PORTRAIT OF A LEARNER

CRITICAL THINKING · COMMUNICATION · EMPATHY · INTEGRITY · ADAPTABILITY · COLLABORATION · WELLNESS

WE ARE BOERNE

BOERNE ISD

HIGH SCHOOL

Course Catalog





2026-2027

www.boerneisd.net

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This course catalog has been developed to assist you in planning your high school course of study. It provides a description of required courses, criteria for special programs, and a brief description of electives offered.

Including a course description in this catalog does not guarantee that the course will be taught during the 2026-2027 school year. Although the district aims to provide similar courses at each of its campuses, student interest and staffing levels determine what can be offered. Students are provided a selection worksheet to indicate the courses they plan to take during the next school year during the pre-registration process.

Message to Students and Parents

Boerne ISD's high schools serve students in grades 9-12, and the District provides high school students a well-balanced, rigorous curriculum that meets and exceeds the requirements set forth by the Texas Education Agency (TEA).

A key focus of the Boerne ISD academic program is to prepare all students to be College, Career, or Military ready by building on essential skills developed in English Language Arts, Math, Science, and Social Studies.

In addition to certain required courses, students may choose optional courses (electives) in fine arts, languages other than English, technology education, career exploration, and physical education. Elective course offerings may vary from school to school based on student requests, staff availability, and/or funding for instructional resources.

COLLEGE, CAREER, AND MILITARY READINESS

The Texas Essential Knowledge and Skills (TEKS) and the College and Career Readiness Standards (CCRS) serve as the official state curriculum. The TEKS learning standards represent a full range of knowledge and skills that students need to succeed in entry-level college courses, as well as in a wide range of majors and careers. By implementing these required standards, our schools will advance the mission of Texas to develop college and career ready students.

It is the district's mission to equip teachers with the strategies and tools needed to engage their students in active, high-level learning, thereby ensuring that every student develops the skills, habits of mind, and concepts they need to succeed in post-secondary opportunities.

As students plan for their futures, they should consider which career pathway or cluster they wish to explore while in high school. The Texas Education Agency, through the Achieve Texas program provides career clusters for students to select from as preparation for a career path that informs post-secondary decisions. Since many students follow a college preparatory plan, students engaged in the academic planning process should consult admissions offices and catalogs of colleges and universities that interest them before making course selections, paying particular attention to English Language Arts, Math, Science, and Foreign Language requirements. Colleges that have large numbers of applicants will often use rigorous and relevant course schedules as selection criteria, even if their catalog states a lesser, minimum requirement. Students are afforded the opportunity to explore military options through on-campus recruiter visits and by taking the Armed Services Vocational Aptitude Battery (ASVAB) assessment. ***Course offerings are subject to student enrollment and staffing availability.***

Advisory Period

The Boerne ISD Advisory Period is a designated and consistent time every school day for every middle school and high school student to learn social skills, work on homework, catch up on assignments, meet with a teacher regarding their progress and grades, and develop self-accountability. Students may also receive intervention, enrichment, or participate in other activities or organizations during this time. The Advisory Period is a time to be proactive and responsive to students' needs, such as academic, emotional, and other areas of support, within the school day.

Course Designations

Courses are designated in various ways to meet the skills and interests of students and are offered as Academic and Honors/AP®, and dual credit. A student's course of study may be a combination of courses with different designations. The student, parent, and school will work together to determine the best combination for each learner.

COURSE FEES

Some elective courses require additional fees for consumable supplies and materials, and course fees may be waived in certain circumstances by contacting the teacher, counselor, or administrator.

ACADEMIC COURSES

These core courses and electives prepare students for college and post-secondary instruction using a variety of teaching strategies, student activities, and assessments. The curriculum requires students to develop critical thinking and problem solving skills as well as master core content.

SPECIAL EDUCATION CONTINUUM OF SERVICES AND COURSES

Special Education provides a continuum of services for students with disabilities who qualify, as determined in a student's Annual Review Dismissal Meeting (ARD). The least-to-most restrictive continuum of services follows:

- General Education classes provide no support: Student graduates with the Foundation High School Plan with endorsement.
- General Education class with inclusion support and accommodations: Student graduates with the Foundation High School Plan with endorsement.
- General Education class with basic support and modified content: Student can graduate with the Foundation High School Plan with selected endorsements.
- Resource class taught by a Special Education teacher with modified content: Students can graduate with the Foundation High School Plan with selected endorsements.
- Life Skills program taught by a Special Education teacher, working on prerequisite skills with modified content: The student graduates with the Foundation High School Plan with selected endorsements.

Advanced Academics

HONORS/AP® COURSES

HONORS/AP® core and elective courses challenge motivated students and prepare them for success in college-level coursework in high school and beyond. The advanced or above grade-level courses move at a faster pace, are more academically challenging, and require more independent learning than academic courses.

Boerne ISD recognizes the value of advanced academic coursework and encourages all students to graduate high school with at least one advanced academic course, such as Advanced Placement® (AP®), Dual Credit, or a Career and Technical Education (CTE) Practicum. To this end, the district has developed an inclusive enrollment model for HONORS/AP® courses. Students are encouraged to access the most rigorous coursework in which they can be successful, generally defined as earning a "C" or better for the semester average.

AP® COURSES

Advanced Placement courses are designed to challenge students beyond grade-level academic courses and prepare them for success in future advanced coursework. Students may require additional encouragement and support from both family and campus to be successful in advanced academics. Advanced Placement® courses are college level courses, which follow a college curriculum approved by the College Board. Boerne ISD recognizes the value of student participation in advanced academic coursework and encourages students to graduate from high school with at least one advanced academic course credit, such as Advanced Placement. Participation in advanced academic courses is a foundation of college readiness.

Students taking these courses are expected to take the AP® tests offered in the spring, and the AP® tests have additional fees paid by the students. The district may provide a reduced fee for these tests when funding is available through the state. Students scoring 3, 4, or 5 on one or more of these tests may gain some college credit. Students should consult with specific colleges or universities to verify accepted AP® scores and tests.

AP® CAPSTONE PROGRAM

AP Capstone™ is a diploma program based on two yearlong AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take.

AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work.

College Board developed the AP Capstone Diploma program at the request of higher education professionals, who saw a need for a systematic way for high school students to begin mastering these skills before college. Students enrolled in AP Seminar English II have the opportunity to take advantage of this program.

Note: AP Seminar was created in response to college admissions leaders' requests for an AP course that would help students develop skills of collaboration, research, writing, and presentation. Because there are many other AP courses widely used for college credit—from Biology to U.S. History—admissions leaders wanted AP Seminar to focus purely on skills needed in every college major, not the content of one specific college class.

Accordingly, colleges do not typically award college credit for AP Seminar scores, and when they do, it is most often general elective credit.
For further information, please consult the College Board Website:
https://advancesinap.collegeboard.org/ap-capstone
Capstone Program

- AP Seminar English II or AP Seminar Elective
- AP Research

AP COURSES AND UIL ELIGIBILITY
If a student receives a grade below 70 at the end of a grading period in any Advanced Placement (AP) course, or a dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities [see Texas Administrative Code (TAC) 74.30]. All other AP or Dual Credit courses will affect UIL eligibility.

Advanced Placement Courses Offered

AP Human Geography w/World Geography	AP Pre-Calculus
AP World History	AP Statistics
AP US History	AP Calculus AB
AP Microeconomics	AP Calculus BC
AP Macroeconomics	
AP US Government	AP Computer Science A
AP Psychology with Research Methods	
AP European History	AP Physics 1
	AP Physics 2
AP Seminar (English II)	AP Physics C
AP Language (English III)	AP Biology
AP Literature (English IV)	AP Chemistry
AP Research	AP Environmental Science
AP Music Theory	AP Spanish IV - Language and Culture
AP Art History	AP Spanish V - Literature and Culture
AP 2-D Design Portfolio	AP German IV
AP 3-D Design Portfolio	
AP Drawing Portfolio	

HONORS/AP® EXIT GUIDELINES

Exit processes are in place to assist students in making sound course selection decisions.

- A student who petitions to exit a HONORS/AP® course must meet the following criteria: conference with the teacher, completion of course assignments, and/or attendance at recommended tutorials.
- The campus may/may not grant the request to exit the HONORS/AP® course based on the following factors: teacher input, student performance, availability of space in other courses, and the timing of the request. A student experiencing success, typically defined as the ability to maintain a "C" or better **semester** average, should remain in the course for the semester.
- A recommended change from a HONORS/AP® course may occur between the 4th-6th weeks of school, or at the end of the 1st semester.
- **Grades earned in the original class transfer without alteration when a student transfers from a HONORS/AP® to an Academic course. Grades earned in the first three weeks of a dropped class can affect UIL eligibility.**

ACADEMIC DUAL CREDIT COURSES

Academic Dual Credit and Dual Enrollment courses allow students to earn college credit while in high school. Most of these courses fulfill high school course requirements, appear on the high school transcript, and apply in calculating grade point averages. BISD partners with Northwest Vista College, San Antonio College, Angelo State University, Tarleton State University (Tarleton Today), and the University of Texas – Austin (UT OnRamps) to provide college credit courses. Courses offered include Dual Credit and Dual Enrollment courses. The latter allows students to pursue both options for earning college credit. When a course is offered AP/Dual Credit, students should enroll in the Dual Credit course if they wish to pursue both options.

The college/universities, not BISD, awards college credit; therefore, **the STUDENT must request that a college transcript** be sent to the college/university that the student will attend for the college credit to be evaluated and the college credit(s) awarded. Students must:

- Apply to appropriate college(s)
- Take and submit qualifying entrance scores to the college
- Present the required documents by the advertised deadline
- **Must verify registration with high school**

The college/university reserves the right to assess dual credit students an Instructional Materials (IM) fee or textbook fee. In the event the college/university charges an IM fee, the high school will collect applicable fees from students and forward payment to the college/university.

Student enrollment and credentialed Boerne ISD adjunct teachers determine the location of each course. Students must maintain a "C" or better average during the first semester in order to continue in the course the second semester. BISD reserves the right to limit dual credit enrollment to upperclassmen based upon the availability of approved BISD adjunct faculty, or cancel a dual credit course for additional reasons, such as lack of agreement with colleges/universities or curriculum alignment.

Texas Core Complete

What is Texas Core Complete?
Core Complete: To receive a bachelor's degree from a public university, Texas law requires that students complete a **core curriculum of 42 credit hours**. Bachelor's degree programs consist of two components: core curricular coursework and coursework required for major areas of study.

While in high school, students can earn the 42 hours through a combination of Advanced Placement testing and Dual Credit courses from Alamo Colleges, UT OnRamps, Tarleton Today, and/or Angelo State University.

Students who successfully complete a 42 credit hour core curriculum can transfer the entire set of courses to a public Texas institution (UT Austin, Texas A&M University, etc.) without having to repeat any core course.

What is the Core Curriculum?
The Texas Core Curriculum (TCC) is a 42 Semester Credit Hour (SCH) core curriculum for all undergraduate students in Texas public higher education. One of the most important provisions of the TCC is that it allows students who successfully complete a 42 semester credit hour (SCH) core curriculum at one institution to transfer the entire set of completed courses to another public Texas higher education institution without having to repeat any core courses. Students who transfer without completing the entire 42-hour core curriculum also receive credit for each of the core courses they successfully complete.

What subject areas make up "The Core"?
Although the courses included in the core curriculum may vary by institution, every Texas public institution of higher education must include the following foundational component areas and semester credit hours as certified through Northwest Vista College:

Foundational Component Areas	Semester Credit Hours	BISD courses that meet these requirements
Communication	6 hrs	☐ AP English Language & Composition (6 hrs) ☐ AP Literature & Composition (6 hrs) ☐ OnRamps Rhetoric and Writing (6hrs) ☐ Dual Credit Composition (6hrs)
Mathematics	3 hrs	☐ AP Statistics ☐ AP Pre Calculus ☐ AP Calculus AB ☐ AP Calculus BC ☐ Dual Credit Contemporary Math ☐ Dual Credit College Algebra (NVC, ASU, UT) ☐ Dual Credit Elementary Statistics ☐ Dual Credit Pre Calculus ☐ Dual Credit Calculus I & II
Life and Physical Science	6 hrs	☐ AP Biology ☐ AP Environmental Science ☐ AP Chemistry ☐ AP Physics ☐ Dual Credit Biology (8 hrs) ☐ Dual Credit Anatomy & Physiology (8 hrs) ☐ Dual Credit Chemistry (8 hrs) ☐ Dual Credit Physics 1 (4 hrs) ☐ OnRamps Introduction to Geoscience: Earth, Wind and Fire (3 hrs) ☐ OnRamps Physics: Mechanics, Heat and Sound
Language, Philosophy and Culture	3 hrs	☐ AP World History (6 hrs) ☐ Dual Credit Introduction to Philosophy (ASU Online) (3 hrs) ☐ Dual Credit English IV - NVC World Literature (6 hrs) ☐ Dual Credit English IV - ASU Intro to British Literature (3 hrs) ☐ Dual Credit Introduction to Ethics

Creative Arts	3 hrs	☐ AP Art History (6 hrs) ☐ Dual Credit Introduction to Music ☐ Dual Credit Theatre Appreciation ☐ Dual Credit Introduction to Art
American History	6 hrs	☐ AP US History (6 hrs) ☐ Dual Credit US History (6 hrs) ☐ OnRamps US History (6 hrs)
Government/Political Science	6 hrs	☐ AP US Government (3 hrs) ☐ Dual Credit Government and Politics (3 hrs) ☐ Dual Credit Texas Government (ASU Online) (3hrs)
Social and Behavioral Sciences	3hrs	☐ AP Macroeconomics (3 hrs) ☐ AP Microeconomics (3 hrs) ☐ AP Human Geography (3 hrs) ☐ AP Psychology ☐ Dual Credit Microeconomics (3 hrs) ☐ Dual Credit Macroeconomics (3 hrs) ☐ Dual Credit Sociology (ASU Online) (3 hrs) ☐ Dual Credit General Psychology (ASU Online) (3 hrs) ☐ Dual Credit Sociology (ASU Online) (3 hrs)
Additional Communications	3hrs	☐ Dual Communications Applications (ASU/SAC)
Additional Language Philosophy and Culture	3 hrs	☐ AP World History (6 hrs) ☐ AP Spanish Language and Culture IV (8+ hrs) ☐ AP Spanish Literature and Culture V (14 hrs) ☐ Dual Credit Sociology (ASU Online) (3 hrs)

AP Courses (In Red) require a score of 3 or higher on the AP Exam for credit.

* subject to course availability

BISD Dual Credit Options 2026-27

Boerne Independent School District routinely analyzes new ways to support our students in their post secondary plans. One of the many ways BISD accomplishes this is to provide High School students opportunities to earn college credit while in high school. Our dual credit program is very popular at both high schools.

BISD high school students will have the opportunity to take dual credit classes via Northwest Vista College (NVC), San Antonio College (SAC), Angelo State University (ASU), Tarleton Today, or UT On Ramps for the upcoming school year. Please review this flier as a comparison of the programs offered and let your school counselor know if you have any questions regarding the process or if you'd like more information.

	Alamo Colleges Dual Credit	**Angelo State Univ. Dual Credit**	**UT On-Ramps Dual Enrollment**	**Tarleton Today Dual Enrollment**
Mode	Students take courses from BISD credentialed instructors at BHS/CHS	Students take courses from BISD credentialed instructors at BHS/CHS or ASU instructors through an online platform.	Students take a class with a BISD teacher and complete and submit various assignments online to UT.	Students take a class with a BISD teacher and complete and submit various assignments online to Tarleton
Cost	Free Some courses require the purchase of resources	**$50** per credit hour Some courses require the purchase of resources	**$149** per course Resources included in fee	**$149** per course Resources included in fee
Advantages	Students have the opportunity to earn up to 33 hrs free of charge. Courses taught by BISD staff who are adjuncts for NVC or SAC	42 hrs of Core Complete. 4 year university. Online courses taught by ASU staff. Face-to-face courses taught by BISD adjuncts.	4 year university Students not earning credit stay in class and are exposed to the UT curriculum. Increases access to UT-core courses at 75% off the cost for the same course taken on campus	4 year university. Students not earning credit stay in class and are exposed to Tarleton Univ. curriculum. Increases access to Tarleton Univ. core courses at 75% off the cost for the same course taken on campus

Classes offered through Alamo Colleges:

High School/ College Course	TSIA Math	TSIA ELAR	TSIA Writing & Essay	ACT	SAT	PSAT
1303DN Dual English 3 1401DN Dual English 4	Must be attempted	910-944 w/Diag 5-6 or 945-990	Essay 5-8	23+ Comp. w/ 19+ on Eng & Math	480+ on EBRW	460+ on EBRW
1403DN Dual English 4 (See Prerequisites)	Must be attempted	910-944 w/Diag 5-6 or 945-990	Essay 5-8	23+ Comp. w/ 19+ on Eng & Math	480+ on EBRW	460+ on EBRW
2604DN Dual College Algebra	910-949 w/Diag 6 or 950-990	N/A	N/A	23+ Comp. w/ 19+ on Eng & Math	Math 530+	MATH 510+
2401DN Dual College Algebra & Pre-calculus	910-949 w/Diag 6 or 950-990	N/A	N/A	23+ Comp. w/ 19+ on Eng & Math	Math 530+	MATH 510+
2504DN Dual Calculus AB (See Prerequisites)	910-949 w/Diag 6 or 950-990	N/A	N/A	23+ Comp. w/ 19+ on Eng & Math	Math 530+	MATH 510+
2514DN Dual Calculus BC (See Prerequisites)	910-949 w/Diag 6 or 950-990	N/A	N/A	23+ Comp. w/ 19+ on Eng & Math	Math 530+	MATH 510+
1442 Dual Statistics	910-949 w/Diag 6 or 950-990	N/A	N/A	23+ Comp. w/ 19+ on Eng & Math	Math 530+	MATH 510+
3103DN Dual Biology	910-949 w/Diag 6 or 950-990	910-944 w/Diag 5-6 or 945-990	Essay 5-8	23+ Comp. w/ 19+ on Eng & Math	480+ on EBRW & 530+ on Math	460+ on EBRW & 510+ on Math
3503DS Anatomy & Physiology	910-949 w/Diag 6 or 950-990	910-944 w/Diag 5-6 or 945-990	Essay 5-8	23+ Comp. w/ 19+ on Eng & Math	480+ on EBRW & 530+ on Math	460+ on EBRW & 510+ on Math
3203DN Dual Chemistry (See Prerequisites)	910-949 w/Diag 6 or 950-990	910-944 w/Diag 5-6 or 945-990	Essay 5-8	23+ Comp. w/ 19+ on Eng & Math	480+ on EBRW & 530+ on Math	460+ on EBRW & 510+ on Math
4303DN Dual US Government	Must be attempted	945	Essay 5	23+ Comp. w/ 19+ on Eng & Math	480+ on EBRW	460+ on EBRW

4503DN Dual Macroeconomics	910-949 w/Diag 6 or 950-990	910-944 w/Diag 5-6 or 945-990	Essay 5-8	23+ Comp. w/ 19+ on Eng & Math	480+ on EBRW & 530+ on Math	460+ on EBRW & 510+ on Math
4513DN Dual Microeconomics	910-949 w/Diag 6 or 950-990	910-944 w/Diag 5-6 or 945-990	Essay 5-8	23+ Comp. w/ 19+ on Eng & Math	480+ on EBRW & 530+ on Math	460+ on EBRW & 510+ on Math
1641DN Dual Spanish 4	Prereq = Must have departmental approval (BISD students ONLY: Per the NVC & BISD Course Agreement, successful completion of high school level Spanish I and II will be sufficient to qualify for SPAN 2311					
4201DN Dual US History	N/A	910-944 w/Diag 5-6 or 945-990	Essay 5-8	23+ Comp. w/ 19+ on Eng & Math	480+ on EBRW	460+ on EBRW
6048DN Dual Theatre Appreciation	N/A	Must be attempted	Must be attempted	N/A	N/A	N/A
1535 DC Communication Applications	Must be attempted	Must be attempted	Must be attempted	N/A	N/A	N/A
4400 Texas Government	N/A	910-944 w/Diag 5-6 or 945-990	Essay 5-8			

Classes offered at ASU:

Students must be in the top 50% of the graduating class with at least a 3.0 GPA
All college-level English courses require passing TSIA scores in Reading and Writing
All college-level Math courses require passing TSIA scores in Math
STAAR EOC scores can be used to qualify for Math and English ASU classes

Class	STAAR	TSIA Math	TSIA ELAR	ACT	SAT
Core Curriculum Communication 010- 6 hours required					
English 1301 English Composition (Fall only)	English II EOC of 4000 or higher		910-944 w/Diag 5-6 or 945-990	23+ Comp. w/ 19+ on Eng & Math	480+ on EBRW & 530+ on Math
English 1302 Writing Across the Curriculum (Spring only)	English II EOC of 4000 or higher		910-944 w/Diag 5-6 or 945-990	23+ Comp. w/ 19+ on Eng & Math	480+ on EBRW & 530+ on Math
Core Curriculum Mathematics 020- 3 hours required					

Math 1314 College Algebra (no textbook)	Algebra I EOC of 4000 or higher	910-949 w/Diag 6 or 950-990		23+ Comp. w/ 19+ on Eng & Math	480+ on EBRW & 530+ on Math
Math 1332 Introduction to Contemporary Math (for non-STEM majors)	Algebra I EOC of 4000 or higher	910-949 w/Diag 6 or 950-990		23+ Comp. w/ 19+ on Eng & Math	480+ on EBRW & 530+ on Math
Math 2412 Precalculus (no textbook) Spring only	Algebra I EOC of 4000 or higher	910-949 w/Diag 6 or 950-990		23+ Comp. w/ 19+ on Eng & Math	480+ on EBRW & 530+ on Math
Core Curriculum Life and Physical Sciences 030- 6 hours required					
PHYS 1303 Fundamentals of Astronomy (no textbook) Fall only	No testing requirements				
PHYS 1304 Astronomy of the Solar System (textbook) Spring only	No testing requirements				
CHEM 1311/1111 General Chemistry	No testing requirements				
PHYS 1401/1402 Physics (prereq- finish Algebra 2 and Geometry)	No testing requirements				
Core Curriculum Language, Philosophy, and Culture 040- 3 hours required					
ENGL 2321 Introduction to British Literature Fall only (Must have successfully completed ENG 1301/1302)			910-944 w/Diag 5-6 or 945-990	Composite = 23+ w/19+ on English and Math sections	480+ on EBRW & 530+ on Math
ENGL 2326 Introduction to American Literature Spring only (Must have successfully completed ENG 1301/1302)			910-944 w/Diag 5-6 or 945-990	Composite = 23+ w/19+ on English and Math sections	480+ on EBRW & 530+ on Math
Core Curriculum Creative Arts 050- 3 hours required					
ARTS 1301 Introduction to Art (no textbook) Fall only	No testing requirements				
MUSI 1306 Introduction to Music-Spring only	No testing requirements				

Core Curriculum American History 060- 6 hours required	
HIST 1301 History of the US to 1865 (no textbook) Fall only	No testing requirements
HIST 1302 History of the US 1865-Present (no textbook) Spring only	No testing requirements
Core Curriculum Government/ Political Science 070- 6 hours required	
POLS 2305 Federal Government (no textbook)	No testing requirements
POLS 2306 Texas Government- Spring only	No testing requirements
Core Curriculum Social and Behavioral Science 080- 3 hours required	
PSY 2301 General Psychology	No testing requirements
ECON 2301 Principles of Macroeconomics (Prereq- College Algebra)	No testing requirements

Core Curriculum Component Area Options 091- 3 hours required	
COMM 1315 Public Speaking	No testing requirements

Classes offered through UT OnRamps

High School/ College Course	Pre-Requisites Minimum	Pre-Requisites Recommended	Testing requirements
Rhetoric (1301/1302)	English I English II	None	None
College Algebra	Algebra I	Geometry	None
US History	English II (concurrent or prerequisite)	None	None
Physics: Mechanics, Heat, and Sound	Algebra I Geometry	Algebra II or Precalculus	None
Introduction to Geoscience: Earth, Wind, and Fire	Biology Chemistry (concurrent or prerequisite)	None	None
Pre-Calculus	Algebra II Geometry	Algebra II Geometry	None

ADVANCED COURSE OFFERING OPTIONS

Course Option	Explanation	Credit Awarded	Eligibility	Other Considerations
HONORS	A district-enrichment level course designed to prepare students for subsequent College Board Advanced Placement® or dual credit courses.	Courses designated as high school courses count for high school graduation credit.	All campuses offer open enrollment for HONORS courses.	Middle school students should select the **Advanced** courses upon entering middle school in order to receive instruction in all of the required TEKS.
Advanced Placement®*	College Board approved courses are designed to prepare students for success on the AP® exams (college level content).	Students earn high school graduation credit. College credit is awarded if the AP® exam score is sufficient ***and*** accepted by the college or university.	All campuses offer open enrollment for AP® courses.	The College Board must approve the teacher's AP® course syllabus. Students must pay the designated AP® exam fees not covered by the district.
Course Option	**Explanation**	**Credit Awarded**	**Eligibility**	**Other Considerations**

Academic Dual Credit* (DC)	Courses that cover all high school TEKS as well as equivalent curriculum for the accompanying college courses. Academic dual credits linked to a Texas college common course number transfer to any Texas public college or university. The student requests a college transcript to evaluate and/or award college credit at another college or university.	Students earn high school graduation credit. College credit is awarded based on the student's performance in the course, based on the grading guidelines from the college or university with which there is a Memorandum of Understanding (MOU).	Students must qualify for admission to the college or university and register by the deadline.	High school courses taught by high school teachers who also qualify as adjunct faculty (Master's degree with at least 18 hours in the content area) at the college or university with which the district has a MOU.
College Dual Credit* Workforce Education Course Manual (WECM)	Career Technical courses that cover all high school TEKS as well as equivalent curriculum for the accompanying two-year college courses. Acceptance of credit by other higher education institutions is up to the receiving institution. Students must request a college transcript in order for another college to evaluate and/or to award college credit.	Students earn high school graduation credit. The student's grade for the two-year college or university with which there is an MOU determines college credit.	Students must qualify for admission to the college or university and register by the deadline.	High school courses taught by high school teachers who also qualify as adjunct faculty (bachelor's degree only in the content area, plus three years field experience) at the college or university with which the district has a MOU.
Locally Articulated Credit	Courses articulated only with local colleges and not necessarily state institutions. These courses are enhanced Career and Technical (CTE) courses that also cover the TEKS.	Students earn high school graduation credit. The student must meet the local college criteria to earn college credit. The student must earn at least three hours in nondevelopmental college hours at an applicable college institution before receiving credit.	Enrollment in a high school course designated as Locally Articulated Credit. Students must enroll in the applicable college institution within two years after high school graduation.	Teacher requirements are based on the local articulation agreement between the college and the school district.

CORRESPONDENCE COURSES

Prior to enrollment in a correspondence or distance-learning course, a student must make a written request to his/her counselor for approval to enroll in the course. Prior approval determines whether the earned correspondence credit applies toward graduation. If the correspondence course fulfills a graduation requirement, the student submits his/her grades at the scheduled grading periods. Unless the course qualifies as an advanced class exemption, failing grades impact the student's eligibility under the UIL "No Pass, No Play" academic criteria. The reported grade can be a Pass/Fail indication of the student's progress at the time.

CREDIT-BY-EXAMINATION (CBE) WITHOUT PRIOR INSTRUCTION

A secondary student may take a credit-by-examination to accelerate instruction through board approved exams, which include the University of Texas, Texas Tech, and may include district-developed assessments. The student must have no prior instruction in the course and complete a written application by the announced deadline. CBE tests are available quarterly and are scheduled with the campus counseling department.

A minimum score of 80% on the CBE is required to satisfy the semester course requirement. To satisfy course requirements for a two-semester course, the average of semester CBE exam grades must be 80% or above. The student's Academic Achievement Record (AAR) reflects the actual CBE semester score, and the CBE score is included in the student's GPA calculation. Contact your student's school counselor for more information or to receive an application.

NCAA REQUIREMENTS: THINKING AHEAD TO COLLEGE

The NCAA requires students who are interested in pursuing opportunities in college athletic programs to have specific core courses for Division I and II schools. The core course requirements for the Foundation High School Plan (FHSP) are aligned with the NCAA-required core courses; however, interested students must consult the NCAA website for current information as they create/revise their high school four-year plans. Visit http://www.ncaa.org, click on "Rules Compliance" and then "Eligibility". Please read "Becoming Eligible" for more information. For example, Statistics (on level or AP) are NCAA approved but College Prep Math is not. English IV, English IV AP, English IV DC, and College Prep ELA are NCAA-approved.

General Information

PROMOTION STANDARDS FOR STUDENTS

Classification	Credits	Minimum Credit Requirements
Freshman	0	Promotion from 8th grade and Pass 8th STAAR RLA & Math
Sophomore	6	
Junior	13	
Senior	19	The student is able to enroll in all courses needed to graduate

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS - STAAR

High school students are required to take end-of-course (EOC) assessments as a graduation requirement. The EOC tested courses include Algebra I, English I, English II, Biology, and U.S. History. Students failing to achieve Approaches Grade Level performance on any EOC assessment will be provided accelerated instruction and/or scheduled into a specifically designed elective in that subject area to better prepare them for the next STAAR EOC administration. The counselor develops a Personal Graduation Plan (PGP) for any student who has failed any part of the state's assessment program.

NOTE:
Texas law mandates that all students who do not achieve the "Approaches" level or higher on State of Texas Assessments of Academic Readiness (STAAR) for grades 3–8 or on End-of-Course (EOC) assessments must receive accelerated instruction. This instruction is required to be supplemental, meaning it must be provided *in addition* to the instruction typically offered to students in their enrolled grade levels. It must also include targeted instruction focused on the Texas Essential Knowledge and Skills (TEKS) for the relevant grade levels and subject areas. Furthermore, for students who fail to achieve "Approaches" or higher on STAAR for two or more consecutive years in the same subject, the district is required to develop a comprehensive Accelerated Education Plan.

Additionally, Boerne ISD has a specific requirement for students promoted from 8th grade who failed to achieve the "Approaches" level or higher on their Grade 8 Reading STAAR and/or Grade 8 Mathematics STAAR, and who also did not pass their corresponding Grade 8 Reading Language Arts and/or Grade 8 Mathematics course(s). These students will be placed in a specialized course during their 9th-grade year, which is specifically designed to provide the intensive instructional support necessary for their future academic success. The student's progress toward this goal will be continuously monitored throughout the school year. Please contact your school administrator for additional information regarding these requirements and courses. The courses are as follows:

READING I

Reading I offers students instruction in comprehension strategies and vocabulary. Students learn how various texts are organized and how authors choose language for effect. The course emphasizes higher-level and critical reading skills and strategies that are useful for handling a wide variety of materials, including school, work-related, and pleasure reading. In addition to the Reading TEKS, instruction includes test-taking strategies useful for state assessments and/or college entrance exams. Use of personal data and statistical analysis will establish relevance and aid in the creation of individualized learning plans. **Reading I is <u>required</u> for students who did not pass the Grade 8 Reading Language Arts course and <u>recommended</u> for students who did not pass the STAAR Grade 8 RLA Assessment.**

STRATEGIC LEARNING I

This course is intended to create strategic learners from students who have been unsuccessful academically in a school math course or state math assessment. The basic understandings will stimulate students to think about their overall approach to learning, but will primarily focus on mathematical learning. These basic understandings will include identifying errors in the thinking and learning process, input errors, physiological concerns, and key cognitive skills. The essential knowledge and skills will foster a deeper understanding of the task of learning mathematical concepts. Use of personal data and statistical analysis will establish relevance and aid in the creation of individualized learning plans. **Required for students who did not pass the STAAR 8th Math and/or who did not pass Grade 8 Math.**

Texas Success Initiative Assessment

The **Texas Success Initiative Assessment** is a state-legislated program designed to improve student success in college. Students entering college must meet the **College Readiness Standards** to be eligible for college-level courses in math, reading, and writing. Students must take developmental courses when they enter college in any subject(s) where they do not meet the standard as defined below.

The TSIA 2.0 (TSIA2) is part of the Texas Success Initiative enacted by the Texas State Legislature and designed to determine a student's readiness for college-level coursework in the general areas of reading, writing, and mathematics.

The TSIA2, or one of its exemptions, has been required of Texas students entering a Texas college or university for nearly ten years. The TSIA2 is administered through the College Board's Accuplacer digital platform. Universities, community colleges, school districts, and high school campuses can request to administer the TSIA to students.

TEST	Math Exemption	Reading Exemption	Writing Exemption
ACT *Note: The ACT Composite is the Average of Math and Reading scores*	19 Math & Composite 23	19 English & Composite 23	19 English & Composite 23
SAT AFTER March 5, 2016 *Note: There is no combined score*	A minimum score of 530 in Mathematics shall exempt the Math section of the TSIA.	A minimum score on the evidence-Based Reading and Writing (EBRW) assessment of 480 shall exempt both Reading and Writing sections of the TSIA	
Texas Success Initiative Assessment (TSIA) Cut Scores THE TSIA2 Passing Scores TSIA2 passing cut scores that are valid 5 years from the test date	A minimum score of 950 or less than 950, and a diagnostic level 6	A minimum score of 945 on the multiple-choice section with an essay score of 5-8, or less than 945 on the multiple-choice section, a diagnostic level of 5 or 6, and an essay score of 5-8	An essay score of 5-8

Other Exemptions

- The student served in the military or armed services for at least 3 years preceding enrollment, is a veteran, on active-duty, or a student who is or has served as a member of a reserve component of the U.S. armed services.
- The student transferred from another institution, having satisfactorily completed college-level coursework; or
- The student enrolled in a certificate program of one year or less (Level One certificates) at a public institution.

Graduation Requirements

Distinguished Level of Achievement	Foundation + Endorsements	Foundation Only
26 Credits	**26 Credits**	**22 Credits**
4 Credits English ELA I, II, III, plus one credit in any authorized advanced English course	**4 Credits English** ELA I, II, III, plus one credit in any authorized advanced English course	**4 Credits English** ELA I, II, III, plus one credit in any authorized advanced English course
4 Credits Mathematics Algebra I, II, Geometry, plus one credit in any authorized advanced math course	**4 Credits Mathematics** Algebra I, Geometry, plus two credits in any authorized advanced math course	**3 Credits Mathematics** Algebra I, Geometry, plus one credit in any authorized advanced math course
4 Credits Science Biology, Chemistry or IPC plus two credits in additional advanced courses	**4 Credits Science** Biology, Chemistry or IPC plus two credits in additional advanced courses	**3 Credits Science** Biology, plus two credits in additional advanced courses
3 Credits Social Studies World Geography or World History, US History, US Government, Economics[1]	**3 Credits Social Studies** World Geography or World History, US History, US Government, Economics[1]	**3 Credits Social Studies** World Geography or World History, US History, US Government, Economics[1]
2 Credits Languages other than English Same World Language or Programming Language	**2 Credits Languages other than English** Same World Language or Programming Language	**2 Credits Languages other than English** Same World Language or Programming Language
1 Credit Physical Education	**1 Credit Physical Education**	**1 Credit Physical Education**
1 Credit Fine Arts	**1 Credit Fine Arts**	**1 Credit Fine Arts**
1 Career & Technical Education (CTE) or Technology Applications credit	**1 Career & Technical Education (CTE) or Technology Applications credit**	**5 Elective Credits**
6 Elective Credits	**6 Elective Credits**	
Credit requirements specific to at least one Endorsement. *See FAQ #3 Table Below*	***Credit requirements specific to at least one Endorsement.*** *See FAQ #3 Table Below*	

Note: See Local Requirements below.

[1]Personal Financial Literacy will replace Economics as a Graduation Requirement for the class of 2030

Foundation High School Program

The Texas graduation plan called the Foundation High School Program is a flexible graduation program that allows students to pursue a program of study specific to their individual goals for life after high school.

The Program contains up to four parts:

- A 22-credit foundation plan, which is the core of the Texas high school diploma program
- Five endorsement options that allow students to focus on a related series of courses that require 4 additional credits
- A higher performance category called Distinguished Level of Achievement
- Performance Acknowledgements that note outstanding achievement in specific areas

Frequently Asked Questions

1. What are the requirements for the Foundation Program with Endorsement? 26 high school credits are required for the FHSP plus Endorsement. These credits are comprised of the following state and local requirements. **Denotes STAAR End-of-Course (EOC) Assessment Level II Proficiency requirement.*

State Requirements: 25 credits

- **English** (4 credits) - **English I***, **English II***, English III, and Advanced English course
- **Math** (3 credits + 1 math credit to fulfill Endorsement) - **Algebra I***, Geometry, Advanced Math course, and Additional Math course
- **Science** (3 credits + 1 science credit to fulfill Endorsement) - **Biology***, Lab-based Science (e.g., Integrated Physics & Chemistry, Chemistry, or Physics), Advanced Science course, and Additional Science course
- **Social Studies** (3 credits) - World Geography *or* World History, **U.S. History*,** U.S. Government (½ credit), and Economics (½ credit)
  - **Note**: Personal Financial Literacy will replace Economics as a Graduation Requirement for the class of 2030 and beyond.
- **Languages Other Than English** (LOTE: 2 credits in the same language)
- **Physical Education** (1 credit)
- **Fine Arts** (1 credit)
- **Electives** (6 credits)

Local Requirements: 1 credit

- **Career & Technical Education (CTE)** ***or*** **Technology Applications** (equivalent of 1 credit)

2. Is Speech required under the Foundation Plan with Endorsement?

No. A specific speech course is not required in the Foundation Plan; however, a student must demonstrate proficiency in developing, delivering, and evaluating communication skills in personal and professional presentations. **Completion of any English III course fulfills the state's speech proficiency requirements.**

3. What is an "endorsement"?

An endorsement consists of a related series of courses that are grouped together by interest of skill in the following areas listed below. A student entering 9th grade must select one endorsement area he or she intends to pursue, and the student may change or add an endorsement at any time. A student may graduate without earning an endorsement if, after his or her sophomore year, the student's parent signs a form permitting the student to omit the endorsement requirement.

Arts and Humanities	A 4th Math and Science class plus a coherent sequence or series of courses selected from **one of the following:** ● 5 credits in Social Studies ● 4 levels of the same language in Languages Other Than English ● 2 levels in each of 2 languages in Languages Other Than English ● 4 Courses from one or two categories (art, dance, music, and theater) in fine arts
Business and Industry	A 4th Math and Science class plus a coherent sequence or series of courses selected from **one of the following:** ● 4 CTE courses in a coherent sequence from the Agriculture, Food, & Natural Resources; Architecture & Construction; Arts, Audio/Video, Technology & Communications; Business Management & Administration; Finance; Hospitality & Tourism; Information Technology; Manufacturing, Marketing; Transportation, or Distribution & Logistics CTE career cluster
Multidisciplinary Studies	A 4th Math and Science class plus a coherent sequence or series of courses selected from **one of the following:** ● Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence. ● Four credits in each of the four foundation subject areas (Math/Science/English/Social Studies) to include English IV and chemistry and/or physics ● Four credits in AP, or dual credit selected from English, Mathematics, Science, Social Studies, Economics, Languages Other than English, or Fine Arts
Public Services	A 4th Math and Science class plus a coherent sequence or series of courses selected from **one of the following:** ● 4 CTE courses with a final course from the Education & Training; Government & Public Administration; Health Science, Human Services; or Law, Public Safety, Corrections, and Security career cluster ● 4 JROTC

Science, Technology, Engineering, and Mathematics (STEM)	Algebra II, Chemistry, and Physics, plus 4 Credits in a coherent sequence or series of courses selected from **one of the following:** • CTE courses with a final course from the STEM career cluster • Computer science • Mathematics (+3 Beyond Algebra II) • Science (Physics +3 additional) • Health Science • A combination of no more than two of the categories listed above

4. How does a student earn the Distinguished Level of Achievement?

A student may earn the Distinguished Level of Achievement by completing the Foundation Program with Endorsement, including four math credits and four science credits, and at least one endorsement. Algebra II must be one of the math credits. The Distinguished Level of Achievement must be earned to be admitted to a Texas public university under the Top 10 percent automatic admission law.

5. What is a Performance Acknowledgement?

A student may earn a Performance Acknowledgement on his or her transcript for outstanding performance in one or more of the following to measure his/her progress toward readiness for college and the workplace:

- ACT Aspire™ college readiness benchmark scores on at least two of the four subject tests; ACT® Composite Score of 28 (excluding the writing subscore); SAT® scores of at least 410 on the evidenced-based reading section and 520 on the mathematics section; *OR* PSAT/NMSQT® score that qualifies student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, the National Hispanic Recognition Program (NHRP), or the National Achievement Scholarship Program of the National Merit Scholarship Corporation
- Advanced Placement® (AP®) exam score of 4 or higher
- Bilingualism & Biliteracy – successfully completing all English language arts requirements with a minimum GPA of 80 on a scale of 100 *AND* one of the following: (1) AP® LOTE exam score of 3 or higher, (2) three credits in same language with a minimum GPA of 80 on a scale of 100, *OR* (3) a minimum GPA of 80 on a scale of 100 in a Level IV LOTE course
- Dual Credit – successfully completing at least 12 hours of college academic courses, including dual credit and advanced technical credit courses, with a grade of 80 or higher on a scale of 100
- Earning a nationally or internationally recognized business or industry certification or government-required credential to practice a profession

EARLY GRADUATION OR ENDORSEMENT OPT-OUT REQUEST

Early Graduation Request: A student may graduate under the Foundation High School Program in less than 4 years, typically in 3 or 3 ½ years, if the student has passed all required EOC assessments, met all graduation course requirements, and submitted the request to the school counselor by the end of the student's sophomore year. Contact the school counselor for more information.

Endorsement Opt-Out Request: A student may graduate under the Foundation High School Program without earning an endorsement if, after the student's sophomore year, the student and the

student's parent/guardian are notified of the benefits of graduating with an endorsement and the student's parent/guardian gives written permission for the student to opt out of an endorsement. Contact the school counselor for more information

Grade Point Average & Class Rank

A student's grade point average is calculated by averaging semester grades earned in eligible courses that satisfy state and district graduation requirements to a maximum of 20 course credits. Eligible courses are those courses listed in Chart A: Courses used in GPA Calculation.

Using an incremental denominator (a denominator that accrues over time), eligible courses are applied to a student's GPA in the order in which they are taken, unless the course meets the exclusion criteria stated below.

The following courses are excluded by board policy and will not be included in the calculation of a student's GPA:

- Course evaluated as pass/fail
- Local credit courses
- Courses with grades exempted in accordance with a student's individualized education plan (IEP)

If a student receives credit for an otherwise eligible course from Chart A, but the course is excluded for one of the above listed exclusions, the graduation credit will be considered fulfilled. The denominator in the student's GPA calculation will not include that excluded course credit and will be reduced by the amount of the excluded credit.

Eligible courses that meet a graduation requirement in more than one subject area, as designated by TEA could affect a student's GPA depending on the order in which the student takes those courses. For on-level courses that meet both the science and CTE graduation requirements (examples include Engineering Science, Anatomy/Physiology, Advanced Animal Science, Food Science, and Forensic Science), these courses will default to CTE courses for GPA calculation purposes. For on-level math courses that meet both the math and CTE graduation requirements (Financial Math, for example), these courses will default to CTE courses for GPA calculation purposes. Students seeking to have these courses included in their GPA as science or math courses will need to make a request to their campus counselor prior to an official GPA run.

If two eligible courses are taken simultaneously in the same semester, the eligible courses will be applied to the student's GPA in the following manner:

- At the end of semester 1, and after any honors or advanced course weight is applied, the higher of the two semester grades will be used for semester 1
- At the end of semester 2, and after any honors or advanced course weight is applied, the higher of the two semester grades will be used for semester 2
- The remaining semester 1 and semester 2 grades will be applied only if they fulfill another eligible course requirement.

Courses Used in GPA Calculation

Course Category	Courses	Credits
English Language Arts and Reading Courses	English I	1
	English II	1
	English III	1
	English IV	1
Mathematics Courses	Algebra 1	1
	Geometry	1
	Any third mathematics course offered for state graduation See Texas Administrative Code Chapter 111, Subchapter C and Chapter 74, Subchapter B. credit.	1
	Any fourth mathematics course offered for state graduation credit. See Texas Administrative Code Chapter 111, Subchapter C and Chapter 74, Subchapter B.	1
Science Courses	Biology	1
	Any Lab Science course offered for state graduation credit. See Texas Administrative Code Chapter 112, Subchapter C, and Chapter 74, Subchapter B.	1
	Any third science course offered for state graduation credit. See Texas Administrative Code Chapter 112, Subchapter C, and Chapter 74, Subchapter B.	1
	Any fourth science course offered for state graduation credit. See Texas Administrative Code Chapter 112, Subchapter C, and Chapter 74, Subchapter B.	1
Social Studies Courses	World Geography Studies **(if World History credit has not already been earned)**	1
	World History Studies **(if World Geography credit has not already been earned)**	
	United States History	1
	United States Government	0.5
	Economics (Personal Financial Literacy for Class of '30 and Beyond)	0.5
Languages Other Than English Courses	Any Level course from Texas Administrative Code Chapter 114, Subchapter C[1] (for example, Level I, Novice Mid to Novice High Proficiency, Spanish I, German I, ASL I, etc .)	1
	Any Level course from Texas Administrative Code Chapter 114, Subchapter C[2] (for example, Level II, Novice Mid to Novice High Proficiency, Spanish II, German II, ASL II etc.). Course must be from the same language as the previous Level course.	1
Fine Arts	Any Fine Arts course listed in Texas Administrative Code Chapter 117, Subchapter C	1
Physical Education	Any Physical Education course listed in in Texas Administrative Code Chapter 116[3], Subchapter C	1
Career and Technical Education (CTE)	Any Career and Technical Education (CTE) course listed in Texas Administrative Code Chapter course listed in Texas Administrative Code Chapter 130, Subchapter C.	1
	Total	**20**

[1] Computer Science 1 may be substituted
[2] Computer Science 2 may be substituted
[3] Certain activities are allowed to substitute for the Physical Education requirement: Athletics, JROTC, Off Campus Physical Education, Drill team, Marching Band, and Cheerleading
[4] Semester 1 of Principles of Health Science may be substituted

The District shall categorize and weigh eligible courses as Advanced courses and On-Level courses in accordance with provisions of Board policy (EIC LOCAL) and as designated in appropriate District publications.

Eligible Honors, Advanced Placement (AP), and dual credit courses shall be categorized and weighted as Advanced courses (multiplied by 1.1). All other eligible courses shall be categorized and weighted as on-level courses (multiplied by 1.0).

The District shall assign weights to semester grades earned in eligible courses and calculate a weighted numerical grade average, in accordance with the following:
For the purpose of class rank calculation, the student's actual or adjusted weighted grade for each eligible course shall be used. No minimum figure shall be substituted. The District shall record unweighted numerical grades on student transcripts.

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 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. [EIC(LEGAL)]

Class rank will not be reported on a student's transcript: students in the top ten percent after the fall semester of their junior year and thereafter will receive certification indicating that they are in the top ten percent. This certification will also be sent with college applications.
The lowest GPA in the top ten percent, in the first quartile, in the second quartile, and in the third quartile will be communicated to all students at the end of the second semester of their sophomore year.

The valedictorian and salutatorian shall be the eligible students with the highest and second highest ranking, respectively. To be eligible for such recognition, a student must have been continuously enrolled in the same district high school for the four semesters immediately preceding graduation and enrollment must have occurred by October 1 of the year preceding graduation; have completed the Foundation Program with the Distinguished Level of Achievement; and be graduating after exactly eight semesters of enrollment in high school.

In case of a tie in weighted numerical grade averages after calculation to the thousandths place for valedictorian, the District shall recognize all students involved in the tie as sharing the honor and title. In case of a tie in weighted numerical grade averages after calculation to the thousandths place for salutatorian, the District shall recognize all students involved in the tie as sharing the honor and title.

To qualify to give the valedictorian or salutatorian speech, a student shall not have engaged in any serious misconduct or violation of the Student Code of Conduct, including removal to a DAEP, a three-day suspension, or expulsion during his or her last two semesters.

In order to receive honor graduate recognition, a student must have been enrolled in a district high school for at least one semester prior to graduation, have completed the Foundation Plan with the Distinguished Level of Achievement, and be ranked in the top 15 percent of his or her graduating class based on an unrounded cumulative average. The student's class rank will be calculated through the third nine-week grading period of the senior year to determine honors conferred during

graduation activities. The grade for the third nine-week grading period is used as the semester grade for this purpose. Eligible honor graduates will be classified and have the classification noted on their diploma in accordance with the following:

- Cum Laude Top 15%
- Magna Cum Laude Top 10%
- Summa Cum Laude Top 5%

When a student transfers grades for properly documented courses from an accredited school, the District shall assign weight to those grades based on the categories and grade weight system used by the District if similar or equivalent courses are offered to the same class of students in the District.
When a student transfers from a non-accredited school, including a home school, the District shall accept and/or assign grades in accordance with the secondary grading and reporting administrative regulations found in the 2026-27 Boerne ISD Grading Guidelines.

Edgenuity

Edgenuity is an online learning platform that provides interactive, standards-aligned courses designed to support individualized instruction for students in grades 10–12. The program offers a wide range of core academic, elective, and credit recovery courses that can be customized to meet each student's unique learning needs. Through video-based lessons, interactive activities, and assessments, Edgenuity enables students to work at their own pace while teachers monitor progress, provide feedback, and offer targeted support. In Boerne ISD, Edgenuity is utilized in both Credit Recovery classes and at the Boerne Academy, where it serves as a flexible instructional tool to help students recover credits, accelerate coursework, and meet graduation requirements through self-paced, mastery-based learning.

Credit Recovery
Boerne ISD offers a Credit Recovery Program designed to help students regain credits for courses they have previously attempted but not yet successfully completed. This self-paced and personalized program uses Edgenuity, an online learning platform, to support students in grades 10–12 who are credit-deficient. Students complete assignments at their own pace while continuing to meet graduation requirements within the district's curriculum.

Enrollment in a Credit Recovery course requires approval from the Academic Dean at each campus. These courses are not intended for initial instruction and are reserved for students seeking to recover credits needed for graduation. Students work on their assigned Edgenuity courses during the designated Credit Recovery class period on their home campus.

In special circumstances, requests for exceptions to standard enrollment procedures must be submitted for review and approval by the district's Chief Instructional Officer or the Director of Advanced Academics before the student may be enrolled in an Edgenuity course.

College, Career, and Military Readiness (CCMR) Intervention Courses
Any senior who has not met College, Career, and Military Readiness (CCMR) criteria by the beginning of their senior year will be assigned to a designated Advisory to complete English College Prep through Edgenuity.

This CCMR intervention course is in addition to the student's regular senior English class and serves as a targeted support to help students meet state readiness benchmarks prior to graduation.

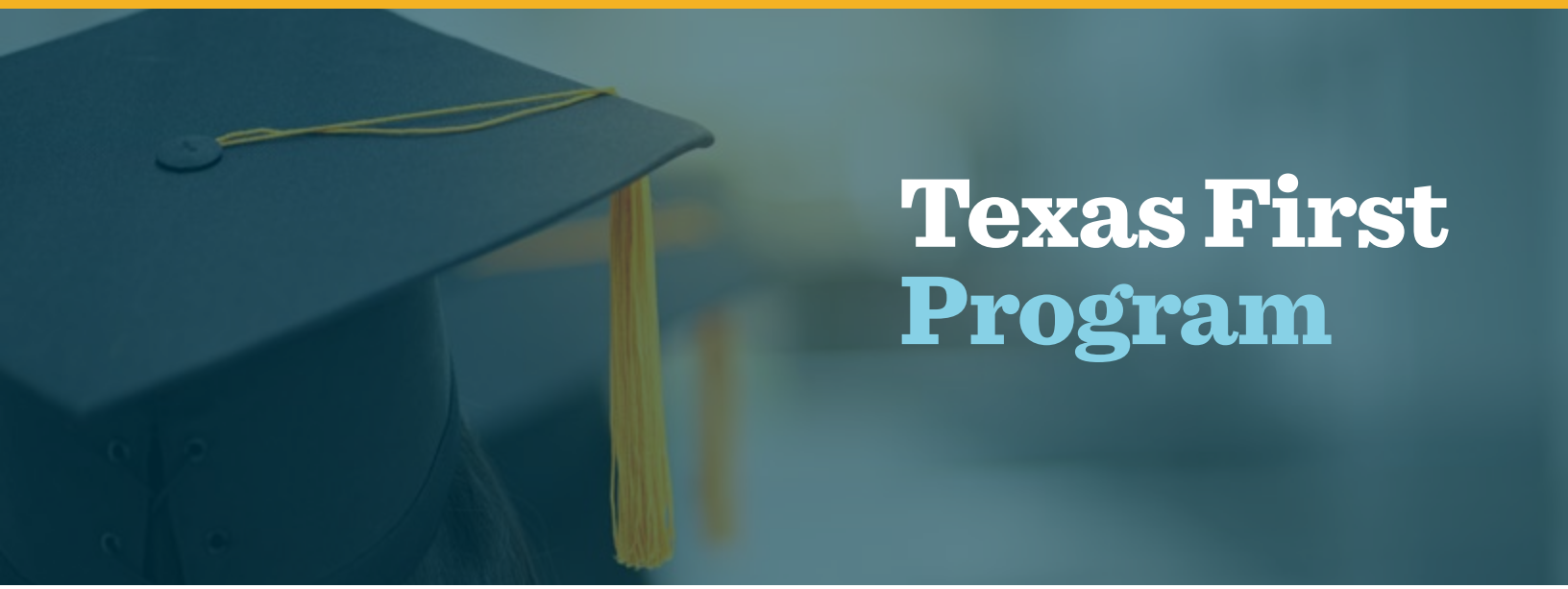
The Academic Dean and Director of Advanced Academics will collaborate to identify eligible students and ensure placement in the appropriate advisory section. Student progress will be monitored through the semester, and completion of the English College Prep course will be documented in alignment with district CCMR tracking procedures.

Boerne Academy

The BISD Academy also utilizes Edgenuity as part of its flexible learning model, allowing students to accelerate or recover credits in alignment with their individualized graduation plans. Academy students engage in self-paced, mastery-based instruction through Edgenuity to complete courses required for high school graduation or early completion.

Students enrolled in Edgenuity at the Academy receive personalized support from staff who monitor progress, provide instructional assistance, and ensure students remain on track for success. This approach enables students to progress efficiently through their coursework while upholding the integrity of the BISD curriculum and meeting graduation standards.

Fast Track Your Path to Texas Universities



Texas First Program

We're excited to introduce the TEXAS FIRST PROGRAM. This prestigious opportunity enables you to graduate early with the Distinguished Level of Achievement AND receive a scholarship for college.

As one of Texas' top students, you may be eligible to accelerate your path to college and receive a scholarship for one or two semesters at any Texas public institution of higher education, including colleges, universities, and technical colleges.

Talk to your counselor today to see if this exciting new opportunity is the right path for you!

For more information, visit our website or scan the QR code on the left.



THE FINE PRINT:

Here's what you need to be eligible:

- Texas residency
- FAFSA completion
- At least 22 high school credits and a final GPA equivalent to 3.0 or higher
- Additional academic requirements, including college readiness test scores, STAAR exam participation, and demonstration of mastery in various subjects

The Texas Higher Education Coordinating Board website link above includes a detailed list of eligibility requirements.

If you graduate two or more semesters before your class, you'll receive a two-semester scholarship, equivalent to the amount of the TEXAS grant, upon admission to any Texas public institution of higher education, including colleges, universities, and technical colleges. You may also be eligible for additional financial aid at most of these institutions!

The Texas First Diploma does not guarantee automatic admission for students. Ask your counselor if your grade point average at graduation qualifies you for automatic admission under the state's top 10 percent law.

You can apply to any college or university you choose; however, the scholarship will apply only at the Texas public institution of higher education where you have been admitted.

Use it or lose it! The scholarship offer will expire at the end of the first academic year following your graduation, so we encourage you to attend college directly after high school.

NOTE: *Before September 1, 2023, the Texas First Scholarship was only applicable at 10 Texas public universities. However, effective September 1, 2023, the number of institutions of higher education eligible to award the Texas First Scholarship to eligible Texas First Diploma graduates expanded from 10 universities to all Texas public institutions of higher education, including colleges, universities, and technical colleges (Senate Bill 2294, 88th Texas Legislature, Regular Session). Please see your high school counselor for information regarding eligibility requirements to graduate early under the Texas First Program and receive a scholarship up to one year upon admission to any eligible Texas public institution of higher education, per Texas Education Code, Section 61.003.*

THECB | Texas Higher Education COORDINATING BOARD

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Denotes courses that count towards Texas Core Complete

English

1st English	2nd English	3rd English	4th English
English I **OR** Honors English I	English II **OR** AP Seminar English II	English III **OR** DC Composition English III **OR** UT OnRamps English III **OR** AP Language English III	English IV **OR** Business English **OR** DC Composition English IV **OR** UT OnRamps English IV **OR** AP Literature English IV **OR** DC Literature English IV
Substitutes			
ESOL I ESOL II			
Electives			
• Reading I • Reading II • Reading III • Practical Writing • College Prep ELA • Research and Technical Writing • Creative Writing • Journalism I • Photojournalism • Newspaper I • Newspaper II • Newspaper III		• Yearbook I • Yearbook II • Yearbook III • Debate I • Debate II • Debate III • Independent Study Speech • Accelerated Multisensory Studies I-IV • Dual Credit Communication Applications (ASU-online) • AP Seminar • AP Research	

ENGLISH I (1101)

English I addresses the state TEKS and explores how authors use literary and rhetorical elements to make meaning in a variety of texts, both fiction and non-fiction. Students read to understand, reflect, and make inferences about an author's purpose and a text's meaning. Students write in a variety of genres, both fiction and nonfiction, using the texts they read as models for their own writing. Emphasis is placed on critical thinking and analysis of personal writing and that of others.

- **Credit: 1**
- **Grade Placement: 9**

HONORS ENGLISH I (1101H)
CYBERSECURITY P-TECH HONORS ENGLISH (1102P)
HEALTH SCIENCE P-TECH HONORS ENGLISH (1103P)

Honors English I addresses the state TEKS for English I and prepares students for the academic rigor and college-level environment of upper-level AP® English courses. Both reading and writing skills focus on developing awareness of language and understanding of aspects of the writer's craft and style in multiple fiction and nonfiction genres. Students should be self-motivated and have an understanding of the time management and organization skills necessary to complete out-of-class assignments. For more information on AP® courses, go to apstudent.collegeboard.org. Summer reading is required.

- **Credit: 1**
- **Grade Placement: 9**

ENGLISH SPEAKERS OF OTHER LANGUAGES I (1108)

English I SOL substitutes for English I for immigrant students with limited English proficiency. The course incorporates both second language acquisition and English language arts essential knowledge and skills. The course addresses the state TEKS for English I Speakers of Other Languages.

- **Credit: 1**
- **Grade Placement: 9-12**
- **Prerequisite: LPAC approval**

ENGLISH II (1201)

English II addresses the state TEKS and explores how authors use literary and rhetorical elements to make meaning in a variety of texts, both fiction and nonfiction. The complexity of texts read deepens from the prior year. Students read to understand, reflect, and make inferences about an author's purpose and a text's meaning. Students write in a variety of genres, both fiction and non-fiction, using the texts they read as models for their own writing. Emphasis is placed on critical thinking and analysis of personal writing and that of others.

- **Credit: 1**
- **Grade Placement: 10**
- **Prerequisite: English I**
- ***NOTE:*** *P-TECH students should review their crosswalk for details regarding this course.*

AP® SEMINAR ENGLISH II (1201H)

AP® Seminar English II engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Students will complete various assessments throughout the year to earn an Advanced Placement® Exam score that may allow them to earn college credit. AP® Seminar English II also addresses the state TEKS for English II. A greater emphasis on reading nonfiction and analyzing rhetorical elements makes this a challenging course. Students should be self-motivated and apply time management and organization skills necessary to complete out-of-class assignments. Summer reading is required.

- **Credit: 1**
- **Grade Placement: 10**
- **Prerequisite: English I**
- ***NOTE:*** *P-TECH students should review their crosswalk for details regarding this course.*

ENGLISH SPEAKERS OF OTHER LANGUAGES II (1208)

English II SOL substitutes for English II for immigrant students with limited English proficiency. The course incorporates both second language acquisition and English language arts essential knowledge and skills. The course addresses the state TEKS for English II Speakers of Other Languages.

- **Credit: 1**
- **Grade Placement: 10-12**
- **Prerequisites: English I SOL, LPAC approval**

ENGLISH III (1301)

English III addresses the state TEKS and is a survey of American literature from the colonial to modern periods. The course emphasizes college-readiness writing in multiple genres, and reading selections provide models for student writing. Students will meet state-required multi-media and speech proficiency standards in this class.

- **Credit: 1**
- **Grade Placement: 11**
- **Prerequisite: English II**

AP® LANGUAGE AND COMPOSITION ENGLISH III (1303)

AP® Language and Composition English III aligns with the expectations of the AP® Language and Composition description published by the College Board. This college-level rhetoric and writing course "requires students to develop evidence-based analytic and argumentative essays" by learning to read critically, think analytically, and communicate clearly. Students produce multiple modes of college-level writing. The pace of this course is accelerated and requires extensive time out-of-class for both reading and writing. Students should expect to spend time learning about current events. Students will meet state-required multi-media and speech proficiency standards in this class. For more information on AP® courses, go to apstudent.collegeboard.org. Students must take the AP® exam in May or a final modeled after the AP exam in rigor and length. Summer reading is required.

- **Credit: 1**
- **Grade Placement: 11**
- **Prerequisite: English II or AP® Seminar English II**

UT OnRamps Rhetoric and Writing, UT RHE 306 and UT RHE 309K (1301DU / 1404DU)

This two-semester, six-credit writing-intensive sequence features a fall RHE 306 "Research & Writing" course in argumentation that situates rhetoric as an art of civic discourse, followed by the spring semester RHE 309K "Rhetoric of American Identity" featuring a topic of focus. Over the two courses, students analyze the various positions held in any public debate and learn to advocate their own positions effectively. In the fall, students explore the ethics of argumentation and what it means to "fairly" represent someone with whom they disagree. By the spring, students are ready to analyze and compose arguments about American identity and identity formation, both personal and cultural. The goal is to foster students' abilities to analyze arguments presented by others and to write sound and effective arguments of their own — abilities that contribute meaningfully to their academic, professional, personal, and civic lives. This course satisfies the English III credit or English IV credit.

- **Credit: 1**
- **Grade Placement: 11, 12**
- **Prerequisite: English II or AP Seminar English II**
- **Student Cost $149.00 per Semester, $298.00 for the full year to register for this class**

ENGLISH IV (1401)

English IV addresses the state TEKS and includes an overview of British literature with an emphasis on recurring themes. Writing assignments emphasize college readiness and include analytical, expository, and persuasive writing as well as researched analysis.

- **Credit: 1**
- **Grade Placement: 12**
- **Prerequisite: English III**

BUSINESS ENGLISH (1534T)

Business English is a career and technical education course designed to enhance communication and research skills by applying them to the business environment in order to produce properly formatted business documents. Students will acquire the relevant technical knowledge and skills to further their education and succeed in current or emerging professions. This course can count as a student's fourth English credit, but it will not count toward the Multidisciplinary endorsement.

- **Credit: 1**
- **Grade Placement: 12**
- **Prerequisite: English III**

DUAL CREDIT COMPOSITION I & II -NVC DUAL CREDIT ENGLISH III 1301 & 1302 (1301DN)
DUAL CREDIT COMPOSITION I & II -SAC DUAL CREDIT ENGLISH III 1301 & 1302 (1301DX)
DUAL CREDIT COMPOSITION I & II -NVC DUAL CREDIT ENGLISH IV 1301 & 1302 (1401DN)

Semester 1

Dual Credit English III or IV (ENGL 1301) is the first-semester college-level composition course offered through an agreement with Northwest Vista College and San Antonio College. The course is an intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. Dual credit students must complete a fall semester exam. Summer reading may be required.

- **Credit: 0.5**
- **Grade Placement: 11, 12**
- **Prerequisites: English II, IHE application, and TSIA scores**

Semester 2

Dual Credit English III or English IV (ENGL 1302) is the second-semester college-level composition course offered through an agreement with Northwest Vista College and San Antonio College. This course is an intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. Dual credit students must have completed ENGL 1301 with a grade of "C" or better to enroll in this course and must take a spring semester exam.

- **Credit: 0.5**
- **Grade Placement: 11, 12**
- **Prerequisite: English 1301**

DUAL CREDIT COMPOSITION I & II -ASU DUAL CREDIT ENGLISH IV 1301 & 1302 (1301DA)

Semester 1

Dual Credit English III or IV (ENGL 1301) is the first-semester college-level composition course offered through an agreement with Angelo State University. The course is an intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. Summer reading may be required. Dual credit students must complete a fall semester exam. ASU Dual Credit is an online course; student eligibility is severely limited and requires specific permission from the Academic Dean.

- **Credit: 0.5**
- **Grade Placement: 11, 12**
- **Prerequisites: English II, IHE application, and TSIA2 scores**
- **ASU Student Cost: $150 plus any instructional materials**
- **Requires Academic Dean's permission**

Semester 2

Dual Credit English III or English IV (ENGL 1302) is the second-semester college-level composition course offered through an agreement with Angelo State University. This course is an intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. Dual credit students must have completed ENGL 1301 with a grade of "C" or better to enroll in this course and must take a spring semester exam.

- **Credit: 0.5**
- **Grade Placement: 11, 12**
- **Prerequisite: English 1301**
- **ASU Student Cost: $150 plus any instructional materials**

AP® LITERATURE AND COMPOSITION ENGLISH IV (1403)

AP® Literature and Composition English IV aligns with the expectations of the AP® Literature and Composition description published by the College Board. This college-level literary analysis and writing course "requires students to develop evidence-based analytic and argumentative essays" by learning to read critically, think analytically, and communicate clearly. Students produce multiple modes of college-level writing. The pace of this course is accelerated and requires extensive time out-of-class for both reading and writing. Students should expect to spend time learning about current events. For more information on AP® courses, go to apstudent.collegeboard.org. Students must take the AP® exam in May or a final modeled after the AP exam in rigor and length. Summer reading is required.

- **Credit: 1**
- **Grade Placement: 12**
- **Prerequisite: English III**

NOTE: *This course may be stacked with DC Literature, but students must be coded accordingly.*

DUAL CREDIT ENGLISH IV-NVC WORLD LITERATURE, ENGL 2332 AND ENGL 2333 (1403DN)

Semester 1

Dual Credit English IV aligns with Northwest Vista College's ENGL 2332 (World Literature). This college-level course engages students in close reading and written analysis of literature. Students become adept at identifying and analyzing varied literary techniques as these techniques contribute to the purpose and meaning of a selection in relation to their historical and cultural contexts. Selected writings from diverse authors and traditions from various time periods serve as the basis for reading and for writing literary analysis. Selections include fiction, poetry, drama, literary nonfiction, and informational texts. Integrated with the study of these selections is the continued refinement of composition skills, usage skills, and research skills. Students will receive credit for ENGL 2332 (World Literature). All students must take a fall semester exam. Summer reading may be required.

- **Credit: 0.5**
- **Grade Placement: 12**
- **Prerequisite: DC Composition English III or AP® Language English III (Score of 3 or higher), NVC application, TSIA scores**

Semester 2

Dual Credit English IV aligns with Northwest Vista College's ENGL 2333 (World Literature). This college-level course is a continuation of the first semester. Students must have completed ENGL 2332 with a grade of "C" or better to enroll in the course. Students must take the spring semester exam.

- **Credit: 0.5**
- **Grade Placement: 12**
- **Prerequisite: ENGL 2332 (passed with a score of "C" or better)**

NOTE: *This course may be stacked with AP Literature, but students must be coded accordingly.*

DUAL CREDIT ENGLISH IV-ASU DUAL CREDIT INTRODUCTION TO BRITISH LITERATURE, ENGL 2321 (1411DA)

FALL SEMESTER ONLY

A study of diverse works by British writers. Emphasis on reading, comprehending, appreciating, and thinking critically about the selected works within the context of British culture and literary history. In order to earn the full-year of English IV credit, students must also take ENGL 2326 during the spring semester. ASU Dual Credit is an online course; student eligibility is severely limited and requires specific permission from the Academic Dean.

- **Credit: 0.5**
- **Grade Placement: 12**
- **Prerequisites: DC Composition English III or AP® Language English III (Score of 3 or higher), ASU application, TSIA scores**
- **ASU Student Cost: $150 plus any instructional materials**
- **Requires Academic Dean's permission**

DUAL CREDIT ENGLISH IV-ASU DUAL CREDIT INTRODUCTION TO AMERICAN LITERATURE, ENGL 2325 (1411DA)
SPRING SEMESTER ONLY
A study of diverse works by American writers. Emphasis on reading, comprehending, appreciating, and thinking critically about the selected works within the context of American culture and literary history. In order to earn the full-year of English IV credit, students must have also taken ENGL 2321 during the fall semester.

- **Credit: 0.5**
- **Grade Placement: 12**
- **Prerequisites: ENGL 2321**
- **ASU Student Cost: $150 plus any instructional materials**

Electives in English

READING I (1522)
READING II (1525)
READING III (1526)
Reading I-III is a course designed specifically for students who, through the MTSS process, have been recommended for additional intervention in reading. A wide range of literacy acquisition skills will be incorporated into intervention instruction, providing scaffolded support to help students strengthen their reading and comprehension skills across all content areas. Required for students who scored Low DNM on STAAR Grade 8 RLA, and recommended for students who have been identified through the MTSS process as needing additional support in foundational reading skills.

- **Credit: 0.5-1**
- **Grade Placement: 9-12**

PRACTICAL WRITING (1503)
Practical Writing emphasizes the conventions and mechanics of written English, the appropriate and effective application of English grammar, and the effective use of vocabulary. Students understand the recursive nature of the writing process. The use of personal data and statistical analysis will establish relevance and aid in the creation of individualized learning plans. Recommended for students who have not met English I and/or English II STAAR EOC requirements, and recommended for students who have been identified through the MTSS process as needing additional support in foundational writing skills.

- **Credit: 0.5 to 1**
- **Grade Placement: 9-12**

COLLEGE PREPARATORY ELA (1407)

College Preparatory English Language Arts is a course designed specifically for students who, through the MTSS process, have been recommended for additional intervention. Writing assignments emphasize college readiness and include analytical, expository, and persuasive writing as well as researched analysis. Additionally, the structure of this course emphasizes the recursive nature of the writing process and provides students with substantial support. Students who complete the course with a 75 or higher will demonstrate TSIA compliance with Alamo Colleges, UTSA, and TAMUSA.

- **Credit: 1**
- **Grade Placement: 12**
- **Prerequisite: English III**

RESEARCH AND TECHNICAL WRITING (1501)

The study of technical writing allows high school students to earn 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 their findings through a variety of media. All students are expected to demonstrate an understanding of the recursive nature of the writing process and effectively apply the conventions of usage and mechanics of written English. Students will evaluate their own writing as well as the writing of others to ensure 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.

- **Credit: 1**
- **Grade Placement: 11-12**
- **Prerequisite: English II**

CREATIVE WRITING (1502)

In this elective, year-long, rigorous course, students will write poetry, fiction, literary non-fiction, and drama. All students are expected to demonstrate an understanding of the recursive nature of the writing process. Through reading, studying, and analyzing various literary forms and literary criticism, students will develop their diverse voices through the creative writing process. This course may not be repeated.

- **Credit: 1**
- **Grade Placement: 11-12**
- **Prerequisite: English II**

JOURNALISM I (1510)

Journalism covers concepts of how to write, design, and produce a newspaper and yearbook. Students learn the history of journalism and the responsibilities and legalities of the press. The course includes newspaper and yearbook writing assignments and basic use of journalism computer software, and prepares students to become a member of the newspaper or yearbook staff the following year.

- **Credit: 1**
- **Grade Placement: 9-12**

PHOTOJOURNALISM (1517)

Photojournalism instructs students in camera operation, journalistic illustration and composition techniques, and film and print development. Pictures may be used in the student newspaper and yearbook.

- **Credit: 0.5**
- **Grade Placement: 9-12**

ADVANCED JOURNALISM:
NEWSPAPER I (1514) / NEWSPAPER II / (1515) NEWSPAPER III (1516)

Advanced Journalism: Newspaper I-III concentrates on the publication of the school newspaper. Students improve skills acquired in Journalism and design, advertise, edit, and produce a professional-level publication every four to six weeks.

- **Credit: 1**
- **Grade Placement: 10-12**
- **Prerequisites: Journalism or Photojournalism**

ADVANCED JOURNALISM:
YEARBOOK I (1511)/ YEARBOOK II (1512)/ YEARBOOK III (1513)

Advanced Journalism: Yearbook I-III concentrates on the publication of the yearbook. Students improve skills acquired in Journalism while actually producing the publication. Specialized writing and layout assignments emphasize meeting publication deadlines.

- **Credit: 1**
- **Grade Placement: 10-12**
- **Prerequisites: Journalism or Photojournalism**

DEBATE I (1518) / DEBATE II (1519)/ DEBATE III (1520)

Debate I-III teaches argumentation skills and the elements of debate. Students become familiar with various debate formats, research skills, and effective presentations. Students learn to analyze topics and to support a point of view. Students in Debate II and III will prepare for and compete in ouTSIAde tournaments.

- **Credit: 1**
- **Grade Placement: 9-12**
- **Prerequisites: Debate I for Debate II; Debate II for Debate III**

INDEPENDENT STUDY SPEECH (1531)

Independent Study Speech focuses on research and development of higher-level thinking skills concerning historical, political, social, and economic questions similar to those introduced to students in Debate I, II, and III. The depth of research and study, the intensity of exploration, and the polish of oral presentation will be such as to demonstrate superlative control and execution of speech skills. Students in Independent Study Speech will prepare for and compete in ouTSIAde tournaments.

- **Credit: 1**
- **Grade Placement: 12**
- **Prerequisites: Debate I-III**

DUAL CREDIT COMMUNICATION APPLICATIONS, COMM 1315 (1535)

This course is designed to help students across academic majors to learn how to communicate effectively in public by understanding and analyzing the audience and situation, then creating an appropriate message. Core public speaking skills include message clarity, organization, language, delivery, and the use of multimedia/presentation technology. Emphasis will be placed on presenting a variety of speeches throughout the semester.

- **Credit: 0.5**
- **Grade Placement: 9-12**
- **Prerequisite: IHE Application**
- **Student Cost: ASU- $150 plus any instructional materials**

ACCELERATED MULTISENSORY STUDIES I-IV (1527)

Accelerated Multisensory Studies (AMS) is a comprehensive blended literacy course that offers instruction in a small group setting covering the following instructional approaches: explicit, direct instruction that is systematic, sequential, and cumulative; intensive, meaning-based instruction that is directed toward purposeful reading, spelling, and writing; multisensory instruction that addresses sensory pathways; and, technology-based design to maximize the development of literacy fundamentals and student engagement. This local, elective course supports identified students with dyslexia/related disorders that require multisensory reading, spelling, and writing instruction. The Dyslexia Handbook, revised in 2018, by the Texas Education Agency, includes descriptions of instructional components. Teachers who provide the appropriate instruction for students with dyslexia are trained in the components as specified by 19 TAC §74.28. The course is graded Pass/Fail.

- **Credit: 0.5 to 1 Local**
- **Grade Placement: 9-12**
- **Prerequisite: Placement by Dyslexia Committee or ARD**
- **Not Included in GPA**

NOTES:

- *STAAR English I and II EOC results serve as eligibility criteria for scheduling students in order to improve reading and writing skills.*
- *Dyslexia services are available to students who qualify.*

AP® SEMINAR (1532)

AP® Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Students will complete various assessments throughout the year to earn an Advanced Placement® Exam score that may allow them to earn college credit. Students who earn scores of 3 or higher in AP® Seminar and AP® Research will receive the AP® Seminar and Research Certificate©, signifying their attainment of college-level academic and research skills. In addition, students who earn a 3 or higher in four additional AP® Courses will receive the AP® Capstone Diploma©. Students receive a GPA weighted credit as with all other AP® courses. The exam fee for this course is applicable.

- **Credit: 1**
- **Grade Placement: 11-12**

NOTE:

- *A junior or senior can choose this as an elective, but they should not be placed with sophomores in AP Seminar English II 1201H.*

AP® RESEARCH (1533)

AP® Research, the second course in the AP® Capstone experience, allows students to deeply explore an academic topic, issue, or idea of individual interest. Students design, plan, and implement a year-long investigation to address a research question. Through this inquiry, they learn the skills they acquired in the AP® Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000-5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense. Students will complete various assessments throughout the year to earn an Advanced Placement® Exam score that may allow them to earn college credit. Students who earn scores of 3 or higher in AP® Seminar and AP® Research will receive the AP® Seminar and Research Certificate©, signifying their attainment of college-level academic and research skills. In addition, students who earn a 3 or higher in four additional AP® Courses will receive the AP® Capstone Diploma©. Students receive a GPA weighted credit as with all other AP® courses. The exam fee for this course is applicable.

- **Credit: 1**
- **Grade Placement: 11-12**
- **Prerequisite: AP® Seminar English II or AP® Seminar**

Mathematics

MATHEMATICS PATHWAYS			
Grade	**Traditional**	**One Year Acceleration**	**Two Years Acceleration**
9	• Algebra I (on-level or Honors) • Algebra w/ Strategic Learning I** Algebra I EOC	• Geometry Honors	• Algebra II Honors
10	• Geometry (on-level or honors) • Geometry with Strategic Learning II**	• Algebra II Honors	• PreCalculus (on-level/AP/Dual Credit)
11	• Algebraic Reasoning • Algebra II	• PreCalculus (on-level/AP/Dual Credit) • Dual Credit College Algebra • UT OnRamps College Algebra • Statistics (on-level/AP/Dual Credit)	• Statistics (on-level/AP/Dual Credit) • Calculus AB/ Dual Credit Calculus I
12	• Algebra II (on-level or honors) • Math College Prep Course • Statistics (on-level, AP, Dual Credit) • Pre Calculus(on-level, AP, Dual Credit) • Financial Math • DC Contemporary Math • DC College Algebra • UT OnRamps College Algebra • Accounting II* • AP Computer Science A	• Statistics (on-level/AP/Dual Credit) • Calculus AB/ Dual Credit Calculus I • Calculus BC / Dual Credit Calculus I & II • Dual Credit College Algebra	• Statistics (on-level/AP/Dual Credit) • Calculus AB/ Dual Credit Calculus I • Calculus BC / Dual Credit Calculus I & II

Notes

- *Accounting II fulfills a math credit provided successful completion of Accounting I.
- **Strategic Learning I and II are elective courses and do not count toward the required number of math courses needed for HS graduation.

STRATEGIC LEARNING Gr 9 (6505)

This course is intended to create strategic learners from students who have been unsuccessful academically in a high school course or state assessment. The basic understanding will stimulate students to think about their overall approach to learning, but will primarily focus on mathematical learning. These basic understandings will include identifying errors in the thinking and learning process, input errors, physiological concerns, and key cognitive skills. The essential knowledge and skills will foster a deeper understanding of the task of learning mathematical concepts. Use of personal data and statistical analysis will establish relevance and aid in the creation of individualized learning plans. **Required for students who did not pass the STAAR 8th Math.**

- **Credit: 1**
- **Grade Placement: 9**

STRATEGIC LEARNING Gr 10 (6506)

This course is intended to create strategic learners from students who have been unsuccessful academically in a high school course or state assessment. The basic understanding will stimulate students to think about their overall approach to learning, but will primarily focus on mathematical learning. These basic understandings will include identifying errors in the thinking and learning process, input errors, physiological concerns, and key cognitive skills. The essential knowledge and skills will foster a deeper understanding of the task of learning mathematical concepts. Use of personal data and statistical analysis will establish relevance and aid in the creation of individualized learning plans. **Required for students who did not pass the STAAR Algebra I EOC.**

- **Credit: 1**
- **Grade Placement: 10**

ALGEBRA I (2001)

Algebra I concepts include linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students connect functions and their solutions in both mathematical and real-world situations as it connects to the study of polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students generate and solve linear systems and create new functions through transformations.

- **Credit: 1**
- **Grade Placement: 9**
- **Prerequisite: Grade 8 Math**

HONORS ALGEBRA I (2001H)

Honors Algebra I extends and deepens the topics covered in Algebra I with the goal of challenging motivated students to learn more rigorous content foundational for Advanced Placement or college-level mathematics courses.

- **Credit: 1**
- **Grade Placement: 9-10**
- **Prerequisite: Grade 8 Math**

GEOMETRY (2201)

Geometry explores concepts addressing coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. Students connect previous knowledge from Algebra I to Geometry through the coordinate and transformational geometry strands.

- **Credit: 1**
- **Grade Placement: 10**
- **Prerequisite: Algebra I**

HONORS GEOMETRY (2201H)

Honors Geometry students extends and deepens the topics covered in Geometry with the goal of challenging motivated students to learn more rigorous content foundational for Advanced Placement or college-level mathematics courses.

- **Credit: 1**
- **Grade Placement: 9-10**
- **Prerequisite: Algebra I**

MATHEMATICAL MODELS WITH APPLICATIONS (2301)

Mathematical Models with Applications 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.

- **Credit: 1**
- **Grade Placement: 10-11**
- **Prerequisites: Algebra I and Counselor Placement**
- **Note: This is for Boerne Academy students only**

FINANCIAL MATHEMATICS (5639)

Financial Mathematics offers students the opportunity to increase their personal finance skills and obtain credit in Mathematics. Students prepare for real world decisions regarding personal money management, requiring critical thinking skills. Topics to include: net pay, income taxes, calculations of mortgage payments and insurance, property and interest costs and taxes, closing costs, etc.

- **Credit: 1**
- **Grade Placement: 10-12**
- **Prerequisites: Algebra I & Principles of Business Marketing & Finance**

Note: This course satisfies a math credit requirement.

ALGEBRAIC REASONING (2406)

Algebraic Reasoning develops mathematical reasoning through algebraic understandings and processes while exploring patterns and structure, number and algebraic methods, and modeling data to build workforce and college readiness. Students broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. *(This course is not listed on NCAA approved courses.)*

- **Credit: 1**
- **Grade Placement: 11-12**
- **Prerequisite: Algebra I**

ALGEBRA II (2101)

Algebra II students broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations.

- **Credit: 1**
- **Grade Placement: 11**
- **Prerequisite: Algebra I**

HONORS ALGEBRA II (2101H)

Honors Algebra II students extend and deepen the topics covered in Algebra II with the goal of challenging motivated students to learn more rigorous content foundational for Advanced Placement or college-level mathematics courses.

- **Credit: 1**
- **Grade Placement: 10-11**
- **Prerequisite: Algebra I**

MATHEMATICS COLLEGE PREPARATORY COURSE (2607)

Students who have successfully completed Algebra I and Geometry, have met the state requirement for Approaches Grade Level on STAAR EOC Algebra I, have earned below a 75 in Advanced math course during the prior year of enrollment or have yet to enroll in Algebra II, and have not yet determined college readiness as defined by HB5 by the end of their junior year may enroll in Mathematics College Preparatory Course. This course prepares students for college-level study of relations and functions, inequalities, as well as algebraic expressions and equations with and without the use of a calculator. Expressions and equations include absolute value, polynomial, radical, and rational, with an emphasis on linear and quadratic. The course is offered through an agreement with the Alamo Colleges District and University of Texas San Antonio. A final course grade of 75 or higher will demonstrate student TSIA compliance with Alamo Colleges and UTSA. Mathematics College Preparatory Course is not offered for dual credit. *(This course is not listed on NCAA approved courses.)*

- **Credit: 1**
- **Grade Placement: 12 only**
- **Prerequisites: Both counselor and teacher recommendations, Algebra I, Geometry, and Advanced Math Course**

DUAL CREDIT CONTEMPORARY MATH (2608DA)

Upon successful completion, students acquire three college credit hours through Angelo State University for Math 1332, Contemporary Math. This course includes a survey of ideas in contemporary mathematics. Topics may include graphs and networks, theory of elections and apportionment, statistics, and mathematical models. This course is recommended for students who wish to satisfy their college core mathematics requirement but do not plan to take additional mathematics coursework at the college level. (For non-STEM majors) Please obtain guidance from your counselor. This is an online course through ASU.

- **Credit: 1**
- **Grade Placement: 11-12**
- **Prerequisites: Geometry, Algebra II, ASU application, TSIA2 scores**
- **Student Cost: $150 and possible instructional materials**

DUAL CREDIT COLLEGE ALGEBRA (PRE-CAL TRACK) (2604DN)

Upon successful completion, students acquire three college credit hours through Northwest Vista College for MATH 1414, College Algebra. This course includes the study of quadratics; polynomial, rational, logarithmic, and exponential functions; systems of equations; regressions; sequences and series, and matrices and determinants. Advanced pacing and elevated rigor are components of this class. Dual credit students must take fall and spring semester exams.

- **Credit: 1**
- **Grade Placement: 11-12**
- **Prerequisites: Geometry, Algebra II, NVC application, TSIA scores**

DUAL CREDIT COLLEGE ALGEBRA (2604DA)

In this one semester course at ASU MATH 1314, students deepen their critical thinking skills and develop their ability to persist through challenges as they explore 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. (Course may be online depending on enrollment numbers)

Fall Semester

- **Credit: 0.5**
- **Grade Placement: 11-12**
- **Prerequisites: Geometry, Algebra II, ASU application, TSIA scores**
- **Student Cost for ASU: $150 (no textbook)**

UT OnRamps College Algebra (2604DU)

In this course, students deepen their critical thinking skills and develop their ability to persist through challenges as they explore function families: Linear, Absolute Value, Quadratic, Polynomial, Radical, Rational, Exponential, and Logarithmic. Students analyze data algebraically and with technology while developing their knowledge of properties of functions, matrices, and systems of equations, and complex numbers. Students will experience high-quality curriculum designed by the faculty at The University of Texas at Austin. The pedagogy of the course, inquiry-based learning, encourages students to take an active role in the construction of their learning. This learning will be accomplished by abstraction, generalization, problem-solving, and modeling.

- **Credit: 1**
- **Grade Placement: 10-12**
- **Prerequisites: Algebra I, Geometry, and Algebra II**
- **Student Cost $149.00**
- **College Credits 3: Math 1314 or UT M 301**

STATISTICS (2306)

Statistics students broaden their knowledge of variability and statistical processes. Students study sampling and experimentation, categorical and quantitative data, probability and random variables, inference, and bivariate data. Students connect data and statistical processes to real-world situations as well as extend their knowledge of data analysis. *(This course is listed on NCAA approved courses.)*

- **Credit: 1**
- **Grade Placement: 11-12**
- **Prerequisite: Algebra I**

AP® STATISTICS (2500)

DUAL CREDIT ELEMENTARY STATISTICAL METHODS NVC (2500DN)

DUAL CREDIT ELEMENTARY STATISTICAL METHODS ASU(2500DA)

AP® Statistics and Dual Credit Elementary Statistical Methods (MATH 1442) introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students observe patterns and their departures, decide when and how to measure data, produce models using probability theories and simulation, and confirm models with statistical inference. Topics of the accelerated study align with The College Board, apstudent.collegeboard.org. and students use a college textbook and statistical and graphing technology. AP® students must take the AP® exam or a final modeled after the AP® exam in rigor and length. A dual credit student who does not earn at least a "C" in MATH 1442 in the fall semester transfers into AP® Statistics in the spring. Dual credit students take semester exams.

- **Credit: 1**
- **Grade Placement: 11-12**
- **Prerequisites: Geometry and Algebra II**
- **Dual Credit prerequisites: IHE application, TSIA2 scores**
- **ASU Student Cost: $150 plus any instructional materials**

PRE-CALCULUS (2401)

Pre-Calculus prepares students for calculus. The course approaches topics from a function point-of-view and is designed to enhance conceptual understanding and mathematical reasoning used when modeling and solving mathematical and real-world problems. Students strengthen their mathematical understanding with algebra and trigonometry and extend their ability to make connections and apply concepts and procedures at higher levels.

- **Credit: 1**
- **Grade Placement: 11-12**
- **Prerequisites: Algebra I, Geometry, Algebra II**

AP PRE-CALCULUS (2403AP)

AP Pre-Calculus students explore everyday situations and phenomena using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. AP® students must take the AP® exam or a final modeled after the AP® exam in rigor and length.

- **Credit: 1**
- **Grade Placement: 10-12**
- **Prerequisites: Algebra I, Geometry, Algebra II**

DUAL CREDIT COLLEGE ALGEBRA and PRE-CALCULUS (2401DN)

Fall Semester: College Algebra 1414: In-depth study and applications of polynomial, rational, radical, exponential, and logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series, probability, and conics may be included. This course fulfills the Mathematics foundational component area of the core and addresses the following required objectives: Critical Thinking, Communication, and Empirical Quantitative Skills.

Spring Semester: Precalculus 2412: This course applies algebra and trigonometry to the study of polynomial, rational, exponential, logarithmic, and trigonometric functions and their graphs. Also included are conic sections; circular and trigonometric functions, inverse circular functions, identities, conditional equations, graphs, solution of triangles, polar coordinates, complex numbers, and vectors; and mathematical induction.

Dual Credit: Students must complete College Algebra MATH 1414 with a "C" or better in order to continue in Pre-Calculus MATH 2412 in the spring semester. A student who does not earn at least a "C" in College Algebra 1414 transfers into AP Pre-Calculus or Pre-Calculus in the spring. Dual credit students take semester exams and complete additional assessments, formulating a portfolio.

- **Credit: 1**
- **Grade Placement: 11-12**
- **Grade Placement: 9-10 Counselor placement only with confirmed required prerequisites**
- **Prerequisites: Algebra I, Geometry, Algebra II**
- **Dual Credit prerequisites: NVC, TSIA scores**

UT OnRamps PreCalculus (2403DU)

In Discovery Precalculus, students will deepen and extend their knowledge of functions, graphs, and equations from their high school algebra and geometry courses so they can successfully work with the concepts in a rigorous university-level calculus course. This course is designed to push students well beyond "drill and kill" type exercises, with an emphasis on unpacking mathematical definitions and making logical arguments to their peers.

Each unit consists of a series of explorations designed to engage students and empower them to develop their problem-solving skills. In each exploration, students will create connections with prior concepts in developing the current topic. Students will experience high-quality curriculum designed by the faculty at The University of Texas at Austin. The pedagogy of the course, Inquiry Based Learning, encourages students to take an active role in the construction of their learning.

- **Credit: 1**
- **Grade Placement: 10-12**
- **Prerequisites: Algebra I, Geometry, and Algebra II**
- **Student Cost $149.00**
- **College Credits 3: UT Course Code: M 305G**

DUAL CREDIT PreCalculus (2401DA)

In this one semester course of Dual Credit Pre-Calculus (MATH 2412), students deepen their critical thinking skills and develop their ability to persist through challenges as they explore the topics from algebra, trigonometry, and analytic geometry that are needed for calculus, including equations and inequalities, functions and inverse functions, trigonometric functions, and applications. (Course may be online depending on enrollment numbers.)

Spring Semester

- **Credit: 0.5**
- **Grade Placement: 11-12**
- **Prerequisites: Geometry, Algebra II, Dual Credit College Algebra, ASU application, TSIA scores**
- **Student Cost for ASU: $200 (no textbook)**

AP® CALCULUS AB (2504)
DUAL CREDIT CALCULUS I NVC (2504DN)
DUAL CREDIT CALCULUS I ASU (2504DA)

AP® Calculus AB and Dual Credit Calculus I (MATH 2413) provide advanced math students with an understanding of differential and integral calculus. The curriculum includes comprehensive treatments of the derivatives of functions, integrations, and their applications. Students use a college textbook and graphing technology. Topics of the accelerated study align with The College Board apstudent.collegeboard.org. And Northwest Vista's Calculus I course. AP® students must take the AP® exam or a final modeled after the AP® exam in rigor and length. A dual credit student who does not earn at least a "C" in MATH 2413 in the fall semester will be strongly recommended to transfer into AP® Calculus AB in the spring. Dual credit students take both semester exams.

- **Credit: 1**
- **Grade Placement: 11-12**
- **Prerequisite: PreCalculus**
- **Dual Credit prerequisite: IHE application, MATH 2412**
- **Student cost for ASU: $200**

AP® CALCULUS BC (2514)
DUAL CREDIT CALCULUS I and II NVC (2504DN & 2514DN)

AP® Calculus BC / Dual Credit Calculus I and II (MATH 2413 and 2414) is a full-year course in the calculus of functions of a single variable and includes all topics covered in AP® Calculus AB / Dual Credit Calculus I, plus additional topics of parametric equations, vectors, and polynomial approximations, sequences, and series. Students use a college textbook and graphing technology. The content of Calculus BC qualifies the student for placement and credit in a course that is one course beyond that granted for AP® Calculus AB. Topics of the accelerated study align with The College Board, apstudent.collegeboard.org. Students must take the AP® exam or a final modeled after the AP® exam in rigor and length. A dual credit student who does not earn at least a "C" in MATH 2413 by the end of the first nine weeks grading period will be strongly recommended to transfer into AP® Calculus AB. Dual credit students take both semester exams.

- **Credit: 1**
- **Grade Placement: 11-12**
- **Prerequisites: IHE application, AP, or Dual Credit Pre-Calculus**

Science

<table>
<tr><th>1st Science</th><th>2nd Science</th><th>3rd Science</th><th>4th+ Science</th></tr>
<tr><td rowspan="2">Biology
OR
Honors Biology</td><td>Integrated Physics & Chemistry (IPC)</td><td>• Chemistry/ Honors Chemistry
• Physics
• AP/Dual Credit Physics 1
• UT OnRamps Physics
• Astronomy
• Astronomy Dual Credit
• Anatomy & Physiology
• Dual Credit Anatomy & Physiology
• Aquatic Science
• Advanced Animal Science</td><td>• 3rd Science credit course OR
• AP/Dual Credit Biology
• AP/Dual Credit Chemistry
• AP/Dual Credit Physics 2
• AP Physics C
• AP Environmental Science
• UT OnRamps Geoscience
• Forensic Science
• Food Science</td></tr>
<tr><td>Chemistry
OR
Honors Chemistry</td><td>• AP/Dual Credit Biology
• AP/Dual Credit Chemistry
• Physics
• AP/Dual Credit Physics 1
• UT OnRamps Physics
• Astronomy
• Astronomy Dual Credit
• Anatomy & Physiology
• Dual Credit Anatomy & Physiology
• Aquatic Science
• AP Environmental Science
• UT OnRamps Geoscience
• Forensic Science
• Advanced Animal Science</td><td>• 3rd Science Credit Course OR
• AP/Dual Credit Physics 2
• AP Physics C
• Food Science</td></tr>
<tr><td colspan="4">All endorsements require a 4th advanced science credit. The STEM endorsement requires physics.</td></tr>
</table>

BIOLOGY (3101)
HONORS BIOLOGY (3101H)
CYBERSECURITY P-TECH HONORS BIOLOGY (3102P)
HEALTH SCIENCE P-TECH HONORS BIOLOGY (3101P)

Students in Biology focus on patterns, processes, and relationships of living organisms through four main concepts: biological structures, functions, and processes; mechanisms of genetics; biological evolution; and interdependence within environmental systems. By the end of this course, students will gain knowledge of the scientific and engineering practices to make informed decisions using critical thinking and scientific problem solving. Honors Biology extends and deepens the topics covered in Biology through additional independent research activities and projects.

- **Credit: 1**
- **Grade Placement: 9**

AP®BIOLOGY (3103)
DUAL CREDIT BIOLOGY NVC (3103DN)
DUAL CREDIT BIOLOGY ASU (3103DA)

AP®/Dual Credit Biology aligns with the full-year, introductory biology course usually taken by biology majors during their first year of college, as designed by College Board. The curriculum is based on four Big Ideas: evolution, energetics, information storage and transmission, and systems interactions. The course provides students with the conceptual framework, factual knowledge, and analytical skills necessary to think critically about our growing understanding of biology. AP® students must take the AP® exam or a final modeled after the AP® exam in rigor and length. **Dual credit students must have completed BIOL 1406 with a grade of "C" or better to continue in BIOL 1407 during the spring semester. Dual credit students take semester exams.**

- **Credit: 1**
- **Grade Placement: 11-12**
- **Prerequisites: Biology, Chemistry**
- **College Credit: BIOL 1406 & 1407, Principles of Biology I & II**
- **Dual Credit Prerequisites: IHE Application, TSIA scores**

INTEGRATED PHYSICS AND CHEMISTRY (3001)

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

- **Credit: 1**
- **Grade Placement: 10**

CHEMISTRY (3201)
HONORS CHEMISTRY (3201H)
CYBERSECURITY P-TECH HONORS CHEMISTRY (3202P)
HEALTH SCIENCE P-TECH HONORS CHEMISTRY (3201P)

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, chemical bonding, chemical stoichiometry, gas laws, solution chemistry, acid-base chemistry, thermochemistry, and nuclear chemistry. Students investigate how chemistry is an integral part of our daily lives. By the end of this course, students will gain knowledge of the scientific and engineering practices to make informed decisions using critical thinking and scientific problem solving. Honors Chemistry extends and deepens the topics covered in chemistry through additional independent research activities and projects.

- **Credit: 1**
- **Grade Placement: 10-12**
- **Prerequisites: Algebra I, Biology, after or concurrently with 2nd Math**

AP® CHEMISTRY (3203)
DUAL CREDIT CHEMISTRY NVC (3203DN)
DUAL CREDIT CHEMISTRY ASU (3203DA)

AP®/Dual Credit Chemistry aligns with the first year of college general chemistry and is designed by College Board. Students cultivate their understanding of chemistry through inquiry-based investigations as they explore topics such as atomic structure, intermolecular forces & bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Students must take the AP® exam or a final modeled after the AP® exam in rigor and length. **Dual credit students must have completed CHEM 1411 with a grade of "C" or better to continue in CHEM 1402 during the spring semester. Dual credit students take semester exams.**

- **Credit: 1**
- **Grade Placement: 11-12**
- **Prerequisites: Biology, Chemistry, Algebra II (can be taken concurrently)**
- **College Credit: CHEM 1411 & 1402, General Chemistry I & II**
- **Dual Credit Prerequisites: IHE application, TSIA scores, 3.0 GPA Minimum**

PHYSICS (3301)

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, characteristics and behavior of waves, and electricity and magnetism. Students will apply conceptual knowledge and collaborative skills to experimental design, implementation, and interpretation. By the end of this course, students will gain knowledge of the scientific and engineering practices to make informed decisions using critical thinking and scientific problem solving.

- **Credit: 1**
- **Grade Placement: 10-12**
- **Prerequisites: Biology, IPC or Chemistry, after or concurrently with Algebra I**

AP® PHYSICS 1 (3306)
DUAL CREDIT PHYSICS 1 ASU (3301DA)

AP®/Dual Credit Physics 1 is the equivalent of a first semester college course in algebra-based physics as designed by College Board. Students cultivate a deep understanding of physics while applying their knowledge through inquiry-based investigations. The course covers kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound. Students must take the AP® exam or a final modeled after the AP® exam in rigor and length. **Dual credit students are required to take semester exams.**

- **Credit: 1**
- **Grade Placement: 11-12**
- **Prerequisites: Biology, Geometry, Algebra II, after or concurrently with Pre-calculus**
- **College Credit: PHYS 1401, Physics I**
- **Dual Credit Prerequisites: ASU Application, 3.0 GPA Minimum**

AP® PHYSICS 2 (3307)
DUAL CREDIT PHYSICS 2 ASU (3302DA)

AP®/Dual Credit Physics 2 is the equivalent of a second semester college course in algebra-based physics as designed by College Board. Students cultivate a deep understanding of physics while applying their knowledge through inquiry-based investigations. The course covers: fluids, thermodynamics, electrical force, field, and potential, electric circuits, magnetism and electromagnetic induction, geometric and physical optics, and quantum, atomic, and nuclear physics. Students must take the AP® exam or a final modeled after the AP® exam in rigor and length**. Dual credit students are required to take semester exams.**

- **Credit: 1**
- **Grade Placement: 11-12**
- **Prerequisites: AP® Physics 1, PHYS 1401**
- **College Credit: PHYS 1402, Physics II**
- **Dual Credit Prerequisites: ASU Application, 3.0 GPA Minimum**
- **ASU Student Cost: $150 plus any instructional materials**

AP® PHYSICS C (3308CE & 3309CE)

AP® Physics C aligns with a full-year, calculus-based, college-level physics course. This course is especially appropriate for students planning to specialize or major in physical science or engineering. This course curriculum is designed by College Board, and it is comprised of two separate compacted courses. In the fall semester, students will study mechanics (AP Physics C: Mechanics), and, in the spring semester, students will study electricity & magnetism (AP Physics C: Electricity & Magnetism). Introductory differential and integral calculus is used throughout the course. Students must take the AP® or a final modeled after the AP® exam in rigor and length.

- **Credit: 2 ****Compacted Course****
- **Grade Placement: 12**
- **Prerequisites: AP® Physics 1, after or concurrently with Calculus**

UT ONRAMPS PHYSICS: MECHANICS, HEAT, AND SOUND (3301DU)

UT OnRamps Mechanics, Heat, and Sound is a general physics course that introduces big ideas in physics, such as Newtonian mechanics (including motion, force, energy, and rotation), as well as solid and fluid mechanics, oscillations, waves, sound, and heat. This is an algebra-based course in mechanics that lays the conceptual groundwork for STEM majors and reinforces the idea that the behavior of many systems in the world can be described precisely with simple mathematics. This course also includes a lab component that will engage students in both guided and open inquiry investigations to instill foundational scientific reasoning and analytical skills.

- **Credit: 1**
- **Grade Placement: 11-12**
- **Prerequisites: Biology, Algebra I, Geometry**
- **Recommended Prerequisites: Algebra II or Precalculus**
- **Student Cost $149.00**
- **College Credit: UT (PHYS1301/1101, General Physics Technical Course**

ASTRONOMY (3602)

In Astronomy, students focus on patterns, processes, and relationships among astronomical objects in our universe. Students acquire basic astronomical knowledge and supporting evidence about sun-Earth-moon relationships, the solar system, the Milky Way, the size and scale of the universe, and the benefits and limitations of exploration. Students conduct laboratory and field investigations to support their developing conceptual framework of our place in space and time. By the end of this course, students will gain knowledge of the scientific and engineering practices to make informed decisions using critical thinking and scientific problem solving.

- **Credit: 1**
- **Grade Placement: 11-12**
- **Prerequisites: Algebra I, Biology, IPC, or Chemistry**

DUAL CREDIT ASTRONOMY (3606DA)

Dual Credit PHYS 1303 is an introductory study of the current knowledge and techniques of astronomy with an emphasis on stellar astronomy and cosmology. PHYS 1304 is a study of the current knowledge and techniques of astronomy as applied to our solar system, with an emphasis on information obtained from recent planetary probes and lunar exploration. **Dual credit students are required to take semester exams.** ***Online course through ASU.***

- **Credit: 1**
- **Grade Placement: 11-12**
- **Prerequisites: Algebra I, Biology, IPC, or Chemistry**
- **Dual Credit Prerequisites: ASU application, 3.0 GPA Minimum**
- **College Credit: ASU (PHYS 1303 & 1304, Fundamentals of Astronomy & Astronomy of the Solar System)**
- **Cost to Students: $300 ($50 per credit hour) plus possible instructional materials**

ANATOMY AND PHYSIOLOGY (3502T)

Anatomy and Physiology topics include the structure and function of the human body and the interaction of body systems. Students conduct laboratory investigations, use scientific methods, and make informed decisions using critical-thinking and scientific problem-solving skills. This course fulfills a science graduation credit. Students in the Health Science Pathway are given PRIORITY ENROLLMENT, as they *MUST* take this course BEFORE the Practicum (Grades 10 or 11)

- **Credit: 1**
- **Grade Placement: 10-12**
- **Prerequisite: Biology, 2nd Science (IPC or Chemistry)**
- **Additional Pathway prerequisite: Principles of Health Science**

DUAL CREDIT ANATOMY AND PHYSIOLOGY SAC (3503DX)

Dual Anatomy & Physiology aligns with a full-year, college introductory Anatomy & Physiology. It is a study of the structure and function of the human body including cells, tissues and organs of the following systems: integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, immune, lymphatic, respiratory, digestive (including nutrition), urinary (including fluid and electrolyte balance), and reproductive (including human development and genetics), and special senses. Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis. The lab provides a hands-on learning experience for exploration of human system components and basic physiology. **Dual credit students must have completed BIOL 2401 with a grade of "C" or better to continue in BIOL 2402 during the spring semester. Dual credit students take semester exams.**

- **Credit: 1**
- **Grade Placement: 10-12**
- **Prerequisites: Biology, 2nd Science (IPC or Chemistry)**
- **College Credit: SAC (BIOL 2401 & 2402, Anatomy & Physiology I & II)**
- **Dual Credit Prerequisites: SAC application, TSIA scores**

AQUATIC SCIENCE (3501)

In Aquatic Science, students study the interactions of biotic and abiotic components in aquatic environments, including natural and human 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 acquire knowledge about how the properties of water and fluid dynamics affect aquatic ecosystems and acquire knowledge about a variety of aquatic systems. Students who successfully complete Aquatic Science conduct investigations and observations of aquatic environments, work collaboratively with peers, and develop critical thinking and problem-solving skills.

- **Credit: 1**
- **Grade Placement: 11-12**
- **Prerequisites: Biology, after or concurrently with IPC or Chemistry**

UT ONRAMPS INTRODUCTION TO GEOSCIENCE: EARTH, WIND, AND FIRE (3603DU)

Earth, Wind, and Fire is a course in geoscience literacy. It covers the fundamentals of how the Earth works, and how its various systems—the lithosphere, atmosphere, hydrosphere, and biosphere—interact to form the complex world in which we live. Geoscience is the study of the Earth. In this course, students will study the Earth as an integrated science, applying the fundamental principles of physics, chemistry, biology, and geosciences to explain Earth processes. Many of the most complex and interesting scientific problems of this century, such as energy resources, water supply, and climate change, require geological thinking skills to solve. This class introduces students to the major areas in geoscience and helps them develop critical, creative, and geologic problem-solving skills, as applied to current scientific problems.

- **Credit: 1**
- **Grade Placement: 11-12**
- **Prerequisites: Biology, after or concurrently with Chemistry**
- **Student Cost $149.00**
- **College Credit: UT (GEO 302E)**

ENVIRONMENTAL SYSTEMS (3401)

In Environmental Systems, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include biotic and abiotic factors in habitats, ecosystems, and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, natural changes in the environment, and human activities that impact the natural environment.

- **Credit: 1**
- **Grade Placement: 11-12**
- **Prerequisites: Biology, after or concurrently with IPC or Chemistry**
- **Note: This course is for Boerne Academy students only**

AP® ENVIRONMENTAL SCIENCE (3403)

AP® Environmental Science is equivalent to a one-semester introductory college course in environmental science. Students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course challenges students to identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. This course is interdisciplinary, embracing topics from geology, biology, chemistry, and geography. AP® Environmental Science is designed by College Board. AP® students must take the AP® exam or a final modeled after the AP® exam in rigor and length.

- **Credit: 1**
- **Grade Placement: 11-12**
- **Prerequisites: Algebra I, Biology, Chemistry**

FOOD SCIENCE (5557T)

In Food Science, 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 with 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.

- **Credit: 1**
- **Grade Placement: 12**
- **Prerequisites: Biology, Chemistry, and Advanced Culinary Arts**

Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

FORENSIC SCIENCE (5568T)

Forensic Science is a survey course that introduces students to the application of science to law. Students learn terminology and procedures related to the collection and examination of physical evidence using scientific processes performed in a field or laboratory setting. Students also learn the history and the legal aspects of forensic science.

- **Credit: 1**
- **Grade Placement: 11-12**
- **Prerequisites: Biology, Chemistry, and either IPC or Physics.**

ADVANCED ANIMAL SCIENCE (5505T) 4th Science

Optional Dual Enrollment: Tarleton Today General Animal Science ANSC 1319 (5505DT)

Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of animal production, including canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorpha 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 knowledge and skills, 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. Advanced Animal Science expands upon livestock and animal production using a scientific and research approach. Students will research and apply livestock evaluation, nutrition, genetics, and reproduction topics.

**Students in this course will have the option to enroll in Tarleton Today course, giving them the opportunity to complete 3 hours of college credit with the University.* Tarleton State University course ANSC 1319 -concurrent enrollment in ANSC 1119.

General Animal Science. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).

The scientific study of animal agriculture involving beef cattle, dairy cattle, swine, sheep, goats, and horses. Topics covered will include general management practices, reproduction, nutrition, health, handling, genetic selection, shelter/housing, and marketing strategies and procedures.

- **Credit: 1**
- **Grade Placement: 11-12**
- **Prerequisite: Biology and Chemistry or IPC; Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production.**
- **Tarleton Today Student Cost: $149 plus any instructional materials**

ENGINEERING SCIENCE (5601T)

Engineering Science is an engineering course designed to expose students to some of the major concepts and technologies that they will encounter in a postsecondary program of study in any engineering domain. Students will have an opportunity to investigate engineering and high-tech careers. In Engineering Science, students will employ science, technology, engineering, and mathematical concepts in the solution of real-world challenge situations. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community. **This course satisfies a science credit requirement for students on the Foundation High School Program.**

- **Credit: 1**
- **Grade Placement: 10-12**
- **Prerequisites: Algebra I, Biology, and at least one credit in a course from the science, technology, engineering, and mathematics (STEM) career cluster.**
- **Recommended prerequisites: Geometry, IPC, Chemistry, or one credit in physics.**

Social Studies

9th Grade	10th Grade	11th Grade	12th Grade
1 Required Credit		1 Required Credit	1 Required Credit
• World Geography • AP Human Geography with World Geography	• World History • AP World History	• US History • OnRamps US History • AP US History • Dual Credit US History	• Economics[1,2] • Personal Financial Literacy and Economics[1,2] • AP Macroeconomics[1,2] • AP Microeconomics[1,2] • Dual Credit Microeconomics[1,2] • Dual Credit Macroeconomics[1,2] • US Government[1] • AP US Government[1] • Dual Credit US Government[1]
Elective Credits **A 4th Social Studies Credit will be required to meet the requirements for the Multidisciplinary Studies Endorsement, and will satisfy the coherent sequence requirement for the Arts & Humanities Endorsement. This may come from following the pathway above or one or more of the electives below**			
	• Personal Financial Literacy **(No Longer Available for Class of 2030 and beyond)**		
	• AP European History • Sociology[1] • Dual Credit Sociology (ASU)[1] • Psychology[1] • AP Psychology with Research Methods		
		• Dual Credit Psychology (ASU)[1] • Dual Credit Texas Government (ASU)[1] • Dual Credit Philosophy (ASU)[1]	

[1] These courses are only ½ Credit. All other courses are full year and receive a whole credit.
[2] For class of 2030 Personal Financial Literacy will replace Economics as a Graduation requirement

WORLD GEOGRAPHY (4001)
World Geography is the study of the physical features of the earth, the cultural imprint of a man upon the earth and the environmental results of the interaction of these two forces. Students study the interaction of people and their physical environments in all areas of the world. Topics of study include the five themes of geography, landforms, climate, natural resources, population, human behavior in a spatial context, the major cultural aspects of all major societies of the world, economic growth, and urbanization. Students study the world of geographers, their unique vocabulary, tools, and methodologies.

- **Credit: 1**
- **Grade Placement: 9**

AP® HUMAN GEOGRAPHY with World Geography (4003)

AP® Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. This course covers the topics of gender and sexuality. apstudent.collegeboard.org. Students must take the AP® exam in May or a final modeled after an AP® exam in rigor and length. This course will satisfy the state requirement for World Geography and cover all of the World Geography TEKS in addition to the AP World Geography curriculum

.NOTE: This course meets state requirements for World Geography

- **Credit: 1 (Advanced Course Credit if Satisfying Graduation Requirement)**
- **Grade Placement: 9-12**
- **Prerequisite: None**
- **Note: You may NOT take this course if you already have a World Geography credit.**

WORLD HISTORY (4101)

World History studies events of recorded history from the early river valley civilizations to the present and focuses on the historical development of Western civilization and the civilizations of Asia, the Americas, and Africa. Students study the importance of geographical locations as one force affecting people and their culture. Special assignments include current event studies regularly throughout the year and research projects.

- **Credit: 1**
- **Grade Placement: 10**

AP® WORLD HISTORY: Modern (4103)

AP® World History develops a greater understanding of the evolution of global processes and contacts in interaction with different types of human societies. Spanning from 1200 CE to the present, the global focus includes, Trade networks (examples: the Silk Roads, Trans-Saharan, and Indian Ocean), State building in the Americas (examples: Maya, Mexica, Inca, Chaco, Cahokia), State building in Africa (examples: Great Zimbabwe, Ethiopia and the expansion of Mali), The ways Buddhism, Christianity, Confucianism, Hinduism, Islam, and Judaism shaped societies in Africa, Asia, and Europe, The emergence of new Hindu and Buddhist states in South and Southeast Asia (examples: Rajput Kingdoms; Khmer Empire), The fragmentation of the Abbasid Caliphate and emergence of new Islamic entities, Intellectual, scientific, and technological innovations and transfers across states and empires (examples: algebra, gunpowder, medicine, paper), The rise and expansion of the Mongol Empire, Agricultural societies, feudalism, and the manorial system in Europe, Political and economic developments in the Song Dynasty, and Global travelers (examples: Ibn Battuta; Marco Polo). The College Board-approved accelerated course uses a college textbook and emphasizes analytical and critical-thinking skills, apstudent.collegeboard.org. Students must take the AP® exam or a final modeled after an AP® exam in rigor and length

- **Credit: 1 (Advanced Course Credit if Satisfying Graduation Requirement)**
- **Grade Placement: 10**
- **Recommended prerequisite: AP Human Geography**

AP® EUROPEAN HISTORY (4533)

AP® European History is a college-level survey course that introduces students to the rich political, cultural, social, and intellectual heritage of Europe from the High Renaissance to the present. In addition to providing a basic exposure to the factual narrative, the goals of European History AP® are to develop an understanding of the principal themes in modern European History. Students learn how to analyze historical evidence and to express that understanding in writing. The College Board-approved accelerated course uses a college textbook, apstudent.collegeboard.org. Students must take the AP® exam or a final modeled after the AP® exam in rigor and length

- **Credit: 1**
- **Grade Placement: 10-12**
- **Prerequisite: World Geography or AP Human Geography**

U.S. HISTORY SINCE RECONSTRUCTION (4201)

U.S. History covers the years between 1877 to the present and provides students with an understanding of the causes, solutions, and results of significant events in our nation's history with an emphasis on making connections between past actions and current issues. Topics include Industrialization, Westward Expansion, World War I, the Great Depression, World War II, the Cold War, Civil Rights Movement, Women's Rights, and Modern Issues.

- **Credit: 1**
- **Grade Placement: 11-12**

AP® U.S. HISTORY (4203)

DUAL CREDIT U.S. HISTORY NVC (4201DN)

DUAL CREDIT U.S. HISTORY ASU (4201DA)

AP®/Dual Credit U.S. History is a freshman college-level course that surveys the history of the U.S. beginning with the colonial period and ending with international affairs and domestic events in the post-1945 period to present. The course provides a comprehensive overview of the political, economic, social, cultural, diplomatic, and intellectual aspects of U.S. history. Students develop the skills necessary to form conclusions based on informed judgment and to present reasons and evidence clearly and persuasively in essay form. The College Board-approved accelerated course uses a college textbook, requires ouTSIAde projects and supplemental readings, apstudent.collegeboard.org. AP® Students must take the AP® exam or a final modeled after the AP® exam in rigor and length. All Dual Credit Students must take a final exam.

- **Credit: 1 (Advanced Course Credit)**
- **Grade Placement: 11-12**
- **Prerequisite: World Geography or World History (or AP Equivalent)**
- **Recommended: AP Human Geography or AP World History**
- **Dual Credit prerequisites: IHE Application and TSIA scores**
- **Student Cost for ASU: $300 plus possible instructional materials**

UT OnRamps U.S. HISTORY (4201DU)

THE UNITED STATES, 1492-1865/ THE UNITED STATES SINCE 1865

"American history," wrote James Baldwin, "is longer, larger, more various, more beautiful, and more terrible than anything anyone has said about it." In these two sequential first-year college American history courses, students study significant themes in US history to uncover the range and depth of the American story. Using lectures, primary and secondary readings, videos, maps, and other graphics, students work both independently and collaboratively to develop the critical thinking skills to evaluate the historical record. History 315K surveys from the colonial beginnings through the Civil War, and History 315L considers the post-Civil War era to the end of the 20th century. Exams include essay questions that require students to craft well-written narratives and arguments that set events in a historical context, engage the complexity of cause and consequence, and make connections that reveal the dynamic of change over time.

This two-semester course explores the significant themes in United States history to uncover the range and depth of the American story. This course will be co-taught by a local teacher and online with a UT professor.

- **Credit: 1 (Advanced Course Credit)**
- **Grade Placement: 11 - 12**
- **Prerequisite: World Geography or World History (or AP Equivalent); English II (Can be concurrent)**
- **Student Cost $149.00 per Semester, $298.00 for the full year to register for this Class.**
- **Must take full year for US History graduation requirements**
- **College Credits : HIS 1301 + HIS 1302 or UT HIS 315K + HIS 315L**

ECONOMICS (4401)

Economics/Free Enterprise is the study of the American economic system and the functioning of the free enterprise system in comparison with command and traditional economic systems. Additional topics include the study of communism, democratic socialism, and the rule of money, governmental involvement in business, and business and labor organizations. Special attention is given to the problems of economic instability in our system and suggestions for stabilization policy. A mandatory personal financial literacy unit is also included.

- **Credit: 0.5**
- **Grade Placement: 12**
- **Prerequisite: World Geography *OR* World History AND U.S. History (or AP Equivalents)**

Personal Financial Literacy and Economics (4406S)

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.

The course requires that students demonstrate critical thinking by exploring how to invest in themselves with education and skill development, earn income, and budget for spending, saving, investing, and protecting. Students will examine their individual responsibility for managing their personal finances and understand the impact on standard of living and long-term financial well-being. Further, students will connect how their financial decision making impacts the greater economy.

- **Credit: 0.5 (Counts as your Economics Credit for Graduation)**
- **Grade Placement: 12**
- **DOES NOT MEET NCAA Requirements for DI & DII Athletics**
- **You cannot receive credit for this course if you have already taken Personal Financial Literacy**
- **Prerequisite: World Geography *OR* World History AND U.S. History (or AP Equivalents)**

AP® MACROECONOMICS (4503)

DUAL CREDIT MACROECONOMICS NVC (4503DN)

AP®/Dual Credit Macroeconomics provides students with a thorough understanding of the principles of economics that apply to an economic system as a whole. Students study the national income and price determination and develop familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. A mandatory personal financial literacy unit is also included. The College Board-approved accelerated course uses a college textbook, apstudent.collegeboard.org. Students must take the AP® exam or a final modeled after an AP® exam in rigor and length. th. Dual credit students take a semester exam.

- **Credit: 0.5 (Advanced Course Credit)**
- **Grade Placement: 12**
- **Prerequisite: World Geography *OR* World History AND U.S. History (or AP Equivalents)**
- **Recommended Prerequisite: AP Human Geography, AP World History, AP U.S. History**
- **Dual Credit prerequisites: NVC application and TSIA scores**

DUAL CREDIT MACROECONOMICS ASU (4503DA)

Macroeconomics provides students with a thorough understanding of the principles of economics that apply to an economic system as a whole. This course introduces students to the economic way of thinking, the fundamental tools of macroeconomic analysis, and the factors that influence them. Special emphasis is placed on how markets and political institutions influence how humans respond to the scarcity of resources. The course makes heavy use of graphical analysis and presupposes knowledge of algebra. **ONLINE COURSE through ASU**

- **Credit: 0.5 (Advance Course Credit)**
- **Grade Placement: 12**
- **Prerequisite: World Geography *OR* World History AND U.S. History (or AP Equivalents)**
- **Recommended Prerequisite: AP Human Geography, AP World History, AP U.S. History**
- **Dual Credit prerequisites: ASU application and College Algebra**
- **Student Cost for ASU: $150 plus possible instructional materials**
- **ASU Credit: Econ 2301**

AP® MICROECONOMICS (4513)

DUAL CREDIT MICROECONOMICS NVC (4513DN)

AP®/Dual Credit Microeconomics is a college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts, apstudent.collegeboard.org. Students must take the AP® exam or a final modeled after an AP® exam in rigor and length. Dual credit students take a semester exam.

- **Credit: 0.5 (Advanced Course Credit)**
- **Grade Placement: 12**
- **Prerequisite: World Geography *OR* World History AND U.S. History (or AP Equivalents)**
- **Recommended Prerequisite: AP Human Geography, AP World History, AP U.S. History**
- **Dual Credit prerequisites: NVC application and TSIA scores**

U.S. GOVERNMENT AND POLITICS (4301)

U.S. Government and Politics is the study of the historical foundations of our country and the development and function of the federal system. Practical application of democratic principles and the development of citizenship skills are emphasized.

- **Credit: 0.5**
- **Grade Placement: 12**
- **Prerequisite: World Geography *or* World History and U.S. History (or AP Equivalents)**

AP® U.S. GOVERNMENT AND POLITICS (4303)
DUAL CREDIT U.S. GOVERNMENT AND POLITICS (4303DN)

AP® /Dual Credit U.S. Government and Politics gives students an analytical perspective on government and politics in the U.S. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. Special assignments include readings, essays, and court cases. The College Board-approved accelerated course uses a college textbook, apstudent.collegeboard.org. Students must take the AP® exam or a final modeled after the AP® exam in rigor and length. Dual credit students take a semester exam.

- **Credit: 0.5 (Advanced Course Credit)**
- **Grade Placement: 12**
- **Prerequisite: World Geography OR World History AND U.S. History (or AP Equivalents)**
- **Recommended Prerequisite: AP Human Geography, AP World History, AP U.S. History**
- **Dual Credit prerequisites: NVC application and TSIA scores**
- **College Credit: NVC: GOVT 2305**

DUAL CREDIT U.S. GOVERNMENT AND POLITICS ASU (4301DA)

Dual U.S. Government and Politics gives students an analytical perspective on government and politics in the U.S. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. Special assignments include readings, essays, and court cases.

- **Credit: 0.5 (Advanced Course Credit)**
- **Grade Placement: 12**
- **Prerequisite: World Geography *OR* World History AND U.S. History (or AP Equivalents)**
- **Recommended Prerequisite: AP Human Geography, AP World History, AP U.S. History**
- **Dual Credit prerequisites: ASU application and TSIA scores**
- **Student Cost for ASU: $150 (no textbook)**
- **College Credit: ASU POLS 2305**

Special Topics in Social Studies

SOCIOLOGY (4711)

Sociology provides an opportunity for the systematic study of individuals, groups, social institutions, and social problems. Content includes concepts such as social stratification and mobility; cultural conflict, change, and contact; the structure and function of social institutions; and the role of values, norms, and deviance.

- **Credit: 0.5**
- **Grade Placement: 10-12**

PSYCHOLOGY (4701)

Psychology gives students the opportunity to learn how the knowledge, methods, and theories of psychologists apply to analyzing human behavior. Course content includes human development, perceptions and consciousness, learning and thinking, personality, abnormal behavior, and treatment methods. **This course may include mature and sensitive topics.**

- **Credit: 0.5**
- **Grade Placement: 10-12**

AP® PSYCHOLOGY with Research Methods (4703/4704)

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas. The College Board-approved courses use a college textbook, apstudent.collegeboard.org. Students who take the course must take the AP® exam or a final modeled after the AP® exam in rigor and length.

NOTE: AP Psychology (4703) and Honors Research Methods (4704) are Co-Prerequisites. You must register for both classes. If you drop this course at Semester you will get Credit for Honors Research Methods. To get AP Psychology credit on your transcript, you must complete both semesters.

- **Credit: 1**
- **Grade Placement: 10-12**
- **You must complete BOTH Semesters to get the AP Psychology Credit**

DUAL CREDIT GENERAL PSYCHOLOGY (various IHEs) (4701DA, 4701DX)

Introduction to the scientific study of factors underlying behavior. In addition to the physiological bases of behavior, other factors such as intelligence, learning, motivation, emotion, and perception are covered. This course will provide a general understanding of issues related to psychology by combining in-class lectures, reading assignments from the textbook, in-class discussions, and active learning exercises. This course should provide students with a basic understanding of the relationship between empirical evidence and theoretical explanations of major tenets within psychology. **This course may include mature and sensitive topics.**

- **Credit: 0.5**
- **Grade Placement: 11-12**
- **Dual Credit prerequisites: IHE application**
- **Student Cost for ASU: $150 plus possible instructional materials**

DUAL CREDIT TEXAS GOVERNMENT (various IHEs) (4400DA, 4400DX)

This is a survey course on Texas state and local government. As part of Texas IHE Core Curriculum, it 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.

- **Credit: 0.5**
- **Grade Placement: 11-12**
- **Dual Credit prerequisites: IHE application**
- **Student Cost for ASU: $150 plus possible instructional materials**

PERSONAL FINANCIAL LITERACY (4606)

Personal Financial Literacy covers concepts that students need to become self-supporting adults who can make informed decisions relating to personal financial matters. The concepts include understanding interest and credit card debt, home ownership, starting a small business, investments, savings and bank accounts, loans, insurance, and charitable giving. Students also receive instruction in the completion of the federal student aid (FAFSA) application.

- **Credit: 0.5**
- **Grade Placement: 10-12**
- **The class of 2030 and beyond may not take this course until their senior year.**

Languages Other Than English (LOTE)

Grade	Pathway A	Pathway B	Pathway C Elementary Dual Language or Native Speakers
6			Completion of K-5 Dual Language Spanish Language Arts and Reading 6th Grade (elective)
7			Spanish II Advanced
8		American Sign Language I Spanish I Spanish I Advanced	Spanish III Advanced
9	American Sign Language 1 German I Honors German I Spanish I Honors Spanish I	American Sign Language II German I Honors German I Spanish II Honors Spanish II	AP Spanish IV Language and Culture OR Dual Credit Spanish IV*
10	American Sign Language II German II Honors German II Spanish II Honors Spanish II	American Sign Language III German II Honors German II Spanish III Honors Spanish III	AP Spanish V Literature & Culture OR Start a Level I class in a 2nd language
11	American Sign Language III Honors German III Spanish III Honors Spanish III	American Sign Language IV Honors German III AP Spanish IV Language & Culture ***or*** Dual Credit Spanish IV*	Start/continue a 2nd language
12	American Sign Language IV AP German IV Language & Culture AP Spanish IV Language & Culture ***or*** Dual Credit Spanish IV*	AP German IV Language & Culture AP Spanish V Literature & Culture OR Start a Level I class in a 2nd language	Start/continue a 2nd language

Notes: Foundation Graduation Program: Student must take 2 levels of the same language

Arts & Humanities Endorsement: Student must take 4 levels in the same language **or** 2 levels of one language and 2 levels of a different language

*Alamo Colleges Northwest Vista Campus: Dual Credit 2311 & 2312 Intermediate Spanish

LOTE Credit by Examination (CBE), Grades 6-12

A student in grades 6-12 may be awarded credit based on performance on a CBE taken either with no prior instruction or with prior instruction.

No Prior Instruction

Students who have had no prior instruction must be awarded credit for the applicable course if the student received one of the following on a CBE

- Three or higher on an AP exam
- 80% or higher on a locally approved exam

Prior Instruction

Students who have had prior instruction in a course may be awarded credit for the applicable course if the student scores 70% or higher in a CBE approved by the local board of trustees. Prior instruction is determined by the local school district.

AMERICAN SIGN LANGUAGE (ASL)

AMERICAN SIGN LANGUAGE LEVEL 1 (1690)

American Sign Language I is the first course of a recommended four-year sequence designed to develop the fundamental language necessary to develop receptive and expressive skills. The culture and heritage of the hearing-impaired community are integrated into all aspects of the course. Students will develop confidence in using ASL to describe familiar topics such as family, hobbies, and school life. By the end of the first year of world language study, students should be able to understand and communicate in the target language at a novice mid to novice high level. Novice mid-signers are able to use memorized phrases and lists of words. Novice high signers are able to use simple sentences and ask/answer questions about familiar topics.

- **Credit: 1**
- **Grade Placement: 9-12**

AMERICAN SIGN LANGUAGE LEVEL 2 (1691)

American Sign Language II is the second course of a recommended four-year sequence designed to develop the fundamental language necessary to develop receptive and expressive skills. The culture and heritage of the hearing-impaired community are integrated into all aspects of the course. Students will develop confidence in using ASL to describe familiar topics such as family, hobbies, and school life.

- **Credit: 1**
- **Grade Placement: 9-12**
- **Prerequisite: ASL I or Placement Exam**

AMERICAN SIGN LANGUAGE LEVEL III (1692)

American Sign Language III is the third course of a recommended four-year sequence designed to develop the fundamental language necessary to develop receptive and expressive skills. Students learn to handle basic everyday communication: exchanging information, beginning with exchanging names and moving to talking about one's background; identifying others; making requests; giving reasons; giving opinions; giving simple directions. Topics center around personal information and the immediate environment. Grammar is introduced in context with an emphasis on developing question and answer skills. Students rehearse conversation strategies for getting attention, asking for clarification, and correcting information to minimize misunderstanding.

- **Credit: 1**
- **Grade Placement: 9-12**
- **Prerequisites: ASL I, ASL II and/or Placement Exam**

AMERICAN SIGN LANGUAGE LEVEL IV (1693)

American Sign Language IV is the fourth course of a recommended four-year sequence designed to develop the fundamental language necessary to develop receptive and expressive skills. This course provides more complex ASL grammatical features, communicative functions, and receptive fingerspelling and numbers. Students will learn to effectively transcribe ASL into standard English and will learn to communicate at an intermediate level. The course will provide students the opportunity to earn college credit through the ASL pathway.

- **Grade Placement: 10, 11, 12**
- **Prerequisites: ASL I, ASL II, ASL III, and/or Placement Exam**

GERMAN

GERMAN I (1651)

German I is the first course of a recommended four-year sequence that develops fundamental language skills of listening, speaking, reading, and writing through interpretive, interpersonal, and presentational modes of communication. The course introduces students to the German language, geography, and culture of all four German-speaking countries (Germany, Austria, Switzerland, and Liechtenstein) using music, textbooks, movies, food, and projects. The emphasis of German I is the development of oral language. The study of beginning-level vocabulary, phonetics, grammar, phrases, and idiomatic expressions is included. Students are encouraged to participate in extracurricular activities facilitated by the instructor to enhance classroom instruction.

- **Credit: 1**
- **Grade Placement: 9-12**

HONORS GERMAN I (1651H)

Honors German I is the first course of a recommended four-year sequence that extends and deepens concepts covered in German I in order to prepare students for upper-level German courses. Develop fundamental language across the interpretive, interpersonal, and presentational modes of communication. The emphasis of Honors German is the development of oral language. Students are encouraged to participate in extracurricular activities facilitated by the instructor to enhance classroom instruction.

- **Credit: 1**
- **Grade Placement: 9-12**

GERMAN II (1661)

German II is the second course of a recommended four-year sequence, which continues the study of the German language and culture through more advanced and authentic forms of visual, audio, and print media. Students improve and expand listening, speaking, reading, and writing abilities and use all four German-speaking countries as a basis for their studies. New vocabulary and more complex grammatical structures are emphasized along with relevant topics. Students are encouraged to participate in extracurricular activities facilitated by the instructor to enhance classroom instruction.

- **Credit: 1**
- **Grade Placement: 9-12**
- **Prerequisite: German I or Placement Exam**

HONORS GERMAN II (1661H)

Honors German II is the second course of a recommended four-year sequence, which extends and deepens concepts covered in German I and prepares students for upper-level German courses. New vocabulary and more complex grammatical structures are emphasized along with relevant topics. The Honors program requires the student to develop a higher level of proficiency in all three modes. Creative self-expression in German is also encouraged. Students are encouraged to participate in extracurricular activities facilitated by the instructor to enhance classroom instruction.

- **Credit: 1**
- **Grade Placement: 9-12**
- **Prerequisite: German I or Placement Exam**

HONORS GERMAN III (1671H)

Honors German III is the third course of a recommended four-year sequence, and stresses the advancement of reading, writing, speaking, and listening skills in addition to the review and enhancement of vocabulary and grammar. The student will read and discuss a variety of authentic texts in German that include literature and cultural topics. Increased emphasis on the interpersonal and presentational modes of writing and speaking. Students are encouraged to participate in extracurricular activities facilitated by the instructor to enhance classroom instruction.

- **Credit: 1**
- **Grade Placement: 10-12**
- **Prerequisites: German I, German II, and/or Placement Exam**

AP® GERMAN LANGUAGE AND CULTURE (GERMAN IV) (1684)

AP® German Language and Culture (AP German IV) is the fourth course of a recommended four-year sequence. It is a rigorous, accelerated, college-level course conducted primarily in German and designed in accordance with The College Board's AP® exam standards, apstudent.collegeboard.org. There is a greater emphasis on listening skills as students practice with authentic materials in order to write and speak well on the AP® test. An extensive, ongoing grammar review and building of vocabulary are also included. Includes advanced conversation, discussion, grammar, and composition with intensive reading of literature and current periodicals. Students are encouraged to participate in extracurricular activities facilitated by the instructor to enhance classroom instruction. Students must take the AP® exam or a final modeled after the AP® exam in rigor and length.

- **Credit: 1**
- **Grade Placement: 11-12**
- **Recommended Prerequisites: German I, German II, German III, and/or Placement Exam**

SPANISH

SPANISH I (1611)

Spanish I is the first course of a recommended four to five year sequence that develops fundamental language skills of listening, speaking, reading, and writing with an emphasis on developing oral language. The study of introductory vocabulary, phonetics, grammar, culture, and civilization is integrated throughout the course.

- **Credit: 1**
- **Grade Placement: 9-12**

HONORS SPANISH I (1611H)

Honors Spanish I is the first course of a recommended four to five year sequence that exceeds and deepens concepts covered in Spanish I in order to prepare students for upper-level Spanish courses. Students refine skills through exposure to an enriched curriculum.

- **Credit: 1**
- **Grade Placement: 9-12**

SPANISH II (1621)

Spanish II is the second course of a recommended four to five year sequence, which continues the study of the Spanish language and culture through expanded vocabulary and grammar skills using authentic forms of visual, audio, and print media. Continuation of the development of the language across the interpretive, interpersonal, and presentational modes of communication.

- **Credit: 1**
- **Grade Placement: 9-12**
- **Prerequisite: Spanish I or Placement Exam**

HONORS SPANISH II (1621H)

Honors Spanish II is the second course of a recommended four to five year sequence, which extends and deepens concepts covered in Spanish I and prepares students for upper-level Spanish courses with increased emphasis on developing a higher level of proficiency, encouraging creative self-expression, including cultural readings, expanding vocabulary, and grammar development.

- **Credit: 1**
- **Grade Placement: 9-12**
- **Prerequisite: Spanish I or Placement Exam**

SPANISH III (1631)

Spanish III is the third course of a recommended four to five year sequence, which extends fundamental communication skills of listening, speaking, reading, writing, and studying through advanced language structures and a concentration on oral communication. Students expand reading comprehension and writing skills utilizing authentic Spanish literature and culture texts.

- **Credit: 1**
- **Grade Placement: 9-12**
- **Prerequisites: Spanish I, Spanish II, and/or Placement Exam**

HONORS SPANISH III (1631H)

Honors Spanish III is the third course of a recommended four to five year sequence, which extends and deepens concepts covered in Spanish II and prepares students for AP Spanish IV by emphasizing vocabulary expansion, structural precision, and the acquisition of native phonetic approximation and expressions. The intensity, faster pace, higher degree of accuracy, and level of expectation and commitment from the student set the course apart from the on-level Spanish III. The emphasis will be to expand further the students' oral proficiency and to continue the development of skills in reading and writing through the use of literature.

- **Credit: 1**
- **Grade Placement: 9-12**
- **Prerequisites: Spanish I, Spanish II, and/or Placement Exam**

Dual Credit SPANISH IV (1641DN)

Dual Credit Spanish IV is one option for the fourth course of a recommended four to five year sequence, which continues to build upon the knowledge and skills acquired in prior years of study. The students will focus on using Spanish to communicate in conversational and other informal settings. Continued language development in listening, speaking, reading, and writing skills. Literary selections in the context of Latin American and Spanish culture and civilization are incorporated, and the accelerated course is conducted mostly in Spanish. Students must complete Spanish 2311 in the first semester with a grade of "C" or better in order to continue in Spanish 2312 in the second semester.

- **Credit: 1**
- **Grade Placement: 9-12**
- **Prerequisites: Spanish I, Spanish II, Spanish III, and/or Placement Exam (but must also meet the dual credit requirements)**
- **Dual Credit Prerequisites: NVC application and TSIA scores**

AP® SPANISH LANGUAGE AND CULTURE (AP Spanish IV) (1643)

AP® Spanish Language and Culture (AP Spanish IV) is one option for the fourth course of a recommended four to five year sequence, which covers the equivalent of a third-year college course in advanced Spanish composition and conversation. Students expand their knowledge of the Spanish language and culture by focusing on the topics related to the six AP® themes: Global Challenges, Science & Technology, Contemporary Life, Personal & Public Identities, Families & Communities, and Beauty & Aesthetics. The College Board-approved accelerated course uses a college textbook, apstudent.collegeboard.org. Students must take the AP® exam or a final modeled after the AP® exam in rigor and length.

- **Credit: 1**
- **Grade Placement: 9-12**
- **Recommended Prerequisites: Spanish I, Spanish II, Spanish III, and/or Placement Exam**

AP® SPANISH LITERATURE AND CULTURE (AP Spanish V) (1645)

AP® Spanish Literature and Culture (AP Spanish V) is the fifth course of a recommended four to five year sequence. The course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students continue to develop proficiencies across the full range of the modes of communication (interpersonal, presentational, and interpretive), honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, and literary criticism). The College Board-approved accelerated course uses a college textbook, apstudent.collegeboard.org. Students must take the AP® exam or a final modeled after the AP® exam in rigor and length.

- **Credit: 1**
- **Grade Placement: 10-12**
- **Recommended Prerequisites: Spanish I, Spanish II, Spanish III, Spanish IV OR at least 3 years of high school Spanish and/or Placement Exam**

Physical Education and Team Sports

Students are required to complete one credit in Physical Education to fulfill graduation requirements. Certain activities are allowed to substitute for the Physical Education requirement: Athletics; JROTC; Off Campus Physical Education*; Dance Team; Marching Band; and Cheerleading.

All of the above substitutions must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. No more than four substitution credits may be earned through any combination of these allowable substitutions.

*See Off-Campus Physical Education Requirements below to see Program Description and Application Information. The OCPE Program Application must be received in the counselor's office by **the last Friday in August for the fall semester or the first Friday in December for the spring semester**. **Deadlines will be strictly enforced**.

LIFETIME FITNESS AND WELLNESS PURSUITS (Physical Education) (5103)

The lifetime fitness and wellness Pursuits course offers current approaches for the foundations of personal fitness, physical literacy, lifetime wellness, and healthy living. This course requires students to assess individual fitness levels according to the five components of physical fitness: cardiovascular health, muscular strength, muscular endurance, flexibility, and body composition. Personal fitness assessments encourage students to design fitness programs to meet their individual fitness goals.

- **Credit: 1**
- **Grade Placement 9-12**

LIFETIME RECREATION AND OUTDOOR PURSUITS (5107)

Lifetime Recreation and Outdoor Pursuits is a fun and exciting co-ed physical education course. Students are taught life-long skills by integrating a curriculum of science, math, writing, critical thinking skills, and computer technology. The focus on outdoor activities such as: archery, orienteering, survival skills, trip planning, angling, tackle crafts, hiking, backpacking, camping, outdoor cooking, and conservation/environmental issues.

- **Credit: 1**
- **Grade Placements: 9-12**

PHYSICAL EDUCATION – PARTNERS PE (5102, 5104, 5105, 5106)

Partners PE provides an environment in which students will enhance their total well-being. Through participating in a variety of activities, adapted to each person's abilities, students will have the opportunity to experience the joy of movement and discover its value as a part of everyday living. Understanding the relationship between personal fitness and health problems is fundamental to the course. Students are scheduled per ARD or Section 504 Committee and receive state PE credit for one year and local elective credit for subsequent years. PE Student Partners who complete an application are scheduled after being approved by the teacher/administrator. Students receive local elective credit only.

- **Credit: 1 Local**
- **Grade Placement: 9-12**

TEAM SPORTS (Various Local 4-digit ID#s)

Team Sports

Boerne Independent School District offers a variety of competitive sports for both girls and boys. Athletic activities operate under the guidelines of the University Interscholastic League (UIL). Participation requires approval of the head coach of the respective sport, parent permission, a physical examination by a licensed physician, and maintenance of a satisfactory academic record. Students who participate in UIL sports may earn a maximum of four credits of P.E. Since these athletic teams compete, students must try out for the teams by demonstrating strong ability in the skills needed. Additional information about individual sports and their seasons, including game schedules, is located on the athletic web page through the campus websites.

- **Credit: See description**
- **Grade Placement: 9-12**

CHEERLEADING

CHEERLEADING 1 (5141)

CHEERLEADING 2 (5142)

CHEERLEADING 3 (5143)

CHEERLEADING 4 (5144)

Cheerleading tryouts for the squad occur in the spring semester, and students are scheduled into a Cheerleading class for the following fall. The campus provides information related to the tryout process for this extracurricular activity.

- **Credit: 1 PE substitution, 1st year only; Local credit in subsequent years.** ***Special note: Students participating in this extracurricular activity will be expected to purchase a uniform***
- **Grade Placement: 9-12**
- **Prerequisite: Tryout selection**

OFF-CAMPUS PHYSICAL EDUCATION

Purpose of the Off-Campus Physical Education (OCPE) Program

The purpose of the OCPE Program is to accommodate students who participate in Olympic-level sports or equivalent high-caliber activities that are not offered within the Physical Education and/or Athletic Departments. The OCPE Program allows students in high school to receive substitution credits for Physical Education by utilizing off-campus, commercially-sponsored physical activities as defined by Texas Administrative Code §74.73(b)(6)(B)(iii)(I-II):

- *(iii) appropriate private or commercially-sponsored physical activity programs conducted on or off campus. The district must apply to the commissioner of education for approval of such programs, which may be substituted for state graduation credit in physical education. Such approval may be granted under the following conditions.*
  - *(I)* ***Category I:*** *Olympic-level participation and/or competition includes a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors, and activities involved in the program must be certified by the superintendent to be of exceptional quality. Students qualifying and participating at this level may be dismissed from school one hour per day. Students dismissed may not miss any class other than physical education.*
  - *(II)* ***Category II:*** *Private or commercially-sponsored physical activities include those certified by the superintendent to be of high quality and well supervised by appropriately trained instructors. Student participation of at least five hours per week must be required. Students certified to participate at this level may not be dismissed from any part of the regular school day.*

Description of the Off-Campus Physical Education Program

The OCPE Program is a partnership between Boerne ISD and approved off-campus agencies and only training hours may count toward the weekly requirement. Competitions will not count toward the weekly participation hours. Students may not be enrolled in OCPE and any other general Physical Education class or Physical Education substitution at the same time. High school students earn 0.5 credits per semester for a total of 4 credits towards their graduation requirements. High school students may participate in either Category I or Category II OCPE. **Category I OCPE** students may be released from school for one class period through either late arrival to or early departure from school. **Category II OCPE** students are not released from school.

Application Procedure

1. Students obtain the OCPE Program Application in the counselor's office or on the BISD website www.boerneisd.net.
2. The OCPE Program Application must be received in the counselor's office by the last Friday in August for the fall semester or the first Friday in December for the spring semester. **Deadlines will be strictly enforced.**
3. Students may be scheduled for PE classes based on their physical education requirements until OCPE Program approval is granted.
4. OCPE Category I students will remain on campus as scheduled by the campus for state-required fitness testing, standardized testing, and any other assessment deemed necessary by the campus.
5. High School: Credit will be awarded based on Pass/Fail basis for both semesters, and the student's semester grades will not be included in the calculation of his or her class rank.
6. Once approved, parents and students should confirm that OCPE appears on students' schedules at the beginning of each semester and that students have received a grade on their report cards. Schools may place an "F" on a student's report card if the Provider does not submit a student's grades and/or attendance by the appropriate deadlines.
7. A new OCPE Program Application must be submitted each school year.

The application packet contains more information regarding student, parent, and provider responsibilities.

Fine Arts

BAND

BAND - MARCHING & CONCERT

BAND 1 (6205) / BAND 2 (6206) / BAND 3 (6207) / BAND 4 (6208)

Band students participate in all UIL-sponsored contests and various festivals throughout the year, as well as additional marching and concert contests. Band members take part in local civic events, such as parades and public concerts. Requirements include attendance at all rehearsals and performances of the band, at-home practice, activity fees, summer and spring uniforms, and band shoes.

- **Credits: 1 Fine Arts and 1 PE Substitution (5110) for first year. Fine Arts credit thereafter.**
- **Prerequisites: Successful completion of a junior high or middle school band program or director's approval *and* participation in summer band program**
- **Physical Required**

Special Notes/Fees:
$40 yearly uniform rental fee for band students (marching & concert uniforms).
$40 per semester fee for use of district-owned instrument rentals.
Costs for replacement/repair of uniforms and district-owned instruments are the responsibility of the student.

COLORGUARD

COLORGUARD 1 (6225) / COLORGUARD 2 (6226) / COLORGUARD 3 (6227)

COLORGUARD 4 (6228)

COLORGUARD: Students will explore dance technique and composition through participation in colorguard. During the fall, participants perform with the high school band and participate in various extra activities. During the second semester, the guard will participate in winter guard competition and various activities. Colorguard members are responsible for costs related to director-approved uniforms. Director approval is required for enrollment in the class, and no dance prerequisite is required.

- **Credits: 1 Fine Arts and 0.5 PE Substitution (5110) for first 2 years. Fine Arts credit thereafter.**
- **Grade Placement: 9-12**
- **Prerequisites: Successful completion of a junior high or middle school band program, or director's approval *and* participation in summer band program**
- **Physical Required**

Special Notes/Fees:
Colorguard students will be responsible for the purchase of their uniform and will not have a uniform fee.

APPLIED MUSIC

APPLIED MUSIC 1 (6213) / APPLIED MUSIC 2 (6214) / APPLIED MUSIC 3 (6219)

APPLIED MUSIC 4 (6220)

Applied Music provides students the opportunity to work on individual technique on their instrument and to study solos from differing musical periods and technical exercises. Performances during the year will be required.

- **Credits: 1**
- **Grade Placement: 9-12**
- **Prerequisites: Successful completion of a junior high or middle school band program and concurrent enrollment in band, *or* audition, and director's approval**

JAZZ ENSEMBLE (STAGE BAND)

JAZZ ENSEMBLE 1 (6209) / JAZZ ENSEMBLE 2 (6210) / JAZZ ENSEMBLE 3 (6211)

JAZZ ENSEMBLE 4 (6212)

Jazz Ensemble provides students the opportunity to work on individual technique on their instrument and to study solos from differing musical periods and technical exercises. Performances during the year will be required.

- **Credits: 1**
- **Grade Placement: 9-12**
- **Prerequisites: Successful completion of a junior high or middle school band program and concurrent enrollment in band, *or* audition, and director's approval**

CHOIR - CHORAL MUSIC

CHORALE 1 (6301) / CHORALE 2 (6302) / CHORALE 3 (6303) / CHORALE 4 (6304)

CHORALE is the principal-mixed (Soprano, Alto, Tenor, Bass) class in which the objectives are to present skillfully proficient performances of a wide variety of vocal music. The musical styles range from classical to pop. The Chorale participates in all UIL competitions, presents seasonal concerts for the community, and performs frequently for civic events and organizations. Chorale members have the opportunity to participate in the TMEA Region Auditions and UIL Solo and Ensemble competitions.

- **Credits: 1**
- **Grade Placement: 9-12**
- **Prerequisites: Audition and director's approval**
- **Special Notes/Fees: $40 per year fee for district uniform rental**

TREBLE CHOIR

TREBLE CHOIR 1 (6314) / TREBLE CHOIR 2 (6315) / TREBLE CHOIR 3 (6316)
TREBLE CHOIR 4 (6317)

Treble Choir is a non-varsity choir in which the objectives are to present skillfully proficient performances of a wide variety of vocal music while becoming more adept in vocal technique and skills. The musical styles range from classical to pop. Treble Choir members participate in all UIL competitions, present seasonal concerts for the community, and perform for civic events and organizations. Treble Choir members have the opportunity to participate in the TMEA Region Auditions and UIL Solo and Ensemble competitions.

- **Credits: 1**
- **Grade Placement: 9-12**
- **Prerequisites: Audition and director's approval**
- **Special Note/Fees: $40 per year fee for district uniform rental**

VOCAL ENSEMBLE (CHAMBER SINGERS)

VOCAL ENSEMBLE 1 (6309) / VOCAL ENSEMBLE 2 (6310) / VOCAL ENSEMBLE 3 (6311)
VOCAL ENSEMBLE 4 (6318)

Vocal Ensemble offers choir students the opportunity to sing different styles in a small, vocally balanced group setting. Students possess a high level of musicianship and initiative. The group performs for school functions, festivals, and other community events. Chamber Singers must maintain eligibility and will participate in UIL Solo & Ensemble, and Singers are encouraged to participate in the All State process. Members must be flexible with performance schedules.

- **Credits: 1**
- **Grade Placement: 9-12**
- **Prerequisites: Audition, director's approval, and concurrent enrollment in Chorale or Treble Choir**

Music Theory

AP® MUSIC THEORY (6313)

AP® Music Theory prepares students for advanced study in musical training. The course begins with the rudimentary instructions of musical symbols: clefs, note types, staffs, key/time signatures, and ear training. As students progress, musical instruction will include specific training in elementary composition, musical analysis, piano skills, sight-reading, and ear training. This is an advanced music course for students with previous music training. For more information on AP®, courses, go to https://apstudents.collegeboard.org/ .Students must take the AP® exam or a final modeled after an AP® exam in rigor and length.

- **Credit: 1**
- **Grade Placement: 10-12**
- **Recommended Prerequisites: Ability to read and write musical notation and basic voice or instrument performance skills**

DUAL CREDIT INTRODUCTION TO MUSIC - (ASU MUSI 1306) (6320DA)

The purpose of Dual Credit Introduction to Music is to learn about the basic elements of music and examine how they are used in Western European Art Music.

- **Credit: 0.5**
- **Grade Placement: 9-12**
- **Prerequisite: ASU Application**
- **ASU Student Cost: $150 (No textbook required)**

DANCE

PRINCIPLES OF DANCE 1 (6401)

Foundations of Dance 1 introduces various dance disciplines, dance history, movement, vocabulary, social, and cultural dance. This course teaches mind and body coordination along with flexibility, basic dance technique, skills, lifetime cardiovascular fitness, muscle strength and endurance, improved self-discipline, and a history of dance. Additionally, students will learn about dance etiquette, constructive critiques, health, fitness, and proper safety procedures during exercise. This course will enhance student confidence and challenge them physically and mentally. Students will be assessed and evaluated through written and movement skills. Through dance, students have the opportunity to expand their knowledge of the arts. Students perform in the Dance Spring show as part of their required final exam.

- **Credit: 1 (Fine Arts)**
- **Grade Placement: 9-12**

Special Note: Proper dance attire, as stated by the instructor, is required.

PRINCIPLES OF DANCE 2 (6402) / PRINCIPLES OF DANCE 3 (6403)
PRINCIPLES OF DANCE 4 (6404)

Principles of Dance 2-4 is open to all students who have successfully completed Principles of Dance I, and subsequent courses require successful completion of the previous Level. Each course builds upon previously taught skills and techniques and encourages students through creative expression, choreography, tempo, spatial concepts, and floor patterns. Principles of Dance II-IV students perform in the Dance Spring show as part of their final exam.

- **Credits: 1 (Fine Arts)**
- **Grade Placement: 10-12**
- **Prerequisite: Dance I or audition and director approval**

Special Note: Proper dance attire, as stated by the instructor, is required.

DANCE PERFORMANCE - ENSEMBLE (DANCE TEAM)
DANCE 1 PER ENS (6415) / DANCE 2 PER ENS (6416) / DANCE 3 PER ENS (6417)
DANCE 4 PER ENS (6418)

Dance Performance/Ensemble students audition for the varsity or junior varsity team by demonstrating skills required for competitive performances, including but not limited to school events, athletic events, contests, community events, and performance trips. Students explore and develop advanced dance skills and techniques in various dance disciplines such as jazz, ballet, kick, pom, modern, lyrical, contemporary, and hip-hop. Emphasis will be on precision, style, technique, flexibility, physical strength, endurance, and creativity. Students learn the importance of high academic standards, discipline, dedication, proper nutrition, a strong work ethic, teamwork, and responsibility.

- **Credits: 1 Fine Arts and 1 PE Substitution (5120) for 1st year; Fine Arts credit, only, thereafter**
- **Grade Placement: 9-12**
- **Prerequisites: Audition (Tryouts) demonstration of specific skills such as pirouettes, jetes, kicks, and splits**
- **Physical Required for Dance Team**
- **Special Notes/Fees:** $35/year fee for district uniform rental.

Students will be responsible for the purchase of team uniforms, costume pieces, and camp costs. Fundraisers defray costs, and scholarships may be available on a need basis.

ORCHESTRA

ORCHESTRA 1 (6215) / ORCHESTRA 2 (6216) / ORCHESTRA 3 (6217)
ORCHESTRA 4 (6218)

Orchestra is open to students who play or want to play orchestra instruments (violin, viola, cello, and string bass). Orchestra is performance co-oriented with a goal of improving the individual and group playing skills of its class members. Music literature will vary from classical to contemporary. In addition to orchestra performances, students will be encouraged to participate in solo and/or small ensemble recitals. Attendance at all rehearsals and performances is required.

- **Credits: 1**
- **Grade Placement: 9-12**
- **Prerequisites: Successful completion of a junior high or middle school program or director approval**
- **Special Notes/Fees:** $40 per semester fee for use of district-owned instruments; $40 yearly uniform rental fee

THEATER ARTS

THEATER ARTS 1 (6101)

Theater Arts I students learn theatrical skills and performance concepts with emphasis on pantomime, stage movement, oral interpretation, physical theatre knowledge, acting, and theatre heritage. Theater Arts I is a survey course where students discover their theatrical niche through assorted activities ranging from improvisation to memorized scenes, exploration of stagecraft, and technical theatre.

- **Credit: 1**
- **Grade Placement: 9-12**

THEATER ARTS 2 (6102) / THEATER ARTS 3 (6113) / THEATER ARTS 4 (6114)

Theater Arts 2-4 students further their theatrical skills through work in acting, directing, and theater heritage. Production styles and basic principles of performance are analyzed and applied in various theatrical applications. The objective is to stimulate creativity, student poise, confidence, and independence. Production work required, and enrollment in the course constitutes an agreement to fulfill all curricular, co-curricular, and extracurricular requirements.

- **Credits: 1**
- **Grade Placement: 10-12**
- **Prerequisites: Theater Arts 1 and director's approval**

THEATER PRODUCTION
THEATER PRODUCTION 1 (6103) / THEATER PRODUCTION 2 (6104)
THEATER PRODUCTION 3 (6105) / THEATER PRODUCTION 4 (6119)

Theater Production provides practical hands-on experiences in acting and stagecraft through the preparation and public performances of plays. This curricular laboratory for the exploration, development, and synthesis of all the elements of theater supplements other theatre and technical theatre courses that concentrate on theories, information, and techniques by providing for the integration and implementation of those ideas and skills. This course requires a commitment of time ouTSIAde the academic school day and a contract or agreement of time and fees as it relates to each production is expected.

- **Credits: 1**
- **Grade Placement: 9-12**
- **Prerequisites: Theater Arts I or pre-assessment and instructor's approval**

Special Notes/Fees:

This course requires a commitment of time outside the academic school day and a contract or agreement of time and fees as it relates to each production. There is an additional costume fee for main stage shows.

TECHNICAL THEATER

TECHNICAL THEATER 1 (6106) / TECHNICAL THEATER 2 (6107)

TECHNICAL THEATER 3 (6108) / TECHNICAL THEATER 4 (6112)

Technical Theater students actively participate in the various key technical elements of planning and creating scenery, making props, designing lights and sound, costuming, makeup, and theatrical business. This course requires a commitment of time ouTSIAde the academic school day.

- **Credits: 1**
- **Grade Placement: 9-12**
- **Prerequisites: Application for Technical Theater I, Director's approval for Technical Theater 2-4**

DUAL CREDIT THEATRE APPRECIATION (NVC) (6102DN)

Dual Credit Theatre Appreciation aligns with the first year of college general Theatre Appreciation.

This is a course designed to provide a survey of the main fields of theatre activity, thus providing a background for the appreciation and enjoyment of live theatre through an understanding of the elements of play analysis, acting, directing, technical theatre, and the collaborative nature of live theatre.

Content is college-level and college-paced. Students are required to show competence in high levels of commitment and rigor throughout the year of study.

- **Credit: 1**
- **Grade Placement: 9-12**
- **Dual Credit Prerequisites: Completion of Dual Credit Checklist**

MUSICAL THEATRE 1 (6115)

This course introduces students to musical theatre through song, score, libretto, character analysis, and performance. Students look at both classic and contemporary musical theatre style, structure, and content with an emphasis on performance and acting the song.

- **Credits: 1**
- **Grade Placement: 9-12**
- **No Prerequisites**

Special Notes/Fees: $25 yearly activity fee

MUSICAL THEATRE 2 (6116)
Musical Theatre 2 students further their theatrical skills through acting, singing, and theater musical score, along with libretto, character analysis, and performances. Students look at both classic and contemporary musical theatre style, structure, and content with an emphasis on performance, acting, and singing.

- **Credit: 1**
- **Grade Placement: 9-12**
- **Prerequisites: Musical Theatre I**

Special Notes/Fees: $25 yearly activity fee

VISUAL ARTS

ART 1 (6001)

Art 1 is designed to introduce students to a variety of art media, vocabulary, and techniques. Art I prepares students for upper-level art courses. This course fulfills the graduation requirement of one Fine Arts credit and also prepares students for more advanced art courses.

- **Credit: 1**
- **Grade Placement: 9-12**

ART 2 DRAWING 1 (6003) / ART 3 DRAWING 2 (6004) / ART 4 DRAWING 3 (6005)

Drawing 1-3: This course is a rigorous study in different drawing techniques and media and focuses on developing individual ideas and approaches, with "observational skills" and modes of "expression" as the primary artistic goals. Students complete high-quality drawings using the following media: pencil, charcoal, Prismacolor, pen and ink, marker, oil, and soft pastels.

- **Credits: 1**
- **Grade Placement: 9-12**
- **Prerequisites: Art 1, portfolio submission, and teacher approval**

ART 2 PAINTING 1 (6006) / ART 3 PAINTING 2 (6007) / ART 4 PAINTING 3 (6008)

Painting 1-3: This course is a rigorous study of the various types of painting techniques and media and covers the origins, concepts, and fundamentals of painting. Students will complete paintings in the following media: tempera, watercolor, acrylic, oil, and mixed media.

- **Credits: 1**
- **Grade Placement: 9-12**
- **Prerequisites: Art 1; portfolio submission and teacher approval**

ART 2 PRINTMAKING 1 (6009) / ART 3 PRINTMAKING 2 (6010)

Printmaking 1-2: This course offers an introduction to the variety of printmaking techniques and is only offered at CHS. Students learn to create high quality prints using the following methods: relief, monotype, etching, silkscreen, and solar print. Additionally, students experiment with textures and manipulate images to enhance their prints.

- **Credits: 1**
- **Grade Placement: 9-12**
- **Prerequisites: Art 1; portfolio submission and teacher approval**

ART 2 SCULPTURE 1 (6014)

This is an advanced course in the study of art in its 3-dimensional form. Students explore various sculptural media such as fibers, ceramics, papier-mâché, wire, jewelry, metal, wood, and plaster. Students participate in a wide range of experiences and techniques designed to build artistic and creative confidence. Additionally, students develop an appreciation for art from various cultures.

- **Credit: 1**
- **Grade Placement: 9-12**
- **Prerequisites: Art 1; portfolio submission and teacher approval**

ART 3 SCULPTURE 2 (6015) / ART 4 SCULPTURE 3 (6016)

Sculpture 2-3 students explore 3-dimensional thinking and creating, employing both additive and subtractive sculptural techniques. Students use various materials to create sculptures, which include papier-mâché, clay, wood, plaster, wire, and stone. Students learn how to manipulate these materials and safely use sculpting tools.

- **Credits: 1**
- **Grade Placement: 11-12**
- **Prerequisites: portfolio submission and teacher approval**

ART 2 PHOTOGRAPHY 1 (6020) / ART 3 PHOTOGRAPHY 2 (6021)

ART 4 PHOTOGRAPHY 3 (6022)

Photography 1 introduces digital photography, stressing composition (art elements and principles of design), digital darkroom techniques, computerized retouching, importing and managing images, and printing. The course covers digital photography using Adobe Creative Suite software and archival photographic papers. Emphasis is on the potential to create a piece of art that can communicate in a unique way. Students have access to digital cameras during the instructional day. Photography 2 and 3 build on the foundations established in Photography 1.

- **Credits: 1**
- **Grade Placement: 11-12**
- **Prerequisites: Portfolio submission and teacher approval**

ART 3 CERAMICS 2 (6012) / ART 4 CERAMICS 3 (6013)

Ceramics 2-3 gives students hands-on educational and artistic experiences using the medium of clay. Students learn to shape clay in a variety of ways, including hand building and wheel throwing. Students also gain experience in a variety of decorating, glazing, and firing techniques.

- **Credits: 1**
- **Grade Placement: 11-12**
- **Prerequisites: Sculpture 1; Portfolio submission and teacher approval**

STUDIO ART: AP® 2-D DESIGN PORTFOLIO (6023)

AP® 2-D Design enables highly motivated students to pursue college-level work in studio art while still in high school. Students demonstrate mastery of 2-D design through any two-dimensional medium or process, including but not limited to photography, collage, illustration, painting, mixed media, and printmaking. Students submit an AP® Studio Art Portfolio to the College Board at the conclusion of the course. **For more information on AP® courses, go to https://apstudent.collegeboard.org/home**

- **Credit: 1**
- **Grade Placement: 11-12**
- **Prerequisites: Portfolio submission and teacher approval**

Special Note: AP® Portfolio submission

STUDIO ART: AP® 3-D DESIGN PORTFOLIO (6033)

AP® 3-D Design enables highly motivated students to pursue college-level work in studio art while still in high school. Students demonstrate mastery of 3-D design through any three-dimensional medium or process, including but not limited to figurative or non-figurative sculpture, architectural models, metalwork, ceramics, glasswork, installation, assemblage, and 3-D fabric/fiber arts. Students submit an AP® 3-D Design Portfolio to the College Board at the conclusion of the course. For more information on AP® courses, go to https://apstudent.collegeboard.org/home.

- **Credit: 1**
- **Grade Placement: 11-12**
- **Prerequisites: Portfolio submission and teacher approval**

Special Note: AP® Portfolio submission

STUDIO ART: AP® DRAWING PORTFOLIO (6043)

AP® Studio Art Drawing enables highly motivated students to pursue college-level work in studio art while still in high school. Students demonstrate mastery of drawing concepts, techniques, media, and execution of their ideas. Students submit an AP® Studio Art Portfolio to the College Board at the conclusion of the course. **For more information on AP® courses, go to https://apstudent.collegeboard.org/home.**

- **Credit: 1**
- **Grade Placement: 11-12**
- **Prerequisites: Portfolio submission and teacher approval**

Special Note: AP® Portfolio submission

DUAL CREDIT INTRODUCTION TO ART - Art Appreciation (various IHEs)

ASU 6048 DA, NWV 6048 DN, SAC 6048 DX)

This course is designed to lead to a basic understanding and increased enjoyment of the visual arts. Option for education majors with an art emphasis.

- **Credit: 0.5**
- **Grade Placement: 9-12**
- **Dual Credit Prerequisite: IHE Application**
- **ASU Student Cost: $150 (No textbook required)**

AP® ART HISTORY (6053)

The AP Art History course welcomes students into the global art world to engage with its forms and content as they research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the students develop in-depth, holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, developing an understanding of individual works and interconnections across history.

- **Credit: 1**
- **Grade Placement: 11-12**
- **Prerequisites: Portfolio submission and teacher approval**

FLORAL DESIGN (5506T)

Floral Design is designed to develop students' ability to identify and demonstrate the elements and principles of 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 develop respect for the traditions of and appreciation for the contributions of diverse cultures. Students 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 knowledge and skills, 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.

- **Credit: 1 (1 Fine Arts Credit or 1 CTE Credit)**
- **Grade Placement: 10-11**

Career and Technical Education

AGRICULTURAL TECHNOLOGY AND MECHANICAL SYSTEMS

PRINCIPLES OF AGRICULTURE, FOOD, AND NATURAL RESOURCES (5500T)

In Principles of Agriculture, Food, and Natural Resources (AFNR), students explore major areas of agriculture, food, and natural resources, including organizations; agribusiness leadership and communications; plant science; animal science; food science and technology; agricultural technology and mechanical systems; and environmental and natural resources. To prepare for careers in agriculture, food, and natural resources, students must attain academic knowledge and skills, acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings.

- **Credit: 1**
- **Grade Placement: 9-10**

AGRICULTURAL MECHANICS & METAL TECHNOLOGIES (5546)

Agricultural Mechanics & Metal Technology is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metalworking techniques. Welding and metal fabrication are the focus of the course in order to prepare students for certified welder opportunities.

- **Credit: 1**
- **Grade Placement: 10-11**
- **Prerequisite: Principles of AFNR**

AGRICULTURE STRUCTURES DESIGN & FABRICATION (5620T)

Agriculture Structures Design and Fabrication develops an advanced understanding of planning, designing, and constructing an agricultural project using CAD software. Students will learn skills necessary to explore careers in mechanized agriculture and technical systems, focusing on the planning, design, and construction of agricultural structures

- **Credit: 1**
- **Grade Placement: 10**
- **Prerequisite: Principles of AFNR**

AGRICULTURE EQUIPMENT DESIGN AND FABRICATION (5607T)

Agriculture Equipment and Design Fabrication develops an advanced understanding of planning, designing, and constructing an agricultural project using CAD software. Metal fabrication (Welding), industrial skills, cost estimation, material selection, and communication management topics allow students to experience working at the industrial level.

- **Credit: 1**
- **Grade Placement: 11-12**
- **Prerequisites: Principles of AFNR and Agricultural Mechanics and Metal Technologies**

PRACTICUM IN AGRICULTURAL TECHNOLOGY AND MECHANICAL SYSTEMS (AGRICULTURE, FOOD, AND NATURAL RESOURCES) (5608T)

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

- **Credit: 2**
- **Grade Placement: 11-12**
- **Prerequisites: Agricultural Mechanics, Metal Technologies, and Agriculture Equipment and Design Fabrication**

ANIMAL SCIENCE PROGRAM OF STUDY

PRINCIPLES OF AGRICULTURE, FOOD, AND NATURAL RESOURCES (5500T)

In Principles of Agriculture, Food, and Natural Resources (AFNR), students explore major areas of agriculture, food, and natural resources, including organizations; agribusiness leadership and communications; plant science; animal science; food science and technology; agricultural technology and mechanical systems; and environmental and natural resources. To prepare for careers in agriculture, food, and natural resources, students must attain academic knowledge and skills, acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings.

- **Credit: 1**
- **Grade Placement: 9-10**

LIVESTOCK AND POULTRY PRODUCTION (5604T)

In Livestock and Poultry Production, 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.

- **Credit: 1**
- **Grade Placement: 10-11**
- **Prerequisite: Principles of AFNR**

EQUINE SCIENCE (5507T)

In Equine Science, students acquire knowledge and skills related to 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 equine 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 in a variety of settings.

- **Credit: 0.5**
- **Grade Placement: 10-11**
- **Prerequisite: Principles of AFNR**

SMALL ANIMAL MANAGEMENT (5519T)

In Small Animal Management, students acquire knowledge and skills related to the small animal management industry. Small Animal Management may address topics related to small animals such as dogs and cats, rabbits, pocket pets, amphibians, reptiles, and birds. To prepare for careers in the field of animal science, students must enhance academic knowledge and skills, acquire knowledge and skills related to small animal 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 knowledge and skills in a variety of settings.

- **Credit: 0.5**
- **Grade Placement: 10-11**
- **Prerequisite: Principles of AFNR**

ADVANCED ANIMAL SCIENCE (5505T) 4th Science

Optional Dual Enrollment: Tarleton Today General Animal Science ANSC 1319 (5505DT)

Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of animal production, including canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorpha 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 knowledge and skills, 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. Advanced Animal Science expands upon livestock and animal production using a scientific and research approach. Students will research and apply livestock evaluation, nutrition, genetics, and reproduction topics.

**Students in this course will have the option to enroll in a Tarleton Today course, giving them the opportunity to complete 3 hours of college credit with the University.* Tarleton State University course ANSC 1319 -concurrent enrollment in ANSC 1119.

The scientific study of animal agriculture involving beef cattle, dairy cattle, swine, sheep, goats, and horses. Topics covered will include general management practices, reproduction, nutrition, health, handling, genetic selection, shelter/housing, and marketing strategies and procedures.

- **Credit: 1**
- **Grade Placement: 11-12**
- **General Animal Science. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**
- **Prerequisites: Biology and Chemistry or Integrated Physics and Chemistry (IPC), Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production.**

PRACTICUM IN ANIMAL SCIENCE (AGRICULTURE, FOOD, AND NATURAL RESOURCES) (5608T)

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

- **Credits: 2**
- **Grade Placement: 11-12**
- **Prerequisite: Livestock and Poultry Production**

ANIMAL SCIENCE RELATED COURSES

WILDLIFE, FISHERIES, AND ECOLOGY MANAGEMENT (5606T)

Wildlife, Fisheries, and Ecology Management examines the importance of wildlife and outdoor recreation with emphasis on using wildlife and natural resources. Students examine the management of game and nongame wildlife species, fish, and aquacrops and their ecological needs. Students obtain their Hunter Safety Certification upon successful completion of the exam.

- **Credit: 1**
- **Grade Placement: 10-12**

PLANT SCIENCE PROGRAM OF STUDY

PRINCIPLES OF AGRICULTURE, FOOD, AND NATURAL RESOURCES (5500T)

In Principles of Agriculture, Food, and Natural Resources (AFNR), students explore major areas of agriculture, food, and natural resources, including organizations, agribusiness leadership and communications, plant science, animal science, food science and technology, agricultural technology and mechanical systems, and environmental and natural resources. To prepare for careers in agriculture, food, and natural resources, students must attain academic knowledge and skills, acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings.

- **Credit: 1**
- **Grade Placement: 9-10**

FLORAL DESIGN (5506T)

Floral Design is designed to develop students' ability to identify and demonstrate the elements and principles of 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 develop respect for the traditions of and appreciation for the contributions of diverse cultures. Students 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 knowledge and skills, 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.

- **Credit: 1 (1 Fine Arts Credit or 1 CTE Credit)**
- **Grade Placement: 10-11**

HORTICULTURE SCIENCE (5509T)

In Horticultural Science, students develop an understanding of common horticultural management practices as they relate to food and ornamental plant production. To prepare for careers in horticultural industry systems, students must attain academic knowledge and skills, acquire technical knowledge and skills related to horticulture 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 knowledge and skills in a variety of settings.

- **Credit: 1**
- **Grade Placement: 10-11**

ADVANCED FLORAL DESIGN (5505T)

In Advanced Floral Design, students gain advanced knowledge and skills specifically needed to enter the workforce as floral designers or as freelance floral event designers, with an emphasis on specialty designs and occasion-specific designs and planning. Students are also prepared to enter postsecondary certification or degree programs in floral design or special events design. Students build on the knowledge base from Floral Design and are introduced to more advanced floral design concepts. In addition, students gain knowledge of the design elements and planning techniques used to produce unique specialty floral designs that support the goals and objectives of an occasion or event.

- **Credit: 1**
- **Grade Placement: 11-12**
- **Prerequisite: Floral Design and/or Horticulture Science**

PRACTICUM IN PLANT SCIENCE (AGRICULTURE, FOOD, AND NATURAL RESOURCES) (5608T)

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

- **Credits: 2**
- **Grade Placement: 11-12**
- **Prerequisites: Floral Design and/or Horticulture Science and Advanced Floral Design**

ARCHITECTURE DRAFTING AND DESIGN PROGRAM OF STUDY

PRINCIPLES OF ARCHITECTURE (5615T)

Principles of Architecture provides an overview of the various fields of architecture, interior design, and construction management. Achieving proficiency in decision making and problem solving is an essential skill for career planning and lifelong learning. Students use self-knowledge, education, and career information to set and achieve realistic career and educational goals. Job-specific training can be provided through training modules that identify career goals in trade and industry areas. Classroom studies include topics such as safety, work ethics, communication, information technology applications, systems, health, environment, leadership, teamwork, ethical and legal responsibility, employability, and career development, and include skills such as problem solving, critical thinking, and reading technical drawings.

- **Credit: 1**
- **Grade Placement: 9-10**

ARCHITECTURAL DESIGN I (5514T)

In Architectural Design I, students will gain knowledge and skills needed to enter a career in architecture or construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, or landscape architecture. Architectural Design I includes the knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for nonresidential or residential architectural purposes.

- **Credit: 1**
- **Grade Placement: 10-11**
- **Prerequisites: Principles of Architecture**

ARCHITECTURAL DESIGN II (5518T)

In Architectural Design II, students will gain advanced knowledge and skills needed to enter a career in architecture or construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, or landscape architecture. Architectural Design II includes the advanced knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for nonresidential or residential architectural purposes.

- **Credits: 2**
- **Grade Placement: 11-12**
- **Prerequisites: Architectural Design I and Geometry.**

PRACTICUM IN ARCHITECTURAL DESIGN (5616T)

Practicum in Architectural Design is an occupationally specific course designed to provide technical instruction in architectural design. Safety and career opportunities are included in addition to work ethics and architectural design study.

- **Credits: 2**
- **Grade Placement: 12**
- **Prerequisite: Architectural Design II**

GRAPHIC DESIGN AND INTERACTIVE MEDIA PROGRAM OF STUDY

PRINCIPLES OF ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS (AAVTC) (5520T)

Principles of AAVTC is the foundational class in the AAVTC pathway. Students will learn the fundamentals of Audio/Video Production, Graphic Design, and Animation. Principles of Arts, Audio/Video Technology, and Communications provides a basic exploration of the elements of design. Students utilize a variety of media to explore individual expression and learn to analyze their own and others' work to further their artistic growth.

- **Credit: 1**
- **Grade Placement: 9-10**

GRAPHIC DESIGN AND ILLUSTRATION I (5521T)

Graphic Design and Illustration I spans all aspects of the advertising and visual communication industries. Careers in animation and graphic design & illustration span all aspects of the advertising, visual communication, and animation industries.

- **Credit: 1**
- **Grade Placement: 10-11**
- **Prerequisite: Principles of AAVTC**

GRAPHIC DESIGN AND ILLUSTRATION II (5626T)

Graphic Design and Illustration II provides students with the opportunity to develop an advanced understanding of the content knowledge and skills mastered in the Graphic Design and Illustration class.

- **Credit: 1**
- **Grade Placement: 11-12**
- **Prerequisites: Principles of AAVTC, Graphic Design and Illustration I**

PRACTICUM IN GRAPH DESIGN AND ILLUSTRATION (5627T)

Practicum in Graphic Design and Illustration students develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be developed through lab-based classroom experience or career preparation opportunities. Students in Graphic Design and Illustration practicum will participate in a work-based learning environment either in-district or within the Graphic Design industry.

- **Credits: 2**
- **Grade Placement: 12**
- **Prerequisites: Principles of AAVTC, Graphic Design and Illustration I-II**

DIGITAL COMMUNICATIONS PROGRAM OF STUDY

PRINCIPLES OF ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS (AAVTC) (5520T)

Principles of AAVTC is the foundational class in the AAVTC pathway. Students will learn the fundamentals of Audio/Video Production, Graphic Design, and Animation. Principles of Arts, Audio/Video Technology, and Communications provides a basic exploration of the elements of design. Students utilize a variety of media to explore individual expression and learn to analyze their own and others' work to further their artistic growth.

- **Credit: 1**
- **Grade Placement: 9-10**

AUDIO/VIDEO PRODUCTION I (5524T)

Principles of Arts, Audio/Video Technology, and Communications provides a basic exploration of the elements of design. Students utilize a variety of media to explore individual expression and learn to analyze their own and others' work to further their artistic growth. Students who sign up for A/V Production will gain knowledge of the A/V Production profession, practice industry standard software skills through tutorials and projects, and creatively engage in production associated with audio and video.

- **Credit: 1**
- **Grade Placement: 10-12**
- **Prerequisite: Principles of AAVTC**

AUDIO/VIDEO PRODUCTION II (5623T)

Audio/Video Production II students develop an advanced understanding of the industry with a focus on pre-production, production, and post-production products. Advanced AV Production focuses on all three aspects of production as well as filmmaking and advanced video techniques within industry standard software and technology.

- **Credit: 1**
- **Grade Placement: 11-12**
- **Prerequisite: A/V Production I**

PRACTICUM IN AUDIO/VIDEO PRODUCTION (5624T)

Practicum in Audio/Video Production students develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video products in a professional environment. The course may be implemented in an advanced audio/video or audio format through lab-based classroom experiences or career preparation opportunities. Students in AV Practicum will participate in a work-based learning environment either in-district or within the A/V Production industry.

- **Credit: 2**
- **Grade Placement: 12**
- **Prerequisite: A/V Production II**

DIGITAL COMMUNICATIONS RELATED COURSES

PROFESSIONAL COMMUNICATIONS (5529T)

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

- **Credit: .5**
- **Grade Placement: 9-10**

BUSINESS ENTREPRENEURSHIP PROGRAM OF STUDY

PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE (5628T)

Principles of Business, Marketing, and Finance students gain knowledge and skills in economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles.

- **Credit: 1**
- **Grade Placement: 9-10**

ENTREPRENEURSHIP (5644T)

In Entrepreneurship I, students will gain the knowledge and skills needed to become an entrepreneur in a free enterprise system. Students will learn the key concepts necessary to begin and operate a business. The primary focus of the course is to help students identify the types and selection criteria of business structures, understand the components of a business plan, determine the feasibility of an idea using research, and develop and present a business concept. In addition, students will understand the basics of management, accounting, finance, marketing, risk, and product development.

- **Credit: 1**
- **Grade Placement: 10-11**
- **Prerequisite: Principles BMF**

ENTREPRENEURSHIP II (INCUBATOR) (5654T)

In Entrepreneurship II, students gain the knowledge and skills needed to become successful entrepreneurs within an innovative marketplace in a free enterprise system. The goal and outcome of the course are for students to have a business launched by the end of the course or have the tools necessary to launch and operate a business. In this course, students learn and initiate the process of taking a business plan from idea to implementation. Students are encouraged to work in close cooperation with local industry leaders and community members to develop ideas and objectives, complete a business planning tool, pitch for funding, and register with governmental agencies. This course is designed to get students excited about becoming true entrepreneurs by giving them the opportunity to create and fully develop their own product and/or service. The Uncharted Learning curriculum is utilized in this course. Real-world entrepreneurs and business experts will serve as coaches and mentors, guiding student teams through the process of ideation, market research, and business plan development.

- **Credit: 1**
- **Grade Placement: 11-12**
- **Prerequisite: Entrepreneurship**

PRACTICUM IN ENTREPRENEURSHIP (5686T)

Practicum in Entrepreneurship provides students the opportunity to apply classroom learning and experiences to real-world business problems and opportunities in a free enterprise system while expanding their skill sets and professional relationships as a real or simulated business owner, versus the experience one would have as an employee. Students will prepare for an entrepreneurial career in their area of interest in their career cluster and build on and apply the knowledge and skills gained from courses taken in an array of career areas. Practicum experiences occur in a paid or an unpaid arrangement and a variety of locations appropriate to the nature and level of the student's need for work-based learning experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. It is recommended that students are paired with local business owners or employers in their specific industry program of study.

- **Credit: 2**
- **Grade Placement: 12**
- **Prerequisite: Entrepreneurship II**

ACCOUNTING AND FINANCIAL SERVICES PROGRAM OF STUDY

PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE (5628T)

Principles of Business, Marketing, and Finance students gain knowledge and skills in economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles.

- **Credit: 1**
- **Grade Placement: 9-10**

ACCOUNTING I (5536T)

In Accounting I, 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.

- **Credit: 1**
- **Grade Placement: 10**

ACCOUNTING II (5537T)

In Accounting II, 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.

- **Credit: 1**
- **Grade Placement: 11**
- **Prerequisite: Accounting I**

PRACTICUM IN ENTREPRENEURSHIP (5539T)

Practicum in Entrepreneurship provides students the opportunity to apply classroom learning and experiences to real-world business problems and opportunities in a free enterprise system while expanding their skill sets and professional relationships as a real or simulated business owner, versus the experience one would have as an employee. Students will prepare for an entrepreneurial career in their area of interest in their career cluster and build on and apply the knowledge and skills gained from courses taken in an array of career areas. Practicum experiences occur in a paid or an unpaid arrangement and a variety of locations appropriate to the nature and level of the student's need for work-based learning experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. It is recommended that students are paired with local business owners or employers in their specific industry program of study.

- **Credit: 2**
- **Grade Placement: 12**
- **Prerequisite: Accounting II**

REAL ESTATE PROGRAM OF STUDY

PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE (5628T)

Principles of Business, Marketing, and Finance students gain knowledge and skills in economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles.

- **Credit: 1**
- **Grade Placement: 9-10**

FINANCIAL MATHEMATICS (5639)

Financial Mathematics offers students the opportunity to increase their personal finance skills and obtain credit in Mathematics. Financial Mathematics is a course about personal money management. Students will apply critical-thinking skills to analyze personal financial decisions based on current and projected economic factors. Financial Mathematics will integrate career and postsecondary education planning into financial decision making.

- **Credit: 1**
- **Grade Placement: 10-12**
- **Prerequisites: Algebra I & Principles of Business Marketing & Finance**

Note: This course satisfies a math credit requirement.

PROFESSIONAL COMMUNICATIONS (5529T)

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

- **Credit: .5**
- **Grade Placement: 9-10**

FUNDAMENTALS OF REAL ESTATE (5692T)

This course contains the curriculum necessary to complete the pre-licensure education requirements of the Texas Real Estate Commission (TREC) to obtain a real estate salesperson license. Includes the following TREC course materials: Principles of Real Estate I and II, Law of Contracts, Law of Agency, Real Estate Finance, and Promulgated Contract Forms.

- **Credit: 2**
- **Grade Placement: 11-12**

PRACTICUM IN REAL ESTATE (ENTREPRENEURSHIP) (5694T)

Practicum in Entrepreneurship provides students the opportunity to apply classroom learning and experiences to real-world business problems and opportunities in a free enterprise system while expanding their skill sets and professional relationships as a real or simulated business owner, versus the experience one would have as an employee. Students will prepare for an entrepreneurial career in their area of interest in their career cluster and build on and apply the knowledge and skills gained from courses taken in an array of career areas. Practicum experiences occur in a paid or an unpaid arrangement and a variety of locations appropriate to the nature and level of the student's need for work-based learning experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. It is recommended that students are paired with local business owners or employers in their specific industry program of study.

- **Credit: 2**
- **Grade Placement: 12**
- **Prerequisite: Fundamentals of Real Estate**

TEACHING AND TRAINING PROGRAM OF STUDY

PRINCIPLES OF HUMAN SERVICES (5550T)

Principles of Human Services is a laboratory course that will enable students to investigate careers in the Human Services Career Cluster, including counseling and mental health, early childhood development, family and community, personal care, and consumer services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.

- **Credit: 1**
- **Grade Placement: 9-10**

CHILD DEVELOPMENT (5551T)

Child Development is a course that addresses knowledge and skills related to child growth and development from prenatal through school-age children. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.

- **Credit: 1**
- **Grade Placement:9-10**
- **Prerequisite: Principles of Human Services**

INSTRUCTIONAL PRACTICES (5637T)

Instructional Practices is a field-based (practicum) course that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education, and exemplary educators or trainers in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities; prepare instructional materials; develop materials for educational environments; assist with record-keeping; and perform other duties of teachers, trainers, paraprofessionals, or other educational personnel.

- **Credit: 2**
- **Grade Placement:10-12**
- **Prerequisites: Child Development**

PRACTICUM IN EDUCATION (5559T)

Practicum in Education and Training is a field-based course that provides students background knowledge of child and adolescent 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 with knowledge of early childhood, middle childhood, and adolescence education, and exemplary educators in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and perform other duties of classroom teachers, trainers, paraprofessionals, or other educational personnel.

- **Credit: 2**
- **Grade Placement:11-12**
- **Prerequisites: Instructional Practices**

EARLY LEARNING PROGRAM OF STUDY

PRINCIPLES OF HUMAN SERVICES (5550T)

Principles of Human Services is a laboratory course that will enable students to investigate careers in the Human Services Career Cluster, including counseling and mental health, early childhood development, family and community, personal care, and consumer services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.

- **Credit: 1**
- **Grade Placement: 9-10**

CHILD DEVELOPMENT (5551T)

Child Development is a course that addresses knowledge and skills related to child growth and development from prenatal through school-age children. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.

- **Credit: 1**
- **Grade Placement:9-10**
- **Prerequisite: Principles of Human Services**

CHILD GUIDANCE (5687T)

Child Guidance is a 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.

- **Credit: 2**
- **Grade Placement: 10-11**
- **Prerequisite: Child Development**

PRACTICUM IN EARLY LEARNING (5589T)

Practicum in Early Learning is a field-based course that 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.

- **Credit: 2**
- **Grade Placement:11-12**
- **Prerequisites: Child Guidance**

HEALTH SCIENCE DIAGNOSTIC AND THERAPEUTIC SERVICES PROGRAM OF STUDY

PRINCIPLES OF HEALTH SCIENCE (5580T)

The Principles of Health Science course is designed to provide an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the healthcare industry.

- **Credit: 1**
- **Grade Placement: 9-10**

MEDICAL TERMINOLOGY (5645T)

DUAL CREDIT MEDICAL TERMINOLOGY (5645DX)

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

- **Credit: 1**
- **Grade Placement: 9-10**

HEALTH SCIENCE THEORY (5581T)

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

- **Credit: 1**
- **Grade Placement: 11-12**
- **Prerequisites: Principles of Health Science and Medical Terminology**

ANATOMY AND PHYSIOLOGY (3502T)

Anatomy and Physiology topics include the structure and function of the human body and the interaction of body systems. Students conduct laboratory investigations, use scientific methods, and make informed decisions using critical-thinking and scientific problem-solving skills. This course fulfills a science graduation credit. Students in the Health Science Pathway are given PRIORITY ENROLLMENT, as they *MUST* take this course BEFORE the Practicum (Grades 10 or 11)

- **Credit: 1**
- **Grade Placement: 10-12**
- **Prerequisite: Principles of Health Science and Biology, after or concurrently with Chemistry**

PRACTICUM IN HEALTH SCIENCE (5588T)

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

- **Credit: 2**
- **Grade Placement: 12**
- **Prerequisites: Health Science Theory**

FORENSIC SCIENCE (5568T)

Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scenes, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes, such as fingerprint analysis, ballistics, and blood spatter analysis. Students will learn the history, legal aspects, and career options for forensic science. Students in the Health Science Pathway will be given priority enrollment.

- **Credit: 1**
- **Grade Placement: 11-12**
- **Prerequisites: Biology and Chemistry**

CULINARY ARTS PROGRAM OF STUDY

INTRODUCTION TO CULINARY ARTS (5650T)

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.

- **Credit: 1**
- **Grade Placement: 9-10**

CULINARY ARTS (5651T)

Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. This course is offered as a laboratory-based course.

- **Credit: 2**
- **Grade Placement: 10-11**
- **Prerequisites: Introduction to Culinary Arts**

ADVANCED CULINARY ARTS (5560T)

Advanced Culinary Arts will extend content and enhance 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.

- **Credit: 2**
- **Grade Placement: 11-12**
- **Prerequisites: Culinary Arts**

PRACTICUM IN CULINARY ARTS (5663T)

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.

- **Credit: 2**
- **Grade Placement: 12**
- **Prerequisites: Advanced Culinary Arts**

FOOD SCIENCE (5557T)

Food Science covers food science principles; nutrition and wellness; food technology; world food supply; managing multiple family, community, and wage earner roles; and career options in nutrition, food science, and food technology. Topics also include diet-related disorders; diets appropriate to the life cycle and other factors; therapeutic diets; chemical and physical changes that affect food safety and sanitation standards; market research; and legal issues and food policies. This course fulfills a science graduation requirement. Students within the Hospitality and Tourism Cluster coherent sequence receive priority scheduling.

- **Credit: 1**
- **Grade Placement: 12**
- **Prerequisites: Biology, Chemistry, and Advanced Culinary Arts**

Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

FAMILY AND COMMUNITY SERVICES PROGRAM OF STUDY

PRINCIPLES OF HUMAN SERVICES (5550T)

Principles of Human Services is a laboratory course that will enable students to investigate careers in the Human Services Career Cluster, including counseling and mental health, early childhood development, family and community, personal care, and consumer services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.

- **Credit: 1**
- **Grade Placement: 9-10**

CHILD DEVELOPMENT (5551T)

Child Development is a course that addresses knowledge and skills related to child growth and development from prenatal through school-age children. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.

- **Credit: 1**
- **Grade Placement:9-10**
- **Prerequisite: Principles of Human Services**

FAMILY AND COMMUNITY SERVICES (5665T)

Family and Community Services is a laboratory-based course designed to involve students in realistic and meaningful community-based activities through direct service or service-learning experiences. Students are provided opportunities to interact with and provide services to individuals, families, and the community through community or volunteer services. Emphasis is placed on developing and enhancing organizational and leadership skills and characteristics.

- **Credit: 1**
- **Grade Placement: 10-12**
- **Prerequisite: Child Development**

PRACTICUM IN HUMAN SERVICES (5554T)

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.

- **Credit: 2**
- **Grade Placement: 11-12**
- **Prerequisite: FCS**

ENGINEERING FOUNDATIONS PROGRAM OF STUDY

ENGINEERING DESIGN PROCESS (5603T)

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.

- **Credit: 1**
- **Grade Placement: 9-10**

INTRODUCTION TO COMPUTER AIDED DESIGN AND DRAFTING (5690T)

Introduction to Computer-Aided Design and Drafting (CADD), focuses on the fundamentals of computer-aided drafting using various drafting programs. Emphasis is placed on drawing setup; creating and modifying geometry; storing and retrieving predefined shapes; placing, rotating, and scaling objects; adding text and dimensions; using layers and coordinating systems; and using input and output devices.

- **Credit: 1**
- **Grade Placement: 10**

ENGINEERING DESIGN AND PRESENTATION (5602T)

Students enrolled in Engineering Design and Presentation demonstrate knowledge and skills of the design process as it applies to engineering fields and project management using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Through the implementation of the design process, students transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and learn what is required to gain and maintain employment in these areas.

- **Credit: 1**
- **Grade Placement: 11**
- **Prerequisites: Engineering Design Process**

ENGINEERING DESIGN AND PROBLEM SOLVING (5600T)

The Engineering Design and Problem Solving course extends students' problem solving skills by identifying needs and then devising solutions using scientific and engineering practices. Students apply prior knowledge to develop a multi-system product or solution for a complex problem. Students demonstrate project management skills by collaborating as part of a team, conducting research, and analyzing data that culminates in a comprehensive report and presentation. Technical drawings, models, and prototypes are created using the appropriate tools, materials, and techniques. Structured decision-making processes are used to select and justify a preferred, multi-system solution to an authentic problem. Students develop, implement, and document repeated trials of experiments and tests using scientific and engineering practices to determine whether a prototype meets design requirements.

Note: This course satisfies a high school science graduation requirement.

- **Credit: 1**
- **Grade Placement: 12**
- **Prerequisites: Introduction to Computer Aided Design and Engineering Design Presentation**

ENGINEERING SCIENCE (5601T)

Engineering Science is an engineering course designed to expose students to some of the major concepts and technologies that they will encounter in a postsecondary program of study in any engineering domain. Students will have an opportunity to investigate engineering and high-tech careers. In Engineering Science, students will employ science, technology, engineering, and mathematical concepts in the solution of real-world challenge situations. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community. **This course satisfies a science credit requirement for students on the Foundation High School Program.**

- **Credit: 1**
- **Grade Placement: 10-12**
- **Prerequisites: Algebra I, Biology, and at least one credit in a course from the science, technology, engineering, and mathematics (STEM) career cluster.**
- **Recommended prerequisites: Geometry, IPC, Chemistry, or one credit in physics.**

PRACTICUM IN ENGINEERING (5676T)

Practicum in Engineering 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.

- **Credit: 2**
- **Grade Placement: 12**
- **Prerequisites: Introduction to Computer Aided Design and Engineering Design Presentation**
- **Recommended prerequisites: Introduction to Computer Aided Design and Engineering Design Presentation or Engineering Science**

CYBERSECURITY PROGRAM OF STUDY

FUNDAMENTALS OF COMPUTER SCIENCE (5570T)

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

- **Credit: 1**
- **Grade Placement: 9-10**

FOUNDATIONS OF CYBERSECURITY (5571T)

In the Foundations of Cybersecurity course, students will develop the knowledge and skills needed to explore fundamental concepts related to the ethics, laws, and operations of cybersecurity. Students will examine trends and operations of cyberattacks, threats, and vulnerabilities. Students will review and explore security policies designed to mitigate risks. The skills obtained in this course prepare students for additional study in cybersecurity. A variety of courses are available to students interested in this field. Foundations of Cybersecurity may serve as an introductory course in this field of study.

- **Credit: 1**
- **Grade Placement: 9-10**

DUAL CREDIT P-TECH FUNDAMENTALS OF COMPUTER SCIENCE OR FOUNDATIONS OF CYBERSECURITY NVC (5570DP, 5571DP)

NVC - ITNW 1308 & ITSY 1300

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

- **Credit: 1**
- **Grade Placement: 9-12**
- **Prerequisites: Algebra I or taken concurrently**
- **Dual Credit Prerequisites: NVC application completion, ACES Modules completion, Parent Consent Form**

COMPUTER SCIENCE I (5575)

Computer Science I is an introductory programming course. Programming concepts are taught

using an object-oriented programming language, such as Visual Basic or Java, and cover loops, arrays, data types, functions, and procedures. Students may be introduced to multimedia design as well as internet programming using HTML and Java applets. Students earn digital citizenship by researching current laws and regulations, and they will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts.

- **Credit: 1**
- **Grade Placement: 10-11**

DUAL CREDIT P-TECH COMPUTER SCIENCE I (5575DP)

NVC - ITCC 1414 & ITCC 1444

Computer Science I is an introductory programming course. Programming concepts are taught using an object-oriented programming language, such as Visual Basic or Java, and cover loops, arrays, data types, functions, and procedures. Students may be introduced to multimedia design as well as internet programming using HTML and Java applets. Students earn digital citizenship by researching current laws and regulations, and will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts.

- **Credit: 1**
- **Grade Placement: 10-11**
  - **Dual Credit Prerequisites: Dual Credit P-TECH Fundamentals of Computer Science, NVC application completion, ACES Modules completion, Parent Consent Form**

DUAL CREDIT P-TECH COMPUTER MAINTENANCE (5673DP)

NVC - ITSC 1316 & ITSC 2325

In Computer Maintenance, students will acquire knowledge of computer maintenance and create appropriate documentation. Students will analyze the social responsibility of business and industry regarding the significant issues relating to the environment, ethics, health, safety, and diversity in society and in the workplace as related to computer maintenance. Students will apply technical skills to address the IT industry and emerging technologies.

- **Credit: 1**
- **Grade Placement: 10-12**
- **Prerequisites: P-TECH Fundamentals of Computer Science**
- **Dual Credit Prerequisites: NVC application completion, ACES Modules completion, Parent Consent Form**

DUAL CREDIT P-TECH NETWORKING (5672DP)

NVC - ITSY 2442 & ITNW 2473

In Networking, students will develop knowledge of the concepts and skills related to data networking technologies and practices in order to apply them to personal or career development. To prepare for success, students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. In the Networking Lab, students will develop knowledge of the concepts and skills related to telecommunications and data networking technologies and practices in order to apply them to personal or career development. To prepare for success, students must have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

- **Credit: 1**
- **Grade Placement: 11-12**
- **Prerequisites: Dual Credit P-TECH Computer Science I & Dual Credit P-TECH Computer Maintenance**

AP COMPUTER SCIENCE A (5573CE)

AP Computer Science A is the equivalent to a first-semester college level course in computer science. The course introduces students to computer science and emphasizes both object-oriented and imperative problem solving and design using Java language. The AP Computer Science A course curriculum is compatible with many CS1 college and university courses. The curriculum includes a minimum of twenty hours of hands-on structured lab experiences to engage students in individual or group problem solving and requires that solutions of problems be written in the Java programming language. Students must take the AP exam or a final modeled after an AP exam in rigor and length. This course may be used for math credit if taken after the successful completion of Algebra I, Geometry, and Algebra II.

- **Credit: 1**
- **Grade Placement: 11-12**
- **Prerequisites: Algebra I and Computer Science I and Fundamentals of Computer Science**

DUAL CREDIT P-TECH DIGITAL FORENSICS (5698PD)

NVC - ITCC 2420 & ITSY 2443

Digital forensics is an evolving discipline concerned with analyzing anomalous activity on computers, networks, programs, and data. As a discipline, it has grown with the emergence of a globally-connected digital society. As computing has become more sophisticated, so too have the abilities of malicious agents to access systems and private information. By evaluating prior incidents, digital forensics professionals have the ability to investigate and craft appropriate responses to disruptions to corporations, governments, and individuals. Whereas cybersecurity takes a proactive approach to information assurance to minimize harm, digital forensics takes a reactive approach to incident response.

- **Credit: 1**
- **Grade Placement: 11-12**
- **Prerequisites: Dual Credit P-TECH Computer Science I & Dual Credit P-TECH Computer Maintenance**

PRACTICUM IN INFORMATION TECHNOLOGY (5691T)

The practicum course is an advanced level capstone course in the study of STEM. The student will be prepared for job specific real world challenges, while experiencing different aspects of the industry, and can demonstrate proficiency in the advanced knowledge and skills in the Engineering profession. This course allows students to apply science, technology, engineering, and mathematical concepts and principles in the classroom and the workplace. In the classroom portion of the course, students will gain knowledge of professional standards as required by business and industry. Students will also receive industry-recognized training designed to make them more marketable and desirable in the workplace.

- **Credit: 2**
- **Grade Placement: 12**

Prerequisites: Algebra I and Geometry; Fundamentals of Computer Science, Advanced Computer Science courses

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DUAL CREDIT P-TECH PRACTICUM IN INFORMATION TECHNOLOGY (5691D)

NVC - ITCC 2343, ITSY 2430 & ITSY 2286

The practicum course is an advanced level capstone course in the study of STEM. The student will be prepared for job specific real world challenges, while experiencing different aspects of the industry, and can demonstrate proficiency in the advanced knowledge and skills in the Engineering profession. This course allows students to apply science, technology, engineering, and mathematical concepts and principles in the classroom and the workplace. In the classroom portion of the course, students will gain knowledge of professional standards as required by business and industry. Students will also receive industry-recognized training designed to make them more marketable and desirable in the workplace.

- **Credit: 2**
- **Grade Placement: 12**
- **Prerequisites: Dual Credit P-TECH Networking and Dual Credit P-TECH Digital Forensics**

PROGRAMMING AND SOFTWARE DEVELOPMENT PROGRAM OF STUDY

FUNDAMENTALS OF COMPUTER SCIENCE (5570T)

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

- **Credit: 1**
- **Grade Placement: 9-10**

GAME PROGRAMMING AND DESIGN (5688T)

Game Programming and Design will foster student creativity and innovation by presenting students with 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 gaming problems. Through data analysis, students will include the identification of task requirements, plan search strategies, and use programming concepts to access, analyze, and evaluate information needed to design games. By acquiring programming 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 create a computer game that is presented to an evaluation panel. 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.

- **Credit: 1**
- **Grade Placement: 10**
- **Prerequisites: Fundamentals of Computer Science**
- **This course forms the foundation of the Esports program.**

COMPUTER SCIENCE I (5575)

Computer Science I is an introductory programming course. Programming concepts are taught using an object-oriented programming language, such as Visual Basic or Java, and cover loops, arrays, data types, functions, and procedures. Students may be introduced to multimedia design as well as internet programming using HTML and Java applets. Students earn digital citizenship by researching current laws and regulations, and will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts.

- **Credit: 1**
- **Grade Placement: 10-11**

AP COMPUTER SCIENCE A (5573CE)

AP Computer Science A is the equivalent to a first-semester college level course in computer science. The course introduces students to computer science and emphasizes both object-oriented and imperative problem solving and design using Java language. The AP Computer Science A course curriculum is compatible with many CS1 college and university courses. The curriculum includes a minimum of twenty hours of hands-on structured lab experiences to engage students in individual or group problem solving and requires that solutions of problems be written in the Java programming language. Students must take the AP exam or a final modeled after an AP exam in rigor and length. This course may be used for math credit if taken after the successful completion of Algebra I, Geometry, and Algebra II.

- **Credit: 1**
- **Grade Placement: 11-12**
- **Prerequisites: Algebra I, Computer Science I, and Fundamentals of Computer Science**

PRACTICUM IN INFORMATION TECHNOLOGY (5691T)

The practicum course is an advanced level capstone course in the study of STEM. The student will be prepared for job-specific real-world challenges, while experiencing different aspects of the industry, and can demonstrate proficiency in the advanced knowledge and skills in the Engineering profession. This course allows students to apply science, technology, engineering, and mathematical concepts and principles in the classroom and the workplace. In the classroom portion of the course, students will gain knowledge of professional standards as required by business and industry. Students will also receive industry-recognized training designed to make them more marketable and desirable in the workplace.

- **Credit: 2**
- **Grade Placement: 12**
- **Prerequisites: Fundamentals of Computer Science, Advanced Computer Science course**

AUTOMOTIVE AND COLLISION REPAIR PROGRAM OF STUDY

PRINCIPLES IN TRANSPORTATION SYSTEMS (5679T)

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

- **Credit: 1**
- **Grade Placement: 9-10**

AUTOMOTIVE BASICS (5680T)

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. Students gain knowledge and skills in the repair, maintenance, and servicing of vehicle systems. Students apply safety and environmental rules and regulations.

- **Credit: 1**
- **Grade Placement: 10**

AUTOMOTIVE TECHNOLOGY I: MAINTENANCE AND LIGHT REPAIR (5681T)

Automotive Technology I introduces students to automotive industry tools and equipment, safety practices, and includes analysis and diagnosis of brakes and steering/suspension systems. Students receive training in automotive occupational areas of specialization under guidelines from the National Automotive Technicians Education Foundation (NATEF).

- **Credit: 2**
- **Grade Placement: 10-11**
- **Prerequisite: Automotive Basics**

AUTOMOTIVE TECHNOLOGY II (5563T)

Advanced Automotive Technology II instruction emphasizes secondary training and includes analysis and diagnosis of electrical/electronic and engine performance systems. Students experience the specialized field of automotive technology through hands-on activities and Automotive Service Excellence (ASE) style testing. Students receive training in automotive occupational areas of specialization under guidelines from the National Automotive Technicians Education Foundation (NATEF).

- **Credit: 2**
- **Grade Placement: 12**
- **Prerequisite: Automotive Technology I**

PRACTICUM IN TRANSPORTATION SYSTEMS (5682T)

Advanced Automotive Technology II instruction emphasizes secondary training and includes analysis and diagnosis of electrical/electronic and engine performance systems. Students experience the specialized field of automotive technology through hands-on activities and Automotive Service Excellence (ASE) style testing. Students receive training in automotive occupational areas of specialization under guidelines from the National Automotive Technicians Education Foundation (NATEF).

- **Credit: 2**
- **Grade Placement: 12**
- **Prerequisite: Automotive Basics and Automotive Technology I**

JUNIOR RESERVE OFFICERS' TRAINING CORPS PROGRAM OF STUDY

AFJOTC is a program offered to high school students in grades 9-12. The curriculum includes Aerospace Science (AS), Leadership Education (LE), and Wellness. The AFJROTC program provides citizenship training and an aerospace science program for high school students. Enrollment in the AFJROTC program is open to all students who are in grades above 8th grade.

JUNIOR RESERVE OFFICERS' TRAINING CORPS I (JROTC) (6500)
(JROTC 1 PE SUB) (6501)

JROTC I consists of three sections. The *first section* falls under the Aerospace Science portion of the course and is called *Milestones in Aviation History*. It is an aviation history course focusing on the development of flight throughout the centuries. It starts with ancient civilizations and flight, then progresses through time to future developments in aerospace, with an introduction into cyber technologies. The *second section* falls under the Leadership Education portion of the course and is called *Traditions, Wellness, and Foundations of Citizenship*. This portion introduces cadets to the AFJROTC program, providing a basis for progression through the rest of the AFJROTC program while instilling elements of good citizenship. It contains sections on cadet and Air Force organizational structure, uniform wear, customs, courtesies, and other military traditions. Drill and Ceremonies is a critical part of leadership. The *third section* is known as Wellness. Ultimately, the Wellness program strives to motivate cadets to lead active, healthy lifestyles beyond program requirements and into their adult lives.

- **Credit: 1**
- **Grade Placement: 9 or instructor approval**

JUNIOR RESERVE OFFICERS' TRAINING CORPS II (JROTC)(6502)*

JROTC II consists of three sections. The *first section* falls under Aerospace Science portion of the course and is called *The Science of Flight.* During this year, cadets will look deeper into the flying environment. Major sections of study are basic aerodynamics and propulsion, weather, aerospace physiology, and air navigation. In addition to reading, workbook exercises, and informal lectures, hands-on activities, videos, and flight simulation software are used to enhance understanding. When able, a field trip to an operational military flying unit to observe actual applications of each section is planned for the second semester. The *second section* falls under the leadership education portion of the course and is called *Communication*, Awareness, *and Leadership.* This course stresses communication skills and cadet corps activities. Much information is provided on communicating effectively, understanding groups and teams, preparing for leadership, solving conflicts and problems, and personal development. The *third section* is known as Wellness. Ultimately, the Wellness program strives to motivate cadets to lead active, healthy lifestyles beyond program requirements and into their adult lives.

For scheduling purposes, AFJROTC II, III, and IV are combined classes. These courses are rotated every three years.

- **Credit: 1**
- **Grade Placement: 10-12**
- **Prerequisite: JROTC I or Instructor approval**

JUNIOR RESERVE OFFICERS' TRAINING CORPS III (JROTC)(6503)*

JROTC III consists of three sections. The *first section* falls under Aerospace Science portion of the course and is called *Exploring Space.* This course moves beyond the Earth's atmosphere as cadets are introduced to the physics of space travel and investigate the mechanics and environment of space. Basic concepts of astronomy are introduced, and cadets learn how space missions are developed and integrated. In addition to learning the history of space exploration, they will explore various future options being planned and envisioned. The *second section* falls under the leadership education portion of the course and is called *Life Skills & Career Opportunities.* This course focuses on providing life skills cadets will need upon graduation. Career and educational opportunities post-high school are explored while concurrently learning concepts for building wealth and developing a sound financial plan. Cadets also learn about the college application process to include mock interviews and essays. LE 200 skills are reinforced as cadets also practice the job search process with emphasis on written and oral communication. The *third section* is known as Wellness. Ultimately, the Wellness program strives to motivate cadets to lead active, healthy lifestyles beyond program requirements and into their adult lives.

***For scheduling purposes, AFJROTC II, III, and IV are combined classes. These courses are rotated every three years.**

- **Credit: 1**
- **Grade Placement: 10-12**
- **Prerequisite: JROTC I or Instructor approval**

JUNIOR RESERVE OFFICERS' TRAINING CORPS IV (JROTC)(6504)*

JROTC III consists of three sections. The *first section* falls under Aerospace Science portion of the course and is called *Cultural Studies: An Introduction to Global Awareness.* This is a customized course about the world's cultures. It introduces students to the study of world affairs, regional studies, and cultural awareness. The *second section* falls under the leadership education portion of the course and is called *Fundamentals of Management.* This course is a guide to understanding the fundamentals of management, managing oneself, and others. Cadet corps activities include holding positions of greater responsibility in the planning and execution of corps projects. The *third section* is known as Wellness. Ultimately, the Wellness program strives to motivate cadets to lead active, healthy lifestyles beyond program requirements and into their adult lives.

***For scheduling purposes, AFJROTC II, III, and IV are combined classes. These courses are rotated every three years.**

- **Credit: 1**
- **Grade Placement: 10-12**
- **Prerequisite: JROTC I or Instructor approval**

Boerne P-Tech Programs

P-TECH programs offer students a unique opportunity to earn both a high school diploma and up to an associate degree in their selected program of study. These programs focus on high-demand, high-wage careers and provide students with hands-on experience through work-based learning opportunities.

Boerne ISD's Pathways in Technology Early College High School (P-TECH) is an innovative, open-enrollment high school. These programs of study allow students an opportunity to receive both a high school diploma and a credential and/or an associate degree in their program of study. The hallmark of the P-TECH model is its career focus and the provision of work-based education.

P-TECH programs:

- Provide students in grades 9 through 12 the opportunity to complete a course of study that combines high school and post-secondary courses.
- Enable students to earn a high school diploma, along with an associate degree, Level 1 certificate, or industry-based certification.
- Offer age-appropriate work-based learning opportunities at every grade level.
- Allow students to gain work experience through an internship, apprenticeship, or other job training program.
- Align to regional workforce needs, guiding students into high-demand, high-wage careers.
- Partner with local colleges and regional businesses and industries, giving students access to post-secondary education and workforce training opportunities.

Boerne ISD offers two P-TECH programs. Information regarding each program can be found on the district website.

- **P-TECH Health Science**
- **P-TECH Cybersecurity**

Proven Academic Theories (PATH)

PATH is a series of courses that prepare students for college readiness and success. Students will receive instruction in the areas of career exploration, resume writing and interview skills, professional networking and communication, and explore higher education opportunities. In PATH, students participate in activities that incorporate strategies focused on their academic growth. Additionally, students engage in activities around college and career opportunities and explore their own student agency, giving students a voice and often a choice in how they learn.

PATH- College/Career, Level 1-4 (5701, 5701DX, 5702, 5703, 5704)

All students deserve academic and social support to help prepare them for the challenges they must face after high school graduation. The PATH secondary course series focuses on developing the habits and skills that are expected in college study and the workforce. High school Path students develop personal, interpersonal, and cognitive skills that are essential to productivity in both the collegiate and business worlds.

- **Credit: 1**
- **Grade Placement: 9-12**

Miscellaneous Elective Courses

ATHLETIC TRAINING (7085)

Athletic Training consists of approximately thirty Student Athletic Trainers who work with over 1200 male and female athletes in more than twenty sports. The primary responsibility of the athletic training staff is the care, prevention, treatment, and rehabilitation of athletic injuries. Involvement with the program is also a great way to gain valuable medical experience. Students are required to work on football and one other sport. During the sports seasons, much of the work is after school or evening, some Saturdays, and some varsity team travel is involved. Students must complete an application and have written approval from parents and the Athletic Trainer. Upon approval, students take both Athletic Trainer and Athletic Trainer Study Hall classes that coincide with athletic periods (Does not count as a PE Credit).

- **Credit: 1 Local**
- **Grade Placement: 9-12 Prerequisite: Application, parent/guardian approval, Athletic Trainer approval**
- **Pass/Fail Course**

MULTILINGUAL ACCULTURATION STUDIES FOR NEWCOMERS (5750)

The central focus of this course is to help emergent bilingual (EB) students in embracing their acculturation experience. Acculturation refers to the cultural and social changes that an immigrant undergoes when exposed to a new environment and interacts with a different cultural group (Berry & Sam, 2018). The course takes an integrated identity approach, aiming to facilitate a successful academic journey for newcomer students as they learn a new culture and language. It offers cultural and social support tailored to the diverse needs of newcomer students, guiding them through various stages of acculturation and fostering increased community engagement and academic achievement. By incorporating research-based strategies, students will explore how they can blend their home country's culture with that of their new country, enhancing their understanding and showcasing their unique strengths to contribute to global appreciation as they prepare for their future. This course provides students with a supportive system to help them navigate and adapt during this transitional period, ultimately leading to greater success in and readiness for their academic journey. multilingual

- **Credit: 1**
- **Grade Placement: 9-12**
- **1-2 years in U.S. Students Only**
- **Concurrent Enrollment with ESOL 1 or 2**

SENIOR EARLY RELEASE CLASS A (7510)

SENIOR EARLY RELEASE CLASS B (7511)

Senior Early Release is only for seniors who have passed all STAAR EOC assessments and are passing all classes, so that the student will graduate with the appropriate senior class. Students with serious attendance and/or discipline issues may not receive administrator approval.

- **Credit: None**
- **Grade Placement: 12**
- **Prerequisites: Application and Administrator approval**

STUDENT LEADERSHIP (6523)

STUDENT LEADERSHIP 2 (7012)

Student Leadership provides students opportunities to study, practice, and develop group and individual leadership and organizational skills. These skills include decision-making skills, problem-solving techniques, communication skills, leadership roles, human relation skills, and understanding the need for civic responsibility. Students enrolled in the course will apply these skills in dealing with peers, school administration, and the community. Course is graded Pass/Fail.

- **Credit: 1**
- **Grade Placement: 11-12**
- **Prerequisite: Elected Student Council Officers/Representatives**

ATHLETIC FILM CREW (7087)

Athletic Film Crew provides student videographers the opportunity to work directly with the football coaching staff and student athletes. The primary responsibility of the Athletic Film Crew is to assist with filming games and practices and to produce videos to boost school spirit. Students are required to attend all football practices and games, which includes the start of the season in early August. During the football season, Athletic Film Crew students complete tasks before and after school, some evenings and Saturdays, and occasionally travel out-of-town with the varsity football team. Students must complete an application and have written parental permission. Upon approval by the instructor, Athletic Film Crew students will be enrolled in one Athletic Period or Athletic Study Hall class that coincides with the athletic periods. The course is graded Pass/Fail

- **Credit: 0.5-1 Local**
- **Grade Placement: 11-12**

STUDENT AIDE

OFFICE AIDE (7020)

COUNSELOR AIDE (7021)

STUDENT AIDE: Pass/Fail Local Credit. STUDY HALL: If scheduled, there is no credit. Counselor or Academic Dean approval is required for placement in either Student Aide or Study Hall**.**

- **Credit: See counselor**
- **Grade Placement: 11-12**
- **Prerequisite: Students must have at least 1 CCMR indicator earned**

PEER ASSISTANCE FOR STUDENTS WITH DISABILITIES (7030)

Peer Assistance for Students with Disabilities is designed for students interested in promoting social inclusion and fostering accepting school environments. The course provides the opportunity for nondisabled peer assistants to help students with disabilities build confidence, independence, and social skills through structured interactions. Peer assistants receive training in confidentiality, cueing, prompting, and positive reinforcement to support their peers effectively. The goals of the course include enhancing the abilities of students with disabilities, enabling them to find joy and fulfillment in an active lifestyle, and developing empathy and understanding in peer assistants. This course prepares students for college, careers, or military service by developing skills in interpersonal communication, disability awareness, and supportive assistance strategies. In an inclusive setting, students form meaningful relationships that extend beyond the classroom, enriching their social and academic lives.

- **Credit: 0.5**
- **Grade Placement: 11-12**

Special Education

RESOURCE ENGLISH I-IV AND FUNCTIONAL ENGLISH I-IV (1101F, 1201 F, 1301 F, 1401 F)

Resource and Functional English courses incorporate the Texas Essential Knowledge and Skills that are vertically aligned to prerequisite skills through an alternate curriculum. Functional English I-II courses are for students receiving special education services and whose ARD committees determine students are eligible and will take STAAR ALT English I and English II EOC assessments. Resource and Functional English courses teach functional English skills related to everyday living experiences. Topics covered throughout the year include reading, literacy study, writing, oral and written language development, spelling, listening, basic grammar, and following directions. Students will meet state-required multimedia and speech proficiency standards in this class. *(see counselor for course code)*

- **Credit: 1 (each year)**
- **Grade Placement: 9-12**

RESOURCE MATHEMATICS AND FUNCTIONAL MATHEMATICS

Resource and Functional Mathematics courses incorporate the Texas Essential Knowledge and Skills that are vertically aligned to prerequisite skills through an alternate curriculum. Functional Algebra I is designed for students receiving special education services and whose ARD committees determine that students are eligible and will take the STAAR ALT Algebra I EOC assessment.

RESOURCE & FUNCTIONAL ALGEBRA I (2001F) & ALGEBRA II (2101F): Students engage in practical application of algebraic thinking, problem-solving, and foundational mathematical skills necessary for independent living and vocational success.

RESOURCE & FUNCTIONAL GEOMETRY (2201F): Students focus on essential concepts of shape recognition, spatial reasoning, measurement, and directional skills required for safe and independent living, vocational tasks, and community navigation.

RESOURCE & FUNCTIONAL FINANCIAL MATH (5639F): Students engage in foundational mathematical skills necessary for managing personal finances, making informed consumer decisions, and achieving greater independence in daily life. *(see counselor for course code)*

- **Credit: 1 (each year)**
- **Grade Placement: 9-12**

RESOURCE SCIENCE AND FUNCTIONAL SCIENCE

Resource and Functional Science courses incorporate the Texas Essential Knowledge and Skills that are vertically aligned to prerequisite skills through an alternate curriculum. Functional Biology I is designed for students receiving special education services and whose ARD committees determine students are eligible and will take the STAAR ALT Biology EOC assessment. *(see counselor for course code)*

RESOURCE & FUNCTIONAL BIOLOGY(3101F) AND IPC(3001F): Students focus on essential concepts related to the human body, health, nutrition, and environmental awareness, emphasizing knowledge and skills necessary for personal wellness and independence. Students investigate through observation, data collection and analysis, and laboratory activities.

RESOURCE & FUNCTIONAL ENVIRONMENTAL SYSTEMS (3401F): Students are introduced to the importance of everyday environmental awareness, sustainable practices, and community action skills necessary for responsible citizenship and personal independence.

RESOURCE & FUNCTIONAL ASTRONOMY (3602F): Students are introduced to astronomy, where the focus is on practical, observable, and relevant astronomical concepts to connect students with the world around them.

RESOURCE & AQUATIC SCIENCE (3501F): Students engage in performing practical skills, safety, and a foundational understanding of aquatic environments. The content emphasizes real-world applications and hands-on learning related to water.

RESOURCE & FUNCTIONAL CHEMISTRY (3201F): Students learn about basic chemistry concepts such as observable changes, common household chemicals, and safety, emphasizing how chemistry affects our daily life and independence.

RESOURCE & FUNCTIONAL PHYSICS (3301F): Students engage in activities to understand the forces and principles that govern everyday objects and activities, focusing on safety, independence, and problem-solving.

- **Credit: 1 (each year)**
- **Grade Placement:**

RESOURCE & FUNCTIONAL SOCIAL STUDIES

Resource and Functional Social Studies courses incorporate the Texas Essential Knowledge and Skills that are vertically aligned to prerequisite skills through an alternate curriculum. Functional U.S History is designed for students receiving special education services and whose ARD committees determine the students are eligible and will take the STAAR ALT U.S. History EOC. *(see counselor for course code)*

RESOURCE & FUNCTIONAL WORLD GEOGRAPHY (4001F): Students examine people, places, and environments on local, regional, national, and international scales. Students use problem-solving and decision-making skills to answer geographical questions.

RESOURCE & FUNCTIONAL WORLD HISTORY (4101F): Students study the history of humankind, including the study of significant people, events, and issues from the earliest times to the present.

RESOURCE & FUNCTIONAL U.S. HISTORY (4201F): Students study U.S. historical, cultural, social, and political events that have played a significant part in the development of the history of the United States.

RESOURCE & FUNCTIONAL GOVERNMENT (4301F): Students focus on the principles and beliefs upon which the United States was founded and on the structure, function, and powers of government at the local, state, and national levels.

RESOURCE & APPLIED ECONOMICS (4401F):: Students study basic principles concerningthe production, consumption, and distribution of goods and services.

- **Credit: 1 (each year); 0.5 each for Applied Government and Applied Economics**
- **Grade Placement: 9-12**

On-Level class of 2023 and beyond.

ACTIVITIES OF DAILY LIVING I - IV (9075, 9076, 9077, 9078)

Applied Activity of Daily Living students focus on daily living skills necessary for students to live independently, including cooking, cleaning, daily organizational skills, and hygiene. *(see counselor for course code)*

- **Credits: 1-2 Local**
- **Grade Placement: 9-12**

JOB SKILLS I - IV (9071, 9072, 9073, 9074)

Job Skills is designed to equip our students served in the life skills program with the fundamental knowledge and practical competencies necessary for successful entry into the workforce and sustained employment. Emphasis is placed on developing soft skills, work readiness, and practical application of skills in simulated and real-world work environments**.**

- **Credits: 1 Local**
- **Grade Placement: 9-12**