover the processes that shape the Earth, the relationships between people and environments, and the links between people and places. **Leadership Education 200** covers communication/life skills, critical thinking, and conflict resolution/problem solving, and developing as a leader. Cadets participate in **Wellness** education consisting of physical fitness training and information concerning physical and mental well-being.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	03160100	<b>Local Code(s)</b>	530932		
<b>Prerequisite</b>	None				
<b>Note</b>	ROTC 1 & ROTC 2 are taught as a blended course. Course material is organized so cadets do not repeat any material over two academic years Leadership Education 100 curriculum covering fundamentals of the AFJROTC program: uniform wear, customs and courtesies, etc., will be covered/reviewed at the beginning of each school year.				

### Reserve Officers Training Corps 2 (JROTC 2) \*

Cadets begin **Cultural Studies: An Introduction to Global Awareness** where they learn to see their world through many different perspectives. This course introduces students to the study of world affairs, regional studies and cultural awareness. Students will learn to explore and discover the processes that shape the Earth, the relationships between people and environments, and the links between people and places. **Leadership Education 200** covers communication/life skills, critical thinking, conflict resolution/ problem solving and developing as a leader. Cadets participate in **Wellness** education consisting of physical fitness training and information concerning physical and mental well-being.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	03160200	<b>Local Code(s)</b>	531032		
<b>Prerequisite</b>	ROTC 1, Senior Instructor Approval				
<b>Note</b>	<p>ROTC 1 &amp; ROTC 2 are taught as a blended course. Course material is organized so cadets do not repeat any material over two academic years Leadership Education 100 curriculum covering fundamentals of the AFJROTC program: uniform wear, customs and courtesies, etc., will be covered/reviewed at the beginning of each school year.</p> <p>Sophomores, juniors and seniors may take ROTC 2 &amp; 3 classes during the same academic year (with Instructor approval) if desiring to complete the four-year program before graduation.</p>				

## Reserve Officers Training Corps 3 (JROTC 3) \*\*

This course utilizes the **Exploring Space: The High Frontier** text to teach cadets the latest information available in space science and space exploration. Topics addressed this year will include the space environment and exploring space. Cadets will focus on **Life Skills & Career Opportunities** to include charting their financial course, career opportunities, aiming towards a college degree, and charting their future to prepare cadets for "Life after High School". Cadets will learn **Principles of Management**, focusing on skills that pertain to leadership and management of the cadet corps. Cadets learn to apply theories and techniques of leadership, strengthen organizational skills, develop decision making skills, and apply Air Force standards of discipline and conduct. Cadets continue **Wellness** education and start to take on a leadership role during various physical training activities.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	03160300	<b>Local Code(s)</b>	531132		
<b>Prerequisite</b>	ROTC 2, Senior Instructor Approval				
<b>Note</b>	<p>ROTC 3 &amp; ROTC 4 are taught as a blended class. Course material is organized so cadets do not repeat any material over two academic years.</p> <p>Sophomores, juniors and seniors may take ROTC 2 &amp; 3 classes during the same academic year (with Instructor approval) if desiring to complete the four-year program before graduation.</p>				

## Reserve Officers Training Corps 4 (JROTC 4) \*\*

This course utilizes the **Exploring Space: The High Frontier** text to teach cadets the latest information available in space science and space exploration. Topics addressed this year will include the space environment and exploring space. Cadets will focus on **Life Skills & Career Opportunities** to include charting their financial course, career opportunities, aiming towards a college degree, and charting their future to prepare cadets for "Life after High School". Cadets will **manage the Cadet Corps** by focusing on the skills acquired in the **Principles of Management** that pertain to leadership and management. Cadets learn to apply theories and techniques of leadership, strengthen organizational skills, develop decision making skills, and apply Air Force standards of discipline and conduct. Cadets continue **Wellness** education and start to take on a leadership role during various physical training activities.

<b>Grade Placement</b>	12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	03160400	<b>Local Code(s)</b>	531232		
<b>Prerequisite</b>	ROTC 3 & Senior Instructor Approval				
<b>Note</b>	ROTC 3 & ROTC 4 are taught as a blended class. Course material is organized so cadets do not repeat any material over two academic years.				

## Career and Technical Education

Career and Technical Education (CTE) in Texas provides high school students with hands-on learning experiences in various career fields, allowing them to explore their interests, gain valuable skills, and even earn industry certifications – all while completing their high school coursework. CTE helps students connect what they learn in the classroom to future career opportunities and post-secondary pathways.

Career Clusters	Programs of Study			
	Option 1	Option 2	Option 3	Option 4
Agriculture, Food & Natural Resources	<a href="#">Animal Science</a>	<a href="#">AG Engineering</a>	<a href="#">Plant Science</a>	
Architecture & Construction	<a href="#">Construction Management</a>			
Arts, Audio/Visual Technology & Communication	<a href="#">Graphic Design*</a>	<a href="#">Animation</a>		
Business, Marketing, & Finance*	<a href="#">Business Management*</a>	<a href="#">Marketing &amp; Sales*</a>	<a href="#">Entrepreneurship*</a>	<a href="#">Accounting &amp; Financial Services*</a>
Education & Training	<a href="#">Teaching &amp; Training</a>	<a href="#">Early Learning</a>		
Health Science	<a href="#">Nursing Science</a>	Exercise Science		
Hospitality & Tourism	<a href="#">Culinary Arts</a>			
Human Services*	<a href="#">Family &amp; Community Services*</a>			
Manufacturing	<a href="#">Welding</a>			
Engineering	<a href="#">Engineering Foundations</a>			
Information Technology*	<a href="#">Programing &amp; Software Development*</a>			
Transportation, Distribution, & Logistics	<a href="#">Automotive Technology</a>			

\* Program of study only offered at Central HS

**CTE Career Cluster: AGRICULTURE, FOOD, & NATURAL RESOURCES**  
*Endorsement: Business and Industry*

**Program of Study Option 1: Animal Science**

**Key Elements:** The science, research, and business of animals; Applying biology and life science to real-world life processes of animals and wildlife; Research and analyze the growth and destruction of species; research or diagnose diseases and injuries of animals.

**Advanced Courses:** Livestock Production and Advanced Animal Science

**Career & Technical Student Organization (CTSO):** FFA - Future Farmers of America

First Course	Second Course	Third Course	Fourth Course
Principles of Agriculture, Food & Natural Resources	Small Animal Management/ Equine Science	Livestock and Poultry Production	Advanced Animal Science

**Program of Study Option 2: Ag Engineering**

**Key Elements:** Explore opportunities associated with power and machinery, electrification, structures, soil and water conservation, and processing agricultural products; exploration into diagnosing, repairing, or overhauling farm machinery and vehicles.

**Advanced Courses:** Agricultural Structures, Design & Fabrication and Agricultural Equipment, Design & Fabrication

**Career & Technical Student Organization (CTSO):** Future Farmers of America (FFA) & Skills USA

First Course	Second Course	Third Course	Fourth Course
Principles of Agriculture, Food & Natural Resources	Agricultural Mechanics & Metal Technology	Agricultural Structures	Agricultural Equipment

**Program of Study Option 3: Plant Science**

**Key Elements:** focuses on the science, research, and business of plants and other living organisms; teaches students how to apply biology and life science to real-world life processes of plants and vegetation, either in laboratories or in the field.

**Advanced Courses:** Floral Design and Advanced Floral Design

**Industry-Based Certifications:** Texas State Floral Association Knowledge Based Certification and Texas State Floral Association Level One Certification

**Career & Technical Student Organization (CTSO):** FFA - Future Farmers of America

First Course	Second Course	Third Course	Fourth Course
Principles of Agriculture, Food & Natural Resources	Floral Design	Advanced Floral Design	Advance Plant and Soil Science

## Level 1 Course

### Principles of Agriculture Food & Natural Resources (PRINAFNR)

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Students will learn about the diversity of agriculture in our world and the historical, current and future significance of the agricultural industry. Students will also learn basic information about soils, plants, and various livestock species. Students will learn techniques to expand their leadership and communication skills while focusing on the elements of FFA.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13000200	<b>Local Code(s)</b>	741032		
<b>Prerequisite</b>	None				
<b>Note</b>					

## Level 2 Courses

### Small Animal Management (SMANIMGT)

In this level 2 course students will attain knowledge and skills related to animal identification, animal behavior, anatomy, and the care and management of animals ranging from small mammals such as dogs and cats to amphibians, reptiles and birds.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	0.5
<b>PEIMS Code</b>	13000400	<b>Local Code(s)</b>	742542, TDC 742541 (Block: TDC 000741)		
<b>Prerequisite</b>	None				
<b>Note</b>	This course is taken in conjunction with Equine Science				

### Equine Science (EQUINSCI)

In this level 2 course students 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. To prepare for careers in the field of animal science, students must enhance academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	0.5
<b>PEIMS Code</b>	13000500	<b>Local Code(s)</b>	742742, TDC 742741 (Block: TDC 000741)		
<b>Prerequisite</b>	None				
<b>Note</b>	This course is taken in conjunction with Small Animal Management <b>Technical Dual Credit (AGEQ1411) Total College Credits: 4</b>				

### Agriculture Mechanics & Metal Technology (AGMECHMT)

Students will learn in a hands-on environment tool operation and identification, electrical wiring, internal combustion engine technology, carpentry, and metal working techniques as related to the agricultural industry. Students will learn smart business practices, including wholesale, retail, and resale knowledge, laying a foundation of useful skills for the future.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13002200	<b>Local Code(s)</b>	741232		
<b>Prerequisite</b>	None				
<b>Note</b>	<b>Technical Dual Credit (AGME 1415) Total College Credits: 4</b>				

## Level 3 Courses

### **Livestock and Poultry Production (LIVEPROD)**

In this level 3 course students acquire knowledge and skills related to the livestock and poultry production industry. Livestock and Poultry Production may address topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry. To prepare for careers in the field of animal science, students must attain academic knowledge and skills, acquire knowledge and skills related to livestock and poultry 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.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13000300	<b>Local Code(s)</b>	741132, TDC 741131		
<b>Prerequisite</b>	Minimum of 2 credits with at least one course in a Level 2 or higher course from the Agriculture, Food, and Natural Resources Career Cluster.				
<b>Note</b>	<b>Technical Dual Credit (AGAH 1301) Total College Credits: 3</b>				

### **Agricultural Structures Design & Fabrication (AGSDF)**

Students will explore career opportunities, entry requirements, and industry expectations to prepare for careers in mechanized agriculture and technical systems. The student demonstrates professional standards/employability skills as required by business and industry, principles of facilities design and fabrication related to agricultural structures, and metal construction techniques related to agricultural design and fabrication of structures. Students have the opportunity to develop a supervised agricultural experience program, explore different types of power systems used in agricultural structures, and construct agricultural structures using appropriate technology.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13002300	<b>Local Code(s)</b>			
<b>Prerequisite</b>	None				
<b>Note</b>					

### **Floral Design (FLORAL)**

In this level 3 course students will learn how to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students will develop a respect for the traditions and contributions of diverse cultures. Students will respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations. This course satisfies the high school fine arts graduation requirement.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13001800	<b>Local Code(s)</b>	743032		
<b>Prerequisite</b>	None				
<b>Note</b>					

## Level 4 Courses

### **Advanced Animal Science (ADVANSKI)**

Advanced Animal Science is a Level 4 course that examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. To prepare for careers in the field of animal science, students must attain academic skills and knowledge, acquire knowledge and skills related to animal systems, 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.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13000700	<b>Local Code(s)</b>	744132 (744112, 744122)		
<b>Prerequisite</b>	Biology and Chemistry or Integrated Physics and Chemistry (IPC); Algebra 1 and Geometry; and either Small Animal Management, Equine Science, or Livestock Production				
<b>Note</b>					

### **Agricultural Equipment Design & Fabrication (AGEQDF)**

In Agricultural Equipment Design and Fabrication, students will acquire knowledge and skills related to the design and fabrication of agricultural equipment. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural equipment design and fabrication. To prepare for success, students reinforce, apply, and transfer their academic knowledge and technical skills in a variety of settings.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13002350	<b>Local Code(s)</b>	736631		
<b>Prerequisite</b>	None				
<b>Note</b>	<b>Technical Dual Credit (AGME 1349) Total College Credits: 3</b>				

### **Advanced Floral Design (ADVFLOR)**

In this level 4 course students in Advanced Floral design builds on the knowledge and skills obtained from Floral Design. 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

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13001850	<b>Local Code(s)</b>	744232		
<b>Prerequisite</b>	Floral Design				
<b>Note</b>					

## Advanced Plant and Soil Science (ADVPSSCI)

In this level 4 course students in Advanced Plant and Soil Science provides a way of learning about the natural world. Students should know how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science. To prepare for careers in plant and soil science, students must attain academic skills and knowledge, acquire technical knowledge and skills related to plant and soil science and the workplace.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13002100	<b>Local Code(s)</b>	743632, 74363IN, 74363MODIN, 74363MOD, 74363ALT, 74363C (CR)		
<b>Prerequisite</b>	Biology; either Chemistry or Integrated Physics and Chemistry (IPC); Algebra I; Geometry; and Floral Design.				
<b>Note</b>	This course satisfies a high school science graduation requirement.				

## Career and Technical Education Project-Based Capstone

**Prerequisite:** Advanced Floral Design

In these level 4 courses students independently or collaboratively investigate real-world problems, issues, or interests. This course applies to a variety of career and technical education career clusters and programs of study. Career and Technical Education Project-Based Capstone is a course designed for students to develop and enhance essential skills while investigating real-world problems, issues, or interests. Students work independently or collaboratively with others within or across career clusters or programs of study. Students partner with mentor(s) or advisor(s) to develop a project. Students conduct research, compile findings, implement project activities appropriate to student contribution, and present their work to a relevant audience that may include industry experts. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings to become productive and contributing members of society. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

Course	Location	Grade Placement	PEIMS Number	Local Code	Credit
<b>First time Taken (CTEPBC1)</b>	CHS & LVHS	12	12701101	840132	1.0
<b>Second time Taken (CTEPBC1)</b>	CHS & LVHS	12	12701102	840232	1.0
<b>Third time Taken (CTEPBC1)</b>	CHS & LVHS	12	12701103	840332	1.0

## CTE Career Cluster: ARCHITECTURE & CONSTRUCTION

*Endorsement: Business and Industry*

### Program of Study: Construction Management & Inspection

**Key Elements:** explores the occupations and educational opportunities associated with cost estimates for construction projects or services to aid management in bidding on or determining the price of products or services; exploration into inspecting structures using engineering skills to determine structural soundness and compliance with specifications, building codes, and other regulations.

**Advanced Courses:** Construction Management 2, Practicum in Construction Management

**Career & Technical Student Organization (CTSO):** Skills USA

First Course	Second Course	Third Course	Fourth Course
Principles of Construction	Construction Management 1 <i>(this course requires two periods)</i>	Construction Management 2 <i>(this course requires two periods)</i>	Practicum in Construction Management <i>(this course requires two periods)</i>

### Level 1 Course

#### Principles of Construction (PRINCON)

In this level 1 course students in 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.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13004220	<b>Local Code(s)</b>	738832		
<b>Prerequisite</b>	None				
<b>Note</b>					

### Level 2 Courses

#### Construction Management 1 (CONSMGT1)

In this level 2 course students in Construction Management 1, students will gain knowledge and skills needed to enter the workforce as apprentice carpenters or building maintenance supervisors' assistants or to build a foundation toward a postsecondary degree in architecture, construction science, drafting, or engineering. Construction Management I includes the knowledge of design techniques and tools related to the management of architectural and engineering projects

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	2.0
<b>PEIMS Code</b>	13004900	<b>Local Code(s)</b>	748032		
<b>Prerequisite</b>	None				
<b>Note</b>	<p><b>This course meets off campus at San Angelo ISD Oakes Campus. Transportation will be provided from CHS and LVHS.</b></p> <p><b>This is a double blocked course and will require two periods.</b></p>				

## Level 3 Course

### Construction Management 2 (CONSMGT2)

In this level 3 course students in Construction Management 2, students will gain knowledge and skills needed to enter the workforce as apprentice carpenters or building maintenance supervisors' assistants or to build a foundation toward a postsecondary degree in architecture, construction science, drafting, or engineering. Construction Management II includes knowledge of the design, techniques, and tools related to the management of architectural and engineering projects.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	2.0
<b>PEIMS Code</b>	13005000	<b>Local Code(s)</b>	748132, TDC 748131		
<b>Prerequisite</b>	Construction Management 1				
<b>Note</b>	<b>This course meets off campus at San Angelo ISD Oakes Campus. Transportation will be provided from CHS and LVHS.</b> <b>This is a double blocked course and will require two periods.</b> <b>Technical Dual Credit (CNBT 1380, CNBT 2449) Total College Credits: 6</b>				

## Level 4 Course

### Practicum in Construction (First Time Taken)

In this level 4 course students will be expected to develop an increasing understanding of the Animation industry with a focus on applying pre-production, production, and post-production animation products in a professional environment. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

<b>Grade Placement</b>	12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	2.0
<b>PEIMS Code</b>	13006200	<b>Local Code(s)</b>	733132, TDC 733131		
<b>Prerequisite</b>	Construction Management 2				
<b>Note</b>	<b>This course meets off campus at San Angelo ISD Oakes Campus. Transportation will be provided from CHS and LVHS.</b> <b>This is a double blocked course and will require two periods.</b>				

### Practicum in Construction (Second Time Taken)

In this level 4 course students will be expected to develop an increasing understanding of the Animation industry with a focus on applying pre-production, production, and post-production animation products in a professional environment. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

<b>Grade Placement</b>	12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	2.0
<b>PEIMS Code</b>	13006210	<b>Local Code(s)</b>	733232, TDC 733231		
<b>Prerequisite</b>	Construction Management 2				
<b>Note</b>	<b>This course meets off campus at San Angelo ISD Oakes Campus. Transportation will be provided from CHS and LVHS.</b> <b>This is a double blocked course and will require two periods.</b>				

## CTE Career Cluster: ARTS, AUDIO/VISUAL TECHNOLOGY & COMMUNICATIONS

*Endorsement: Business and Industry*

### Program of Study Option 1: Graphic Design

**Key Elements:** explore the occupations and educational opportunities associated with designing or creating graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos; 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.

**Advanced Courses:** Graphic Design & Illustration 2

**Industry-Based Certifications:** Adobe Certified Associate and Adobe Certified Expert

**Career & Technical Student Organization (CTSO):** BPA - Business Professionals of America, Skills USA

First Course	Second Course	Third Course	Fourth Course
Digital Media	Graphic Design & Illustration 1	Graphic Design & Illustration 2	CTE Project Based Capstone

### Program of Study Option 2: Animation

**Key Elements:** explore the occupations and educational opportunities associated with designing or creating graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos; 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.

**Advanced Courses:** Animation 2 Lab  
Practicum in Animation

**Industry-Based Certifications:** Adobe Certified Associate and Adobe Certified Expert

**Career & Technical Student Organization (CTSO):** BPA - Business Professionals of America

First Course	Second Course	Third Course	Fourth Course
Digital Arts & Animation	Animation 1/Animation 1 Lab <i>(this course requires two periods)</i>	Animation 2/Animation 2 Lab <i>(this course requires two periods)</i>	Practicum in Animation <i>(this course requires two periods)</i>

## Level 1 Course

### Digital Media (DIMEDIA)

In this level 1 course students will learn to design multimedia projects. The course will provide exposure to emerging technology used in the industry and will offer a hands-on approach to real-world problems. Students will gain foundational skills creating 2-D and 3-D graphics and animation projects using state of the art software and equipment.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13027800	<b>Local Code(s)</b>	861032, TDC 861031		
<b>Prerequisite</b>	None				
<b>Note</b>	<b>Technical Dual Credit (IMED 1301) Total College Credits: 3</b>				

## Level 2 Courses

### Graphic Design & Illustration 1 (GRAPHDI1)

In this level 2 course students in careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

<b>Grade Placement</b>	10 -12	<b>Site</b>	CHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13008800	<b>Local Code(s)</b>	751132, TDC 751131		
<b>Prerequisite</b>	None				
<b>Note</b>	<b>Technical Dual Credit (ARTC 1305) Total College Credits: 3</b>				

### Animation 1/Animation 1 Lab (ANILAB1)

In this level 2 course students in careers in animation span all aspects of motion graphics. Within this context, in addition to developing technical knowledge and skills needed for success in the arts/audio video cluster, students will be expected to develop an understanding of the history and techniques of the animation motion graphics. 3D Modeling is a tedious process that takes patience and long hours at the computer. While working in teams, students will develop ideas for 3D animation short films, write short screenplays, technical scripts, draw storyboards, and produce animation projects. Student teams will learn pre-visualization, production and post production.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	2.0
<b>PEIMS Code</b>	13008310	<b>Local Code(s)</b>	739532		
<b>Prerequisite</b>	None				
<b>Note</b>	<b>This course meets off campus at San Angelo ISD Oakes Campus. Transportation will be provided from CHS and LVHS.</b> <b>This is a double blocked course and will require two periods.</b>				

## Level 3 Courses

### Graphic Design & Illustration 2 (GRAPHDI2)

In this level 3 course students will apply academic knowledge and skills in art and design projects, understand and employ problem-solving methods, apply knowledge of design systems, apply cyber safety procedures, apply leadership characteristics to student leadership and professional development activities, apply ethical decision making and comply with laws regarding use of technology in art and design, apply technical skills for efficiency, and develop an advanced understanding of graphic design and illustration.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13008900	<b>Local Code(s)</b>	753132, TDC 753131		
<b>Prerequisite</b>	Graphic Design & Illustration 1				
<b>Note</b>	<b>Technical Dual Credit (ARTC 1302) Total College Credits: 3</b>				

### Digital Art & Animation (TADGAA)

In this level 3 course students in Digital Art and Animation consist of computer images and animations created with digital imaging software. 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. This course satisfies the high school fine arts graduation requirement.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	03580500	<b>Local Code(s)</b>	281532		
<b>Prerequisite</b>	None				
<b>Note</b>					

### Animation 2/Animation 2Lab (ANILAB2)

In this level 3 course students in animation 2 students will be expected to demonstrate proficiency in rigging, character models developing character personality voice synchronization, lighting, color, camera and visual effects. Students will have project-based assignments and create short 3D films to be entered in competition.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	2.0
<b>PEIMS Code</b>	13008410	<b>Local Code(s)</b>	749532		
<b>Prerequisite</b>	Animation 1/Animation 1 Lab				
<b>Note</b>	<b>This course meets off campus at San Angelo ISD Oakes Campus. Transportation will be provided from CHS and LVHS.</b> <b>This is a double blocked course and will require two periods.</b>				

## Level 4 Courses

### Career and Technical Education Project-Based Capstone

**Prerequisite:** Graphic Design & Illustration 2

In these level 4 courses students independently or collaboratively investigate real-world problems, issues, or interests. This course applies to a variety of career and technical education career clusters and programs of study. Career and Technical Education Project-Based Capstone is a course designed for students to develop and enhance essential skills while investigating real-world problems, issues, or interests. Students work independently or collaboratively with others within or across career clusters or programs of study. Students partner with mentor(s) or advisor(s) to develop a project. Students conduct research, compile findings, implement project activities appropriate to student contribution, and present their work to a relevant audience that may include industry experts. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings to become productive and contributing members of society. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

Course	Location	Grade Placement	PEIMS Number	Local Code	Credit
First time Taken (CTEPBC1)	CHS & LVHS	12	12701101	850132	1.0
Second time Taken (CTEPBC1)	CHS & LVHS	12	12701102	850232	1.0

### Practicum in Animation (PRACANI1)

In this level 4 course students will be expected to develop an increasing understanding of the Animation industry with a focus on applying pre-production, production, and post-production animation products in a professional environment. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

<b>Grade Placement</b>	12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	2.0
<b>PEIMS Code</b>	13008450	<b>Local Code(s)</b>	740632		
<b>Prerequisite</b>	Animation 2/Animation 2 Lab				
<b>Note</b>	<p><b>This course meets off campus at San Angelo ISD Oakes Campus. Transportation will be provided from CHS and LVHS.</b></p> <p><b>This is a double blocked course and will require two periods.</b></p>				

**CTE Career Cluster: BUSINESS, MARKETING & FINANCE**  
*Endorsement: Business and Industry*

**Program of Study Option 1: Business Management**

**Key Elements:** plan, direct, and coordinate the administrative services and operations of an organization; learn the skills necessary to formulate policies, manage daily operations, and allocate the use of materials and human resources; Introduction to mathematical modeling tools and organizational evaluation methods.

**Advanced Courses:** Business Management and Career Preparation 1

**Industry Based Certifications:** Microsoft Office Specialist and Microsoft Office Expert

First Course	Second Course	Third Course	Fourth Course
Principles of Business Marketing & Finance OR Foundations of Business Communication & Technologies	Business Law OR Business Communication & Technologies	Business Management	Career Preparation  <i>(this course requires two periods)</i>  Students must provide their own transportation

**Program of Study Option 2: Marketing and Sales**

**Key Elements:** how to plan, direct, and coordinate the management and operations of public or private sector organizations; learn the skills necessary to formulate policies, manage daily operations, analyze management structures, and plan for the use of materials and human resources.

**Advanced Courses:** Social Media Marketing, Advertising, Sports & Entertainment Marketing 2, & Career Preparation 1

**Career & Technical Student Organization:** DECA

First Course	Second Course	Third Course	Fourth Course
Principles of Business Marketing & Finance	Marketing	Social Media Marketing and Advertising  <i>(this course requires two periods)</i>	Career Preparation  <i>(this course requires two periods)</i>  Students must provide their own transportation

### Program of Study Option 3: Entrepreneurship

**Key Elements:** students will gain the knowledge and skills needed to become an entrepreneur. Students will learn the principles necessary to begin and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services. In addition, students will understand the capital required, the return on investment desired, and the potential for profit.

**Advanced Courses:** Entrepreneurship 2, Career Preparation 1

**Career & Technical Student Organizations:** BPA - Business Professionals of America, DECA

First Course	Second Course	Third Course	Fourth Course
Principles of Business Marketing & Finance	Entrepreneurship 1	Entrepreneurship 2	Career Preparation <i>(this course requires two periods)</i> Students must provide their own transportation

### Program of Study Option 4: Accounting & Financial Services

**Key Elements:** examine, analyze, and interpret financial records; learn the skills necessary to perform financial services, prepare financial statements, interpret accounting records, give advice, or audit and evaluate statements prepared by others; introduction to mathematical modeling tools.

**Advanced Courses:** Accounting 2, Financial Analysis, and Career Preparation 1

**Career & Technical Student Organization:** BPA - Business Professionals of America

First Course	Second Course	Third Course	Fourth Course
Principles of Business Marketing & Finance OR Money Matters	Accounting 1	Accounting 2	Career Preparation <i>(this course requires two periods)</i> Students must provide their own transportation

## Level 1 Courses

### Principles of Business, Marketing, & Finance (PRINBMF)

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In this level 1 course students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance.

<b>Grade Placement</b>	9-11	<b>Site</b>	CHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13011200	<b>Local Code(s)</b>	784132		
<b>Prerequisite</b>	None				
<b>Note</b>					

### Foundations of Business Communication & Technologies (FDNBUS1)

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In this level 1 course students get an introduction to basic computer applications based on the Texas Essential Knowledge and Skills (TEKS) of the general education Business Information Management course modified to meet the individual learning requirements of students. Students will use the computer lab and updated software packages to develop technology skills with application to personal or business situations focusing on word processing, spreadsheets, databases, and desktop publishing. Students will have the opportunity to earn a Microsoft Office Specialist (MOS) Certification in specific Office programs.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13011400	<b>Local Code(s)</b>	751032		
<b>Prerequisite</b>	None				
<b>Note</b>					

### Money Matters (MONEYM)

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In this level 1 course, students will investigate money management from a personal financial perspective. 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 allocation, risk management, retirement planning, and estate planning.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13016200	<b>Local Code(s)</b>	832132		
<b>Prerequisite</b>	None				
<b>Note</b>					

## Level 2 Courses

### **Business Communication & Technologies**

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In this level 2 course students in Business Information Management 2, students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software. Students will have the opportunity to earn a Microsoft Office Specialist (MOS) Certification, as well as Microsoft Office Expert Certification in specific Office programs.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13011500	<b>Local Code(s)</b>	752132		
<b>Prerequisite</b>	Foundations of Business Communications & Technologies				
<b>Note</b>					

### **Business Law (BUSLAW)**

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In this level 2 course Business Law is designed for students to analyze various aspects of the legal environment, including ethics, the judicial system, contracts, personal property, sales, negotiable instruments, agency and employment, business organization, risk- management, and real property. Recommended for students seeking a business or law career path.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13011700	<b>Local Code(s)</b>	811032, TDC 811031		
<b>Prerequisite</b>	None				
<b>Note</b>	<b>Technical Dual Credit (BUSG 2305) Total College Credits: 3</b>				

### **Marketing (MRKTING)**

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In this Level 2 course, students explore the seven core functions of marketing which include: marketing planning – why target market and industry affect businesses; marketing-information management – why market research is important; pricing – how prices maximize profit and affect the perceived value; product/service management – why products live and die; promotion – how to inform customers about products; channel management – how products reach the final user; and selling – how to convince a customer that a product is the best choice. Students will demonstrate knowledge in hands-on projects which may include conducting research, creating a promotional plan, pitching a sales presentation, and introducing an idea for a new product/service.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13011131	<b>Local Code(s)</b>	779432, TDC 779431		
<b>Prerequisite</b>	None				
<b>Note</b>					

## Entrepreneurship 1 (ENTREP1)

In this level 2 course, the primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13011101	<b>Local Code(s)</b>	784932, TDC 784931		
<b>Prerequisite</b>	None				
<b>Note</b>	<b>Technical Dual Credit (BUSG 1307) Total College Credits: 3</b>				

## Accounting I (ACCOUNT1)

In this level 2 course, students will investigate the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students will reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students will formulate and interpret financial information for use in management decision making. Recommended for students seeking a business, finance, or law career path.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13016600	<b>Local Code(s)</b>	821032, TDC 821031		
<b>Prerequisite</b>	None				
<b>Note</b>					

## Level 3 Courses

### **Business Management (BUSMGT)**

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In this level 3 course Business Management is designed to familiarize students with the concepts related to business management as well as the functions of management, including planning, organizing, staffing, leading, and controlling. Students will also demonstrate interpersonal and project-management skills. Recommended for students seeking a business career path.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13012100	<b>Local Code(s)</b>	820132, TDC 820131		
<b>Prerequisite</b>	None				
<b>Note</b>					

### **Social Media Marketing (SMEDMKTG)**

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This level 3 course is designed to look at the rise of social media and how marketers are integrating social media tools in their overall marketing strategy. The course will investigate how the marketing community measures success in the new world of social media. Students will manage a successful social media presence for an organization, understand techniques for gaining customer and consumer buy-in to achieve marketing goals, and properly select social media platforms to engage consumers and monitor and measure the results of these efforts.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS	<b>Credit</b>	0.5
<b>PEIMS Code</b>	13034650	<b>Local Code(s)</b>	779142, TDC 779141		
<b>Prerequisite</b>	None				
<b>Note</b>					

### **Advertising (ADVERTIS)**

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In this level 3 course Advertising will introduce students to the principles and practices of advertising. Students will gain knowledge of techniques used in current advertising, including print, broadcast, and digital media. The course will explore the social, cultural and legal issues of advertising, and media decision processes.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS	<b>Credit</b>	0.5
<b>PEIMS Code</b>	13034200	<b>Local Code(s)</b>	783342, TDC 783341		
<b>Prerequisite</b>	None				
<b>Note</b>	<b>Technical Dual Credit (MRKG 2349) Total College Credits: 3</b>				

## Entrepreneurship 2 (ENTPRNR2)

In this level 3 course, students will work in close cooperation with local industry leaders, community members, and educators to develop ideas and objectives, complete a business model canvas, pitch to potential investors, register with governmental agencies, and develop brand identity. The goal and outcome of the course is to have a business launched by the end of the course or have the tools necessary to launch and operate a business.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13011102	<b>Local Code(s)</b>	784832, TDC 784831		
<b>Prerequisite</b>	Entrepreneurship 1				
<b>Note</b>	<b>Technical Dual Credit (BUSG 2309) Total College Credits: 3</b>				

## Accounting 2 (ACCOUNT2)

In this level 3 course, students will continue the investigation of the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students will reflect on this knowledge as they engage in various managerial, financial, and operational accounting activities. Students will formulate, interpret, and communicate financial information for use in management decision making. Students will use equations, graphical representations, accounting tools, spreadsheet software, and accounting systems in real-world situations to maintain, monitor, control, and plan the use of financial resources.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13016700	<b>Local Code(s)</b>	821132, TDC 821131		
<b>Prerequisite</b>	Accounting 1				
<b>Note</b>					

## Level 4 Courses

### **Career Preparation for Programs of Study/Extended Career Preparation First Time Taken (EXCPPS1)**

In this level 4 course students in Career Preparation provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Students must work a minimum of 15 hours per week in an approved training station in general employment. Work supervisor and classroom instructor will work together to assess student progress.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	3.0
<b>PEIMS Code</b>	12701131	<b>Local Code(s)</b>	773232, 773231 (TDC - 3 hours)		
<b>Prerequisite</b>	None				
<b>Note</b>	<b>Students are responsible for transportation and must obtain approved employment within the first two weeks of school.</b> <b>Technical Dual Credit (BMGT 2388) Total College Credits: 3</b>				

### **Career Preparation for Programs of Study/Extended Career Preparation Second Time Taken (EXCPPS2)**

In this level 4 course Career Preparation II develops essential knowledge and skills through advanced classroom instruction with business and industry employment experiences. Career Preparation II maintains relevance and rigor, supports student attainment of academic standards, and effectively prepares students for college and career success. Students must work a minimum of 15 hours per week in an approved training station in general employment. Work supervisor and classroom instructor will work together to assess student progress.

<b>Grade Placement</b>	12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	3.0
<b>PEIMS Code</b>	12701141	<b>Local Code(s)</b>	773332		
<b>Prerequisite</b>	Career Preparation for Programs of Study/Extended Career Preparation First Time Taken				
<b>Note</b>	<b>Students are responsible for transportation and must obtain approved employment within the first two weeks of school.</b>				

**CTE Career Cluster: EDUCATION & TRAINING**  
*Endorsement: Public Service*

**Program of Study Option 1: Teaching and Training**

**Key Elements:** prepares students for careers related to teaching, instruction, and creation of instructional and enrichment materials; introduces CTE concentrators to a wide variety of student groups and their corresponding needs. It familiarizes them with the processes for developing curriculum, coordinating education content, and coaching groups and individuals.

Students will participate in classroom observations under the joint direction of high school and elementary school teachers in preparation for a career in education. Students will learn to plan and direct individual and group activities, assist with record keeping and complete other responsibilities of a teacher.

**Advanced Courses:** Instructional Practices and Practicum in Education & Training

**Career & Technical Student Organization:** TAFE - Texas Association of Future Educators

First Course	Second Course	Third Course	Fourth Course
Principles of Education & Training	Human Growth & Development OR Child Development	Instructional Practices <i>(this course requires two periods)</i>	Practicum in Education & Training <i>(this course requires two periods)</i>

**Program of Study Option 2: Early Learning**

**Key Elements:** focuses on early childhood education, which consists of instructing and supporting preschool and early elementary school students in activities that promote social, physical and intellectual growth as well as in basic elements of science, art, music, and literature. This program of study introduces CTE learners to tasks necessary for planning, directing, and coordinating activities for young children.

Students have the opportunity to apply for a paid internship through SAISD Tiny Texans Childcare Centers. Transportation is available from CHS & LVHS to Tiny Texans, but students are responsible for providing their own transportation to and from home.

**Advanced Courses:** Child Guidance, Practicum in Early Learning

**Career & Technical Student Organization:** TAFE - Texas Association of Future Educators

First Course	Second Course	Third Course	Fourth Course
Principles of Education & Training	Child Development	Child Guidance <i>(this course requires two periods)</i>  Students must provide their own transportation.	CDA Foundations & Practicum in Early Learning <i>(this course requires two periods)</i>  Students must provide their own transportation.

## Level 1 Course

### **Principles of Education and Training (PRINEDTR)**

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This level 1 course is designed to enable students at the high school level to learn the basics of education. Students will learn about the various trends and factors that influence the education industry. Students will be introduced to various careers in education, delivering instruction, and skills needed for success.

<b>Grade Placement</b>	9-10	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13014200	<b>Local Code(s)</b>	762432		
<b>Prerequisite</b>	None				
<b>Note</b>					

## Level 2 Courses

### Human Growth and Development (HUGRDEV)

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In this Level 2 course, Human Growth and Development is an examination of human development across the lifespan with emphasis on research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. The course covers material that is generally taught in a postsecondary, one-semester introductory course in developmental psychology or human development.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13014300	<b>Local Code(s)</b>	762532, TDC 762531		
<b>Prerequisite</b>	None				
<b>Note</b>	<b>Technical Dual Credit (FMLD 1345) Total College Credits: 3</b>				

### Child Development (CHILDDEV)

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This level 2 technical laboratory course addresses child growth and development from prenatal to school-age, using Real Care computer baby simulation and in-depth projects. These skills will promote the well-being and healthy development of children and careers related to the care and education of children.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13024700	<b>Local Code(s)</b>	701732, TDC 701731		
<b>Prerequisite</b>	None				
<b>Note</b>	<b>Technical Dual Credit (CDEC 1313) Total College Credits: 3</b>				

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## Level 3 Courses

### **Instructional Practices (INPRAC)**

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This level 3 course is a field-based internship that provides students with the knowledge of child development as well as principles of effective teaching and training. Students will work under the joint direction of high school and elementary school teachers. Students will learn to plan and direct individual and group activities, assist with record keeping and complete other responsibilities of a teacher.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	2.0
<b>PEIMS Code</b>	13014400	<b>Local Code(s)</b>	762232, TDC 762231		
<b>Prerequisite</b>	At least 1 credit in a course from the education & training career cluster.				
<b>Note</b>	<b>Technical Dual Credit (EDUC 1301) Total College Credits: 3</b>				

### **Child Guidance (CHILDGUI)**

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Child Guidance is a Level 3 technical laboratory course that addresses the knowledge and skills related to child growth and guidance equipping students to develop positive relationships with children and effective caregiver skills. Students use these skills to promote the well-being and healthy development of children, strengthen a culturally diverse society, and pursue careers related to the care, guidance, and education of children, including those with special needs. Instruction may be delivered through school-based laboratory training or through work-based delivery arrangements such as cooperative education, mentoring, and job shadowing.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	2.0
<b>PEIMS Code</b>	13024800	<b>Local Code(s)</b>	790132, TDC 790131		
<b>Prerequisite</b>	Child Development				
<b>Note</b>	<b>This course is taught through SAISD Tiny Texans Child Care Centers. Transportation is available from CHS &amp; LVHS to Tiny Texans, but students are responsible for providing their own transportation to and from home.</b>				

## Level 4 Courses

### Practicum in Education and Training (PRACEDT1)

This level 4 course is a continuation of Instructional Practices. Students will continue in a field-based internship at an elementary school under the joint direction of a high school and an elementary teacher. Students will learn to prepare educational materials, assist with record keeping, and complete other responsibilities of classroom teachers.

<b>Grade Placement</b>	12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	2.0
<b>PEIMS Code</b>	13014500	<b>Local Code(s)</b>	762332, 762331 (TDC - 3 hours)		
<b>Prerequisite</b>	Instructional Practices				
<b>Note</b>					

The following two courses are blocked for completion of the Child Development Associate Certification and paid internship through SAISD Tiny Texans Childcare Centers.

### Practicum in Early Learning (PRACEL1)

This field-based level 4 course provides students background knowledge of early childhood development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher facilitator and an exemplary industry professional. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of early learning teachers, trainers, paraprofessionals, or other educational personnel.

<b>Grade Placement</b>	12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	2.0
<b>PEIMS Code</b>	13014520	<b>Local Code(s)</b>	762732		
<b>Prerequisite</b>	Child Guidance				
<b>Note</b>	<b>This course is taught through SAISD Tiny Texans Child Care Centers. Transportation is available from CHS &amp; LVHS to Tiny Texans, but students are responsible for providing their own transportation to and from home.</b>				

### Child Development Associate Foundations (CDAFND)

The Child Development Associate (CDA) Foundations course is a Level 2 laboratory course addressing the knowledge and skills related to applying Child Development Associate (CDA) Competency Standards in early childhood environments and understanding how these competencies help young children move with success from one developmental stage to the next. Students will be prepared and informed on the requirements that must be met to apply for the nationally recognized CDA credential.

<b>Grade Placement</b>	12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13024710	<b>Local Code(s)</b>	702732, TDC 702731		
<b>Prerequisite</b>	None				
<b>Note</b>	<b>Technical Dual Credit (CDEC 1016) Total College Credits: 3</b> <b>This course is taught through SAISD Tiny Texans Child Care Centers. Transportation is available from CHS &amp; LVHS to Tiny Texans, but students are responsible for providing their own transportation to and from home.</b>				

**CTE Career Cluster: HEALTH SCIENCE**  
*Endorsement: Public Service*

**Program of Study Option 1: Nursing Science**

**Key Elements:** focuses on occupational and educational opportunities associated with patient care. This program of study includes the practice of caring for patients, performing routine procedures such as monitoring vital signs, developing, and implementing care plans, maintaining medical records, and managing disease or pain.

**Advanced Courses:** Anatomy & Physiology, Medical Microbiology, Health Science Theory + Health Science Clinical, and Practicum in Health Science

**Industry-Based Certifications:** CNA - Certified Nurse Assistant, Phlebotomy Technician

**Career & Technical Student Organization:** HOSA - Future Health Professionals

First Course	Second Course	Third Course	Fourth Course
Principles of Health Science	Medical Terminology AND Science of Nursing <i>(this course requires two periods)</i>	Health Science Theory + Health Science Clinical <i>(this course requires two periods)</i> AND Anatomy & Physiology OR Medical Microbiology	Practicum in Health Science <i>(this course requires two periods)</i>  Students must provide their own transportation.

**Program of Study Option 2: Exercise Science, Wellness, & Restoration**

**Key Elements:** focuses on occupational and educational opportunities associated with assisting patients with maintaining physical, mental, and emotional health. This program of study includes researching diet and exercise needed to maintain a healthy, balanced lifestyle and exploring techniques to help patients recover from injury, illness, or disease.

**Advanced Courses:** Anatomy & Physiology, Health Science Theory + Health Science Clinical, and Practicum in Health Science

**Career & Technical Student Organization:** HOSA - Future Health Professionals

First Course	Second Course	Third Course	Fourth Course
Principles of Health Science	Medical Terminology AND Kinesiology 1 <i>(this course requires two periods)</i>	Health Science Theory AND Kinesiology 2 <i>(this course requires two periods)</i> AND Anatomy & Physiology	Practicum in Health Science <i>(this course requires two periods)</i>  Students must provide their own transportation.

## Level 1 Course

### Principles of Health Science (PRINHLSC)

The Principles of Health Science level 1 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.

<b>Grade Placement</b>	9-10	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13020200	<b>Local Code(s)</b>	712832		
<b>Prerequisite</b>	None				
<b>Note</b>					

## Level 2 Courses

### Medical Terminology (MEDTERM)

The Medical Terminology level 2 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.

<b>Grade Placement</b>	10 - 12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13020300	<b>Local Code(s)</b>	722732, TDC 722741		
<b>Prerequisite</b>	None				
<b>Note</b>	<b>Technical Dual Credit: (HPRS 1206) Total College Credits: 2</b> <b>This course is offered in the Fall Semester only.</b> <b>Transportation is available from CHS &amp; LVHS.</b>				

### Science of Nursing (SCINURS)

The Science of Nursing Level 2 course introduces students to basic research-based concepts in nursing. Topics include the nursing process, the importance of critical thinking to patient care, regulatory agencies, and professional organizations. Instruction includes skills needed to pursue a nursing degree and training requirements required for specialty nursing roles. Knowledge and skills learned will include emergency care, patient assessment, basic interpretation of vital signs, identification of patients with physical and mental disabilities, patient positioning, use of assistive devices, and application of nursing theories in patient care plans.

<b>Grade Placement</b>	10 - 11	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	N1302129	<b>Local Code(s)</b>	722432, TDC 722431		
<b>Prerequisite</b>	None				
<b>Note</b>	<b>This course is offered in the Spring Semester only.</b> <b>Transportation is available from CHS &amp; LVHS.</b>				

## Kinesiology 1 (KINES1)

The Kinesiology Level 2 course is designed to introduce students to the basic concepts of kinesiology. Students will gain an understanding of body mechanics, physiological functions of muscles and movements, the history of kinesiology, and the psychological impact of sports and athletic performance. Students will also explore careers within the kinesiology field and be able to explain the societal demand for kinesiology-related jobs. Students will develop a foundation in Kinesiology I that will prepare them for upper-level courses that will dive deeper into the anatomical and physiological functions of the body.

<b>Grade Placement</b>	10	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	N1302104	<b>Local Code(s)</b>	302432, TDC 302431		
<b>Prerequisite</b>	None				
<b>Note</b>	<b>This course is offered in the Spring Semester only.</b> <b>Transportation is available from CHS &amp; LVHS.</b>				

## Level 3 Courses

### Anatomy & Physiology (ANATPHYS)

The Anatomy and Physiology level 3 course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13020600	<b>Local Code(s)</b>	301232, 30123IN		
<b>Prerequisite</b>	Biology and a 2nd Science Credit				
<b>Note</b>	This course satisfies a high school science graduation requirement.				

### Medical Microbiology (MICRO)

The Medical Microbiology Level 3 course is designed to explore the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug-resistant organisms, and emerging diseases.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13020700	<b>Local Code(s)</b>	306632, TDC 333231		
<b>Prerequisite</b>	One credit in biology, one credit in chemistry, and at least one credit in a course from the health science career cluster.				
<b>Note</b>	This course satisfies a high school science graduation requirement.				

## Health Science Theory

The Health Science Theory Level 3 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.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13020400	<b>Local Code(s)</b>	712142		
<b>Prerequisite</b>	One credit in biology and at least one credit in a course from the health science career cluster.				
<b>Note</b>	<b>This course is offered in the Fall Semester only. Transportation is available from CHS &amp; LVHS.</b>				

## Kinesiology 2 (KINES2)

The Kinesiology Level 2 course is designed to introduce students to the basic concepts of kinesiology. Students will gain an understanding of body mechanics, physiological functions of muscles and movements, the history of kinesiology, and the psychological impact of sports and athletic performance. Students will also explore careers within the kinesiology field and be able to explain the societal demand for kinesiology-related jobs. Students will develop a foundation in Kinesiology I that will prepare them for upper-level courses that will dive deeper into the anatomical and physiological functions of the body.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	N1302124	<b>Local Code(s)</b>	304432, TDC 304431		
<b>Prerequisite</b>	Kinesiology 1				
<b>Note</b>	<b>This course is offered in the Spring Semester only. Transportation is available from CHS &amp; LVHS.</b>				

## Health Science Theory + Health Science Clinical (HLSCLIN)

The Health Science Theory + Health Science Clinical level 3 course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development. Students must successfully complete clinical skills in a healthcare setting under the supervision of the instructor and attempt the CNA Exam at the end of the course. *Students must have a clear background check prior to enrollment in this course. Checks will be conducted in July through the SAISD Human Resources Department.*

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	2.0
<b>PEIMS Code</b>	13020410	<b>Local Code(s)</b>	712432, TDC 712431		
<b>Prerequisite</b>	Biology				
<b>Note</b>	<b>Technical Dual Credit: NURA 1301, NURA 1160                      Total College Credits: 4 Transportation is available from CHS &amp; LVHS.</b>				

## Level 4 Courses

### **Practicum in Health Science**

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The Practicum in Health Science level 4 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. Industry based certification opportunities are available depending on the program of study.

Course	Location	Grade Placement	PEIMS Number	Local Code	Credit
<b>First Time Taken (PRACHLS1)</b>	CHS & LVHS	12	13020500		2.0

<b>Grade Placement</b>	12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	2.0
<b>PEIMS Code</b>	13020500	<b>Local Code(s)</b>	722332 (722312, 722322)		
<b>Prerequisite</b>	Biology and Health Science Theory or Health Science Theory + Health Science Clinical				
<b>Note</b>	Students must provide their own transportation.				

**CTE Career Cluster: HOSPITALITY & TOURISM**  
*Endorsement: Business and Industry*

**Program of Study: Culinary Arts**

**Key Elements:** introduces students to occupations and educational opportunities related to the planning, directing, or coordinating activities of a food and beverage organization or department; explores opportunities involved in directing and participating in the preparation and cooking of food.

**Advanced Courses:** Advanced Culinary Arts and Practicum in Culinary Arts

**Career & Technical Student Organizations:** ProStart, Skills USA, and FCCLA - Family, Career, & Community Leaders of America

First Course	Second Course	Third Course	Fourth Course
Introduction to Culinary OR Principles of Hospitality & Tourism	Culinary Arts <i>(this course requires two periods)</i> OR Foundations of Restaurant Management	Advanced Culinary Arts <i>(this course requires two periods)</i>	Food Science AND Practicum in Culinary Arts <i>(this course requires two periods)</i>  Students must provide their own transportation

## Level 1 Courses

### **Introduction to Culinary Arts I (INCULART)**

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In this level 1 course, 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.

<b>Grade Placement</b>	9-10	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13022550	<b>Local Code(s)</b>	724232		
<b>Prerequisite</b>	None				
<b>Note</b>					

### **Principles of Hospitality & Tourism (PRINHOSP)**

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In this level 1 course, Principles of Hospitality and Tourism introduces students to an industry that encompasses lodging, travel and tourism, recreation, amusements, attractions, and food/beverage operations. Students learn knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success in that industry.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13022200	<b>Local Code(s)</b>	710732		
<b>Prerequisite</b>	None				
<b>Note</b>					

## Level 2 Courses

### Culinary Arts (CULARTS)

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In this level 2 course, Culinary Arts is a lab-based course in a commercial kitchen where students develop culinary knowledge and practical skills needed to be career-ready for entry-level hospitality positions. Curriculum includes sanitation and safety, nutrition, customer service, use of large and small equipment, purchasing, receiving, inventory, and varied food preparation.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	2.0
<b>PEIMS Code</b>	13022600	<b>Local Code(s)</b>	724032		
<b>Prerequisite</b>	None				
<b>Note</b>					

### Foundations of Restaurant Management (RESTMGMT)

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In this level 2 course, Foundations of Restaurant Management provides students with a foundation to understand basic culinary skills and food service-restaurant management, along with current food service restaurant industry topics and standards. Building on prior instruction, this course provides introductory insight into critical thinking, financial analysis, industry technology, social media, customer awareness and leadership in the food service-restaurant industry. Students will gain an understanding of food service-restaurant operations and the importance of communicating effectively to diverse audiences, purposes and situations in food service-restaurant operations and management. Students will learn how the front of the house and the back of the house of management operate and collaborate and obtain value-added certifications in the industry to help launch themselves into restaurant/foodservice careers.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13022720	<b>Local Code(s)</b>	701032		
<b>Prerequisite</b>	None				
<b>Note</b>					

## Level 3 Courses

### **Advanced Culinary Arts (ADCULART)**

In this level 3 course, Advanced Culinary Arts extends the content and skills introduced in Culinary Arts by in-depth instruction of industry-driven standards in order to prepare students for success in higher education certifications and/or immediate employment. Students will have the opportunity to join a student leadership organization and to compete in culinary contests.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	2.0
<b>PEIMS Code</b>	13022650	<b>Local Code(s)</b>	724132, TDC 724131		
<b>Prerequisite</b>	Culinary Arts				
<b>Note</b>					

## Level 4 Courses

### **Food Science (FOODSCI)**

In the Food Science Level 4 course, students examine the nature and properties of foods, food microbiology, and the principles of science in food production, processing, preparation, and preservation; use scientific methods to conduct laboratory and field investigations; and make informed decisions using critical thinking and scientific problem solving. This course provides students a foundation for further study that leads to occupations in food and beverage services; the health sciences; agriculture, food, and natural resources; and human services.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	2.0
<b>PEIMS Code</b>	13023000	<b>Local Code(s)</b>	711932		
<b>Prerequisite</b>	One credit in biology, one credit in chemistry, and at least one credit in a Level 2 or higher course from the hospitality and tourism or agriculture, food, and natural resources career clusters.				
<b>Note</b>	This course satisfies a high school science graduation requirement.				

### **Practicum in Culinary Arts (PRACCUL1)**

In this level 4 course, 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. Students are taught employability skills to prepare for college and career success, which include job-specific skills applicable to their training plan, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Students will have an internship in a local hospitality business.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	2.0
<b>PEIMS Code</b>	13022700	<b>Local Code(s)</b>	724332		
<b>Prerequisite</b>	Culinary Arts				
<b>Note</b>	<b>Students must provide their own transportation for the internship experience.</b>				

# CTE Career Cluster: HUMAN SERVICES

Endorsement: Public Service

## Program of Study: Family & Community Services

**Key Elements:** introduces students to knowledge and skills related to social services, including child and human development and consumer sciences; Practice managing social and community services or teaching family and consumer sciences; Students may follow career paths in social work or therapy for children, families, or school communities.

**Advanced Courses:** Counseling & Mental Health and Practicum in Human Services

**Career & Technical Student Organization:** FCCLA - Family, Career, and Community Leaders of America

First Course	Second Course	Third Course	Fourth Course
Principles of Community Services	Social & Community Services OR Human Growth & Development OR Child Development	Counseling & Mental Health	Practicum in Human Services <i>(this course require two periods)</i>

## Level 1 Course

### **Principles of Community Services (COMMSERV)**

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The purpose of this level 1 course is to introduce high school students to the field of nonprofits/community service, as well as explore career options that assist individuals and families in need. The students will work to understand policies, design community service plans, and develop a portfolio of different community and state resources. Students will also be encouraged to job shadow, volunteer for community service-based experiences, and participate in service-learning opportunities.

<b>Grade Placement</b>	9 - 10	<b>Site</b>	CHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	N1302542	<b>Local Code(s)</b>	762632		
<b>Prerequisite</b>	None				
<b>Note</b>					

## Level 2 Courses

### **Human Growth and Development (HUGRDEV)**

This level 2 course will provide students with the opportunity to study human development across the lifespan (from birth to death) with emphasis on theories and common physical, cognitive, emotional, and social developmental milestones.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13014300	<b>Local Code(s)</b>	762532, TDC 762531		
<b>Prerequisite</b>	None				
<b>Note</b>	<b>Technical Dual Credit (FMLD 1345) Total College Credits: 3</b>				

### **Child Development (CHLDDEV)**

This is a technical laboratory level 2 course that addresses child growth and development from prenatal to school-age, using Real Care computer baby simulation and in-depth projects. These skills will promote the well-being and healthy development of children and careers related to the care and education of children.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13024700	<b>Local Code(s)</b>	701732, TDC 701731		
<b>Prerequisite</b>	None				
<b>Note</b>	<b>Technical Dual Credit (CDEC 1313) Total College Credits: 3</b>				

### **Social and Community Services (SOCCOMM)**

This level 2 course provides an overview of the nonprofit, social, community service, and faith-based organization sector in the United States with an emphasis on professional practices and development of the skills needed to implement service programs. Topics covered include the roles of community service providers in meeting human service needs, the sociological factors on clients receiving services, and the exploration of careers.

<b>Grade Placement</b>	10 - 12	<b>Site</b>	CHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	N1302543	<b>Local Code(s)</b>	763632		
<b>Prerequisite</b>	None				
<b>Note</b>					

## **Level 3 Courses**

### **Counseling and Mental Health (COUNSMH)**

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In this level 3 course, Counseling and Mental Health, students model the knowledge and skills necessary to pursue a counseling and mental health career through simulated environments. Students are expected to apply knowledge of ethical and legal responsibilities, limitations, and the implications of their actions. Professional integrity in counseling and mental health care is dependent on acceptance of ethical and legal responsibilities.

<b>Grade Placement</b>	12-12	<b>Site</b>	CHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13024600	<b>Local Code(s)</b>	702932		
<b>Prerequisite</b>	None				
<b>Note</b>					

## **Level 4 Course**

### **Practicum in Human Services (PRACHUS1)**

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In this level 4 course, Practicum in Human Services provides background knowledge and occupation-specific training that focuses on the development of consumer services, early childhood development and services, counseling and mental health services, and family and community-services careers. Content for Practicum in Human Services is designed to meet the occupational preparation needs and interests of students and should be based upon the knowledge and skills selected from two or more courses in a coherent sequence in the human services cluster. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS	<b>Credit</b>	2.0
<b>PEIMS Code</b>	13025000	<b>Local Code(s)</b>	720032		
<b>Prerequisite</b>	None				
<b>Note</b>					

# CTE Career Cluster: MANUFACTURING

*Endorsement: Business & Industry*

## Program of Study: Welding

**Key Elements:** focuses on the procedures of safety, operation, and maintenance of tools and equipment relating to oxyfuel and welding processes including arc, mig, tig, and plasma cutting; students are required to pass AWS or industry recognized welding tests to attain certifications.

**Advanced Courses:** Welding 2 and Practicum in Manufacturing

**Industry-Based Certifications:** American Welding Society D1.1 Structural Steel and American Welding Society D9.1 Sheet Metal

**Student Leadership Opportunities:** Skills USA

First Course	Second Course	Third Course	Fourth Course
Introduction to Welding	Principles of Manufacturing OR Welding 1 <i>(this course requires two periods)</i>	Welding 1 <i>(this course requires two periods)</i> OR Welding 2 <i>(this course requires two periods)</i>	Welding 2 <i>(this course requires two periods)</i> OR Practicum in Manufacturing <i>(this course requires two periods)</i>

## Level 1 Courses

### **Introduction to Welding (INTRWELD)**

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In this level 1 course, Introduction to welding is a hands-on course that demonstrates a variety of welding processes. This course introduces oxy-fuel braze welding, oxy-fuel flame cutting, gas metal arc welding, and shielded-metal arc welding. It covers the history of welding, safety and terminology. It will develop correct welding procedures for various applications using lab work to enhance welding skills. Students will have the opportunity to construct various projects as a result of each study.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13032250	<b>Local Code(s)</b>	735632		
<b>Prerequisite</b>	None				
<b>Note</b>	<b>Technical Dual Credit (WLDG 1423) Total College Credits: 4</b>				

### **Principles of Manufacturing (PRINMAN)**

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In this level 1 course, Principles of Manufacturing, students are introduced to knowledge and skills used in the proper application of principles of manufacturing. The study of manufacturing technology allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities. Students will gain an understanding of what employers require to gain and maintain employment in manufacturing careers.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13032200	<b>Local Code(s)</b>	739732		
<b>Prerequisite</b>	None				
<b>Note</b>					

## Level 2 Courses

### Welding 1 (WELD1)

In this level 2 course, students will be introduced to welding through basic theory in the classroom and actual hands-on experience in the lab/shop area. This course will cover SMAW (arc welding), GMAW (MIG or wire welding) and oxy acetylene welding along with blueprints, tool identification and safety in the shop. Emphasis will be placed on the design and construction of a small metal project.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	2.0
<b>PEIMS Code</b>	13032300	<b>Local Code(s)</b>	735732, TDC 735731		
<b>Prerequisite</b>	None				
<b>Note</b>	<b>Technical Dual Credit (WLDG 1421) Total College Credits: 4</b> <b>Transportation is available from CHS &amp; LVHS.</b>				

## Level 3 Course

### Welding 2 (WELD2)

This level 3 course is a continuation of Welding I. Students will be introduced to more critical welding processes and applications. This course will cover SMAW (arc welding), GMAW (MIG or wire welding) as well as GTAW (TIG welding). Students will be working with more challenging metals such as aluminum and stainless steel. Emphasis will be placed on designing and constructing larger and more involved metal projects. Students have the opportunity to earn recognized industry certifications.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	2.0
<b>PEIMS Code</b>	13032400	<b>Local Code(s)</b>	735832, TDC 735831		
<b>Prerequisite</b>	Welding 1				
<b>Note</b>	<b>Technical Dual Credit (WLDG 1407) Total College Credits: 4</b> <b>Transportation is available from CHS &amp; LVHS.</b>				

## Level 4 Course

### Practicum In Manufacturing (PRACMAN1)

In this level 4 course, Practicum in Manufacturing course is designed to give students supervised 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.

<b>Grade Placement</b>	12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	2.0
<b>PEIMS Code</b>	13033000	<b>Local Code(s)</b>	735932, 744932 (Welding 3), 746932 (OSET 4), TDC 735931		
<b>Prerequisite</b>	None				
<b>Note</b>					

**CTE Career Cluster: ENGINEERING**  
*Endorsement: Business & Industry & STEM*

**Program of Study: Engineering Foundations**

**Key Elements:** focuses on the design, development, and use of engines, machines, and structures; learn how to apply science, mathematical methods, and empirical evidence to the innovation, design, construction, operation, and maintenance of different manufacturing systems.

**Advanced Courses:** Engineering Design & Presentation, Advanced Engineering Design & Presentation

**Industry-Based Certification:** Fusion 360

**Student Leadership Opportunities:** VEX Robotics

First Course	Second Course	Third Course	Fourth Course
Principles of Applied Engineering	Manufacturing Engineering Technology 1	Engineering Design & Presentation	Advanced Engineering Design & Presentation <i>(this course requires two periods)</i>

## Level 1 Course

### **Principles of Applied Engineering (PRAPPENG)**

In this level 1 course, Principles of Applied Engineering provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will develop engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will have an understanding of the various fields of engineering and will be able to make informed career decisions. Further, students will have worked on a design team to develop a product or system. Students will use multiple software applications to prepare and present course assignments.

<b>Grade Placement</b>	9-10	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13036200	<b>Local Code(s)</b>	791403		
<b>Prerequisite</b>	None				
<b>Note</b>					

## Level 2 Course

### **Manufacturing Engineering Technology 1 (MANENGT1)**

In this level 2 course, Manufacturing Engineering Technology I, students will gain knowledge and skills in the application, design, production, and assessment of products, services, and systems and how those knowledge and skills are applied to manufacturing. Students will prepare for success in the global economy. The study of manufacturing engineering will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in a manufacturing setting.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13032900	<b>Local Code(s)</b>	740332		
<b>Prerequisite</b>	None				
<b>Note</b>					

## Level 3 Course

### **Engineering Design & Presentation (ENGDSR1)**

In this level 3 course, Engineering Design and Presentation I is a continuation of knowledge and skills learned in Principles of Applied Engineering. Students enrolled in this course will demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain employment in these areas.

<b>Grade Placement</b>	10 - 12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13036500	<b>Local Code(s)</b>	740032		
<b>Prerequisite</b>	Algebra 1 and at least one course from the Engineering Career Cluster				
<b>Note</b>					

## Level 4 Course

### **Advanced Engineering Design and Presentation (ENGDSR2)**

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In this level 4 course, Engineering Design and Presentation II is a continuation of knowledge and skills learned in Engineering Design and Presentation I. Students enrolled in this course will demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Emphasis will be placed on using skills from ideation through prototyping.

<b>Grade Placement</b>	11 - 12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	2.0
<b>PEIMS Code</b>	13036600	<b>Local Code(s)</b>	740232		
<b>Prerequisite</b>	Algebra 1, Geometry, and Engineering Design & Presentation				
<b>Note</b>					

## CTE Career Cluster: INFORMATION TECHNOLOGY

*Endorsement: Business & Industry*

### Program of Study: Programming & Software Development

Computer Science 1, 3, AP Computer Science A, and AP Computer Science Principles can count towards foreign language credit.

**Key Elements:** explore the occupations and education opportunities associated with researching, designing, developing, and testing operating systems-level software, compilers, and network distribution software for medical, industrial, military, communications, aerospace, business, scientific, and general computer applications. This program of study may also include exploration into creating, modifying, and testing the codes, forms, and script that allow computer applications to run.

**Advanced Courses:** AP Computer Science A, Computer Science 3

First Course	Second Course	Third Course	Fourth Course
AP Computer Science Principles	Computer Science 1	AP Computer Science A	AP Computer Science 3

## Level 2 Courses

### **AP Computer Science Principles (APCSPRIN)**

In this level 2 course, the Advanced Placement Computer Science Principles is an introductory college-level computer science course. Students learn the principles that underlie the science of computing and develop the thinking skills that computer scientists use. You'll work on your own and as part of a team to creatively address real-world issues using the tools and processes of computation.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	A3580300	<b>Local Code(s)</b>	282131		
<b>Prerequisite</b>	Algebra 1				
<b>Note</b>	Students enrolled in this class are expected to take the Advanced Placement Examination for Computer Science Principles at the end of the course.				

### **Computer Science 1 (TACS1)**

In this level 2 course, Computer Science 1 will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	03580200	<b>Local Code(s)</b>	281032		
<b>Prerequisite</b>	Algebra 1				
<b>Note</b>					

## Level 3 Course

### **AP Computer Science A (Math: APTACSAM and LOTE: APTACSAL)**

In this level 3 course, The Advanced Placement Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. This course involves more advanced programming techniques than Computer Science I.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS	<b>Credit</b>	2.0
<b>PEIMS Code</b>	A3580110 - MATH A3580120 - LOTE	<b>Local Code(s)</b>	281031 - Math, APTACSAL - LOTE		
<b>Prerequisite</b>	Algebra 1				
<b>Note</b>	<u>Students enrolled in this class are expected to take the Advanced Placement Examination for Computer Science A at the end of the course. In this course a student could receive up to two credits in the following: a fourth math credit, and a Language other than English credit.</u>				

## **Level 4 Course**

### **Computer Science 3 (TACS3)**

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In this level 4 course, Computer Science 3 will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	03580350	<b>Local Code(s)</b>	281332		
<b>Prerequisite</b>	AP Computer Science A				
<b>Note</b>					

## CTE Career Cluster: TRANSPORTATION, DISTRIBUTION, and LOGISTICS

*Endorsement: Business & Industry*

### Program of Study: Automotive Technology

**Key Elements:** how to repair and refinish automobiles and service various types of vehicles; learn to collect payment for services or supplies and perform typical vehicle maintenance procedures such as lubrication, oil changes, installation of antifreeze, or replacement of accessories like wiper blades or tires; Learn electrical design and diagnosis, read and decipher a wiring schematic, how to build an electrical circuit, test and repair starting and charging circuits, engine performance diagnosing and repair, how to read and understand scan tool readings.

**Advanced Courses:** Automotive Technology 1, Automotive Technology 2, and Practicum in Transportation Systems

**Industry-Based Certifications:** Automotive Service Excellence (ASE) Certification

**Student Leadership Opportunities:** Skills USA

First Course	Second Course	Third Course	Fourth Course
Automotive Basics	Automotive Technology 1 <i>(this course requires two periods)</i>	Automotive Technology 2 <i>(this course requires two periods)</i>	Practicum in Transportation Systems <i>(this course requires two periods)</i>

## Level 2 Course

### **Automotive Basics (AUTOBASC)**

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In this level 2 course, Automotive Basics includes knowledge of the basic automotive systems and the theory and principles of the components that make up each system and how to service these systems. Automotive Basics includes applicable safety and environmental rules and regulations. In Automotive Basics, students will gain knowledge and skills in the repair, maintenance, and servicing of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	13039550	<b>Local Code(s)</b>	732932		
<b>Prerequisite</b>	None				
<b>Note</b>					

## Level 3 Course

### **Automotive Technology I (AUTOTEC1)**

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In this level 3 course, Automotive Technology I is a laboratory course designed to provide job-specific training for entry level employment in automotive repair and service career fields. Instructions will be on maintenance and light vehicle repair. Students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

<b>Grade Placement</b>	10-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	2.0
<b>PEIMS Code</b>	13039600	<b>Local Code(s)</b>	777032, TDC 777031		
<b>Prerequisite</b>	None				
<b>Note</b>	<b>Transportation will be provided from CHS and LVHS.</b>				

## Level 4 Courses

### **Automotive Technology II (AUTOTEC2)**

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This level 4 course is a continuation of Auto Tech 1. Instruction will focus on the major systems and the principles of diagnosing and servicing these systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus will be safety, tool identification, proper tool use, and employability.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	2.0
<b>PEIMS Code</b>	13039700	<b>Local Code(s)</b>	777132, TDC 777131		
<b>Prerequisite</b>	Automotive Technology I				
<b>Note</b>	Transportation will be provided from CHS and LVHS.				

### **Practicum in Transportation Systems (PRACTRS1)**

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When taking the practicum level 4 course, students can participate in either a paid or unpaid work or lab based practical application experience related to the transportation systems career cluster. These will be appropriate locations based on the nature and level of experience mastered by the student in the prerequisite courses. Students may be in a supervised practical application such as mentorship, internship, independent study, or laboratories. These can be school lab based or work based.

<b>Grade Placement</b>	11 - 12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	2.0
<b>PEIMS Code</b>	13040450	<b>Local Code(s)</b>	732332		
<b>Prerequisite</b>	None				
<b>Note</b>	Transportation will be provided from CHS and LVHS.				

# Other Courses for Graduation Credit Taken Outside of SAISD

## Driver Education (DR ED)

To help your high school child earn driver education credit in Texas, parents must ensure their child completes a state-approved driver education course. This course can be taken through a licensed driver education provider, either in-person or online, or through a parent-taught program using state-approved materials. The curriculum, mandated by the Texas Commission of Licensing and Regulation, includes classroom instruction, observation, and behind-the-wheel training, covering topics like traffic laws, alcohol awareness, and safe driving practices. Upon successful completion, the provider will issue a state-approved certificate, which is necessary for obtaining a driver's license. It's crucial to verify that the chosen program is licensed and approved by the Texas Department of Licensing and Regulation to ensure the credit is valid. [Texas Department of Public Safety Drivers Education Courses](#)

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	0.5
<b>PEIMS Code</b>	3000100	<b>Local Code(s)</b>			
<b>Prerequisite</b>	None				
<b>Note</b>	The calculation of class rank shall exclude grades earned in or by driver's education; correspondence courses; credit by examination, with or without prior instruction; and audited courses.				

## Fine Arts

**Grade Placement:** 9-12

**Prerequisite:** Please provide a copy of your transcript to your counselor.

Course	Location	PEIMS Code	Local Code	Credit
<b>Art II (ART2)</b>	CHS & LVHS	03500200		0.5 - 1.0
	CHS & LVHS			0.5 - 1.0
	CHS & LVHS			0.5 - 1.0

## Languages Other Than English

**Grade Placement:** 9-12

**Prerequisite:** Please provide a copy of your transcript to your counselor.

Course	Location	PEIMS Code	Local Code	Credit
<b>French I</b>	CHS & LVHS	03410100	560932 (Year Long)	0.5 - 1.0
<b>French II</b>	CHS & LVHS	03410200	561032 (Year Long)	0.5 - 1.0
<b>German I</b>	CHS & LVHS	03420100	570932 (Year Long)	0.5 - 1.0
<b>German II</b>	CHS & LVHS	03420200		0.5 - 1.0

# Courses Offered for No Credit

## Office/Teacher Aide ()

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	No Credit
<b>PEIMS Code</b>		<b>Local Code(s)</b>			
<b>Prerequisite</b>	Approval through application process				
<b>Note</b>					

## Bobcat Block

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	No Credit
<b>PEIMS Code</b>		<b>Local Code(s)</b>	(INT Year) BB1 (INT1 - First Semester), BB2 (INT2Second Semester)		
<b>Prerequisite</b>	None				
<b>Note</b>					

## LV Flex

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	No Credit
<b>PEIMS Code</b>		<b>Local Code(s)</b>	INT (Year) INT1 (First Semester), INT2 (Second Semester)		
<b>Prerequisite</b>	None				
<b>Note</b>					

## Credit Recovery

**PEIMS Code:**

**Grade Placement:** 9-12

**Prerequisite:**

Credit recovery program provides students with an opportunity to make up previously failed or incomplete courses, ensuring they stay on track for high school graduation. This program offers a flexible and supportive pathway to earning the credits needed for a diploma through an online learning platform, allowing students to work at their own pace. It's important to understand that students do not earn credit simply by attending the credit recovery class. Instead, credits are earned by demonstrating mastery of the Texas Essential Knowledge and Skills (TEKS) through successful completion of the online program's assignments, assessments, and lessons. Students will engage with interactive lessons, assignments, and assessments designed to reinforce key concepts and ensure mastery of the TEKS.

Course	Location	Local Code	Credit
First Section	CHS & LVHS	000332, 00133C	No Credit
Second Section	CHS & LVHS	00233C	No Credit
Third Section	CHS & LVHS	00333C	No Credit
Fourth Section	CHS & LVHS		No Credit
Fifth Section	CHS & LVHS		No Credit
Sixth Section	CHS & LVHS		No Credit
Seventh Section	CHS & LVHS		No Credit

## Reading Intervention

PEIMS Code: 84000XXX Local-Credit Course - English Language Arts

The Reading Intervention course is designed to improve reading and help close the gap for students performing below grade level. Students enrolled in the course will receive specific targeted academic support in reading to help them improve their reading skills. Students must meet an identified area of disability with impacts in basic reading skills.

<b>Grade Placement</b>	approved by ARD committee decision.	<b>Site</b>	CHS & LVHS	<b>Credit</b>	No Credit
<b>PEIMS Code</b>		<b>Local Code(s)</b>	RDINT132, RDINT112, RDINT122		
<b>Prerequisite</b>	None				
<b>Note</b>					

## Digital Literacy/Citizenship

This course equips students with the critical skills needed to thrive in our digital age, from media literacy to online safety. Learn to be a confident and responsible digital citizen by understanding your online footprint, engaging respectfully, and discerning credible information in the vast digital landscape.

<b>Grade Placement</b>	6-12	<b>Site</b>	Carver	<b>Credit</b>	No Credit
<b>PEIMS Code</b>		<b>Local Code(s)</b>	955132		
<b>Prerequisite</b>	None				
<b>Note</b>	These courses are exclusively for use at Carver.				

## Social Emotional Learning

This course empowers students to develop essential social-emotional skills crucial for success in school and life. Students will explore self-awareness, emotional regulation, and effective communication to build stronger relationships and navigate challenges with confidence.

<b>Grade Placement</b>	6-12	<b>Site</b>	Carver	<b>Credit</b>	No Credit
<b>PEIMS Code</b>		<b>Local Code(s)</b>	955032		
<b>Prerequisite</b>	None				
<b>Note</b>	These courses are exclusively for use at Carver.				

## Seminar

This course offers a flexible pathway for students to earn elective credits through approved online platforms. Students will engage in self-paced learning within a supervised setting, maximizing their opportunity to complete coursework efficiently.

<b>Grade Placement</b>	6-12	<b>Site</b>	Carver	<b>Credit</b>	No Credit
<b>PEIMS Code</b>		<b>Local Code(s)</b>	955232		
<b>Prerequisite</b>	None				
<b>Note</b>	These courses are exclusively for use at Carver.				

# Courses Serving Students with Special Needs

The following list contains course offerings which include state developed courses with modified or alternative achievement standards based on the Texas Essential Knowledge and Skills Statements, as well as courses that meet specific needs related to the student's disability. In most cases these courses are taught by special education teachers, but in some cases may be taught by general education teachers in collaboration with special education teachers. . Modification in content is determined by the student's ARD committee in order to meet the needs of an individual student who is identified as having a disability as specified in the Individuals with Disability Education Improvement Act. Placement and course selections for each student are reviewed at least once annually.

## Personal Health1-4/Hygiene 5-8 (APHH1-8)

**PEIMS Code:** 84300107, 84300207, 84300307, 84300407, 84300507, 84300607, 84300707, 84300807 84300XXX - Local-Credit Course - Health

**Grade Placement:** ARD Committee Approval

**Prerequisite:** Taken in order

The personal health/hygiene course relates individual health and hygiene behaviors to issues of wellness, disease prevention, interpersonal skill enhancement, and basic employability standards. Students will examine the concepts of human growth and development, emergency and first aid, diet, exercise, and daily hygiene practices as each relates to a healthy lifestyle, job performance, and/or age appropriate environment. Students will define the possible consequences of failing to adhere to these health and hygiene practices. As the student moves through the levels of instruction, skills build and expand to promote transition to independent living.

Course	Location	Local Code	PEIMS Code	Credit
Personal Health/Hygiene 1	CHS & LVHS	502135L	84300107	Local Credit Only
Personal Health/Hygiene 2	CHS & LVHS	502235L	84300207	Local Credit Only
Personal Health/Hygiene 3	CHS & LVHS	502335L	84300307	Local Credit Only
Personal Health/Hygiene 4	CHS & LVHS	502435L	84300407	Local Credit Only
Personal Health - Hygiene (APHH5-8)	CHS & LVHS	502535L, 502635L, 502735L, 502835L	84300507, 84300607, 84300707, 84300807	

## Activities of Daily Living 1-8

**PEIMS Code:** 84900XXX Local-Credit Course - Career And Technical Education

**Grade Placement:** ARD Committee Approval

**Prerequisite:** Taken in order

The Activities of Daily Living courses integrate the domestic, recreation, leisure, school, and community domains. Students investigate through a variety of activities associated with the daily living experience including organizing a daily routine and schedule. Students will study areas of cooking, safety, leisure, chores, duties, responsibilities, budget, time management, first aid, communication, health care, transportation, telephone skills, and appropriate recreation activities. Students will develop strategies to respond to potential emergencies that may appear in the process of daily living. As the student moves through the levels of instruction, skills build and expand to promote transition to independent living.

Course	Location	Local Code	PEIMS Code	Credit
Activities of Daily Living 1	CHS & LVHS	977135L	84900210	Local Credit Only
Activities of Daily Living 2	CHS & LVHS	977235L	84900220	Local Credit Only
Activities of Daily Living 3	CHS & LVHS	977335L	84900230	Local Credit Only
Activities of Daily Living 4	CHS & LVHS	977435L	84900240	Local Credit Only



## Making Connections

**Grade Placement:** 9-12

**Prerequisite:** None

Making Connections I assists the students in developing an understanding of autism and other related disorders. The course also assists the students in developing and generalizing appropriate and beneficial social skills and in turn increases that student's postsecondary outcome.

Making Connections II assists students with understanding true friendships. Their enrollment in this course assists students to develop and maintain relationships.

Making Connections III assists students in understanding how their specific disability impacts their learning style. Students learn to employ the proper accommodations and modifications to be more successful. Additionally, they develop the skill to effectively self-advocate for the accommodations and modifications they require.

Making Connections IV assists students with developing skills to employ collaborative problem solving.

Course	Location	PEIMS Code	Local Codes	Credit	Block Local Code
<b>Making Connections I (MAKECON1)</b>	CHS & LVHS	N1290332	935242, 93524ALT, 93524INS (INSpire)	0.5	000935, 000935ALT, 000935INS (INSpire)
<b>Making Connections II (MAKECON2)</b>	CHS & LVHS	N1290333	935342, 93534ALT, 93534INS (INSpire)	0.5	
<b>Making Connections III (MAKECON3)</b>	CHS & LVHS	N1290334	935442, 93544ALT, 93544INS (INSpire)	0.5	002935, 002935ALT, 002935INS (INSpire)
<b>Making Connections IV (MAKECON4)</b>	CHS & LVHS	N1290335	935542, 93554ALT, 93554INS (INSpire)	0.5	

## Health

**Grade Placement:** ARD Committee Approval

**Prerequisite:** None

In Health 1, students develop skills that will make them health-literate adults. Students gain a deeper understanding of the knowledge and behaviors they use to safeguard their health, particularly pertaining to health risks. Students are taught how to access accurate information that they can use to promote health for themselves and others. Students use problem-solving, research, goal-setting and communication skills to protect their health and that of the community. These courses are based on the Texas Essential Knowledge and Skills (TEKS) of the general education Health course with modified achievement standards. Health provides information in such a way that it influences students to change so that they take positive action regarding their health. Its goal is to help people live long, zestful, and productive lives.

Course	Location	PEIMS Code	Local Code	Credit
Health I (HLTHED1)	CHS & LVHS	03810100	50094ALT, 50094C (CR), 50094P, (PAYS), 500942 (B900)	0.5
Health II (HLTHED2)	CHS & LVHS	03810300	53094Alt, 501042 (B9000)	0.5

## Physical Education

**Grade Placement:** ARD Committee Approval

**Prerequisite:** None

PE Partners is an adaptive physical education class that combines students with special needs and general education students (partner). During this course partners will learn how to socially interact with students with special needs while helping them learn lifelong physical wellness lessons. Students with special needs will not only be working on physical wellness, but will also engage in activities that allow them to learn how to social interact both through team and individual sports and aerobic and outdoor adventure.

Course	Location	PEIMS Code	Local Code	Credit
PE Partners 1 (LIFEFIT)	CHS & LVHS	PES00051	516436	0.5 - 1.0
PE Partners 2 (SBLIFE)	CHS & LVHS	PES00056	517136	0.5 - 1.0
PE Partners 3 (LIFEROP)	CHS & LVHS	PES00053	526436	0.5 - 2.0

## Fine Arts

**Grade Placement:** ARD Committee Approval

**Prerequisite:** None

Music Partners is an adaptive music class that combines students with special needs and general education students (partner). During this course, partners will learn how to socially interact with students with special needs while helping them learn a lifelong appreciation of music. Students with special needs will not only be working on music appreciation, but will also engage in activities that allow them to learn how to socially interact with others.

Course	Location	PEIMS Code	Local Code	Credit
Music Partners 1 (MUS1APL)	CHS & LVHS	03152500	682136	1.0
Music Partners 2 (MUS2APL)	CHS & LVHS	03152600	682236	1.0
Music Partners 3 (MUS3APL)	CHS & LVHS	03152601	682336	1.0
Music Partners 4 (MUS4APL)	CHS & LVHS	03152602	682436	1.0

## Methods for Academic and Personal Success (MAPS)

The course focuses on the skills and strategies necessary for students to make a successful transition into high school and an academic career. Students will explore the options available in high school, higher education, and the professional world in order to establish both immediate and long-range personal goals. After identifying their individual learning styles and abilities, students will build on these abilities by developing critical time-management, organization, and study skills. The course focuses on self-understanding, decision-making, resiliency, attitude, character education, and leadership to help students maximize personal achievement. Students will develop the specific strategies necessary to achieve their personal and professional goals. The course emphasizes proactive problem-solving, self-determination, and independent thinking and learning skills. In addition, students will explore and experience collaboration as a tool for creative problem solving. As part of goal setting and leadership activities, students may complete an outside community service-learning experience in addition to class assignments.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	N1130021	<b>Local Code(s)</b>	770432		
<b>Prerequisite</b>	None				
<b>Note</b>					

## Career Preparation

**Grade Placement:** 9-12

**Prerequisite:** None

Course	Location	PEIMS Code	Local Code	Credit
<b>Career Preparation General: First Time Taken (CPGEN1)</b>	CHS & LVHS	12701111		2.0
<b>Career Preparation General: Second Time Taken (CPGEN2)</b>	CHS & LVHS	12701112		2.0

## 18+ Program 1-4 (19+PROG1-4)

**PEIMS Code:** 84900111, 84900112, 84900113, 84900114

84900XXX - Local-Credit Course - Career And Technical Education

**Grade Placement:** VAC/ARD Committee Approval

**Prerequisite:** Application Process

This program is a two-year program that promotes relationship building in natural environments with age appropriate peers. Activities in this course emphasize strategies that prepare the student for participation in the community, including government, social, recreational, leisure, shopping, banking, transportation, related services, employment and other opportunities. The program for individual students will be developed using a person-centered approach.

Course	Location	Local Code	Credit
18+ Program 1-4	CHS & LVHS	96PROG1L	Local Credit Only
18+ Program 1-4	CHS & LVHS	96PROG2L	Local Credit Only
18+ Program 1-4	CHS & LVHS	96PROG3L	Local Credit Only
18+ Program 1-4	CHS & LVHS	96PROG4L	Local Credit Only

## Adult Living 1-4

**PEIMS Code:**

**Grade Placement:** VAC/ARD Committee Approval

**Prerequisite:** Application Process

This course is part of the 19+ program and is designed to teach adult students who have completed high school and are in the VAC program the skill set to live a healthy lifestyle. The healthy living course will outline the benefits of planned home and community activities that develop the entire person by recognizing a variety of healthy living opportunities. This class will be available 6th and 7th period.

Course	Location	Local Code	Credit
Adult Living 1	CHS & LVHS	96ADLV1L	Local Credit Only
Adult Living 2	CHS & LVHS	96ADLV2L	Local Credit Only
Adult Living 3	CHS & LVHS	96ADLV3L	Local Credit Only
Adult Living 4	CHS & LVHS	96ADLV4L	Local Credit Only

# District Standards and Procedures

## Determining a Grade and Class Rank

### **SAISD GRADING GUIDELINES:**

THE SAISD GRADING GUIDELINES [LINK](#)

### **GRADE AVERAGE AND RANK IN CLASS EIC (LOCAL):** [LINK](#)

The District shall apply the same rules for class rank calculation and local graduation honors to all students in a graduating class, regardless of the school year in which a student entered grade 9 or the graduation program under which the student completes requirements for graduation.

### **CLASS OF 2018 AND BEYOND CALCULATION:**

The students graduating 2018 - 2024, the District shall include in the calculation of class rank semester grades earned in all high school credit courses taken in grades 8–12, unless excluded below.

Beginning with students graduating in 2026, the District shall include in the calculation of class rank semester grades earned in all high school credit courses taken in grades 9–12, unless excluded below.

### **EXCLUSIONS:**

The calculation of class rank shall exclude grades earned in or by driver's education; correspondence courses; credit by examination, with or without prior instruction; and audited courses.

### **LOCAL GRADUATION HONORS**

Beginning with students graduating in **2018**, for the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank using grades available at the time of calculation at the end of the third nine-week grading period of the senior year. Grades earned during the third nine-weeks shall be used as the semester grade for this purpose.

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

### **Notification of Class Rank**

Not later than the 14th day after the last day of classes for the semester, each eligible senior student and each junior student who has a grade point average in the top ten percent of the class and the student's parent or guardian will be notified of their place in the top 10% using The Notification of Eligibility for Automatic College Admission Form.

### **Semester Exam Exemptions**

San Angelo ISD offers semester exam exemptions based on the following criteria.

	<b>Fall Semester</b>	<b>Spring Semester</b>
<b>Courses</b>	Non Core courses: Fine Arts, PE, and Electives	All Courses
<b>Attendance Requirements</b>	3 or fewer absences for the semester School Trips do not count towards the student's 3 absences.	3 or fewer absences for the semester School Trips do not count towards the student's absences.
<b>Grade Requirements</b>	80 or higher semester average	80 or higher semester average

## District Weighted Grade System

Any course designated “honors” in the following subjects <i>+10 Points</i>	<ul style="list-style-type: none"> <li>• English</li> <li>• Spanish</li> <li>• Science</li> <li>• Math</li> <li>• Social Studies</li> </ul>
Dual Credit Courses <i>+15 Points</i>	<ul style="list-style-type: none"> <li>• Aligned with the TEKS of a High School Credit-bearing Course and</li> <li>• Part of the Core Curriculum at partnering university and</li> <li>• Offered on the student’s high school campus in San Angelo ISD by an SAISD employee or partnering university MOU and</li> <li>• Any campus-specific SAISD approved DC course that is transcribed and</li> <li>• From another LEA</li> </ul>
Advanced Placement Courses <i>+15 Points</i>	<ul style="list-style-type: none"> <li>• Aligned with the College Board AP Course</li> </ul>
AP/DC Courses <i>+15 Points</i>	<ul style="list-style-type: none"> <li>• AP/DC Courses coded Advanced Placement/Dual Credit are weighted +15 (use criteria above)</li> </ul>

## Credits Earned Outside of San Angelo ISD

### **TRANSFERRED GRADES**

When a student transfers grades for properly documented and eligible courses, the District shall assign weight to those grades based on the categories and grade weight system used by the District, if a similar or equivalent course is offered to the same class of students in the District.

### **CORRESPONDENCE COURSES (DISTANCE LEARNING COURSES)**

Correspondence courses are an option for those students who do not have room for all courses in their schedule, for remediation or acceleration. These courses must meet graduation requirements and be approved by a school counselor. Correspondence courses do not count towards class rank. Courses can be taken through Texas Tech University or the University of Texas in Austin at the student’s expense. For additional information contact the counseling center. It is the procedure of this district that students be advised to not take correspondence courses until they enter high school (9<sup>th</sup> grade and beyond).

### **CREDIT BY EXAMINATION (With Prior Instruction)**

Credit by exam is available for students that have taken a course but failed with a score of 60 or higher. Credit will be granted to students who attain seventy percent (70%) or above mastery on the exam. Students who qualify are allowed to take the exam one time a year at no cost. San Angelo ISD currently administers Texas Tech credit by exams. Study guides are available on the Texas Tech web site:

[http://www.depts.ttu.edu/ttuisd/cbe\\_review\\_sheets.php](http://www.depts.ttu.edu/ttuisd/cbe_review_sheets.php)

Testing schedule and application deadlines may be obtained in the counseling center offices. A student may not attempt to earn credit by examination for a specific high school course more than two times. §74.24

### **CREDIT BY EXAMINATION (Without Prior Instruction)**

Credit by exam is available to students who are enrolled in grades 9 through 12 and who are interested in being awarded credit toward high school graduation. The student must not have been previously enrolled in the class. Credit is granted to students who attain eighty percent (80%) or above mastery on the examination for acceleration. Students who qualify are allowed to take the exam one time a year at no cost. San Angelo ISD currently administers the Texas Tech credit by exams. Study guides are available on the Texas Tech website: [http://www.depts.ttu.edu/ttuisd/cbe\\_review\\_sheets.php](http://www.depts.ttu.edu/ttuisd/cbe_review_sheets.php)

Testing schedule and application deadlines may be obtained in the counseling center offices. A student may not attempt to earn credit by examination for a specific high school course more than two times. §74.24

A student may also receive credit by challenging an AP exam for a class they have not taken. If the student scores a 3 or better the student may receive credit for the equivalent "regular" class if it is a class that is offered in San Angelo ISD schools. (Example, challenging the English Literature and Composition AP exam could result in a credit of English IV, not English IV AP). Credit received by an exam is not subject to GPA or class rank.

A score of 3 gives the student a grade of 90

A score of 4 gives the student a grade of 95

A score of 5 gives the student a grade of 100

*(Effective May 11, 2014)*

### **Additional Academic Support**

Tutorial sessions are conducted by teachers on each campus as described in the individual course syllabus. Students who need extra help with their studies or who are unable to achieve satisfactorily should avail themselves of this opportunity. Parents should encourage students to attend tutorial sessions when the need exists.

### **CONDITIONS FOR DROPPING A CLASS**

Students must meet the following conditions if dropping a class:

- Students must be enrolled in a required number of graded classes. For detailed information, contact your school counselor. Audited courses, correspondence courses, electronic courses not scheduled in the school day, and teacher aide periods are not considered graded classes. See school counselor for detailed information.
- Class change requests can be submitted through a form provided through the counseling center. All requests are subject to approval by teacher, counselor, and/or administrator.
- In Texas, high school students must earn a passing grade and attend at least 90% of class days to receive course credit, though students with attendance between 75% and 90% may still earn credit by completing a principal-approved plan to meet instructional requirements; due to these requirements, students cannot make a schedule change after the 10th day of school, as doing so would prevent them from meeting the minimum attendance threshold.

## Determining UIL Eligibility *(Academic Requirements for No Pass / No Play)*

### First six weeks of the the school year

#### **Academic Ineligibility:**

- First year of high school
  - Students must have been promoted from the previous grade.
- Second year of high school
  - Students must have earned 5 credits during the first year of high school *(it takes six credits to be classified as a sophomore.)*
- Third year of high school - Students must have earned either:
  - Students must have earned 10 credits during the first two years of high school *(it takes twelve credits to be classified as a junior.)*
  - Five credits that count toward state high school graduation requirements during the 12 months preceding the first day of the current school year.
- Fourth year of high school - Students must have earned either:
  - Students must have earned 15 credits during the first three years of high school *(it takes eighteen credits to be classified as a Senior.)*
  - Five credits that count toward state high school graduation requirements during the 12 months preceding the first day of the current school year.

#### **Regaining Eligibility:**

After the first six weeks of the school year, academically ineligible students in schools with nine week grading periods have one opportunity to regain eligibility. Students who regain eligibility at the evaluation periods remain ineligible until seven calendar days after passing a grading period.

**All schools must check grades for all participants at the end of the first six weeks of the school year (IPR).**

#### **Exceptions:**

- When a migrant student enrolls for the first time during a school year, all criteria cited above apply. All other students who enroll too late to earn a passing grade for a grading period are ineligible.
- High school students transferring from out-of-state may be eligible the first six weeks of school if they meet the criteria cited above or school officials are able to determine that they would have been eligible if they had remained in the out-of-state school from which they are transferring.
- Students who are not in compliance with these provisions may request a hardship appeal of their academic eligibility through the UIL state office. Local school boards may elect to adopt these standards for all activities in order to avoid having different standards for student participants (e.g., football, drill team, cheerleading, and all other extracurricular activities as defined by Commissioner of Education rule [19 TAC Chapter §76]).

## After First Six Weeks of the School Year

San Angelo ISD Identification of Advanced Academic [Courses](#) Eligible for UIL No Pass/No Play Exemption

### **Academic Ineligibility:**

- A student receiving a grade below 70 in any non-exempt class at the end of a grading period, or a student with disabilities who does not meet their IEP standards, becomes ineligible for extracurricular activities for three school weeks.
- During this time, students may practice or rehearse, but cannot compete.

### **Regaining Eligibility:**

- Eligibility is regained after a seven-calendar-day waiting period following the grading period, or after the three-school-week ineligibility period, when the principal and teachers confirm the student has a grade of 70 or above in all non-exempt classes.

### **Grade Checks and Responsibilities:**

- Grades are officially checked at the end of each grading period.
- Activity coaches and directors must obtain official grade reports from the designated school official before a student represents the school.
- This policy applies to all grading periods and all three-school-week ineligibility periods.

### **Exception:**

*All students are academically eligible during a school holiday of a full calendar week or more. When the bell rings to dismiss students for the December holidays, all students are academically eligible until classes resume in January. The same is true for fall and spring breaks. **provided those breaks consist of at least a full calendar week.***

## San Angelo ISD Eligibility Calendar

Note: When computing eligibility calendars, it is helpful to remember that the seven-day grace period after the grading period also contains school week one of the three school week evaluation period. Also, a seven calendar day grace and waiting period is always applicable after grading periods and evaluation periods. Please refer to the SAISD website for the current Eligibility Calendar.

Example: School week ends on Friday - Students who are losing eligibility have a seven calendar day grace period, and students who are regaining eligibility have a seven calendar day waiting period. Eligibility is lost or re-gained the following Friday at the time the regular school day ends or would end if that day is a holiday. Section 5 (b) of the UIL *Constitution and Contest Rules* defines calendar week as 12:01 am on Sunday through midnight on Saturday.

19 TAC §76.1001 (b) states: The school week is defined as beginning at 12:01 am on the first instructional day of the calendar week and ending at the close of instruction on the last instructional day of the calendar week, excluding holidays.

### **Semester Grades and STAAR Assessment Scores**

Schools with traditional nine week grading periods must continue to use the second nine weeks grade to determine eligibility since the law requires eligibility to be based on the previous grading period during the school year. Semester grades and STAAR Assessment Scores are not used for eligibility purposes.

# Innovative Courses

Innovative Courses can only receive elective credit TAC §74.51(g)

## Student Leadership (STULEAD)

Student Leadership is a course for students who seek opportunities to expand and deepen their group and individual leadership skills to positively impact their own lives and community. Building on collaborative skills and habits of mind, students will gain knowledge and expertise in leadership skills including goal setting, effective communication, organization, time management, and collaborative strategies. In some schools, the course is customized to meet the needs of formal student organizations such as student council. The course is adaptable across various student needs and student populations. The course prepares students not only for active participation in school but also in their community. Students solve relevant and current school and community issues by working collaboratively and independently on high-level real-world tasks such as project proposals, portfolios, and presentations.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	N1290010	<b>Local Code(s)</b>	938332		
<b>Prerequisite</b>	None				
<b>Note</b>					

## Peer Assistance and Leadership, PAL® I (PAAL1)

Peer Assistance and Leadership® (PAL®) I is an introductory peer mentoring elective designed for high school students in grades 9-12. In this course, students are trained to serve as peer mentors, offering guidance and support to their classmates on campus as well as to students in feeder schools. The PAL® I course focuses on building meaningful relationships, addressing key challenges like academic struggles, bullying, violence, suicide, and substance misuse, while also cultivating fundamental leadership skills.

Through training in prevention education, character building, and leadership development, PAL® I equips students with foundational skills in relationship-building, communication, decision making, problem-solving, and conflict resolution. The PAL® I course teaches concepts such as structural leadership, a growth mindset, and mutual support. PAL® I students cultivate essential skills such as teamwork, adaptability, and public speaking, preparing them for success in college, careers, or military service.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	N1290005	<b>Local Code(s)</b>	932032		
<b>Prerequisite</b>	None				
<b>Note</b>					

## Peer Assistance and Leadership, PAL® II (PAAL2)

Peer Assistance and Leadership® (PAL®) II is an advanced peer mentoring elective for high school students in grades 9-12 who have completed PAL® I. In this course, students build on their foundational skills as peer mentors and take on leadership roles by teaching and motivating PAL® students. The course is designed to strengthen existing leadership skills and address critical issues such as academic challenges, bullying, violence, suicide, and substance misuse, empowering students to become confident and effective leaders.

Through progressive training in prevention education, character building, and leadership development, PAL® II equips students with advanced leadership skills such as emotional intelligence, critical thinking, and resilience. The PAL® II course promotes concepts like ethical leadership, motivation and influence, continuous learning, and personal excellence. PAL® II students strengthen and enhance foundational skills such as stress management, accountability, and values-based leadership, preparing them for success in college, careers, or military service.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	N1290006	<b>Local Code(s)</b>	932132		
<b>Prerequisite</b>	Peer Assistance and Leadership, PAL I				
<b>Note</b>					

## Peer Assistance for Students with Disabilities 1 (PASWD1)

Peer Assistance for Students with Disabilities I is designed to promote an inclusive educational environment for students receiving special education services. This course provides peer assistants the opportunity to understand the different disabilities of the students, develop leadership skills to aid the learners and work on communication skills between the peer assistant and the learners. Peer assistants obtain initial training in confidentiality, cueing, prompting, and positive reinforcement to be used with their students. Peer assistants aid the teacher inside the special education setting by modeling appropriate learning behaviors, assisting with hands-on learning activities, and developing activities to facilitate inclusion within the classroom. The goal is to create a relationship among age-appropriate peers of different abilities, both socially and academically, that will last long beyond the classroom time.

<b>Grade Placement</b>	11 - 12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	0.5
<b>PEIMS Code</b>	N1290203	<b>Local Code(s)</b>	935042		
<b>Prerequisite</b>	None				
<b>Note</b>					

## General Employability Skills (GEMPLS)

This course provides students with knowledge of the prerequisite skills for general employment as well as the means of obtaining those 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.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	N1270153	<b>Local Code(s)</b>	968135L		
<b>Prerequisite</b>	None				
<b>Note</b>					

## Occupational Safety & Environmental Technology 1 (OSET1)/Occupational Safety & Environmental Technology 2 (OSET2)

During Occupational Safety & Environmental Technology (OSET) 1, students will investigate the field of Occupational Safety and Health Administration and Environmental Technology, which is charged with the tasks of ensuring that business and industry provide a safe workplace, free from hazards and bringing about a reduction in the occurrence of job related injuries and fatalities. Students will use safety resources and discover procedures for collaborating with business and industry regarding ways to increase employee safety and health, reduce workers' compensation insurance costs and medical expenses, decrease payout for return-to-work programs, reduce faulty products, and lower costs for job accommodations for injured workers.

During the Occupational Safety & Environmental Technology (OSET) II course, students will analyze the accident sequence, investigate hazard control concepts and principles, and examine fire protection systems and their applications with emphasis on the fire prevention codes and standards. Students will apply critical thinking skills to analyze system safety, organizational cultures, and the importance of leadership. Students will describe the organization of the accident investigation, from beginning to end. Students will examine analytical techniques in accident investigations and will utilize analytical investigation techniques to assist organizations in preventing accidents. Students will gain knowledge and skills necessary to make proactive hazard control an organizational priority.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	2.0
<b>PEIMS Code</b>	N1303680/N1303681	<b>Local Code(s)</b>	000794 (794142, 794242)		
<b>Prerequisite</b>	None for OSET I ; OSET I for OSET II				
<b>Note</b>	This is a double block course and will require two periods.				

## Occupational Safety & Environmental Technology 3 (OSET3)

During Occupational Safety & Environmental Technology (OSET) III, students will study a variety of national and worldwide health and safety problems, and learn preventative measures to resolve, reduce, and/or eliminate safety and health issues encountered at the workplace. Students will encounter detailed information from various federal agencies that are involved in workplace safety and health and demonstrate understanding of that information. Focus will be on the Occupational Safety and Health Administration (OSHA) regulations and the Department of Transportation (DOT) regulations with an emphasis on identifying and applying appropriate regulatory safety standards. This course will allow students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings.

<b>Grade Placement</b>	11-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	2.0
<b>PEIMS Code</b>	N1303682	<b>Local Code(s)</b>	794332		
<b>Prerequisite</b>	OSET II				
<b>Note</b>	This is a double block course and will require two periods.				

## Social and Community Services (SOCCOMM)

This course provides an overview of the nonprofit, social, community service, and faith-based organization sector in the United States with an emphasis on professional practices and development of the skills needed to implement service programs. Topics covered include the roles of community service providers in meeting human service needs, the sociological factors on clients receiving services, and the exploration of careers.

<b>Grade Placement</b>	10 - 12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	N1302543	<b>Local Code(s)</b>	763632		
<b>Prerequisite</b>	None				
<b>Note</b>					

## Making Connections

**Grade Placement:** 9-12

**Prerequisite:** None

Making Connections I assists the students in developing an understanding of autism and other related disorders. The course also assists the students in developing and generalizing appropriate and beneficial social skills and in turn increases that student's postsecondary outcome.

Making Connections II assists students with understanding true friendships. Their enrollment in this course assists students to develop and maintain relationships.

Making Connections III assists students in understanding how their specific disability impacts their learning style. Students learn to employ the proper accommodations and modifications to be more successful. Additionally, they develop the skill to effectively self-advocate for the accommodations and modifications they require.

Making Connections IV assists students with developing skills to employ collaborative problem solving.

Course	Location	PEIMS Code	Local Codes	Credit	Block Local Code
<b>Making Connections I (MAKECON1)</b>	CHS & LVHS	N1290332	935242, 93524ALT, 93524INS (INSpire)	0.5	000935, 000935ALT, 000935INS (INSpire)
<b>Making Connections II (MAKECON2)</b>	CHS & LVHS	N1290333	935342, 93534ALT, 93534INS (INSpire)	0.5	
<b>Making Connections III (MAKECON3)</b>	CHS & LVHS	N1290334	935442, 93544ALT, 93544INS (INSpire)	0.5	002935, 002935ALT, 002935INS (INSpire)
<b>Making Connections IV (MAKECON4)</b>	CHS & LVHS	N1290335	935542, 93554ALT, 93554INS (INSpire)	0.5	

## Methods for Academic and Personal Success (MAPS)

The course focuses on the skills and strategies necessary for students to make a successful transition into high school and an academic career. Students will explore the options available in high school, higher education, and the professional world in order to establish both immediate and long-range personal goals. After identifying their individual learning styles and abilities, students will build on these abilities by developing critical time-management, organization, and study skills. The course focuses on self-understanding, decision-making, resiliency, attitude, character education, and leadership to help students maximize personal achievement. Students will develop the specific strategies necessary to achieve their personal and professional goals. The course emphasizes proactive problem-solving, self-determination, and independent thinking and learning skills. In addition, students will explore and experience collaboration as a tool for creative problem solving. As part of goal setting and leadership activities, students may complete an outside community service-learning experience in addition to class assignments.

<b>Grade Placement</b>	9-12	<b>Site</b>	CHS & LVHS	<b>Credit</b>	1.0
<b>PEIMS Code</b>	N1130021	<b>Local Code(s)</b>	<b>770432</b>		
<b>Prerequisite</b>	None				
<b>Note</b>					

