

**Anna ISD
Secondary Academic Planning Guide
2026-2027**



**Slayter Creek Middle School
Clemons Creek Middle School
Anna High School**



WHAT WE ASPIRE TO BE

OUR VISION

TO MAXIMIZE INDIVIDUAL POTENTIAL
AND ENSURE ALL STUDENTS ARE EMPOWERED TO
CONQUER THE CHALLENGES OF EDUCATION, WORK AND LIFE

WHO WE ARE, WHAT WE DO

OUR MISSION

TO INVEST IN ACADEMIC EXCELLENCE,
INSTILL VALUES AND INSPIRE STUDENTS

OUR CORE VALUES

WE BELIEVE

EVERY DECISION AND ACTION IS MADE FOR THE BENEFIT OF OUR **STUDENTS**

IN DEMANDING **HIGH EXPECTATIONS** WITH QUALITY INSTRUCTION
THAT RECOGNIZES THE LEARNING STYLES OF ALL STUDENTS

ALL CHILDREN MUST FEEL **SAFE & LOVED** TO LEARN EFFECTIVELY

IN MAINTAINING A **FAMILY ATMOSPHERE** FOR OUR STUDENTS, STAFF AND COMMUNITY

COLLABORATION ENCOURAGES PROFESSIONAL GROWTH AND STUDENT SUCCESS

IN CREATING OPPORTUNITIES FOR ALL STUDENTS TO ACHIEVE SUCCESS
BY NURTURING THEIR **INDIVIDUAL POTENTIAL** AND TALENTS

CHARACTER & INTEGRITY MATTER



PORTRAIT OF A GRADUATE

CRITICAL THINKER



I will

- Defend ideas through the use of factual and reliable sources
- Confidently ask why
- Think through complex situations in creative and diverse ways
- Regularly adjust my thinking to fit ultimate purposes

ADAPTABLE MINDSET



I will

- Engage in collaboration with peers
- Identify and regulate my emotions
- Persevere when challenged and embrace change
- Be fair-minded considering the relevant needs and rights of others
- Become more self-aware and recognize my own biases

EFFECTIVE COMMUNICATOR



I will

- Articulate ideas in a clear, concise, and considerate manner
- Actively listen and embrace diverse ideas
- Strive to empathize with others
- Choose the appropriate platforms for effective communication

INNOVATIVE PROBLEM SOLVER



I will

- Pursue new ideas and opportunities within problems
- Break problems into small parts and find multiple pathways to a solution
- Explore creative thoughts and options to develop solutions
- Effectively collaborate with others to solve problems

RESPONSIBLE CITIZEN



I will

- Engage in positive, safe, legal, and ethical behavior
- Respect cultural similarities and differences
- Positively impact the local community and world
- Cultivate and manage digital identity and reputation

Slayter Creek Middle School

1201 N. Powell Parkway
Anna, TX 75409

Principal: Matthew Blanscet

matthew.blanscet@annaisd.org

Principal Administrative Assistant: Shelby Mottley

Assistant Principal A-K: Tomika Crosby -

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Counselor A-K: Laura Reyes -

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Assistant Principal L-Z: Ranz Nelson -

ranz.nelson@annaisd.org

Counselor L-Z: Sandra Simmons -

Sandra.Simons@annaisd.org

Anna High School

1107 Rosamond Parkway
Anna, TX 75049

Principal: Theodore Mackey - Theodore.Mackey@annaisd.org

Principal Administrative Assistant: Laurie Maddux - laurie.maddux@annaisd.org

Alpha Den:

Assistant Principal (A-Gq): Randall Ball - randall.ball@annaisd.org

Counselor (A-Gq): Dr. Xavbryelle Warren - xavbryelle.warren@annaisd.org

Beta Den:

Assistant Principal (Gr-N): Nadine Crank - nadine.crank@annaisd.org

Counselor (Gr-N): Mona Daley - mona.daley@annaisd.org

Gamma Den:

Assistant Principal (O-Z): Damon Emery - damon.emery@annaisd.org

Counselor (O-Z): Jessica Reeves - jessica.reeves@annaisd.org

Omega Den:

Associate Principal (Seniors): Jenna Gates - jenna.gates@annaisd.org

Counselor (Seniors): Ashley Shuma - ashley.shuma@annaisd.org

Clemons Creek Middle School

2700 Leonard Avenue
Anna, TX 75409

Principal: Amanda Smith

amanda.t.smith@annaisd.org

Principal Administrative Assistant: Tamatha Parker

Sixth Grade (ALL)/Eighth Grade A-L Assistant Principal:

Zach Hartman zachary.hartman@annaisd.org

Sixth Grade (ALL)/Eighth Grade A-L Counselor:

Dana Farmer dana.farmer@annaisd.org

Seventh Grade (ALL)/Eighth Grade M-Z Assistant

Principal: Meagan Meredith

meagan.meredith@annaisd.org

Seventh Grade (ALL)/Eighth Grade M-Z Counselor:

Shannon Davis shannon.davis@annaisd.org

NON-DISCRIMINATION ASSURANCE

Anna Independent School District does not discriminate on the basis of race, religion, color, national origin, sex or disability in providing education or providing access to benefits of education services, activities, and programs, including career and technology programs, in accordance with Title VI of the Civil Rights Act of 1964 as amended; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act.

TABLE OF CONTENTS

NON-DISCRIMINATION ASSURANCE	5
MIDDLE SCHOOL ACADEMIC COURSE PLANNING GUIDE INFORMATION	8
AHS ACADEMIC COURSE PLANNING GUIDE INFORMATION	21
HIGH SCHOOL TERMINOLOGY	21
GRADUATION PLANNING	22
GRADUATION INFORMATION	23
GRADUATION PLANS	23
BENEFITS OF EARNING AN ENDORSEMENT	24
EARLY GRADUATES	24
AHS GRAD PLAN WORKSHEET/TRANSCRIPT EVALUATION	27
COLLEGE AND CAREER READINESS	28
STUDENT CLASSIFICATION	29
CLASS RANK & GRADE POINT AVERAGE	29
SCHEDULE CHANGE GUIDELINES	31
ACADEMIC ADVISING EXPECTATIONS	32
COURSE AVAILABILITY	32
SPECIAL COURSE REQUIREMENT (Late Arrival/Early Release/Office Aide)	33
COURSE TYPES	37
CONSIDERATIONS FOR ATHLETES IN CORRESPONDENCE OR ONLINE COURSES	41
AHS COURSE OFFERINGS	41
CORE ACADEMIC COURSES	41
ENGLISH/LANGUAGE ARTS	43
MATHEMATICS	48
SCIENCE	53
SOCIAL STUDIES	57
ARTS & HUMANITIES ENDORSEMENT	63
FINE ARTS	64
LANGUAGES OTHER THAN ENGLISH (LOTE)	71
PHYSICAL EDUCATION/ATHLETIC CREDITS/HEALTH	74
COMMUNICATION & OTHER ELECTIVES	78
CAREER AND TECHNICAL EDUCATION	79
BUSINESS AND INDUSTRY ENDORSEMENT	86
BUSINESS & INDUSTRY ENDORSEMENT COURSES BY CAREER CLUSTER	87
AGRICULTURE, FOOD, AND NATURAL RESOURCES	87
ARCHITECTURE & CONSTRUCTION	94
ARTS, A/V TECHNOLOGY & COMMUNICATION	96
BUSINESS, MARKETING, AND FINANCE	98

INFORMATION TECHNOLOGY	102
PUBLIC SERVICES ENDORSEMENT	104
PUBLIC SERVICES ENDORSEMENT COURSES BY CAREER CLUSTER	105
EDUCATION & TRAINING/HUMAN SERVICES	105
HEALTH SCIENCE	107
LAW AND PUBLIC SERVICES	110
STEM (SCIENCE, TECHNOLOGY, ENGINEERING, & MATH) ENDORSEMENT	113
STEM ENDORSEMENT COURSES BY CAREER CLUSTER	114
ENGINEERING	114
POST-SECONDARY	118
HANDBOOK	118
LETTER FROM THE COUNSELORS	119
COLLEGE ADMISSIONS GUIDE	120
JUNIOR YEAR	120
SENIOR YEAR	121
POST HIGH SCHOOL OPTIONS	122
COLLEGE ADMISSIONS TERMINOLOGY	123
STEPS IN THE COLLEGE PROCESS	124
SAT/ACT INFORMATION	126
ACT	126
SAT	126
ACT / SAT TESTING DATES	127
GETTING COLLEGE INFORMATION	127
CAMPUS VISITS	129
APPLYING TO COLLEGE	130
THE COLLEGE APPLICATION PROCESS	131
POST-HIGH SCHOOL INTERNET SITES	132
FINANCIAL AID TERMINOLOGY	133
STEPS TO FEDERAL AID	134
THE WORK OPTION	135
CAREERS WITHOUT A 4-YEAR DEGREE	137
THE MILITARY OPTION	138
U.S. Service Academies	138
FREQUENTLY ASKED QUESTIONS	139

MIDDLE SCHOOL ACADEMIC COURSE PLANNING GUIDE INFORMATION

This document serves as a guide. The official document will be the current one posted on the AISD website. Any errors do not supersede local Board and/or state Board policies.

Introduction

This Academic Course Guide has been developed to provide important information for students and their parents. It will assist in making informed decisions concerning programs and course choices throughout middle school. Students are encouraged to consult with parents, counselors, teachers, administrators, and adults in the workforce prior to course planning. Electronic copies of this course guide may be accessed at www.annaisd.org or through each campus website.

One of the most critical functions performed by a school each year is course planning. Based on information obtained during course planning, courses are scheduled and staff is employed for the following school year. **Changing of courses at the beginning of school and semester will not be honored due to the effect such changes have on classroom enrollment and the disruption of instruction. Students may change levels within the same course, such as moving from a Pre-AP/AP class to an on-level class, up to the second progress report of the course or with a second opportunity at the end of the first semester.**

All schedule change requests (other than the level changes referenced above) must be received by the counselor no later than the first ten days of each semester. Students are expected to enroll in a full class load.

Course Availability

Because of scheduling conflicts and the closing of classes, a student may not be able to enroll in every class he/she planned to take during a semester. For this reason, the student should talk with his/her counselor about alternate courses during the course planning process. If a student fails to select alternate course choices, they will be placed in classes based upon availability.

HB4545: Accelerated instruction: For any student who did not pass STAAR grades 3-8 or EOC assessments, accelerated instruction must be delivered in the 2021-2022 school year (starting in fall 2021) or subsequent summer of 2022. Accelerated instruction entails either 1) assigning a classroom teacher who is a certified master, exemplary, or recognized teacher, or 2) delivering supplemental instruction (e.g., tutoring) before or after school, or embedded in the school day and meeting HB 4545 requirements.

Honors Courses

Honors courses cover the same standards as the on-level courses. Honors courses are intended to challenge students with an emphasis on critical thinking and reading comprehension skills, as well as to prepare them for placement and success in high school Pre-AP and Advanced Placement (AP) courses.

The following Pre-AP / Advanced courses are currently available Anna Middle School:

English	English 6 Honors; English 7 Honors ; English 8 Honors
Math	Math 6 Honors; Math 7 Honors; Algebra 1
Science	Advanced Science 6th; Science 7 Honors; Science 8 Honors
Social Studies	World Cultures 6 Honors; Texas History 7 Honors; U.S.History 8 Honors

Note: The criteria is a recommendation to determine success in an advanced course.

- Achieves an advanced rating on state testing
- MAP RIT score > 84th percentile or other similar measure
- Previous course average grade > 90
- An above average teacher recommendation based on motivation, organization, independence, time management, and intellectual curiosity

The following High School Credit courses are currently available in Middle School:

World Languages	Spanish I- 8th Grade advanced course; Spanish for Spanish Speakers - 8th Grade advanced course
Fine Arts	Art I- 8th Grade
Math	Algebra I- 8th grader who has taken 7th Honors Math and passed with an 80 or above.
CTE Courses	General Employability Skills- Required for 7th Grade students PLTW Pre-Engineering I - 7th Grade or 8th Grade PLTW Pre-Engineering II- 8th Grade

Note: When taking a high school level course, students are starting their high school grade point average (GPA) and high school transcript. Both of these will remain on their educational record until graduation. Please discuss this with the school counselor for questions.

Credit by Examination

The District will provide the option for a student in grades 6-8 to earn credit by examination. A student who has received no prior instruction in the course must achieve the minimum standard set by the state on a criterion-referenced examination for acceleration for the applicable course. A student who has received prior instruction in the course must achieve a score of 80 percent or above on the examination in order to receive credit for that course. If such credit is given, the District will enter the examination score on the student's transcript.

Physical Education Requirement

Students in 6th - 8th grade are required to complete four Semesters of Physical Education for a total of 2 credits. 6th grade students are required to take a full year of Physical Education. 7th grade students can choose between a full year of Physical Education or a full year of Competitive Athletics. 8th grade students may choose to take Physical Education or Competitive Athletics as an elective choice but it is not a requirement if they have previously met their 2 credits of Physical Education.

Gifted/Talented Program

Gifted and Talented services are available for students who meet the screening requirements and are provided in grades 6-8 by qualified core content instructors.

Limited English Proficiency

Students who have been identified as limited English proficient may participate in a special language program that is an integral part of the total school program. The program emphasizes the mastery of basic English language skills so that students will be able to participate effectively in the regular school program as soon as practical. Students receive content and language instruction interdependently throughout the program.

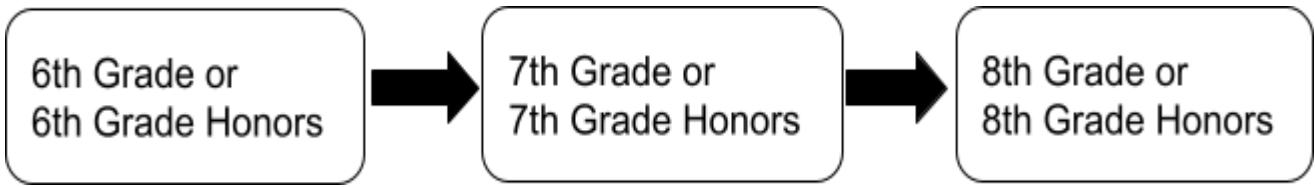
Course Descriptions

Students in grades 6 through 8 must select an English, Math, Science, and Social Studies course each year. In order to be considered for an Honors course (due to HB4545) students must have “Meets” or “Masters” on corresponding STAAR subject.

English Language Arts & Reading

English Language Arts

Literacy is defined as the ability to read, write, listen, speak, and think. In Anna ISD, the English Language Arts courses give students extensive instruction in the writing process, literature study, vocabulary development, English mechanics and usage, reading comprehension, speaking/listening and research skills. Students develop skills in reading, writing, and speaking as well as an understanding and appreciation of literature. Vocabulary growth is enhanced through extensive reading, direct instruction, and the study of literature. Please see chart below for the sequence of on-level or advanced tracks



English Language Arts & Reading or Honors English Language Arts & Reading (grade 6)

Full Year

In sixth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis. The TEKS focus on: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative. Students will continue to address earlier standards as needed while they attend to standards for their grade.

English Language Arts & Reading or Honors English Language Arts & Reading (grade 7)

Full Year

In seventh grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis. The TEKS focus on: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative, students will continue to address earlier standards as needed while they attend to standards for their grade.

English Language Arts & Reading or Honors English Language Arts & Reading (grade 8)

Full Year

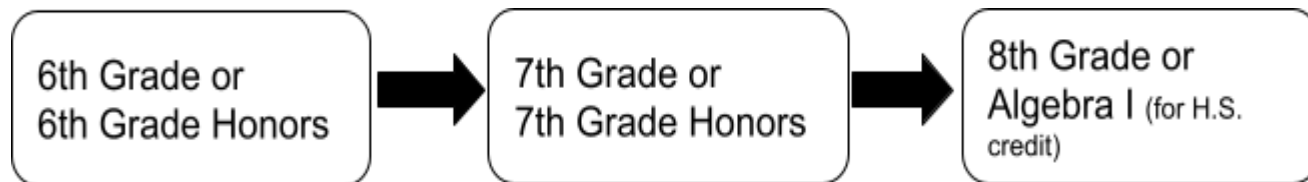
In eighth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis. The TEKS focus on: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade.

Math

In Anna ISD, there are two different math pathways: On-Level or Pre-AP. The pathways begin in grade 6 and accelerate at different paces to meet the needs of each student. The acceleration of mathematics provides opportunities for students to receive credit for AP/Dual Credit math courses while in high school and fulfill endorsement requirements.

Math 6th Pre-AP: Students complete 100% of Grade 6 TEKS along with approximately 60% of Grade 7 TEKS.

Math 7th Pre-AP: Students complete the remaining 40% of Grade 7 TEKS along with 100% of Grade 8 TEKS.



Math 6

Full Year

Prerequisites: None

The primary focal areas in Grade 6 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations.

Math Honors 6

Full Year

Prerequisites: The following guidelines are recommended when considering enrollment in a Pre-AP course.

Achieves an advanced rating on state testing

- MAP RIT score > 84th percentile or other similar measure
- Previous course average grade > 90
- An above average teacher recommendation based on motivation, organization, independence, time management, and intellectual curiosity

The primary focal areas in Grade 6 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Math Honors 6th is an accelerated program that covers all TEKS required for both 6th grade and the majority of the TEKS for and 7th grade.

Math 7

Full Year

Prerequisites: None

The primary focal areas in Grade 7 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations.

Math Honors 7

Full Year

Prerequisites: Math Honor (grade 6) as well as the following guidelines that are recommended when considering enrollment in a Honor course.

- Achieves an advanced rating on state testing
- MAP RIT score > 84th percentile or other similar measure
- Previous course average grade > 90
- An above average teacher recommendation based on motivation, organization, independence, time management, and intellectual curiosity

This Honor course includes a portion of the 7th grade TEKS and all of the TEKS for Grade 8 Math. The primary focal areas in Grade 8 are proportionality; expressions, equations, relationships, and foundations of functions; and measurement and data. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships and to describe increasingly complex situations.

Math 8

Full Year

Prerequisites: None

The primary focal areas in Grade 8 are proportionality; expressions, equations, relationships, and foundations of functions; and measurement and data. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships and to describe increasingly complex situations.

Algebra I (HS Credit)

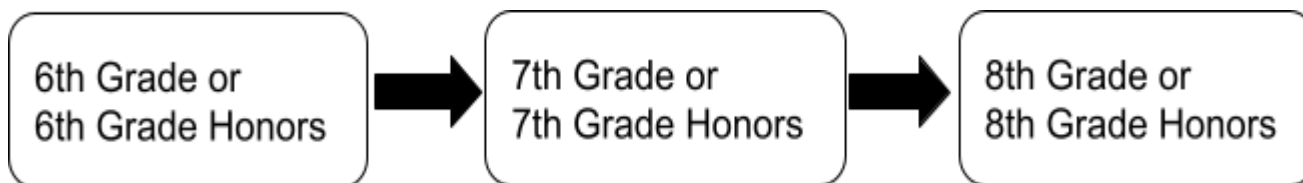
Full Year

Prerequisite: Math Honor (grade 7) and teacher recommendation.

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

Science

Science, as defined by the National Academy of Science, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. As students move from elementary into middle school, they will take the basic foundation of what science is established in elementary and dive deeper into the developing the different areas of science. Middle school science is interdisciplinary and helps students to make connections between the different areas of science. The chart below is the basic sequence for students to follow for two different avenues students can take either on level or a more advanced tract.



Science 6 or Honor Science 6

Full Year

This course is interdisciplinary in nature; however, much of the content focus is on physical science such as matter, force, and energy. The content includes: elements and compounds including determining differences based on observations, physical properties, and chemical reactions, discussion of ethical and social issues in using Earth's natural energy resources; the relationship between force and motion, calculations and measurements of force and motion; Earth as part of the solar system, the organization of the solar system, the role of gravity, and space exploration; taxonomic classifications of organisms and interdependence between organisms and their environments and ecosystems. This lab based course will show relevance to student learning and understanding of science through collaboration and problem-solving based on real-world applications.

Science 7 or Honor Science 7

Full Year

This course is interdisciplinary in nature; with a focus on life science with an integration of chemistry, physics and the environment. The 7th grade content includes conservations of matter and energy of in living systems, force, motion and energy in living systems and the environment, the characteristics of earth (in relation to the solar system) that allow life to exist, the relationships between living organisms and their environment, structures in living systems, especially internal structures and functions, plant and animal cells, especially the internal structures that obtain energy, get rid of wastes, grow, and reproduce in different ways. This lab based course will show relevance to student learning and understanding of science through collaboration and problem-solving based on real-world applications.

Science 8 or Honor Science 8

Full Year

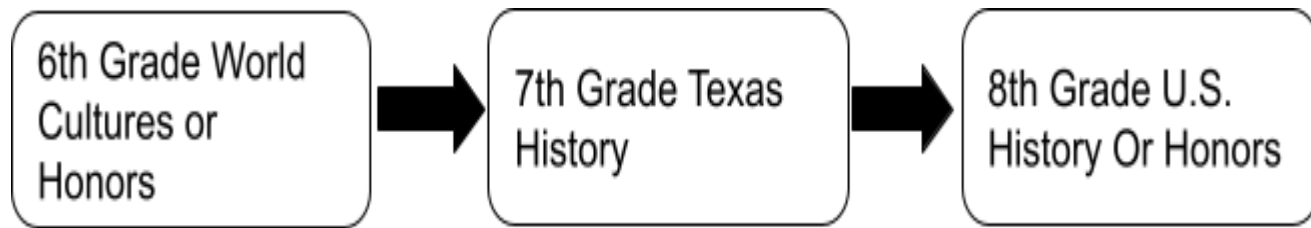
This advanced science course will prepare students to continue with Pre-advanced placement and advanced placement level science courses in high school. Emphasis will be placed on student problem solving, open ended tasks, analysis of research, and application of theory to real world situations. Students will work as self-directed learners as they do more in-depth research and use their science process skills to design and implement procedures in order to investigate the validity of their hypotheses. The focus of this course is to extend the science content of 8th grade by providing additional depth in the topics covered including: how natural events and human activities can alter earth systems, the universe, forces, and motion, chemical and physical properties of matter, Earth as a part of the solar system, the organization of the solar system, the role of gravity, and space exploration, and cycles such as the lunar cycle. This course will show relevance to student learning and understanding of science through collaboration and problem-solving based on real-world application(s).

Social Studies

World Cultures 6 or Honors World Cultures 6

Full Year

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



Texas History 7

Full Year

Students will study the history of Texas from early times to the present. Content is presented with more depth and breadth than in Grade 4. Students examine the full scope of Texas history, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students use primary and secondary sources to examine the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas to build a republic and then a state.

Honors Texas History 7

Full Year

Students will study the history of Texas from early times to the present. Content is presented with more depth and breadth than in Grade 4. Students examine the full scope of Texas history, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students use primary and secondary sources to examine the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas to build a republic and then a state. At the honors level, students will be expected to complete independent reading and writing assignments, analyze primary sources frequently through Document Based Questions and participate in Socratic seminars.

United States History 8

Full Year

Students will study the history of the United States from the early colonial period through Reconstruction. Grade 8 builds upon that from Grade 5 but provides more depth and breadth. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students analyze the various economic factors that influenced the development of colonial America and the early years of the republic and identify the origins of the free enterprise system. Students will use primary and secondary sources to acquire information about the United States. A variety of rich primary and secondary source materials such as biographies, autobiographies, novels, speeches, letters, diaries, poetry, songs, and images will be used throughout the course.

Honors United States History 8

Full Year

Students examine the social, cultural, political, and economic events and philosophies that shaped America from exploration through 1877. Students will analyze the emergence and growth of American colonies, the basic framework and development of the American system of government, expansion westward, the establishment of political parties, and the economic, political, and social changes that led to the Civil War and Reconstruction. Throughout the year, students will use historical skills in research, civil discourse, and critical thinking. At the honors level, students will be expected to complete independent reading and writing assignments, analyze primary sources frequently through Document Based Questions and participate in Socratic seminars.

6th Grade Electives

Physical Education, PE

Full Year

Physical Education provides students with opportunities to develop skill and sportsmanship through a variety of fitness activities. Students are required to participate every day. P.E. requires appropriate shoes. Middle school students are required to take two years of Physical Education and/or Athletics. All 6th grade students will be enrolled in Physical Education.

Art

Full Year

In Art 6 the students will refine their skills through the Elements of Art. Artists will be engaged in learning activities through exploring solutions and applying themselves in the areas of drawing, painting, printmaking, sculpture, pottery, and graphics. The focus of lessons will be on material use, design theory, historical and cultural influences, and an introduction to the process of aesthetic merit of selected works of art. Art 6 will offer discussion, observation, and production helping the artists to develop critical thinking skills as well as creativity.

Beginning Band

Full Year

Anna Middle School offers instruction in ten separate like-instrument classes for flute, clarinet, saxophone, oboe/bassoon, trumpet, horn, trombone, baritone, tuba, and percussion. Students are required to participate in two evening performances, one in the first semester and the other in the spring. A registration/activity fee per year is required for all students. These fees pay for the book, band shirt, binder, extra music, and the spring contest trip. Students using school issued instruments pay an additional instrument usage fee. Registration Fee: \$75 (yearly) School Owned Instruments: \$50 (yearly).

Choir

Full Year

Students will learn to develop vocal range, intonation and resonance. Students will learn to read music. Throughout the school year, students will perform at concerts and sing at vocal contests including Christmas Concerts, Spring Play Accompaniment, and Springfest at Sabine Ranch. \$25 Fee

Introduction to Makerspace (ITM)

Full Year

Credit: 1

Prerequisites: None

Course Description: Intro to Makerspace is designed to introduce students to the world of making and design, fostering creativity, problem-solving, and technical skills. Through hands-on projects and exploration, students will develop a solid foundation for future studies in STEM, business, and other fields.

Theatre

Full Year

Theatre students will explore themselves and the world around them, through in-class performance and various acting skills, set and costume design and construction, sound and lighting design, stage management, scene studies, and playwriting. Students will be challenged to take risks, move outside of their current comfort zones, and use their imaginations to devise new pieces of theatre. Students will have the opportunity to choose a role, whether on the stage, or behind the scenes, that is just right for them, and will work collaboratively with their peers to complete creative projects.

Math Lab 6

Sem 1/Sem2

Students who Do Not Meet STAAR, and are Tier 3 learners will be required to take this course.

This course is designed to help students fill educational gaps in the specific academic content.

Reading Lab 6

Sem 1/Sem2

Students who Do Not Meet STAAR, and are Tier 3 learners will be required to take this course.

This course is designed to help students fill educational gaps in the specific academic content.

7th Grade Electives

Physical Education, PE (Required if not enrolled in Athletics)

Full Year

Physical Education provides students with opportunities to develop skill and sportsmanship through a variety of fitness activities. Students are required to participate every day. P.E. requires appropriate athletic shoes. Middle school students are required to take two years of Physical Education and/or Athletics.

Athletics – Girls

Full Year

Girls Athletics includes Volleyball, Basketball, Soccer and Track. Athletes are required to try out for at least two sports. Physicals are required prior to participation. Athletes are required to dress out and participate every day. Athletics requires a \$20.00 fee to purchase shorts and shirt to be worn during each practice. Practices outside of regular school hours are required. Students are required to maintain passing grades and above average behavior to participate in athletics.

Athletics – Boys**Full Year**

Boys Athletics includes Football, Basketball, Soccer and Track. Athletes are required to try out for at least two sports. Physicals are required prior to participation. Athletes are required to dress out and participate every day. Athletics requires a \$20.00 fee to purchase shorts and shirt to be worn during each practice. Practices outside of regular school hours are required. Students are required to maintain passing grades and above average behavior to participate in athletics.

Band – Concert**Full Year****Prerequisite:** Audition Required

This class is open to 7th and 8th grade band students who have had one year of previous instrument experience. Membership is by director approval. This class will focus on fundamental and remedial playing skills. The Concert Band will perform public concerts and contests. There will be some morning and after school practices in preparation for performances. Students new to our district should be ready to show their highest level of musicianship achieved for band placement. A strict code of conduct will be enforced. Registration Fee: \$75 (yearly) School Owned Instruments: \$50 (yearly).

Band – Symphonic**Full Year****Prerequisite:** Audition Required

Membership is by audition and director approval. This class will focus on fundamental playing skills and concert/contest preparation. The Symphonic Band will perform several concerts/contests during the year. Before or after school practices are required once a week during contest preparation time. Students new to our district should be ready to show their highest level of musicianship achieved for band placement. A strict code of conduct will be enforced. Registration Fee: \$30 (yearly) School Owned Instruments: \$50 (yearly).

Band – Honor**Full Year****Prerequisite:** Audition Required

Membership is by audition and director approval. This is the top performing organization. This is an accelerated class and the focus is on musical performance. The Honor Band will do several public performances and contests. Before or after school practices are required once a week throughout the school year. Students new to our district should be ready to show their highest level of musicianship achieved for band placement. A strict code of conduct will be enforced. Registration Fee: \$30 (yearly) School Owned Instruments: \$50 (yearly).

Choir**Full Year**

Students will learn to develop vocal range, intonation and resonance. Students will learn to read music. Throughout the school year, students will perform at concerts and sing at vocal contests including Christmas Concerts, Spring Play Accompaniment, and Springfest at Sabine Ranch. \$25 Fee

Honors Choir**Full Year****Prerequisite:** Audition required

Students will audition for placement in the Advanced Choir based upon criteria set by the choir director. The director may make adjustments throughout the first Semester if levels change. This is the highest level of performance choirs. Throughout the school year, students will perform at concerts and sing at vocal contests including UIL. \$25 Fee

Art 7/8**Full Year**

In Art the students will refine their skills through the study of the Elements of Art. Artists will be engaged in learning activities through exploring solutions and applying themselves in the art making process. The focus of lessons will be on material use, design theory, historical and cultural influences, and an introduction to the process of aesthetic merit of selected works of art. Students try drawing, painting, clay sculpture, as well as other art mediums. This challenging course is immensely fun for those willing to do the work.

Theatre Production Grades 7-8**Full Year**

Theatre Production students will explore themselves and the world around them, through in-class performance and various acting skills, set and costume design and construction, sound and lighting design, stage management, scene studies, and playwriting. Students will be challenged to take risks, move outside of their current comfort zones, and use their imaginations to devise new pieces of theatre. Students will have the opportunity to choose a role, whether on the stage, or behind the scenes, that is just right for them, and will work collaboratively with their peers to complete creative projects.

Pre-Engineering I (PE I) - 03581000**Full Year**

Credit: 1

Prerequisites: None

Course Description: This course introduces students to the engineering design process, using Autodesk® design software to create virtual models and solve problems. Students will also explore the applications of computer science in engineering and design.

Intermediate Maker Design (IMD) - 035816001
Full Year
Credit: 1
Prerequisites: Introduction to Makerspace (ITM)
Course Description: Building upon the skills acquired in Intro to Makerspace, this course delves deeper into design thinking, project management, and advanced maker techniques. Students will work on more complex projects, incorporating user-centered design and iterative prototyping.

General Employability Skills (GES) - N1270153
Full Year
Credit: 1
Prerequisites: None
Course Description: This course equips students with essential workplace skills, including communication, teamwork, problem-solving, and professional etiquette. Students will develop a strong foundation for future career success. ***Note: Required for all 7th grade students to meet HB 5 Requirements for College and Career Readiness.***

Math Lab 7
Sem 1/Sem2
Students who Do Not Meet STAAR, and are Tier 3 learners will be required to take this course.
This course is designed to help students fill educational gaps in the specific academic content.

Reading Lab 7
Sem 1/Sem2
Students who Do Not Meet STAAR, and are Tier 3 learners will be required to take this course.
This course is designed to help students fill educational gaps in the specific academic content.

8th Grade Electives

Physical Education, PE
Full Year
Physical Education provides students with opportunities to develop skill and sportsmanship through a variety of fitness activities. Students are required to dress out and participate every day. P.E. requires appropriate clothing to consist of athletic shorts, shirt, and athletic shoes. Uniforms may be purchased for \$20.00 from the P.E. office.

Athletics – Girls
Full Year
Girls Athletics includes Volleyball, Basketball and Track. Athletes are encouraged to participate in all three sports. Physicals are required prior to participation. Athletes are required to dress out and participate every day. Athletics requires a \$20.00 fee to purchase shorts and shirt to be worn during each practice. Practices outside of regular school hours are required. Students are required to maintain passing grades and above average behavior to participate in athletics. Physicals are required prior to participation Enrollment by tryout only and permission of coaching staff. (Athletics determinations are at the discretion of the Athletic Director and his staff, changes to these policies and determinations can be ongoing.)

Athletics – Boys
Full Year
Boys Athletics includes Football, Basketball and Track. Athletes are encouraged to participate in all three sports. Physicals are required prior to participation. Athletes are required to dress out and participate every day. Athletics requires a \$20.00 fee to purchase shorts and shirt to be worn during each practice. Practices outside of regular school hours are required. Students are required to maintain passing grades and above average behavior to participate in athletics. Physicals are required prior to participation Enrollment by tryout only and permission of coaching staff. (Athletics determinations are at the discretion of the Athletic Director and his staff, changes to these policies and determinations can be ongoing.)

Band – Concert
Full Year
Prerequisite: Audition Required
This class is open to 7th and 8th grade band students who have had one year of previous instrument experience. Membership is by director approval. This class will focus on fundamental and remedial playing skills. The Concert Band will perform public concerts and contests. There will be some morning and after school practices in preparation for performances. Students new to our district should be ready to show their highest level of musicianship achieved for band placement. A strict code of conduct will be enforced. Registration Fee: \$75 (yearly) School Owned Instruments: \$50 (yearly).

Band – Symphonic
Full Year
Prerequisite: Audition Required
Membership is by audition and director approval. This class will focus on fundamental playing skills and concert/contest preparation. The Symphonic Band will perform several concerts/contests during the year. Before or after school practices are required once a week during contest preparation time. Students new to our district should be ready to show their highest level of musicianship achieved for band placement. A strict code of conduct will be enforced. Registration Fee: \$30 (yearly) School Owned Instruments: \$50 (yearly).

Band – Honor Prerequisite: Audition Required Membership is by audition and director approval. This is the top performing organization. This is an accelerated class and the focus is on musical performance. The Honor Band will do several public performances and contests. Before or after school practices are required once a week throughout the school year. Students new to our district should be ready to show their highest level of musicianship achieved for band placement. A strict code of conduct will be enforced. Registration Fee: \$30 (yearly) School Owned Instruments: \$50 (yearly).	Full Year
Choir Students will learn to develop vocal range, intonation and resonance. Students will learn to read music. Throughout the school year, students will perform at concerts and sing at vocal contests including Christmas Concerts, Spring Play Accompaniment, and Springfest at Sabine Ranch. \$25 Fee	Full Year
Honors Choir Prerequisite: Audition Required Students will audition for placement in the Advanced Choir based upon criteria set by the choir director. The director may make adjustments throughout the first Semester if levels change. This is the highest level of performance choirs. Throughout the school year, students will perform at concerts and sing at vocal contests including UIL. \$25 Fee	Full Year
Theatre Production Grades 7-8 Theatre Production students will explore themselves and the world around them, through in-class performance and various acting skills, set and costume design and construction, sound and lighting design, stage management, scene studies, and playwriting. Students will be challenged to take risks, move outside of their current comfort zones, and use their imaginations to devise new pieces of theatre. Students will have the opportunity to choose a role, whether on the stage, or behind the scenes, that is just right for them, and will work collaboratively with their peers to complete creative projects.	Full Year
Art 1 (HS credit) Prerequisite: Art 6 AND 7 Advanced Art is a limited enrollment class. To be considered, students must return a completed application to Coach Resmini. Advanced art is designed for students who have a solid background in basic art skills and techniques through taking 6th and 7th grade art. This class is designed to dive deeper into your own individuality than previous classes. We will also begin combining different mediums and techniques into one project. Students will have a solid understanding about the elements of art and principle of designs that should be evident in their artwork. Introduction to new materials and techniques will be a priority this year.	Full Year
Art 7/8 In Art 7/8 the students will refine their skills through the study of the Elements of Art. Artists will expand their visual arts knowledge and skills and will be engaged in learning activities through exploring solutions and applying themselves in the art making process. There will be exploration of a variety of mediums. Students try drawing, painting, clay sculpture, as well as other art mediums. This challenging course is immensely fun for those willing to do the work.	Full Year
Spanish I (HS credit) This is an introductory class intended to address the four basic skills of the Spanish language: 1) listening, 2) speaking, 3) reading, and 4) writing. Emphasis is placed on vocabulary acquisition, beginning grammar structure, and composition. Students will memorize and practice vocabulary through short readings, games, oral dialogue, listening comprehension activities and short written narrative. Students will also explore the varied cultures of the Spanish-speaking world and its impact on our own. The course is best suited for students who have little or no previous Spanish.	Full Year
Spanish I and Spanish II for Spanish Speakers Prerequisite: Native Speaker Required This course is designed to help Hispanic students capitalize on the verbal skills they already possess. The student objectives will be to improve their reading and writing skills in Spanish, while refining existing listening and speaking skills. This course incorporates the study of the Spanish language and Hispanic culture to assist students in the understanding and appreciation of Hispanic culture. The main objective is to enrich the student's total language experience by building on the language proficiency they already possess. Their skills are enhanced in accordance with the level of language proficiency of the student. The focus is on increasing students' ability to use Spanish flexibly for both formal and informal situations and on developing their literacy skills. Students should possess Intermediate low proficiency at the beginning of the course and progress through Intermediate mid by the end.	Full Year 2 Credits
Pre-Engineering I (PE I) - 03581000 Credit: 1 In this course, students will apply the design process to solve problems and understand the influence of creativity and innovation in their lives. Using Autodesk® design software, students create a virtual image of their designs and produce a portfolio to showcase their innovative solutions. Students will also be exposed to computer science as a means of computationally analyzing and developing solutions (game design) to authentic problems through mobile app development, and conveys the positive impact of the application of computer science to other disciplines and to society.	Full Year

Pre-Engineering II (PE II) - 13036200

Full Year

Credit: 1

Prerequisites: Pre-Eng 1

Course Description: Building upon the skills acquired in Pre-Eng 1, this course delves deeper into engineering design principles, project management, and technology applications. Students will work on more complex projects and explore potential career pathways in engineering.

Junior Maker Tech Assistants (JMTA) - 03581700

Full Year

Credit: 1

Prerequisites: Intermediate Maker Design (IMD)

Course Description: This course challenges students to apply their maker skills to complex projects, develop leadership abilities, and mentor younger students. Students will engage in independent project development, collaborate with peers, and explore potential career pathways related to making and design.

Yearbook

Full Year

Prerequisite: Teacher Approval

In this class, students are engaged in learning activities by exploring solutions and applying themselves. We will focus on creating a book through the use of digital software. Students will work on deadlines, marketing, sales, photography, as well as creating a book that captures the entire year. A limited number of seats are available for this course. Teacher Approval Required.

Math Lab 8

Sem 1/Sem2

Students who Do Not Meet STAAR, are below grade level on MAP testing or show an academic need may be required to take this course.

This course is designed to help students fill educational gaps in the specific academic content.

Reading Lab 8

Sem 1/Sem2

Students who Do Not Meet STAAR, are below grade level on MAP testing or show an academic need may be required to take this course.

This course is designed to help students fill educational gaps in the specific academic content.

Administrative Office Aide

Full Year

Prerequisite: Counselor Approval Only/Application Required

Students will provide basic assistance with routine office matters.

Anna High School

2026-2027

Academic Planning Guide



AHS ACADEMIC COURSE PLANNING GUIDE INFORMATION

This document serves as a guide. The official document will be the current one posted on the AISD website. Any errors do not supersede local Board and/or state Board policies.

This Academic Course Guide has been developed to provide important information for students and their parents. It will assist in making informed decisions concerning programs and course choices throughout high school. Students are encouraged to consult with parents, counselors, teachers, administrators and adults in the workforce prior to making course selections. Electronic copies of this course guide may be accessed at <http://ahs.annaisd.org/>.

One of the most critical functions performed by a school each year is course planning. Based on information obtained during course planning, courses are scheduled and staff is employed for the following school year. **Random changes of courses at the beginning of school and semester will not be honored due to the effect such changes have on classroom enrollment and the disruption of instruction. Students will have the opportunity to change from Pre-AP/ AP course levels after the first 6 weeks by following the Anna High School schedule change guidelines.**

All schedule change requests (other than the level changes referenced above) must be (1) made in writing and signed by both the student and parent, and (2) received by the principal/counselor by the specified deadline for the upcoming school year. Students are expected to enroll in a full class load. Full class load is defined as enrollment in appropriate courses to fulfill graduation requirements. Students in grades 9-12 must select 7 classes. Counselors will work with 12th grade students that qualify for late arrival or early release.

HIGH SCHOOL TERMINOLOGY

COURSE CREDIT

Students receive credit for courses by earning a grade of 70%. For courses that are one full year, students may earn credit if their average for the year is 70% . A course may not be repeated once credit has been earned. According to state law, students must attend 90 percent of the days a class is offered to receive credit.

The following courses are local credits that do not count toward state graduation requirements or overall grade point average:

- Office Aide
- Student leadership second year and beyond

Late Arrival and Early Release periods do not earn Local or State credit.

TRANSCRIPT

A transcript is a record of every high school credit course for which you are awarded a grade; pass or fail. Transcripts are used to track your progress toward graduation and are later used to determine acceptance to specific schools or programs.

GRADUATION PLANS/ CREDIT REQUIREMENTS

FOUNDATION + ENDORSEMENTS (required to be eligible for general admission to a Texas public college or university)	DISTINGUISHED LEVEL OF ACHIEVEMENT (required to be eligible for automatic admission to a Texas public college or university)
● 4 credits English - English 1, 2, 3, 4 ● 4 credits Mathematics - Algebra 1, Geometry, plus two credits in any advanced math course ● 4 credits Science - One credit must be Biology and one credit in Chemistry/or Physics, and two credits in any advanced science course ● 3 credits Social Studies -Must include U.S. History, Government, Economics, and either World Geography or World History ● 2 credits of Languages Other Than English (Must be in the same language) ● 1 credit Physical Education ● .5 credit of Personal Financial Literacy ● 1 credit Fine Arts ● 6.5 elective credits (must include the requirements to complete at least one endorsement.) (Students and parents must pay close attention to all Prerequisite requirements)	● 4 credits English - English 1, 2, 3, 4 ● 4 credits Mathematics - Algebra 1, Geometry, Algebra 2, plus one credit in any advanced math course ● 4 credits Science - One credit must be Biology and one credit in Chemistry/or Physics, and two credits in any advanced science course ● 3 credits Social Studies -Must include U.S. History, Government, Economics, and either World Geography or World History ● 2 credits of Languages Other Than English (Must be in the same language) ● 1 credit Physical Education ● .5 credit of Personal Financial Literacy ● 1 credit Fine Arts ● 6.5 elective credits (must include the requirements to complete at least one endorsement.) (Students and parents must pay close attention to all Prerequisite requirements)

ENDORSEMENTS				
STEM	BUSINESS & INDUSTRY	PUBLIC SERVICES	ARTS & HUMANITIES	MULTIDISCIPLINARY STUDIES
Engineering	Agriculture, Food & Natural Resources, Architecture & Construction, Arts, Audio/Video Technology, & Communication, Business Management & Administration, Finance, Information Technology, Manufacturing	Education & Training, Health Science, Law, Public Safety, Corrections, & Security	Fine Arts, Languages Other than English (LOTE), History	Complete 4 credits in each of the 4 core subject areas: Must include Physics/Physics for CTE OR Chemistry OR Complete 4 Dual credit courses to include one course in each core subject area OR Complete 4 <u>advanced</u> CTE courses within or across any of the endorsement areas.

GRADUATION INFORMATION

Graduation requirements include:

- 26 credits (The Foundation High School Program with Endorsement)
- Five End of Course (EOC) Exams
- Hand Only CPR
- Speech Proficiency Requirements (embedded in English courses)
- Peace Officer Training
- Completion of the Free Application for Federal Student Aid (FAFSA) or the Texas Application for State Financial Aid (TAFSA)
- In rare cases, or by ARD Committee determination, students may graduate on the Foundation Only Program with parent/guardian, principal and counselor approval.

STAAR/EOC TESTS

Students will be required to take the State of Texas Assessments of Academic Readiness (STAAR) End of Course Assessments (EOC). For more information about STAAR go to the website at: <http://tea.texas.gov/student.assessment/staar/>

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

DISTINGUISHED LEVEL of ACHIEVEMENT (DLA)

The Distinguished Level of Achievement must be earned to be admitted into Texas public university under the Top 10% law. A student may earn a Distinguished Level of Achievement by successfully completing:

- Four credits in Mathematics that must include Algebra II
- Four credits in Science
- Foundation High School Program with Endorsement curriculum requirements

ENDORSEMENT

All students must select an endorsement and create a personal graduation plan starting in the 8th grade. Students may update or add an endorsement at any time but will require a signature from the parent/guardian and student. Anna ISD offers the following endorsement options:

- Arts and Humanities
- Science, Technology, Engineering and Mathematics (STEM)
- Public Service
- Business and Industry
- Multidisciplinary

***Foundation High School Program (without endorsement) requires administrator and parent/guardian approval.**

GRADUATION PLANS

All students entering 9th grade in the 2014-2015 school year and after are automatically under the requirements of the **Foundation High School Program with Endorsement** for graduation. A student may graduate under the Foundation High School Program without an endorsement, if, after the student's sophomore year:

- The student and the student's parent/guardian are advised by a school counselor of the specific benefits of graduating from high school with one or more endorsements; and
- The student's parent/guardian files with a school counselor written permission, on a form adopted by the TEA, allowing the student to graduate under the Foundation High School Program without earning an endorsement.

A student may also be placed on the Foundation High School Program without an endorsement if the ARD Committee places the student "on a modified curriculum in a subject area."

BENEFITS OF EARNING AN ENDORSEMENT

TEA provides a graduation toolkit found at <https://tea.texas.gov/communications/brochures.aspx>. This toolkit is designed to guide students and families through the benefits of each endorsement to increase the likelihood of preparation and success in college and the workforce. It also includes information on various workforce resources provided through the Texas Workforce Commission. These resources are geared toward assisting students and parents in planning for postsecondary goals.

REQUIRED NOTIFICATION REGARDING ALGEBRA II

A student who graduates on the Foundation High School Program without taking Algebra II is not eligible for automatic admission to a Texas public college or university and may not be eligible for certain forms of financial aid. For more information visit: https://tea.texas.gov/Academics/Graduation_Information

EARLY GRADUATION OPTIONS

Option 1: To be eligible to graduate in fewer than four years, the student shall complete all coursework and exit-level testing required by TEA and any additional credits required by the District. A student wishing to graduate in fewer than four years shall submit a **written notice of intent to graduate early to the counselor's office by the end of their 9th grade year**. Written parent approval shall be submitted with the notice, and the student shall receive counseling regarding requirements and schedules. The notice of intent shall be signed by the principal to graduate early. A student's class ranking shall be determined with the graduation class of the school year in which the student completes all requirements for a diploma, regardless of the number of years the student is enrolled in high school. Early graduates shall not be eligible for valedictorian, salutatorian, or top ten honors.

Option 2: The **Texas First Diploma** is a program to recognize high-achieving students. Eligible students can graduate early with the Distinguished Level of Achievement and receive a scholarship. The Texas First Diploma is designed to keep Texas' best and brightest on a direct track to a postsecondary pathway here in our great state. Texas' top students can accelerate their path to college and earn up to a year in scholarship dollars to attend select Texas institutions. View more information here:  [Texas First Diploma Information Flyer.pdf](#)

Students should contact their counselor to learn more about this program and verify their eligibility. Students and Parents should also speak with both Academic and Financial Aid Advisors at Secondary Institutions in which they are planning to explore future enrollment. High School Counselors are happy to assist you with reaching the correct personnel.

EXPLANATION OF AUTOMATIC COLLEGE ADMISSION AND CURRICULUM REQUIREMENTS FOR FINANCIAL AID FOR HIGH SCHOOL STUDENTS

Automatic Admission Requirements

A student is eligible for automatic admission to a college or university as an undergraduate student if the applicant earned a grade point average in the top 10 percent of the student's high school graduating class (Texas Education Code, §51.803). If an eligible student is applying as an undergraduate to the University of Texas at Austin in the summer/fall 2023 or spring 2024, the applicant must earn a grade point average in the top 6 percent of the student's high school graduating class. The applicant in either case must also:

- (1) earn the distinguished level of achievement under the Foundation High School Program; or
- (2) satisfy ACT's College Readiness Benchmarks on the ACT assessment or earn on the SAT assessment a score of at least 1,500 out of 2,400 or the equivalent.

In accordance with Title 19 Texas Administrative Code (TAC), §5.5(e), high school rank for students seeking automatic admission to a general academic teaching institution on the basis of class rank is determined and reported as follows.

- (1) Class rank shall be based on the end of the 11th grade, middle of the 12th grade, or at high school graduation, whichever is most recent at the application deadline.
- (2) The top 10 percent of a high school class shall not contain more than 10 percent of the total class size.
- (3) The student's rank shall be reported by the applicant's high school or school district as a Specific number out of a specific number total class size.
- (4) Class rank shall be determined by the school or school district from which the student Graduated or is expected to graduate.

An applicant who does not satisfy the course requirements is considered to have satisfied those requirements if the student completed the distinguished level of achievement under the Foundation High School Program that was available to the student but was unable to complete the remainder of the coursework solely because courses were unavailable to the student at the appropriate times in the student's high school career as a result of circumstances not within the student's control.

To qualify for automatic admission an applicant must:

- (1) submit an application before the deadline established by the college or university to which the student seeks admission;
- (2) meet all curriculum requirements for admission established by the college or university to which the student seeks admission; and
- (3) provide a high school transcript or diploma that indicates whether the student has satisfied or is on schedule to satisfy the requirements of the distinguished level of achievement under the Foundation High School Program or the portion of the distinguished level of achievement under the Foundation High School Program that was available to the student.

Colleges and universities are required to admit an applicant for admission as an undergraduate student if the applicant is the child of a public servant who was killed or sustained a fatal injury in the line of duty and meets the minimum requirements, if any, established by the governing board of the college or university for high school or prior college-level grade point average and performance on standardized tests.

State Financial Aid Programs with Curriculum Requirements

Under TEC, Title 3, there are several state financial aid programs available for Texas public high school students. The following state financial aid programs include certain curriculum requirements to be considered when planning a student's high school career to ensure eligibility for financial aid under one of these programs. **Please note that this is not a complete list of requirements and additional eligibility requirements apply.** A full list of requirements is available through the Texas Higher Education Coordinating Board's financial aid webpage at <http://www.collegeforalltexans.com/apps/financialaid/tofa2.cfm?ID=458>.

Individuals interested in the following financial aid opportunities are strongly encouraged to check the status of each grant program for the anticipated year(s) of enrollment in an institution of higher education at <http://www.collegeforalltexans.com/apps/financialaid/tofa2.cfm?ID=458>.

Texas B-On-Time (BOT):

Applicants must meet one of the following academic requirements:

- a. Graduated in the 2002–2003 academic year or later under the RHSP or DAP, or its equivalent
- b. Earned an associate's degree from an eligible institution no earlier than May 1, 2005

Top Ten Percent Scholarship

To receive an initial award through the Top 10 Percent Scholarship Program, a student must have graduated while ranked in the top 10 percent of his or her graduating class and completed the RHSP or DAP curriculum or earned the distinguished level of achievement on the Foundation High School Program (or the equivalent) at an accredited public high school in Texas, or the equivalent at an accredited private high school in Texas.

TEXAS Grant

Basic Initial Year (IY) Student Eligibility Curriculum Requirements

A student must complete the Foundation High School Program, RHSP, or DAP (or the equivalent).

Priority Model Initial Year (IY) Student Curriculum Eligibility Requirements

In addition to the basic initial year (IY) student eligibility requirements, to receive priority consideration for an IY award through the TEXAS Grant Program, a student must meet at least one requirement in at least two of the four following areas:

AREA	REQUIREMENT (S)
Advanced Academic Program	Earn 12 hours of college credit (dual credit or AP courses), complete the Distinguished Achievement Program (DAP), or complete the International Baccalaureate (IB) Program

TSI Readiness	Meet the Texas Success Initiatives (TSI) assessment thresholds or qualify for an exemption
Class Standing	Graduate in the top one-third of the HS graduating class or have a B average
Advanced Math	Complete at least one math course beyond Algebra II as determined by the Texas Education Agency (TEA) or complete at least one advanced career and technical course, as determined by TEA

A full list of TEXAS Grant eligibility requirements is provided at
<http://www.collegeforalltexans.com/apps/financialaid/tofa2.cfm?ID=458>.

AHS Grad Plan Worksheet/Transcript Evaluation

ANNA ISD 4 Year Distinguished Graduation Plan Worksheet/Transcript Evaluation

Anna ISD Foundation Distinguished Graduation Plan includes Endorsement requirements: 4th Credit in Math & 4th Credit in Science	Student Name: _____ ID #: _____ Endorsement (s): ☐ STEM ☐ Business & Industry ☐ Arts & Humanities ☐ Public Services ☐ Multidisciplinary	
	Endorsements (Career Pathways): Complete requirements in left column with at least 1 option below	
English Language Arts - 4 Credits ☐ English I _____ ☐ English II _____ ☐ English III _____ ☐ English IV _____ Mathematics - 4 Credits ☐ Algebra I _____ ☐ Geometry _____ ☐ Algebra II _____ ☐ Adv. Math _____ Social Studies - 3 Credits ☐ W. History _____ ☐ US History _____ ☐ Government (.5) _____ ☐ Economics (.5) _____ Science - 4 Credits ☐ Biology _____ ☐ Chemistry _____ ☐ Physics or Adv. Sci. _____ Foreign Language - 2 Credits ☐ Year 1 _____ ☐ Year 2 _____ Fine Arts - 1 Credit ☐ Lvl 1 _____ Physical Education - 1 Credit ☐ _____ Personal Financial Literacy - .5 Credit ☐ _____ **MUST FOLLOW ENDORSEMENT REQUIREMENTS** If following the <u>Business & Industry</u> or <u>Public Services</u> endorsement: Out of the 7 required electives, students must complete 4 CTE credits of which 3 must be in the same career cluster with the final course qualifying as an advanced CTE course. Prof. Com. and Health are encouraged, but no longer required credits. Endorsement/Elective Credits ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____	STEM (3 Options) Science, Technology, Engineering & Math ***Must complete Algebra II, Chemistry and Physics as part of the foundation plan. ☐ Algebra II _____ ☐ Physics _____ ☐ Chemistry _____ Option 1: Complete 4 CTE credits with 3 CTE courses within the same career pathway under the STEM endorsement. ☐ _____ ☐ _____ ☐ _____ ☐ _____ Option 2: Complete 2 additional Advanced Math credits for which Algebra II is a prerequisite or 2 additional Adv. Science credits: ☐ _____ ☐ _____ Option 3: Complete 3 credits using one of the following methods A, B, or C: A: 2 Adv. Math credits and 1 Adv. Science credits B: 2 Adv. Science credits and 1 Adv. Math credits C: 2 STEM CTE credits and 1 credit in either an Adv. Math or Adv. Science. ☐ _____ ☐ _____ ☐ _____ Multidisciplinary Studies: (3 Options) Option 1: 4x4 Plan - 4 credits in each of the 4 core subject areas: Must include Physics OR Chemistry ☐ English IV _____ ☐ 4th Social Studies _____ ☐ 4th Science _____ ☐ 4th Math _____ Option 2: Complete 4 Dual Credit courses to include one course in each core subject area: ☐ Math _____ ☐ Science _____ ☐ English _____ ☐ Social Studies _____ Option 3: Complete 4 advanced CTE courses within or across any of the endorsement areas. ☐ _____ ☐ _____ ☐ _____ ☐ _____	Arts and Humanities (4 Options) Option 1: 2 additional Social Studies credits: ☐ _____ ☐ _____ Option 2: Both Level 3 & 4 credits of same LOTE earned for foundation (ie: Spanish 3 & 4) ☐ _____ ☐ _____ Option 3: 2 additional LOTE credits: ☐ _____ ☐ _____ Option 4: 4 fine arts credits in a coherent sequence within 1 or 2 fine art disciplines ☐ _____ ☐ _____ ☐ _____ ☐ _____ Public Services: (1 Option) Complete 4 CTE credits with 3 CTE courses within the same career pathway under the Public Services endorsement. ☐ _____ ☐ _____ ☐ _____ ☐ _____ Business & Industry: (2 Options) Option 1: Complete 4 CTE credits with 3 courses within the same career pathway under the Business & Industry endorsement. ☐ _____ ☐ _____ ☐ _____ ☐ _____ Option 2: Complete 4 English elective credits to include 3 levels in one of the following areas: Yearbook (English IV counts as 1 of the 4) ☐ English IV _____ ☐ Yearbook 1 _____ ☐ Yearbook 2 _____ ☐ Yearbook 3 _____

College and Career Readiness

Student Name: _____ **ID #:** _____ **Expected Graduation Date:** _____

Assessments Required for Graduation: ☐ English I (9th Grade) ☐ Biology (9th/10th Grade) ☐ Algebra I (8th/9th Grade)
☐ English II (10th Grade) ☐ US History (11th Grade)

Performance Acknowledgement (Optional)	Important Assessments	Post-Secondary Planning										
Outstanding Performance (s) in: ☐ Dual Credit: 12 hours > 3.0 ☐ Advanced Technical Credit (ATC) ☐ Earn a nationally or internationally recognized industry certification. ☐ Earn an Associate's Degree ☐ Advanced Placement Exams: Minimum Score > 3 Test Scores: ☐ PSAT - National Merit Recognitions ☐ ACT-PLAN - College Readiness Benchmark ☐ SAT - CR and Math 1250 ☐ ACT - Composite (w/o writing) 28 Bilingualism and Biliteracy: English Language Learners Only: *must satisfy both of the following: ☐ Participated in and met the Exit criteria for bilingual or English as a second language (ESL) program ☐ Scored at the Advanced High Level on the Texas English Language Proficiency Assessment (TELPAS) Non-English Language Learners: *must satisfy both of the following: ☐ Maintain a 3.0 (4pt. scale) in all required ELA courses ☐ Satisfy one of the following: A. Complete 3 credits in the same foreign language with a minimum of a 3.0. B. Score a 3 or higher on an AP exam in a language other than English. C. Score Intermediate High or it's equivalent on a national assessment of language proficiency in a language other than English.	Advanced Placement (AP) Exams: <table style="width: 100%;"> <tr> <th style="text-align: left; width: 50%;"><u>Test:</u></th> <th style="text-align: left; width: 50%;"><u>Score:</u></th> </tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> </table> Post-Secondary Assessments: PSAT: ☐ 10th Grade Score: _____ ☐ 11th Grade Score: _____ SAT: ☐ 1st attempt (11th Grade): Date: _____ Score: _____ ☐ 2nd attempt (12th Grade): Date: _____ Score: _____ ACT: ☐ 1st attempt (11th Grade): Date: _____ Score: _____ ☐ 2nd attempt (12th Grade): Date: _____ Score: _____ College Readiness - TSI ☐ Math Score: _____ ☐ Reading Score: _____ ☐ Writing Score: _____	<u>Test:</u>	<u>Score:</u>	_____	_____	_____	_____	_____	_____	_____	_____	College Visit Days: 11th Grade (2 Excused Absences) College: _____ 1. _____ Date: _____ 2. _____ Date: _____ 12th Grade (2 Excused Absences) College: _____ 1. _____ Date: _____ 2. _____ Date: _____ Senior Conference with Counselor Date: _____ Time: _____ Post-Secondary Applications to consider: ☐ Community College ☐ Apply Texas Application ☐ Common Application ☐ Military Recruiter ☐ Technical School ☐ Internships Financial Aid: ☐ FAFSA/TAFA ☐ CSS Profile ☐ Scholarships ☐ Loans
<u>Test:</u>	<u>Score:</u>											
_____	_____											
_____	_____											
_____	_____											
_____	_____											
	Getting Involved!	Student Goals										
	Extracurricular Activities: ☐ UIL Competition ☐ AG Competition ☐ Student Council ☐ Cheerleading/ Dance Team ☐ Band/ Flag Core ☐ Clubs ☐ Volunteer ☐ Other: _____ Awards/Honors:	Top 3 Career Interests: 1. _____ 2. _____ 3. _____ 4. _____ Top 5 Post-Secondary Schools/Programs 1. _____ 2. _____ 3. _____ 4. _____ 5. _____										

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

STUDENT CLASSIFICATION

Students will be classified according to the number of credits earned.

GRADE CLASSIFICATIONS	Foundation + Endorsement Plan 26 Credits
Freshman	0 credits
Sophomore	6 credits
Junior	12 credits
Senior	19 credits

CLASS RANK & GRADE POINT AVERAGE

Class rank shall be based on a weighted GPA using semester grades earned in grades 9-12 for which a student earned state graduation credit. These semester grades shall be converted to grade points according to the District's weighted grade point scale described in policy.

Colleges and universities may develop their own procedures for interpreting grade and rank information. It is not uncommon for those institutions to recalculate the GPA based on an internal formula. For example, some institutions may only consider grades earned in core areas or may utilize a different weighting scale. Check with your prospective institution for more information.

The District shall calculate class rank in accordance with this policy and administrative regulations by using grades available at the time of calculation at the end of the fifth six week grading period of the senior year. Early graduates will not be eligible to be honored during the graduation ceremony as an honor graduate. However, they can obtain top ten percent status after final rankings the week after graduation.

All grades on a student's transcript, including failing grades and grades for courses that were repeated in order to regain credit for a failed course, shall be included in determining a student's weighted GPA and rank in class, except grades earned in those courses listed below.

Grades earned in the following courses shall be excluded from this calculation:

Traditional correspondence courses; Summer school courses; Credit by examination for acceleration or with prior instruction; College-level courses that are not for dual credit; Local credit courses; Physical education dual credit courses; Courses taken by computer and other web-based courses, unless offered through the district; Distance learning courses not offered through the district.

The following conversion chart is used to calculate weighted GPAs for incoming Freshmen 2018-2019 and after:

Numeric Grade	AP/Dual Credit Courses	Pre-AP Courses	On-Level Courses
100	5.00	4.50	4.0
99	4.90	4.40	3.90
98	4.80	4.30	3.80
97	4.70	4.20	3.70
96	4.60	4.10	3.60
95	4.50	4.00	3.50

94	4.40	3.90	3.40
93	4.30	3.80	3.30
92	4.20	3.70	3.20
91	4.10	3.60	3.10
90	4.00	3.50	3.00
89	3.90	3.40	2.90
88	3.80	3.30	2.80
87	3.70	3.20	2.70
86	3.60	3.10	2.60
85	3.50	3.00	2.50
84	3.40	2.90	2.40
83	3.30	2.80	2.30
82	3.20	2.70	2.20
81	3.10	2.60	2.10
80	3.00	2.50	2.00
79	2.90	2.40	1.90
78	2.80	2.30	1.80
77	2.70	2.20	1.70
76	2.60	2.10	1.60
75	2.50	2.00	1.50
74	2.40	1.90	1.40
73	2.30	1.80	1.30
72	2.20	1.70	1.20
71	2.10	1.60	1.10
70	2.00	1.50	1.00

SCHEDULE CHANGE GUIDELINES

What is the schedule change process?

At the beginning of the school year, students may submit schedule change request forms to the counseling office within the **first week of classes each semester**. Counselors will correct errors in a student's schedule based on the **acceptable reasons** for a schedule change. Student course requests, as well as transcript evaluations, were used to create schedules. Please keep in mind that alternate courses may have been necessary to fulfill credit requirements and/or to be able to fill all periods of the schedule. After the published deadline, no course changes can be made due to required attendance and credit rules established by the state.

Acceptable Schedule Change Reasons:

- Scheduled in a class that s/he has already received credit, including those completed through credit recovery or summer school
- The same class is listed in your schedule multiple times
- Missing a prerequisite for a scheduled course or error in course level (e.g. English 1 instead of English 3)
- You do not have a full 8 period schedule (Late arrival and Early Release will show in schedule for seniors)
- Students that are requesting out of or into an athletic, fine art, or extracurricular program class must have Coach/Director and Parent approval
- **Seniors: Missing a course required for graduation**

If a student is struggling in an advanced course, what is the required process to follow?

Students should put forth their best effort from the start of enrollment in all courses. Collaboration and direct communication between student and teacher is paramount and should be ongoing. Students should seek out tutoring and retest opportunities and ensure that s/he has no incomplete or missing course work (zeros). Parents and teachers should also communicate via email, phone, or personal conference during this time to support the student. Only after these remedies have been attempted would counseling/administration consider a request for a schedule change.

If after attempting the above remedies, the student is still not experiencing academic success, the following process can be completed.

- Student may fill out a schedule change request after the 1st 6 weeks progress report.
 - The change request must include current teacher approval, documented times of tutorials attended, and date of Parent/Teacher conference completed.
- The request review period may take some time, so students must continue to work to complete all course work until a decision is finalized. Lack of effort (missing assignments) is not a valid reason for a schedule change.
- The counselor will review all data (grades, transcript, graduation requirements, schedule availability) and determine if the request is approved.
 - Only course changes to the equivalent regular level course will be considered after the 1st 6 weeks. For example: Pre-AP Chemistry to Regular Chemistry
 - Changes to a different course must wait until the spring semester. For example: Dropping AP Chemistry to move to Advanced Animal Science. All required prerequisites still apply.

Counselors are happy to help with any questions you may have, however; the first line of communication should occur between the student and the teacher, followed by communication between the parent, teacher, and student. The teacher of the student is more accurately able to share what s/he is observing in class and is better able to respond to any questions or concerns.

ACADEMIC ADVISING EXPECTATIONS

In accordance with TEC § 28.02121, AISD encourages students to actively plan for the future. The knowledge base and work habits developed over the course of high school lay the foundation for successful pursuit of postsecondary success. While every student's journey is unique, our beliefs, mission and graduate profile shape our academic advising expectations. We believe that the following expectations will provide the most secure base for navigating the changing world of work.

- AISD believes that all students need to be college and career ready. As encouraged in TEC § 28.002 (g), we expect students to continue in core courses each year of high school even if all minimum state graduation requirements have been met. Moreover, we have an expectation for students to complete courses such as Algebra II, Physics and English IV so that they will meet a broader selection of college and university admission requirements and will have a better preparation for success once postsecondary studies have begun.
- Students should select courses with their interests, abilities, outside commitments and personal goals in mind. While varied interests and program participation can be stimulating, students should reflect on the amount of time that is necessary to perform successfully in multiple strands of advanced coursework, extracurricular involvement, volunteer work and other activities. Strong attention to advance planning will help students set goals, make decisions, balance priorities and maximize the benefit of their high school experiences.
- AISD supports several options for students to engage in academic challenges and rigorous learning experiences such as:
- Advanced Placement or Dual Credit courses to experience a college-level curriculum
- A sequence of Career and Technical Education courses to explore careers and seek certifications and licensure as available
- Encourages three or more years of a language other than English to prepare for a global workplace
- Multiple years of excellent programming in areas like Fine Arts, Computer Science and Athletics

COURSE AVAILABILITY

Some courses listed in this guide may not be offered every semester and/or every year. In cases of limited class enrollment, priority will be given to seniors, then juniors, etc. Priority will also be given to students pursuing the Program of Study or Endorsement associated with the course. Because of scheduling conflicts and the closing of classes, a student may not be able to enroll in every class he/she planned to take during a semester. For this reason, the student should talk with his/her counselor about alternate courses during the course planning process. If a student fails to select alternate course choices, he/she will be placed in classes based upon needed credits for graduation, the established Program of Study, 4-year plan choices, and coherent sequence endorsement options.

SPECIAL COURSE REQUIREMENT (Late Arrival/Early Release/Office Aide)

If you are not **CCMR (College, Career, and Military Ready)** in one of the following categories (**College Ready, Career Ready, or Military Ready**) as an incoming Senior, you may not be eligible for periods of Late Arrival/Early Release/Office Aide. The following are ways you can earn CCMR designation:

College Ready:

Option 1: Make a 3 or higher on any AP exam

Option 2: Earn 3 Dual Credit hours in English or Math

Option 3: Earn 9 Dual Credit hours in any subject area

If none of the above, you must qualify as College Ready in Math AND English. You have several options which are able to be earned through a combination of the following:

Option 1: SAT: English: Score 480 or higher on the SAT (EBRW)

Math: Score 530 or higher on the SAT (Math)

Option 2: ACT: (taken after 2-15-23)

English + Reading: Combined Score 40 or higher

Math: Score 22 or higher

Option 3: TSIA2 scores:

English (ELAR): 945+ AND Essay: 5 or above **OR**

English (ELAR): Less than 945—Must also have ELAR Diagnostic Test Score of 5 or above AND Essay: 5 or above

Math: 950 **OR** Mathematics Diagnostic Test Score of 6

Career Ready: Earn an Industry-Based Certification through completion of requirements in a CTE course. Please see the chart on the following page for specific information.

Military Ready: Enlist in the Armed Forces: U.S. Army, Navy, Air Force, Coast Guard, or Marines. Must provide a DD Form 4 stating that the student has enlisted.

Please consider these options as you choose your courses and plan for each year. If you have questions, your Academic Counselor is a great resource.

Anna ISD CTE & STEAM Industry Certifications/Credentials

CLSTR	Program	Pathway	Certification
AFNR	Animal Science	Veterinary Technician	NHJTCA Equine Management & Evaluation Elanco Veterinary Medical Applications Elanco Fundamentals of Animal Science Multimedia and/or TVMA Certified Veterinarian Assistant Level 1
	Agricultural Technology and Mechanical Systems	Welder & Fabricator	American Welding Society (AWS) D9.1 Sheet Metal Welding AWS D1.1 Structural Steel
	Plant Science	Floriculturist	Benz School of Floral Design Principles of Floral Design BASF Plant Science BASF Plant Science TSFA Floral Skills Knowledge Based
Arc Con	Dual Credit Architectural Drafting & Design	CADD Technician	Autodesk Associate (Certified User) Fusion 360 OSHA 10 - Hour National Center for Construction Education and Research (NCCER) Core NCCER HVAC Level I Refrigerant Handling (EPA 608)
	Carpentry	Construction Technician	
	Dual Credit HVAC & Sheet Metal	HVAC Technician	
AAVTC	Graphic Design and Interactive Media	Graphic Designer	ACP Photoshop/NOCTI Graphic Design (Online) NOCTI Graphic Design (Skills) ACP Illustrator
	Graphic Design and Interactive Media	Commercial Photographer	ACP Photoshop ACP InDesign ACP Illustrator
	Digital Communications	Coyote Vision-Broadcaster	NOCTI Broadcasting and Journalism Pathway NOCTI Digital Video Production Foundations and Adobe Certified Professional (ACP) Premiere Pro Adobe Certified Professional (ACP) Premiere Pro
BMF	Entrepreneurship	Entrepreneur	Critical Career Skills (CCS) - Professional Communication Microsoft Office Specialist (MOS)/Expert Excel, PowerPoint, & Word Entrepreneurship and Small Business (ESB)
	Dual Credit Business Management (MGT)	Business Manager	Level 1 Certificate
	Marketing & Sales	Marketer	CCS - Professional Communication StuKent Social Media Marketing ESB
Career Dev	General Employability Skills (GES)	ALL	YouScience - 21st Century Success Skills
ENG	Mechanical & Aerospace Engineering	Engineer	Autodesk Certified User (AUC) Fusion 360/Inventor NOCTI Engineering Technology Foundations FAA Part 107 Remote Drone Pilot
Ed Trng & HmSrv	Early Learning	Elementary Teacher	NOCTI Family & Community Services NOCTI Early Childhood Education and Care-Basic SBEC Educational Aide I
	Teaching & Learning	Coach / Teacher	NOCTI Early Childhood Education and Care-Basic SBEC Educational Aide I
Hlth Sci	Dual Credit Diagnostic & Therapeutic Services	EKG Technician	AHS Heartsaver K-12 AHA BLS CPR & First Aid Electrocardiogram (ECG/EKG)
	Diagnostic & Therapeutic Services	Medical Assistant	AHS Heartsaver K-12 AHA BLS CPR & First Aid NHA Medical Assistant (CCMA)
	Exercise Science, Wellness, and Restoration	Athletic Trainer	Precision Exams Exercise Science & Sports Medicine
	Dual Credit Nursing Science	Certified Nurses Aide (CNA)	AHS Heartsaver K-12 AHA BLS CPR & First Aid Certified Nurses Aide (CNA) Exam

Info Tech	Info Tech Support & Services	Computer Technician	Google IT Support Professional Certificate CompTIA IT Fundamentals+
	Dual Credit Networking (Cloud Computing)	Cloud Computing Technician	Level 1 Certificate
	Programming and Software Development	Programmer	Google IT Support Professional Certificate Certiport Info Tech Specialist (ITS): Javascript or Java Certiport ITS Java CodeHS Python Level 1
LPS	Dual Credit Fire Science	Emergency Medical Technician (EMT)	EMT Certificate Level 1 Certificate
	Dual Credit Legal Studies (Criminal Justice)	Criminal Justice	Level 1 Certificate
	Law Enforcement	Jailor/Officer	NOCTI Legal Services NOCTI Security and Protective Services IAED Emergency Telecommunicator
MFG	Manufacturing Technology	Maker Tech Assistant (MTA)	OSHA 10 hr NOCTI Manufacturing Technology
TDL	Automotive and Collision Repair	Automotive Technician	CCS - Professional Communication OSHA 10 - Hour ASE Entry-Level Automobile Brakes (BR) ASE Entry-Level Automobile Heating and Air Conditioning (AC)

COURSE TYPES

In addition to the traditional offerings AHS students may also earn credit through the following options:

Pre- Advanced Placement and Advanced Placement

Pre-Advanced Placement (Pre-AP) courses cover the same standards as the on-level courses. Pre-AP courses are intended to challenge students with an emphasis on critical thinking and reading comprehension skills, as well as to prepare them for placement and success in high school Pre-AP and Advanced Placement (AP) courses.

ADVANCED PLACEMENT options are college readiness courses.

- o Pre-Advanced Placement (Pre-AP) courses provide students with the knowledge and skills to succeed in Advanced Placement and/or college courses.
- o Advanced Placement (AP) courses prepare students for the AP Exam and the academic rigor of college level instruction. AP examinations are given in May on specified dates and times. Results are sent to the high school. Results are also sent to the college(s) of the student's choice, which may grant college credit. Placement and credit are granted by the institutions in accordance with their own policies. A fee is required for each exam.
- o Any student may enroll in AP or Pre-AP courses if they have met the prerequisites for the course. Students are encouraged to choose classes with their Endorsement and Program of Study in mind.
- o Students taking AP classes are encouraged to take the associated AP Exam(s).

Dual Credit Courses

Anna ISD students have the opportunity to take courses that provide both high school and college credit through a partnership between AISD and Collin College. A variety of courses can be taken for dual credit based on student need and college course offerings. **Dual credit courses are Level III weighted courses and students should expect course subject matter and workload at a college level.** Students must pass the appropriate placement test(s), TSI (Texas Success Initiative) or get an acceptable score on the PSAT, ACT, or SAT. Students must complete the application process and be approved by the admissions office of the college/university, register, and pay for all books, fees, and tuition. Students must have successfully completed the Prerequisite courses, and fulfilled the admission requirements of each institution. **Students and parents are strongly encouraged to attend the dual credit information meeting when offered at the high school campus.**

DUAL CREDIT GUIDELINES:

- Qualified students will be enrolled simultaneously in Anna Independent School District and Collin College to receive high school as well as college credit.
- Classes are taught by Collin instructors according to the policies and procedures of the respective university. These classes do not follow Anna ISD policies on topics such as parent contacts, grade reporting, development of the semester exam, determining the semester grade, semester schedule, and other procedures. Concerns or questions about those procedures should be directed toward the respective university.
- The community college charges tuition and fees for dual credit courses, however students that meet criteria for free or reduced lunch are eligible for a tuition waiver. Students are responsible for all books, fees, and tuition.
- **Students MUST provide their own transportation to and from the facility where the course is taught if off campus.**
- While these courses will earn university credit and will be recorded on a formal transcript, the transferability of the courses to another university rests solely with the accepting institution. Students should consult the admissions office of the appropriate institution for information regarding the transfer of credit.
- Dual Credit courses will be provided by university professors or embedded instructors and will meet on campus with face-to-face university instructors, online, or in blended models. Students enrolled in these courses are still required to meet compulsory attendance guidelines. Dual Credit course offerings vary each year. Please see your counselor for details.
- Students desiring to make a change to a dual credit course will be subject to the withdrawal procedures of Collin College. Additionally, any dual credit student that wishes to withdraw should immediately contact the campus counselor to discuss options to recover the credit.
-

AISD recommends that students pursuing dual courses:

- Be on track to graduate within four years of beginning high school
- Maintain an overall GPA of 3.0

DUAL CREDIT COURSES

Pathway or Core with typical grade level listed	Fall Course	Spring Course
Elective - (9th Collegiate Academy - 12th)	EDUC 1300 Learning Framework (Fall)	SPCH 1311- Introduction to Speech Communication (Spring)
CORE-World History (10th)	HIST 2321- World Civilizations I (Fall)	HIST 2322- World Civilizations 2 (Spring)
Elective - (10th - 12th)	ARTS 1301- Art Appreciation (Fall)	DC GOVT 2306- Texas Government (Spring)-does not satisfy the Federal Government required for Graduation
CORE English 3 or 4 (11 or 12)	ENGL 1301 Composition 1 (Fall)	ENGL 1302 Composition 1 (Spring)
CORE-English 4 (12th)	ENGL 2332 World Literature 1 (Fall)	ENGL 2333 World Literature 2 (Spring)
CORE- MATH (12th)	MATH 1314- College Algebra (Fall)	MATH 1342- Statistics (Spring)
CORE - Science (12th)	BIOL 1406 - Biology for Science Majors I	BIOL 1407 - Biology for Science Majors II
CORE - Science (12th)	BIOL 1408 - Biology for Non-Science Majors I	BIOL 1409 - Biology for Non-Science Majors II
CORE - Science (12th)	ENVR 1401 - Environmental Science I	ENVR 1402 - Environmental Science II
CORE-US History (11th)	HIST 1301 US History I (Fall)	HIST 1302 US History II (Spring)
CORE- Govt & Econ. (12th)	GOVT 2305- Federal Government (Fall)	ECON 2301- Macroeconomics (Spring)
Social Studies Elective (11th or 12th)	PSYC 2301- General Psychology (Fall)	SOCI 1301- Sociology (Spring)
DC Agriscience (12th)	AGRI 1419- Introduction to Animal Science	AGRI 1325 - Marketing of Agricultural Products
DC Business Management-Online (10th)	BMGT 1327- Principles of Management (Fall)	BMGT 1307- Team Building (Spring)
DC Business Management-Online (11th)	BMGT 1341- Business Ethics (Fall)	BMGT 2303- Problem Solving and Decision Making (Spring)
DC Business Management-Online (12th)	BMGT 2309- Leadership (Fall)	HRPO 2307- Organizational Behavior (Spring)
DC Health Science-Multiple Pathways (11th-12th)	HITT 1305- Medical Terminology I (Fall)	HPRS 2301- Pathophysiology (Spring)
DC Nursing Science (CNA) (11th-12th)	NURA 1401- Nurse Aide for Healthcare/CPR AND HPRS 2310 Basic Health Skills II(Fall)	NURA 1160- Clinical AND HPRS 1303- End of Life Issues (Spring)
DC Healthcare Diagnostics (EKG) (11th-12th)	DSAE 2303- Cardiovascular Concepts AND ECD1211- Echocardiography (Fall)	DSAE 1340- Diag. Electrocardiography), HPRS 1160- Clinical, AND HPRS 2310 - Basic Health Profession Skills II (spring)
DC Emergency Services-EMT (12th)	HPRS 2310 - Basic Health Profession Skills II AND EMSP 1371 - Intro to EMT (Fall)	EMSP 1501 - EMT AND EMSP 1160 Clinical - EMT Paramedic - Basic Capstone (Spring)
DC Legal Studies-Online (10th)	CRIJ 1301- Intro to Criminal Justice (Fall)	CRIJ 1306- Court Systems and Practices (Spring)
DC Legal Studies-Online (11th)	CRIJ 1310- Fundamentals of Criminal Law (Fall)	CRIJ 2313 - Correctional Systems and Practices (Spring)
DC Legal Studies-Online (12th)	CRIJ 2328- Police Systems and Practices (Fall)	CRIJ 1307- Crime in America (Spring)

DC Cloud Computing (11th-12th)	ITNW 1358 - Network + AND ITNW 1309 - Fundamentals of Cloud Computing (Fall)	ITNW 1354 - Implementing & Supporting Servers (Windows Server) AND ITNW 2375 - VMware vSphere: Install, Configure & Management (Spring)
DC Cloud Computing (12th)	ITSC 1316 - Linux Installation & Configuration AND ITSE 1359 - Intro to Scripting Languages I(Fall)	ITNW 1373 - Cloud Storage and Database (Capstone) AND ITNW 1374 - Cloud Computing Security (Spring)
DC OSA - Web Foundation - ONLINE (11th)	ITSE 1301 - Web Design Tools - Graphics (Fall)	ITSE 1311 - Beginning Web Programming (spring)
DC OSA - Web Foundation - ONLINE (12th)	IMED 1341 - Interface Design (Fall)	ITSE 2302 - Intermediate Web Programming (Spring)

DC CADD 1 (10th)	DFTG 1309 - Basic CADD (Fall)	DFTG 2319 - Intermediate Computer-Aided Drafting (Spring)
DC CADD 2 (11th)	DFTG 1372 - SOLIDWORKS Essentials (Fall)	DFTG 2372 - Advanced SOLIDWORKS (Spring)
DC CADD 3 (12th)	DFTG 2328 - Architectural Drafting - Commercial AND DFTG 1317 - Architectural Drafting - Residential (Fall)	DFTG 1333 - Mechanical Drafting AND DFTG 2350 - Geometric Dimensioning and Tolerancing (Spring)
DC Construction Management I (11th)	CNBT 2342 - Construction Management I AND CNBT 1311 - Construction Materials and Methods 1 (Fall)	CNBT 1300 - Residential and Light Commercial Construction Drawings AND OSHT 1305 - OSHA Regulations - Construction Industry (Spring)
DC Construction Management II & III (12th)	CNBT 1359 - Project Scheduling AND CNBT 1346 - Construction Estimating (Fall)	BMGT 1305 - Communications in Management AND CNBT 2304 - Construction Methods & Materials II (spring)
DC HVAC 1 (11th)	HART 1407 - Refrigeration Principles AND HART 1401 - Basic Electricity for HVAC (Fall)	HART 1445 - Gas and Electric Heating AND HART 1441 - Residential Air Conditioning (Spring)
DC HVAC 2 (12th)	HART 2341 - Advanced Electricity for HVAC AND HART 2438 - Air Conditioning and Startup (Fall)	HART 2349 - Heat Pumps (Spring)

ANNA HIGH SCHOOL COLLEGIATE ACADEMY: The Anna High School collegiate academy will allow high school students to integrate dual credit classes into their schedules and provides full-time Collin College professors and college and career counselors in the high schools. This academy will enable high school students to earn an Associate of Arts (AA) Degree or an Associate of Science (AS) Degree. Possible fields of study include:

- General Studies
- Business Management
- Cloud Computing
- Healthcare Diagnostics (EKG)
- Legal Studies (Criminal Justice)
- Construction Management
- Certified Nurse's Aide (CNA)
- EMT Law and Public Safety or Health Science Track (EMT)
- OSA - Web Foundation

Students that wish to pursue a degree through this academy apply in 8th grade and make a commitment to continue in the program throughout high school. The following requirements must be met for an Associate of Arts (AA) Degree:

- Earn a minimum of 60 college-level credit hours

- Earn a minimum cumulative grade point average (GPA) of 2.0
- Complete the general education core curriculum of 42 credit hours
- Complete a minimum of 18 additional credit hours of degree requirements and electives that are specified for each specific field of study
- Earn a minimum of 18 credit hours at Collin College

In order to earn an Associate of Science (AS) Degree, all requirements for an AA (listed above) must be met and students must meet the mathematics and science degree requirements for an AS Degree:

- Complete at least six credit hours of mathematics from the AS Math course options. Three credit hours of these mathematics will also meet the Mathematics core requirement.
- Complete at least eight credit hours of natural science from the AS Science course options. A two-course sequence is recommended. These Science courses will meet the Natural Science core requirement.

CAREER and TECHNICAL EDUCATION courses are designed to prepare students with the professional and technical skills necessary to succeed in today's high-demand occupational environment. Students have the opportunity to use their academic skills in unique Programs of Study - see the CTE Course Listing. These Programs of Study provide a variety of career pathways for students to explore. When combined with students' core courses, CTE options allow students to fulfill the requirements for graduation and several of the AHS Foundation Program Endorsements. Career & Technical Education helps students explore his/her interests in ways that lead to the fulfillment of future postsecondary and career goals. Career & Technical Education courses provide students with skills to enhance earning potential while attending high school and post-secondary education/training. Students enrolled in a coherent sequence of CTE courses will have opportunities for work-based learning placements, internships, externships, licenses, dual credit, articulated college credit, and certifications.

CREDIT BY EXAMINATION

IF A STUDENT HAS TAKEN THE COURSE (CREDIT RECOVERY): A student who has received prior instruction in a course or subject, but did not receive credit for it may, in circumstances determined by the teacher, counselor, principal, and/or attendance committee, be permitted by the district to earn credit by passing an exam on the essential knowledge and skills defined for the course or subject. To receive credit, a student must score at least 70 on the exam. In other instances, the district administration will determine if any opportunity for credit by exam will be offered.

A student may not attempt to earn credit by examination for a specific high school course more than two times. If a student fails to earn credit by examination for a specific high school course before the beginning of the school year in which the student would ordinarily be required to enroll in that course in accordance with the school district's prescribed course sequence, the student must satisfactorily complete the course to receive credit. If a student plans to take an exam, the student (or parent) must register with the principal or campus counselor, no later than 30 school days prior to the scheduled testing date.

The district may or may not honor a request by a parent to administer a test on a date other than the published dates. If the district agrees to administer a test during an alternate time frame, the student's parent will be responsible for the cost of the exam. You may also contact the campus counselor for more information. [For further information, see policy EHDC (LOCAL).]

Study guides are available from Texas Tech at <https://www.depts.ttu.edu/k12/cbe/review/>.

Students who take any CLEP test must see campus counselor for district-approved credit. Below is the conversation chart for students who take a College Board Advanced Placement (AP) test without taking the course and score a three or higher. Note: Grades earned through a CBE will not be calculated into GPA.

SUMMER SCHOOL offers options for students to restore credits, participate in preparation for EOC tests in summer, and limited opportunities for original credit. See your counselor or Assistant Principal for enrollment information.

CORRESPONDENCE COURSES are permitted with prior approval and may earn credit toward graduation, however, students are expected to consult with their counselor regarding course selection and sequencing. AISD approves courses taken through The University of Texas at Austin (www.utexas.edu) and Texas Tech (www.ttu.edu).

Correspondence Course Guidelines:

- Prior to enrollment, a student must make a written request to the principal or designee for approval to enroll in the course. Credit toward graduation may not be awarded if approval was not granted in writing prior to enrollment.
- Correspondence courses cannot be averaged with a semester of coursework taken during the regular school year nor can they be averaged with another correspondence class.
- A senior, who is enrolled in a correspondence course and requires the credit for graduation, will complete the course and submit the grade for recording at least 30 days prior to the graduation date in order to be eligible for graduation at the end of the term.
- A student graduating early must follow the individual graduation contract approved by the principal.
- Grades will not count toward GPA or rank, but will appear on the transcript.
- Most correspondence exams require a proctored exam at the conclusion of the coursework. Please refer to the guidelines provided by the correspondence vendor for ordering the test and arranging a proctor.

CONSIDERATIONS FOR ATHLETES IN CORRESPONDENCE OR ONLINE COURSES

Online or correspondence courses taken as a graduation requirement will count toward academic UIL (No Pass/No Play) and maintain the same eligibility calendar provided by AISD. All courses in progress are considered passing until notification is received from the provider. (Note: When completed, courses and grades will appear on the transcript, but will not be included in the GPA). Student athletes who take online coursework may not meet core course requirements for NCAA eligibility. An audit of the course modules and the amount of time spent on each module may be a subject for review by the NCAA Eligibility Center

AHS COURSE OFFERINGS

Core Academic Courses

Courses with an * indicate prerequisites and/or specific requirements.
Students must review course descriptions to determine qualifications.

FHSP Graduation Requirements	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
ENGLISH					
4 Credits	None	English I	English II	English III	English IV
		PAP English I	PAP English II	AP English III	AP English IV
				DC ENGL 1301 & 1302	DC ENGL 1301 & 1302
					DC ENGL 2332 & 2333
FHSP Graduation Requirements	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
MATH					
4 Credits	Algebra 1	Algebra 1	Geometry	Algebraic Reasoning	Algebra II
		Geometry	PAP Geometry	Algebra II	PAP Algebra 2

		PAP Geometry	Algebra II	PAP Algebra II	Pre-Calculus
			PAP Algebra II	Pre-Calculus	AP Pre-Calculus
				AP Pre-Calculus	Statistics & Business Decision Making
					Advanced Quantitative Reasoning
					AP Statistics
					AP Calculus AB
					AP Calculus BC
					DC MATH 1314 & 1342

FHSP Graduation Requirements	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
SCIENCE					
4 Credits	None	Biology	Chemistry	Physics for CTE (Physics)	Advanced Plant & Soil Science
		PAP Biology	PAP Chemistry	AP Physics	Advanced Animal Science or DC Intro to Advanced Animal.
				AP Biology	Forensic Science
				AP Chemistry	Anatomy & Physiology
					Environmental Systems
					AP Environmental Systems
					AP Physics II
					AP Biology
					AP Chemistry

					DC Biology for Non-Science Majors (BIOL 1408 & 1409)
					DC Biology for Science Majors (BIOL 1406 & 1407)
					DC Environmental Science (ENVR 1401 & 1402)
FHSP Graduation Requirements					
	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
SOCIAL STUDIES					
3 Credits *4 credits strongly encouraged for ALL	None	World Geography	World History	US History	Govt & Econ
		AP Human Geography	AP World History	AP US History	AP Govt & AP Econ
			DC HIST 2321 & 2322	DC HIST 1301 & 1302	DC GOVT 2305 & DC ECON 2301

ENGLISH/LANGUAGE ARTS

FHSP Graduation Requirements					
	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
ENGLISH					
4 Credits	None	English I	English II	English III	English IV
		PAP English I	PAP English II	AP English III	AP English IV
				DC ENGL 1301 & 1302	DC ENGL 1301 & 1302
					DC ENGL 2332 & 2333

GRADE: 9**Prerequisite:** None

The English I course is based on the Texas Essential Knowledge and Skills (TEKS) which interconnect listening, speaking, reading, writing, and thinking skills. The TEKS are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy. Students will engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice. Text complexity is increased from the previous grade through challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas. Students will continue to apply earlier standards with greater depth as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills. American, British, and world texts are embedded throughout the year. *This course will require a STAAR End of Course Exam.*

PAP English 1- 03220100**1 Year****1 Credit****Grade 9****Prerequisite:** None

Pre-AP English I focuses on the reading, writing, and language skills that have immediate relevance for students and that will be essential for their future coursework. Texts take center stage in the Pre-AP English I classroom, inspiring and preparing all students for close, critical reading and analytical writing. The course trains the reader to observe the small details in a text to arrive at a deeper understanding of the whole. It also trains the writer to focus on crafting complex sentences, building this foundational skill en route to more sophisticated, longer-form analyses. Summer reading and assignments may be required. *This course will require a STAAR End of Course exam.*

English II - 03220200**1 Year****1 Credit****Grade 10****Prerequisite:** English I

The English I course is based on the Texas Essential Knowledge and Skills (TEKS) which interconnect listening, speaking, reading, writing, and thinking skills. The TEKS are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy. Students will engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice. Text complexity is increased from the previous grade through challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas. Students will continue to apply earlier standards with greater depth as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills. American, British, and world texts are embedded throughout the year. *This course will require a STAAR End of Course exam.*

PAP English II - 03220200**1 Year****1 Credit****Grade 10****Prerequisite:** English I or English I Pre-Advanced Placement

English II builds on the foundation of English I, with an emphasis on the recursive moves that matter in preparing students for the challenges of college-level reading, writing, and discussion. While English I introduces the fundamental routines of close observation, critical analysis, and appreciation of author's craft, English II requires students to apply those same practices to a new host of nonfiction and literary texts. As readers, students develop a vigilant awareness of how the poet, playwright, novelist, and writer of nonfiction alike can masterfully manipulate language to serve their unique purposes. As writers, students compose more nuanced analytical essays without losing sight of the importance of well-crafted sentences and a sense of cohesion. Summer reading and assignments may be required. *This course will require a STAAR End of Course Exam.*

English III - 03220300**1 Year**

1 Credit

Grade 11

Prerequisite: English II

The English III course is based on the Texas Essential Knowledge and Skills (TEKS) which interconnect listening, speaking, reading, writing, and thinking skills. The TEKS are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy. Students will engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice. Text complexity is increased from the previous grade through challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas. Students will continue to apply earlier standards with greater depth as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills. English III is specifically focused on American literature from across the literary time periods.

AP English III - Language and Composition - A3220100

1 Year

1 Credit

Grade 11

Prerequisite: English II or equivalent

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum. The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text— from a range of disciplines and historical periods. This course prepares students for the opportunity to take the Advanced Placement Exam. Students who earn a qualifying score on the exam may earn college credit. Summer reading and assignments may be required.

Dual Credit English 1301/1302 - 03220300

1 Year

1 Credit

Grade 11-12

Prerequisite: English II and must meet all requirements of Collin College and pay all tuition, fees, and books through Collin.

ENGL 1301 Composition I - Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. Lab required. Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent. 3 college credit hours.

ENGL 1302 Composition II - 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. Lab required. Prerequisite: ENGL 1301. 3 college credit hours.

English IV - 03220400**1 Year****1 Credit****Grade 12****Prerequisite:** English III

The English IV course is based on the Texas Essential Knowledge and Skills (TEKS) which interconnect listening, speaking, reading, writing, and thinking skills. The TEKS are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy. Students will engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice. Text complexity is increased from the previous grade through challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas. Students will continue to apply earlier standards with greater depth as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills. English IV is heavily focused on British literature from across the literary time periods.

AP Literature and Composition (AP English IV) - A3220200**1 Year****1 Credit****Grade 12****Prerequisite:** English III or equivalent

The AP English Literature and Composition course aligns to an introductory college-level literature and writing curriculum. The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. This course prepares students for the opportunity to take the Advanced Placement Exam. Students who earn a qualifying score on the exam may earn college credit. Summer reading and assignments may be required.

Dual Credit English 2332/2333 - 03220400**1 Year****1 Credit****Grade 12****Prerequisite:** English III and must meet all requirements of Collin College and pay all tuition, fees, and books through Collin.

ENGL 2332 World Literature I - A survey of world literature from the ancient world through the sixteenth century. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions. Prerequisite: ENGL 1302 or ENGL 2311. 3 college credit hours.

ENGL 2333 World Literature II - A survey of world literature from the seventeenth century to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions. Prerequisite: ENGL 1302 or ENGL 2311. 3 college credit hours.

English for Speakers of Other Languages - 03200600**1 Year****1 Credit****Grades 9-12****Prerequisite:** None

English for Speakers of Other Languages (ESOL) I/II is designed for students coping with a new language and a new culture. Basic skills are introduced in a simple, easy-to-understand framework helping to bridge the gap between ESL and other academic subjects. ESL provides opportunities for students to practice listening, speaking, reading and writing skills as they develop independence and confidence in the use of English. ESOL includes the study of phonics, vocabulary, grammar, reading, and writing. In addition, ESOL I/II may satisfy the English I/II requirement for speakers of other languages.

READING I - 2 Semester(s) - 03270700**1 Year****1 Credit**

Grades 9-12

Prerequisite: Counselor assigned

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

READING II - 2 Semester(s) - 03270800

1 Year

1 Credit

Grades 9-12

Prerequisite: Counselor assigned

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

READING III - 2 Semester(s) - 03270900

1 Year

1 Credit

Grades 10-12

Prerequisite: Counselor assigned

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

MATHEMATICS

FHSP Graduation Requirements	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
MATH					
4 Credits	Algebra 1	Algebra 1	Geometry	Algebraic Reasoning	Algebra II
		Geometry	PAP Geometry	Algebra II	Honors Algebra 2
		PAP Geometry	Algebra II	Honors Algebra II	Pre-Calculus
			PAP Algebra II	Pre-Calculus	AP Pre-Calculus
				AP Pre-Calculus	Statistics & Business Decision Making
					Advanced Quantitative Reasoning
					AP Statistics
					AP Calculus AB
					AP Calculus BC
					DC MATH 1314 & 1342

Algebra I - 03100500

1 Year

1 Credit

Grade 9

Prerequisite: Mathematics, Grade 8 or its equivalent

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

Geometry - 03100700**1 Year****1 Credit****Grades 9-11****Prerequisite:** Algebra I

In Geometry, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra 1 to strengthen their mathematical reasoning skills in geometric contexts. Within the course, students will begin to focus on more precise terminology, symbolic representations, and the development of proofs. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. Students will connect previous knowledge from Algebra I to Geometry through the coordinate and transformational geometry strand. In the logical arguments and constructions strand, students are expected to create formal constructions using a straightedge and compass. Though this course is primarily Euclidean geometry, students should complete the course with an understanding that non-Euclidean geometries exist. In proof and congruence, students will use deductive reasoning to justify, prove and apply theorems about geometric figures. Throughout the standards, the term "prove" means a formal proof to be shown in a paragraph, a flow chart, or two-column formats. Proportionality is the unifying component of the similarity, proof, and trigonometry strand. Students will use their proportional reasoning skills to prove and apply theorems and solve problems in this strand. The two- and three-dimensional figure strand focuses on the application of formulas in multi-step situations since students have developed background knowledge in two- and three-dimensional figures. Using patterns to identify geometric properties, students will apply theorems about circles to determine relationships between special segments and angles in circles. Due to the emphasis of probability and statistics in the college and career readiness standards, standards dealing with probability have been added to the geometry curriculum to ensure students have proper exposure to these topics before pursuing their post-secondary education.

PAP Geometry - 03100700**1 Year****1 Credit****Grades 9-11****Prerequisite:** Algebra I

Pre-AP Geometry with Statistics is designed to provide students with a meaningful conceptual bridge between Algebra and Geometry to deepen their understanding of mathematics. Students often struggle to see the connections among their mathematics courses. In this course, students are expected to use the mathematical knowledge and skills they have developed previously to problem solve across the domains of algebra, geometry, and statistics. The course includes a unit of statistics and probability to help students build a deeper understanding of essential concepts related to quantitative literacy. Summer assignments may be required.

Algebraic Reasoning - 03102540**1 Year****1 Credit****Grades 10-11****Prerequisite:** Algebra I

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

Algebra II - 03100600**1 Year****1 Credit****Grades 9-12****Prerequisite:** Algebra I

In Algebra II, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study

logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods.

PAP Algebra II - 03100600

1 Year

1 Credit

Grades 9-12

Prerequisite: Algebra I

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

Statistics & Business Decision Making - 13016900

1 Year

Grade Placement: 11–12

Credit: 1

Prerequisite: Algebra II.

Statistics and Business Decision Making is an introduction to statistics and the application of statistics to business decision making. Students will use statistics to make business decisions. Students will determine the appropriateness of methods used to collect data to ensure conclusions are valid.

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

Advanced Quantitative Reasoning - 03102510

1 Year

1 Credit G

Grades 10-12

Prerequisite: Geometry and Algebra II

In Advanced Quantitative Reasoning, students will develop and apply skills necessary for college, careers, and life. Course content consists primarily of applications of high school mathematics concepts to prepare students to become well-educated and highly informed 21st century citizens. Students will develop and apply reasoning, planning, and communication to make decisions and solve problems in applied situations involving numerical reasoning, probability, statistical analysis, finance, mathematical selection, and modeling with algebra, geometry, trigonometry, and discrete mathematics.

Pre-Calculus - 03101100

1 Year

1 Credit

Grades 10-12

Prerequisite: Algebra I, Geometry, and Algebra II

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

AP Precalculus - A0000000**1 Year****1 Credit****Grades 11-12****Prerequisite:** Algebra I, Geometry, Algebra II

AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

AP Statistics - A3100200**1 Year****1 Credit****Grades 11-12****Prerequisite:** Algebra II

The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. Can be taken concurrently with AP Calculus.

AP Calculus AB - A3100101**1 Year****1 Credit****Grades 10-12****Prerequisite:** Pre-Calculus

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral Calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. Students learn how to approach Calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and how to make connections amongst these representations. Students will learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. This course is designed to prepare students for the College Board Advanced Placement Exam. AP Calculus AB is not a prerequisite to AP Calculus BC. AP Calculus AB is a college level course.

AP Calculus BC - A3100102**1 Year****1 Credit****Grades 10-12****Prerequisite:** Pre-Calculus

AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. This course covers topics in differential and integral Calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. Students will learn how to approach Calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. This course is designed to prepare students for the College Board Placement Exam. This course can be taken in lieu of AP Calculus AB. AP Calculus BC is a college level course.

Dual Credit College Algebra - 03102500**1 Semester (Fall)****1 Credit****Grade 12**

Prerequisite: Algebra II and must meet all requirements of Collin College and pay all tuition, fees, and books through Collin. Meet TSI college-readiness standard for Mathematics; or equivalent.

MATH 1314 College Algebra - 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. Graphing calculator required. Lab required. 3 college credit hours.

Dual Credit College Statistics - 03102530

1 Semester (Spring)

1 Credit

Grade 12

Prerequisite: Algebra II and must meet all requirements of Collin College and pay all tuition, fees, and books through Collin. Meet TSI college-readiness standard for Mathematics; or equivalent.

MATH 1342 Elementary Statistical Methods - Collection, analysis, presentation and interpretation of data and probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals and hypothesis testing. Use of appropriate technology is recommended. Graphing calculator required. Lab required. 3 college credit hours.

SCIENCE

FHSP Graduation Requirements	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
SCIENCE					
4 Credits	None	Biology	Chemistry	Physics for CTE (Physics)	Advanced Plant & Soil Science
		PAP Biology	PAP Chemistry	AP Physics	Advanced Animal Science
				AP Biology	Forensic Science
				AP Chemistry	Anatomy & Physiology
					Environmental Systems
					AP Environmental Systems
					AP Physics II
					AP Biology
					AP Chemistry
					DC Biology for Non-Science Majors
					DC Biology for Science Majors
					DC Environmental Science

Biology - 03010200

1 Year

1 Credit

Grades 9-11

TEA Required Prerequisites: None

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

PAP Biology- 03010200**1 Year****1 Credit****Grades 9-11****TEA Required Prerequisites:** None

Biology Pre-Advanced Placement is the first of the Pre-AP sequence and is designed primarily for students who are likely to pursue some science-related field of study in college. Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Biology study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment. This course differentiates from biology in that it is a more indepth and quantitative approach that will cover the same topics as biology. Biology Pre-Advanced Placement also incorporates the college and career readiness standards as well as incorporates the AP strategies to best prepare students to be successful in Biology Advanced Placement.

Chemistry - 03040000**1 Year****1 Credit****Grades 10 - 12****TEA Required Prerequisites:** One unit of high school science and Algebra I**TEA Suggested Prerequisite:** Completion of or concurrent enrollment in a second year of math

Chemistry 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 characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives.

PAP Chemistry - 03040000**1 Year****1 Credit****Grades 10 - 12****TEA Required Prerequisites:** One unit of high school science and Algebra I**TEA Suggested Prerequisite:** Completion of or concurrent enrollment in a second year of math

Chemistry Pre-Advanced Placement is second of the Pre-AP sequence and is designed primarily for students who are likely to pursue some science-related field of study in college. 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 characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives. This course differentiates from chemistry in that it is a more indepth and quantitative approach that covers the same topics as in chemistry. Chemistry Pre-Advanced Placement also incorporates the college and career readiness standards as well as incorporates the AP strategies to best prepare students to be successful in Chemistry Advanced Placement.

Physics for CTE (Physics Equivalent) - 13037150**1 Year****1 Credit****Grades 11-12****TEA Suggested Prerequisite:** One credit of Algebra I and one credit of chemistry, physics, or IPC

In Physics for Engineering, students will conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. This course is rooted in the Engineering Career Cluster and will challenge students to use scientific and engineering practices to solve real-world problems. Various systems will be described in terms of space, time, energy, and matter. Students will study a variety of topics that include laws of motion, conservation of energy, momentum, electricity, magnetism, thermodynamics, and characteristics and behavior of waves. Building on our project-based learning model, students will apply these physics

concepts as they design, test, and refine solutions, performing laboratory experiments for at least 40% of instructional time using safe practices. *Note: This course satisfies a high school science graduation requirement.*

AP Physics 1 - A3050003

1 Year

1 Credit

Grades 11 - 12

Prerequisite: Geometry

Co-requisite: Algebra II (required) / Pre-Calculus (recommended) Prerequisite note: Students who have completed a year of physics are not allowed to take AP Physics 1

Physics 1 Advanced Placement is an algebra-based, introductory college-level physics course equivalent to a first-semester college course in algebra-based physics. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry based investigations that provide students with opportunities to apply the science practices.

AP Physics 2 - A3050004

1 Year

1 Credit

Grades 11 - 12

Prerequisite: AP Physics 1,

Co-requisite: Algebra II (required) / Pre-Calculus (recommended)

AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore these topics: fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics.

Anatomy and Physiology - 13020600

1 Year

1 Credit

Grades 11-12

Prerequisites: Biology and a second science

Recommended Prerequisite: A course from the Health and Science Career Cluster

The Anatomy and Physiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis. *Note: This course satisfies a science credit requirement for students on the Foundation High School Program.*

Forensic Science - 13029500

1 Year

1 Credit

Grade 12

Prerequisites: Biology and Chemistry; suggested coherent sequence in Law, Public Safety, Corrections, and Security Career Cluster course; or for the capstone course in a Health Science Program of Study

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

Advanced Animal Science - 13000700

1 Year

1 Credit

Grade 12

Prerequisite: Biology and Chemistry; Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production.

Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. *Note: This course satisfies a science credit requirement for students on the Foundation High School Program.*

Advanced Plant & Soil Science - 13002100

1 Year

Grade: 12

Credit: 1 Prerequisite: None.

Recommended Prerequisites: Biology, Integrated Physics and Chemistry, Chemistry, or Physics and a minimum of one credit from the courses in the Agriculture, Food, and Natural Resources Career Cluster.

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

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

AP Biology - A3010200

1 Year

1 Credit

Grades 10 - 12

College Board Recommended Prerequisites: Completion of Biology or Biology Pre-AP, Chemistry or Chemistry Pre-AP

Prerequisites: If taking as a 10th grader, completion of Biology Pre-AP and concurrent enrollment in Chemistry or Chemistry Pre-AP

Biology Advanced Placement is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry based investigations that provide students with opportunities to apply the science practices. Biology Advanced Placement conforms to all of the standards put forth by the College Board and covers all topics delineated in the Biology Advanced Placement Course Description. The course places an emphasis on the development of critical thinking skills, with the primary goal of the course being to develop an understanding of biological concepts and independent thinking, rather than just the accumulation of facts.

AP Chemistry - A3040000

1 Year

1 Credit

Grades 11 - 12

College Board Recommended Prerequisites: Biology or Biology Pre-AP, Chemistry or Chemistry Pre-AP, and Algebra II or Algebra II Pre-AP

Suggested Requirement: Completion of or concurrent enrollment in Physics or Physics 1 Advanced Placement

The Chemistry Advanced Placement course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. This course requires that 25 percent of the instructional time provides students with opportunities to engage in laboratory investigations. This includes a minimum of 16 hands-on labs, at least six of which are inquiry based.

Environmental Systems - 03020000

1 Year

1 Credit

Grades 11 - 12

TEA Suggested Prerequisite: Biology and Chemistry

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, and changes in environments.

AP Environmental Science - A3020000

1 Year

1 Credit

Grades 11 - 12

TEA Suggested Prerequisite: Algebra I, two years of high school laboratory science, Biology and Chemistry

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students 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. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

Dual Credit ENVR 1401 Environmental Science I - 3020000

1 Semester Fall

1 Credit

Grade 12

Prerequisite: TSI Math score of 910-949 with a diagnostic score of 5, and TSI college-readiness standard for Reading and Writing; or equivalent. **Students are required to pay all tuition, fees and books through Collin College.**

Lecture: A survey of the forces, including humans, that shape our physical and biologic environment, and how they affect life on Earth. Introduction to the science and policy of global and regional environmental issues, including pollution, climate change, and sustainability of land, water, and energy resources.

Lab: Activities will cover methods used to collect and analyze environmental data.

Lab Required: Yes

Dual Credit ENVR 1402 Environmental Science II - 03060300

1 Semester Spring

1 Credit

Grade 12

Prerequisite: ENVR 1401. **Students are required to pay all tuition, fees, and books through Collin College.**

Lecture: Continued interdisciplinary study of both natural (biology, chemistry, geology) and social (economics, politics, ethics) sciences as they apply to the environment. Focus on energy issues, global warming, ozone loss, land use, conservation and management, deforestation, biodiversity, the history of environmental law and regulation and local environmental problems.

Lab Required: Yes

Dual Credit Biology 1408 for Non-Science Majors I - 13020700

1 Semester Fall

1 Credit

Grade 12

Prerequisite: **Students must meet all requirements of Collin College and pay all tuition, fees, and books through Collin.**

Lecture: Provides a survey of biological principles with an emphasis on humans, including chemistry of life, cells, structure, function, and reproduction.

Lab: Laboratory activities will reinforce a survey of biological principles with an emphasis on humans, including chemistry of life, cells, structure, function, and reproduction.

Lab Required: Yes - requires two periods on the high school schedule

Dual Credit Biology 1409 for Non-Science Majors II - 03060300

1 Semester Spring

1 Credit

Grade 12

Prerequisite: BIOL 1408. **Students are required to pay all tuition, fees, and books through Collin College.**

Lecture: This course will provide a survey of biological principles with an emphasis on humans, including evolution, ecology, plant and animal diversity, and physiology.

Lab: Laboratory activities will reinforce a survey of biological principles with an emphasis on humans, including evolution, ecology, plant and animal diversity, and physiology.

Lab Required: Yes, includes dissection in the lab. Requires two periods on the high school schedule.

Dual Credit Biology 1406 for Science Majors I - 13020700 (Hybrid, lab in-person at Collin College McKinney campus)

1 Semester Fall

1 Credit

Grade 12

Prerequisite: TSI Math score of 910-949 with a diagnostic score of 5, and TSI college-readiness standard for Reading and Writing; or equivalent. **Students are required to pay all tuition, fees, and books through Collin College.**

Lecture: Fundamental principles of living organisms will be studied, including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Concepts of cytology, reproduction, genetics, and scientific reasoning are included.

Lab: Laboratory activities will reinforce the fundamental principles of living organisms, including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Study and examination of the concepts of cytology, reproduction, genetics, and scientific reasoning are included.

Lab Required: Yes

Dual Credit Biology 1407 for Science Majors I - 03060300 (in-person at Collin College McKinney campus)

1 Semester Spring

1 Credit

Grade 12

Prerequisite: BIOL 1406. **Students are required to pay all tuition, fees, and books through Collin College.**

Lecture: The diversity and classification of life will be studied, including animals, plants, protists, fungi, and prokaryotes. Special emphasis will be given to anatomy, physiology, ecology, and evolution of plants and animals.

Lab: Laboratory activities will reinforce the study of the diversity and classifications of life, including animals, plants, protists, fungi, and prokaryotes. Special emphasis will be given to anatomy, physiology, ecology, and evolution of plants and animals.

Lab Required: Yes

Dual Credit AGRI 1419 Introduction to Animal Science - 13000700 (online only)

1 Semester Fall

1 Credit

Grade 12

Prerequisite: Biology and Chemistry; Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production.

Scientific animal production and the importance of livestock and meat industries. Selection, reproduction, nutrition, management, and marketing of livestock. Lab required. 4 credit hours. *Note: This course satisfies a science credit requirement for students on the Foundation High School Program.*

SOCIAL STUDIES

FHSP Graduation Requirements					
SOCIAL STUDIES					
	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
3 Credits *4 credits strongly encouraged for ALL	None	World Geography	World History	US History	Govt & Econ
		AP Human Geography	AP World History	AP US History	AP Govt & AP Econ
			DC HIST 2321 & 2322	DC HIST 1301 & 1302	DC GOVT 2305 & DC ECON 2301
			Personal Financial Literacy	AP Psychology & Personal Financial Literacy	AP Psychology & Personal Financial Literacy
				DC PSYC 2301 & DC SOCI 1301	DC PSYC 2301 & DC SOCI 1301

World Geography Studies - 03320100

1 Year

1 Credit

Grades 9-12

Prerequisite: None

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

AP Human Geography - A3360100

1 Year

1 Credit

Grades 9-12- ONLY AVAILABLE to Class of 2027 and Later

Prerequisite: None

This 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 socio economic

organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

World History Studies - 03340400

1 Year

1 Credit

Grades 10-12

Prerequisite: None

World History Studies is a survey of the history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

AP World History - A3370100

1 Year

1 Credit

Grades 10-12

Prerequisite: None

Recommended: Concurrent Enrollment in Pre-AP or AP English

World History Advanced Placement is designed to develop a greater understanding of the evolution of global processes, contacts, and interactions with different types of human societies. It highlights the nature of continuity and change over time (CCOT) and offers global coverage of Africa, the Americas, Asia and Europe. AP World History will be both rigorous and rewarding and is open to all high school students who are motivated and willing to do advanced work. Solid reading and writing skills, along with a willingness to devote considerable time to study, are key to success in this course. This rapidly moving course teaches students the skills needed to critically read, take notes, and write historical essays. This course will count as a World History Studies credit towards graduation. At the conclusion of the course, the students are expected to take an AP exam given by the College Board. Successful scores on this assessment could provide college credit at some universities and colleges.

Dual Credit World Civilizations 2321/2322 -03340400

1 Year

1 Credit

Grade 10

Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent

Fall: HIST 2321 World Civilizations 1: A survey of the social, political, economic, cultural, religious, and intellectual history of the world from the emergence of human cultures through the 15th century. The course examines major cultural regions of the world in Africa, the Americas, Asia, Europe, and Oceania and their global interactions over time. Themes include the emergence of early societies, the rise of civilizations, the development of political and legal systems, religion and philosophy, economic systems and trans-regional networks of exchange. The course emphasizes the development, interaction and impact of global exchange.

Spring: HIST 2322 World Civilization 2: A survey of the social, political, economic, cultural, religious, and intellectual history of the world from the 15th century to the present. The course examines major cultural regions of the world in Africa, the Americas, Asia, Europe, and Oceania and their global interactions over time. Themes include maritime exploration and transoceanic empires, nation/state formation and industrialization, imperialism, global conflicts and resolutions, and global economic integration. The course emphasizes the development, interaction and impact of global exchange.

United States History since 1877 - 03340100

1 Year

1 Credit

Grade 11

Prerequisite: World Geography, World History, or AP World History

United States History since 1877 continues from 8th grade and students will study the history of the United States from 1877 to the present. The course content is based on the founding documents of the U.S. government, which provide a framework for its

heritage. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students examine the impact of geographic factors on major events and eras and analyze their causes and effects. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context. This course will require a STAAR End of Course exam.

AP United States History - A3340100

1 Year

1 Credit

Grade 11

Prerequisite: World Geography, World History, or AP World History

Recommended: AP World History or Concurrent Enrollment in Pre-AP or AP English

AP U.S. History course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and the development of students abilities to think conceptually about U.S. history from approximately 1491 to the present. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. This course will require a STAAR End of Course exam.

Dual Credit US History 1301 - 03340100

1 Semester (Fall)

.5 Credit

Grade 11

Prerequisites: World History and must meet all requirements of Collin College and pay all tuition, fees, and books through Collin.

HIST 1301 United States History I - A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government. Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent. 3 credit hours.

Dual Credit US History 1302 - 03340100

1 Semester (Spring)

.5 Credit

Grade 11

Prerequisites: World History and must meet all requirements of Collin College and pay all tuition, fees, and books through Collin.

HIST 1302 United States History II - A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy. Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent. 3 credit hours.

United States Government - 03330100

1 Semester

.5 Credit

Grade 12

Prerequisite: None

In the United States Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. This course is the culmination of the civic and governmental content and concepts studied from Kindergarten through required secondary courses. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism,

federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems.

AP US Government and Politics - A3330100

1 Semester

.5 Credit

Grades 12

Prerequisite: None

Recommended: Pre-AP or AP English

AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. This course will count as a Government ½ credit towards graduation. At the conclusion of the course, the students are expected to take an AP exam given by the College Board. Successful scores on this assessment could provide college credit at some universities and colleges.

Dual Credit Government - 03330100

1 Semester (Spring)

.5 Credit

Grade 12

Prerequisite: U.S. History and must meet all requirements of Collin College and pay all tuition, fees, and books through Collin.
GOVT 2305 Federal Government (Federal constitution and topics) - Origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights. **Prerequisite:** Meet TSI college-readiness standard for Reading and Writing; or equivalent. 3 credit hours.

Economics with Emphasis on the Free Enterprise System and Its Benefits - 03310300

1 Semester

.5 Credit

Grade 12

Prerequisite: None

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

AP Macroeconomics - A3310200

1 Semester

.5 Credit

Grade 12

Prerequisite: None

Recommended: Pre-AP or AP English

AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. This course will count as an Economics ½ credit towards graduation. At the conclusion of the course the students are expected to take an AP exam given by the College Board. Successful scores on this assessment could provide college credit at some universities and colleges.

Dual Credit Economics - 03310300

1 Semester (Fall)

.5 Credit

Grade 12

Prerequisites: US History and must meet all requirements of Collin College and pay all tuition, fees, and books through Collin.

ECON 2301 Principles of Macroeconomics - An analysis of the economy as a whole including measurement and determination of Aggregate Demand and Aggregate Supply, national income, inflation, and unemployment. Other topics include international trade, economic growth, business cycles, and fiscal policy and monetary policy. Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent. 3 credit hours.

Dual Credit Texas Government GOVT 2306 -03380002

1 Semester Spring-does not satisfy the Federal Government required for Graduation

.5 Credit

Grade 10 ONLY AVAILABLE to the Class of 2026 and beyond

Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent

Origin and development of the Texas Constitution, structure and powers of the state and local government, federalism and intergovernmental relations, political participation, the election process, public policy and the political culture of Texas.

Personal Financial Literacy - 03380082

1 Semester

.5 Credit

Grades 10-12

Prerequisite: None

Personal Financial Literacy will develop citizens who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. The knowledge gained in this course has far-reaching effects for students personally as well as the economy as a whole. When citizens make wise financial decisions, they gain opportunities to invest in themselves, build businesses, consume goods and services in a responsible way, and secure a future without depending on outside assistance. The course will teach students to apply critical-thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting, and college and postsecondary education and training.

Psychology - 03350100

1 Semester

.5 Credit

Grades 11-12

Prerequisite: None

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

Honors Psychology -03350100

1 semester

.5 credit

Grades 11-12

Prerequisite: None

The Honors Psychology course is an advanced high school class that provides a deeper, accelerated study of human behavior and mental processes compared to a standard course. It covers topics like research methods, cognition, personality, and abnormal psychology, but emphasizes critical thinking, analytical skills, and applying concepts to real-life situations. Coursework includes reading outside materials, potential research projects, and more in-depth discussions and assignments. **This course cannot be taken if you have already earned credit for on-level Psychology.**

AP Psychology - A3350100**1 Semester****.5 Credit****Grades 11-12****Prerequisite:** None**Recommended: Honors Psychology**

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

Dual Credit Psychology - 03350100**1 Semester****.5 Credit****Grades 11-12**

Prerequisites: Junior standing or higher and must meet all requirements of Collin College and pay all tuition, fees, and books through Collin.

PSYC 2301 General Psychology - General Psychology is a survey of the major psychological topics, theories and approaches to the scientific study of behavior and mental processes. Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent. 3 credit hours.

Dual Credit Sociology - 03370100**1 Semester****.5 Credit****Grades 11-12**

Prerequisites: Junior standing and must meet all requirements of Collin College and pay all tuition, fees, and books through Collin.

SOCI 1301 Introduction to Sociology - The scientific study of human society, including ways in which groups, social institutions, and individuals affect each other. Causes of social stability and social change are explored through the application of various theoretical perspectives, key concepts, and related research methods of sociology. Analysis of social issues in their institutional context may include topics such as social stratification, gender, race/ethnicity, and deviance. Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent. 3 credit hours

ARTS & HUMANITIES ENDORSEMENT

(4 OPTIONS)

Option 1:

Complete 2 Additional Social Studies credits:

☐ _____

☐ _____

Course Options by grade:

9th & 10th: World Geography or AP Human Geography

11th & 12th: Psychology or Honors Psychology and/or

AP Psychology or

Personal Financial Literacy (.5 credit)

Option 2:

Complete both Level 3 & 4 credits of same LOTE earned for foundation: (ie: Spanish 3 & 4)

☐ _____

☐ _____

*See LOTE section of the course guide for options.

Option 3:

Complete TWO additional LOTE credits:

☐ _____

☐ _____

Option 4:

Three additional fine arts credits in a coherent sequence:

☐ (Level 2) _____

☐ (Level 3) _____

☐ (Level 4) _____

*See Fine Arts section of the course guide for options.

Arts & Humanities Career Options

Fine Arts, Performing arts, Foreign Language, Cultural Studies, Social Studies/Political Science/History

Actor; Painter; Graphic Designer; Fashion Photographer; Web Designer; Art Gallery Curator; Sculpter; Film Director; Set Designer; Comic Book Artist; Film Critic; Advertising Designer; Animator; Choreographer; Dancer; Musician; Record Producer; Music Therapist; Radio Personality; Stage Manager; Director of Photography; Photojournalist; Fashion Designer; Novel Author; Ghost Writer Translator; Immigration and Customs Criminal Investigator; Interpreter; International Journalist; Public Relations Specialist; United Nations Worker; Foreign Diplomat; International Lawyer; Central Intelligence Agency Officer; Homeland Security Officer; Military Intelligence Officer; Legislator; Political Advisor; State or Federal Worker; Election Officer; Municipal Administrator; Legislative Aide; Attorney; Activist; Advocate/Organizer; Archivist, Executive Campaign Operative; City Planner; Systems Analyst; Teacher; University Administrator; University Professor; Urban Policy Planner; Pollster; Public Affairs; Research Analyst; Public Opinion Analyst; Publisher

*There are many career options that are not listed above that fall within the Arts & Humanities Endorsement. Check out <http://www.onetonline.org/> to find out more!

FINE ARTS

Art I - 03500100

1 Year

1 Credit

Grades 9-12

Prerequisite: None

Art I is a study of the structure of art. The elements and principles of design are utilized in a broad overview of artistic processes. Students are given the opportunity to explore a wide range of artistic media and procedures. Students must take two semesters of art to fulfill the fine arts requirement.

Pre-AP Art I - 03501210

1 Year

1 Credit

Grades 9-12

Prerequisite: None

Pre-AP Art I is a full year course (two sequential semesters) designed to expand the general Art I curriculum. This course is formatted with the more serious student in mind – to those with an established skill level and who welcome more challenging projects. Students work with design, drawing, color theory, painting, computer generated art, sculpture and ceramics. Students are assigned an average of three mastery grade projects per nine week period. A semester exam (which includes a critique and project) occurs at the end of each semester. Students may proceed with AP Drawing, AP Design, or AP 3D after a successful completion of this course.

Pre-AP Art II - 03502210

1 Year

1 Credit

Grades 9-12

Prerequisite: PAP Art I or Teacher Approval

PRE AP ART II is a full-year course that is based on the TEKS basic strands: foundation observation and perception, creative expression, historical and cultural relevance, and critical evaluation and response. This course is designed for students who want to complete two to three AP Art portfolios. Students in this class will continue to refine their drawing, painting, and sculptural skills. Students are assigned an average of three mastery grade projects per nine week period. A semester exam (which includes a critique and project) occur at the end of each semester. Students may proceed with AP Drawing, AP Design, or AP 3D after a successful completion of this course.

Art II Drawing - 03500500

1 Year

1 Credit

Grades 10-12

Prerequisite: Art I

Art II Drawing utilizes the elements and principles of art to create personal, creative, and involved artworks. Students gain experience in using charcoal, pastel, oil pastel, ink, and valued pencil. Drawing techniques are examined more closely, such as perspective, portraits, and different methods of shading. Drawing II is a foundation class for all other advanced Drawing classes.

Art III Drawing - 03501300

1 Year

1 Credit

Grades 11-12

Prerequisite: Art I and Art II Drawing

Art III Drawing utilizes the elements and principles of art to create personal, creative and involved artworks. Students gain artistic growth through the development of their portfolio. Drawing techniques and correct usage of mediums are closely examined.

Art IV Drawing - 03502300

1 Year

1 Credit

Grade 12

Prerequisite: Art I, Art II Drawing, and Art III Drawing

Art IV Drawing utilizes the elements and principles of art to create personal, creative and involved artworks. Students gain artistic growth through the development of their portfolio. Drawing techniques and correct usage of mediums are closely examined. Students are encouraged to participate in art events/competitions.

Art II Painting - 03500600

1 Year

1 Credit

Grades 10-12

Prerequisite: Art I

Art II Painting utilizes the elements and principles of art to create personal, creative and involved artworks. Students learn about artists and art movements. Students create paintings based on different art movements/historical events. Painting techniques and correct usage of types of paint are closely examined.

Art III Painting - 03501400

1 Year

1 Credit

Grades 11-12

Prerequisite: Art I and Art II Painting

Art III Painting utilizes the elements and principles of art to create personal, creative and involved artworks. Students are encouraged to work with different types of paint and techniques. Students start to develop their own artistic vision.

Art IV Painting - 03502400

1 Year

1 Credit

Grade 12

Prerequisite: Art I, Art II Painting, Art III Painting

Art IV Painting utilizes the elements and principles of art to create personal, creative and involved artworks. . Students are encouraged to work with different types of paint and techniques. Students start to develop their own artistic vision.

Art II Ceramics - 03500900

1 Year

1 Credit

Grades 10-12

Prerequisite: Art I

This course is an introduction into Ceramics and 3D design. Students will create functional and sculptural works of art using clay and other 3D materials. Students will have an understanding of other cultures and periods of human expression in sculpture and begin to become proficient in forming their own 3D art forms.

Art III Ceramics - 03501800

1 Year

1 Credit

Grades 11-12

Prerequisite: Art I and Art II Ceramics

This course is an advanced study of Ceramics and 3D design. Students will build on their appreciation of expressive, beautiful 3D design and work with a high level of artistic skill. Students will have an understanding of other cultures and periods of human expression in sculpture and be proficient in forming their own 3D art forms.

Art IV Ceramics - 03502700

1 Year

1 Credit

Grade 12

Prerequisite: Art I, Art II Ceramics, and Art III Ceramics

This course is an advanced study of Ceramics and 3D design. Students will build on their appreciation of expressive, beautiful 3D design and work with a high level of artistic skill. Students will have an understanding of other cultures and periods of human expression in sculpture and be proficient in forming their own 3D art forms.

Dual Credit Art Appreciation 1301 - 03500110

1 Semester Fall

1 Credit

Grades 10-12

Prerequisite: Meet TSI standard for INRW 0315; or equivalent

A general introduction to the visual arts designed to create an appreciation of the vocabulary, media, techniques, and purposes of the creative process. Students will critically interpret and evaluate works of art within formal, cultural, and historical context.

AP Studio Drawing - A3500300

1 Year

1 Credit

Grade 11-12

Prerequisite: Art I, Art II, Art III, and teacher approval required.

The drawing portfolio is designed to address a very broad interpretation of drawing issues. Light, shade, line quality, rendering of form, composition, surface manipulation and illusion of depth will be explored through a variety of media. This portfolio allows for a more specific course of study that parallels specialized drawing curriculums and programs in college and university art departments as well as art schools. In order to meet the goals of this program students will be expected to work at least 5 hours a week outside of class. All students are expected to submit a portfolio for Advanced Placement review. Summer Assignments will be given. Students are expected to provide some of the basic supplies and materials.

AP 2D Art & Design - A3500400

1 Year

1 Credit

Grade 11-12

Prerequisite: Art I, Art II, Art III, and teacher approval required.

AP 2-D Art and Design is an introductory college-level two-dimensional design course. Students refine and apply skills and ideas they develop throughout the course to produce two-dimensional art and design. In order to meet the goals of this program students will be expected to work at least 5 hours a week outside of class. All students are expected to submit a portfolio for Advanced Placement review. Summer Assignments will be given. Students are expected to provide some of the basic supplies and materials.

AP 3D Art & Design - A3500500

1 Year

1 Credit

Grade 11-12

Prerequisite: Art I, Art II, Art III, and teacher approval required.

The AP 3-D Design course is designed for students who are extremely serious in pursuing art. Students submit portfolios for evaluation rather than taking a written exam. The 3D Art & Design Portfolio Exam contains two sections. The Selected Works (10 digital images of 5 works) section requires students to demonstrate skillful synthesis of materials, processes, and ideas. The Sustained Investigation (15 digital images) section requires students to conduct a sustained investigation based on questions, through practice, experimentation, and revision. Both sections of the portfolio require students to articulate information about their work. Work must be completely unique creations by the student.

AP Music Theory - A3150200

1 Year

1 Credit

Grade 10-12

Required: Students should be able to read and write musical notation, and it is strongly recommended that the student has acquired at least basic performance skills in voice or on an instrument.

AP Music Theory is a course designed for students who are interested in learning the theories of writing, comprehending, and performing music. Students must be able to read basic musical notation and must have experience playing a musical instrument or singing. The class is taught from a college-level textbook and is approached as a college course. The course is fast-paced and requires independent learning. Each student will develop skills ranging from independent singing, musical form analysis, and music composition. Students may earn college credit for the class by passing the AP Music Theory exam given in May of each year.

Band I - 03150100

1 Year

1 Credit

Band II - 03150200

1 Year

1 Credit

Band III - 03150300

1 Year

1 Credit

Band IV - 03150400

1 Year

1 Credit

Grades 9-12

Band, including Percussion, teaches a student how to play an instrument, how to read musical notes, and how to coordinate with other instruments in the class. The student is required to participate in group playing such as concerts, football games, pep assemblies, and UIL contests. **Students that complete 2 years of Fall Band (not Jazz) will meet the Physical Education requirement for graduation.**

Jazz Band I - 03151300

1 Year

1 Credit

Jazz Band II - 03151400

1 Year

1 Credit

Jazz Band III - 03151500

1 Year

1 Credit

Jazz Band IV - 03151600

1 Year

1 Credit

Grades 9-12

Prerequisite: Students must be an active member of the Anna Concert and Marching Band program and perform an audition.

Jazz Band is an instrumental organization and class offered to students who are also enrolled in the band class and seek to further expand their misc abilities in an additional setting. Students learn elements of swing music, Latin music, and pop styles. The class is performance-based and outside attendance at performances and events is required. Student placement on instruments is subject to director's discretion, and students must be able to provide a working, playable instrument designated by the director for participation.

Instrumental Ensemble I - 03151700

1 Year

1 Credit

Instrumental Ensemble II - 03151800

1 Year

1 Credit

Instrumental Ensemble III - 03151900

1 Year

1 Credit

Instrumental Ensemble IV - 03152000

1 Year

1 Credit

Grades 9-12

Prerequisite: Prior and concurrent enrollment in band is required.

Instrumental Ensemble is a full-year course that serves as a double block for students participating in band focusing on continued skill development within the music curriculum. This course also offers enrichment opportunities for students seeking leadership roles and independent musical pursuits beyond high school.

Colorguard I - 03150100**1 Year****1 Credit****Colorguard II - 03150200****1 Year****1 Credit****Colorguard III - 03150300****1 Year****1 Credit****Colorguard IV - 03150400****1 Year****1 Credit****Grades 9-12****AUDITION REQUIRED**

The Color Guard is a flag and dance team that is a class period separate from the band, but they will perform as part of the marching band. They will attend all marching band practices and events during the marching band season. They will have their own season of competition after the marching band season is concluded.

Choir I - 03150900**1 Year****1 Credit****Choir II - 03151000****1 Year****1 Credit****Choir III - 03151100****1 Year****1 Credit****Choir IV - 03151200****1 Year****1 Credit****Grades 9-12**

In choir, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.

Mixed Ensemble I - 03152100**1 Year****1 Credit****Mixed Ensemble II - 03152200****1 Year****1 Credit****Mixed Ensemble III - 03152300****1 Year****1 Credit****Mixed Ensemble IV - 03152400****1 Year****1 Credit****Grades 9-12**

Students must demonstrate a higher level of musical understanding and be able to perform at the highest possible level as an individual and as a member of ensembles of all sizes. Students will be expected to demonstrate a high level of critical listening, musical understanding, technical ability, knowledge of the theoretical and historical foundations of compositions and present information in a well- written academic manner. **Students must audition for this course.**

Treble Ensemble I - 03152100**1 Year****1 Credit**

Treble Ensemble II - 03152200

1 Year

1 Credit

Treble Ensemble III - 03152300

1 Year

1 Credit

Treble Ensemble IV - 03152400

1 Year

1 Credit

Grades 9-12

Students must demonstrate a higher level of musical understanding and be able to perform at the highest possible level as an individual and as a member of ensembles of all sizes. Students will be expected to demonstrate a high level of critical listening, musical understanding, technical ability, knowledge of the theoretical and historical foundations of compositions and present information in a well- written academic manner. **Students must audition for this course.**

Theatre Arts I - 03250100

1 Year

1 Credit

Theatre Arts II - 03250200

1 Year

1 Credit

Theatre Arts III - 03250300

1 Year

1 Credit

Theatre Arts IV - 03250400

1 Year

1 Credit

Grades 9- 12

Students will be introduced to all aspects of Theatre. This course is designed for students desiring basic knowledge and to fulfill the Fine Arts Credit. Additional areas explored are history of the theatre and careers in theatre. Technical aspects discussed are design concepts of lighting, sound, scenery, props, makeup, costumes and publicity. All students will be involved in many performances, written and visual projects throughout the year.

Musical Theatre I - 03251900

1 Year

1 Credit

Grades 9- 12

AUDITION REQUIRED

Students will experience vocal performance, dance and acting through a musical production. This course requires after school rehearsals.

Theatre Production I - 03250700

1 Year

1 Credit

Theatre Production II - 03250800

1 Year

1 Credit

Theatre Production III - 03250900

1 Year

1 Credit

Theatre Production IV - 03251000

1 Year

1 Credit

Grades 9- 12

AUDITION REQUIRED

This course is designed to further develop practical skills and knowledge of students in theatre and production. In this course students will further develop acting skills through daily warm-ups and exercises. They will, through studying and performing

plays and scenes, receive practical experience. Students will use all technical elements available to them to gain a practical understanding of technical theatre and its role during productions. Students will research facts related to the current and future productions. This course will require after school time. Students will be required to support all productions at Anna High School either through performing, marketing, and ticket sales or technical support during productions.

Technical Theatre I - 03250500

1 Year

1 Credit

Technical Theatre II - 03250600

1 Year

1 Credit

Technical Theatre III - 03251100

1 Year

1 Credit

Technical Theatre IV - 03251200

1 Year

1 Credit

Grades 9- 12

This class is designed for the student who is interested in technical concepts and skills. The course includes stagecraft skills, theatre safety techniques, exploration of scenery, properties, lighting, costumes, makeup, sound and technical theatre research and design.

Dance I - 03830100

1 Year

1 Credit

Dance II - 03830200

1 Year

1 Credit

Dance III - 03830300

1 Year

1 Credit

Dance IV - 03830400

1 Year

1 Credit

Grades 9-12

Dance students will build on skills and techniques, including creative expression, improvisation, and appreciation of dance as an art form. Qualities of movement are also explored. Kinesthetic awareness and movement memory is emphasized as well. Specific attire will be required. Attendance at after school rehearsals and performances may be required.

Pre-Drill Team I - 03834100

1 Year

1 Credit

Grades 9-11

Pre-Drill Team II - 03834200

1 Year

1 Credit

Grades 10-11

Pre-Drill Team III - 03834300

1 Year

1 Credit

Grades 11-12

Pre-Drill Team IV - 3834400

1 Year

1 Credit

Grade 12

Students interested in auditioning for the Coyettes are eligible to take this preparatory course to improve on the skills needed for successful performance in the Drill Team. Students meet during a period assigned within the school day. Additional practice time outside the school day is also required throughout most of the school year. The Coyettes perform during various functions such as pep rallies, games, contests, parades, etc. Students are required to purchase and wear required practice and game wear.

Drill Team I - 03833300

1 Year

1 Credit

Drill Team II - 03833400

1 Year

1 Credit

Drill Team III - 03833500

1 Year

1 Credit

Drill Team IV - 03833600

1 Year

1 Credit

Grades 9-12

Coyettes meet during a period assigned within the school day. Additional practice time outside the school day is also required throughout most of the school year. The Coyettes perform during various functions such as pep rallies, games, contests, parades, etc. Students are required to purchase and wear required practice and game wear. For the fall semester only, Physical Education (PE) credit (0.5) is awarded for successful participation in the Drill Team. This (PE) credit can only be earned for 2 semesters and is subject to the 90% attendance rule. Coyettes is a full year program. Students removed from this program will be placed in PE or Dance depending on credits already completed.

LANGUAGES OTHER THAN ENGLISH (LOTE)

Spanish I - 03440100

1 Year

1 Credit

Grades 9-11

Prerequisite: None

Students in Spanish 1 will be able to express meaning in simple contexts and understand sentence-length information. Students may be generally understood by people accustomed to dealing with language learners. Students will acquire and discover the target language through speaking, listening, reading, and writing activities. This course will lay the framework for continuing in the target language and will introduce students to the target language cultures. The majority of this course is conducted in the target language.

Spanish I and Spanish II for Spanish Speakers - 03440110/03440220

1 Year

1 Credit

Grades 9-12

Prerequisite: Native Speaker Recommended

This course is designed to help Hispanic students capitalize on the verbal skills they already possess. The student objectives will be to improve their reading and writing skills in Spanish, while refining existing listening and speaking skills. This course incorporates the study of the Spanish language and Hispanic culture to assist students in the understanding and appreciation of Hispanic culture. The main objective is to enrich the student's total language experience by building on the language proficiency they already possess. Their skills are enhanced in accordance with the level of language proficiency of the student. The focus is on increasing students' ability to use Spanish flexibly for both formal and informal situations and on developing their literacy skills. Students should possess Intermediate low proficiency at the beginning of the course and progress through Intermediate mid by the end.

Spanish II - 03440200

1 Year

1 Credit

Grades 9-12

Prerequisite: Spanish I

Students in Spanish 2 will be able to express meaning in straightforward and personal contexts and understand information from simple connected statements. Students are generally understood by people accustomed to dealing with language learners. Students will continue to acquire and discover the target language through speaking, listening, reading, and writing activities. This course allows the students to begin communicating in a target language environment. The majority of this course is conducted in the target language.

Spanish III - 03440300

1 Year

1 Credit

Grades 10-12

Prerequisite: Spanish II

Students in Spanish 3 will be able to express meaning in a variety of contexts and understand information from connected statements. Students are generally understood by people accustomed to dealing with language learners. Students will continue to acquire and discover the target language through speaking, listening, reading, and writing activities. This course allows the students to communicate in a target language environment at an intermediate level. The teachers and the students will interact primarily in the target language.

AP Spanish Language and Culture (Spanish IV)- A3440100**1 Year****1 Credit****Grades 11-12****Prerequisite:** Spanish III

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions)

AP Spanish Literature and Culture (Spanish V) - A3440200**1 Year****1 Credit****Grades 11-12****Prerequisite:** Spanish III

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, plays, and essays) from Peninsular Spanish, Latin American, and U. S. Hispanic literature. Students develop proficiencies across the three modes of communication (interpretive, interpersonal, and presentational) in the range of Intermediate High to Advanced Mid of the American Council on the Teaching of Foreign Languages' (ACTFL) Proficiency Guidelines. Through careful examination of the required readings and other texts, students work to hone their critical reading and analytical writing skills. Literature is explored within the contexts of its time and place, and students gain insights on the many voices, historical periods, and cultures represented in the required readings and other texts. The course also includes a strong focus on cultural, artistic, and linguistic connections and comparisons, which is supported by the exploration of various media (art, music, film, articles, and literary criticism).

American Sign Language I - 03980100**1 Year****1 Credit****Grades 9-11****Prerequisite:** None

ASL 1 introduces students to the language and culture of the Deaf. In this course, students will build their receptive and expressive communicative foundation. The focus of this course is developing a novice-mid proficiency. This course is conducted in ASL (without voice) a significant amount of time.

American Sign Language II - 03980200**1 Year****1 Credit****Grades 10-12****Prerequisite:** ASL I

This course is designed for students continuing from ASL I. It creates a visual-gestural environment that introduces ASL grammar and vocabulary without presenting English equivalents. This course includes interactive activities, cultural awareness education, and individual feedback. Emphasis is on appropriate language use in common communication settings.

American Sign Language III - 03980300**1 Year****1 Credit****Grades 11-12****Prerequisite:** ASL II

This course continues the study of ASL II. The students will work on developing intermediate communication skills and will concentrate on production skills. Linguistic and cultural features will be presented in the context of the language learning experiences. This level will also examine and discuss its use and effect on and in the Deaf culture.

American Sign Language IV - 03980400**1 Year****1 Credit****Grades 12****Prerequisite:** ASL III

This course continues the study of ASL III. This advanced course of ASL concentrates on developing more precise skills and competencies by using appropriate variations of ASL (regional, racial/ethnic, stylistic and age related) vocabulary. Students will also be given the opportunity to use ASL by volunteering in the Deaf community.

PHYSICAL EDUCATION/ATHLETIC CREDITS/HEALTH

Students may substitute certain physical activities for the required physical education credits for graduation. Such substitutions shall be based on the physical activity involved in:

1. The Fall semester of each of the following course earns .5 of state credit in PE:

Band (excluding Jazz Band only) or Colorguard

*To complete the PE credit requirement for graduation, students must enroll in the fall semester of the above courses for 2 years.

2. Athletics

Health - 03810100

1 Semester

.5 Credit

Grades 9-12

Prerequisite: None

This course includes instruction in environment and community health, consumer health, care of the human body, nutrition, mental health, substances that modify behavior, prevention of disease, chronic health conditions, accident prevention, first aid, emergency care, and family life education. **(This course does NOT satisfy the physical education credit required for graduation.)**

Lifetime Fitness -PES00051

1 Year

1 Credit

Grades 9-12

Prerequisite: None

Physical Education is designed to develop the whole student-physically, emotionally, and socially. It includes a variety of team, individual, and lifetime activities. Each student is challenged to develop a total fitness program which they can continue throughout their lifetime. Students are required to dress out in this class.

Lifetime Recreation (Adventure Outdoor Education)-PES00053

1 Year

1 Credit

Grades 9-12

Prerequisite: None

Students enrolled in adventure outdoor education are expected to develop competency in outdoor education activities that provide opportunities for enjoyment and challenge. Emphasis is placed upon student selection of activities that also promote a respect for the environment and that can be enjoyed for a lifetime.

Lifetime Activity-PES00056

1 Year

1 Credit

Grades 9-12

Prerequisite: None

Students in aerobic activities are exposed to a variety of activities that promote health-related fitness. A major expectation of this course is for the student to design a personal fitness program that uses aerobic activities as a foundation.

Sports Medicine I - N1150040

1 Year

1 Credit

Grades 10-12

Prerequisite: Qualification Process Required

Recommended Prerequisite: Principles of Exercise Science and Wellness or Principles of Health Science

Athletic Training is the care and management of athletic injuries. The student learns prevention (taping and wrapping techniques), basic first aid, CPR, anatomy, recognition of specific injuries, and rehabilitation when these injuries occur. After completion of this course, the student will have the opportunity to continue their experience, with the permission of the Head

Athletic Trainer, by working with the teams at the high school. **(This course does NOT satisfy the 1.0 state PE credit requirement for graduation.)**

Sports Medicine II - N1150041

1 Year

1 Credit

Grades 9-12

Prerequisite: Satisfactory completion of Sports Medicine I and qualification process and interview by Head Trainer

The student athletic trainer is involved with all levels of boys and girls sports and is supervised by a Certified Athletic Trainer.

(This course does NOT satisfy the 1.0 state PE credit requirement for graduation.)

ATHLETICS-see options below description

Grades 9-12

Prerequisite: Qualification process, Tryouts, and an Annual Physical Exam is required

Anna High School is a member of the University of Interscholastic League's athletic program and subscribes to its rules and regulations along with its purpose, goals and objectives. The UIL sports that Anna participates in are football, basketball, soccer, cross-country, track, baseball, golf, and tennis. Powerlifting is an additional sport that Anna participates in but it is not governed by the UIL. Students wishing to participate in football, basketball, baseball, tennis, and soccer are to be enrolled in athletics the entire year. The sports of cross-country and powerlifting are sports that occur before/after school and do not require enrollment in the athletic period.

Football I - PES00000

1 Year

1 Credit

Football II - PES00001

1 Year

1 Credit

Football III - PES00002

1 Year

1 Credit

Football IV - PES00003

1 Year

1 Credit

Volleyball I - PES00000

1 Year

1 Credit

Volleyball II - PES00001

1 Year

1 Credit

Volleyball III - PES00002

1 Year

1 Credit

Volleyball IV - PES00003

1 Year

1 Credit

Softball I - PES00000

1 Year

1 Credit

Softball II - PES00001

1 Year

1 Credit

Softball III - PES00002

1 Year

1 Credit

Softball IV - PES00003

1 Year

1 Credit

Baseball I - PES00000

1 Year

1 Credit

Baseball II - PES00001

1 Year

1 Credit

Baseball III - PES00002

1 Year

1 Credit

Baseball IV - PES00003

1 Year

1 Credit

Boys/Girls Basketball I - PES00000

1 Year

1 Credit

Boys/Girls Basketball II - PES00001

1 Year

1 Credit

Boys/Girls Basketball III - PES00002

1 Year

1 Credit

Boys/Girls Basketball IV - PES00003

1 Year

1 Credit

Boys/Girls Soccer I - PES00000

1 Year

1 Credit

Boys/Girls Soccer II - PES00001

1 Year

1 Credit

Boys/Girls Soccer III - PES00002

1 Year

1 Credit

Boys/Girls Soccer IV - PES00003

1 Year

1 Credit

Track I - PES00000

1 Year

1 Credit

Track II - PES00001

1 Year

1 Credit

Track III - PES00002

1 Year

1 Credit

Track IV - PES00003

1 Year

1 Credit

Tennis I - PES00000

1 Year

1 Credit

Tennis II - PES00001

1 Year

1 Credit

Tennis III - PES00002

1 Year

1 Credit

Tennis IV - PES00003

1 Year

1 Credit

Wrestling I - PES00000

1 Year

1 Credit

Wrestling II - PES00001

1 Year

1 Credit

Wrestling III - PES00002

1 Year

1 Credit

Wrestling IV - PES00003

1 Year

1 Credit

COMMUNICATION & OTHER ELECTIVES

Professional Communications (Speech) - 13009900

1 Semester

.5 Credit

Grades 9-12

Prerequisite: None

Professional communications blends written, oral, and graphic communications 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.

Dual Credit Introduction to Speech Communication 1311 (Speech) - 13009900

1 Semester (Spring)

.5 Credit

Grades 9-10 -ONLY AVAILABLE to students in the Class of 2026 and beyond AND have not earned high school credit for Professional Communications (Speech)

Prerequisite: Counselor Approval, TSI Qualified Score in Reading/Writing, Meet all Collin College Application Requirements. Introduces basic human communication principles and theories embedded in a variety of contexts including interpersonal, small group, and public speaking.

Advanced Journalism: Yearbook I/II/III

Yearbook I - 03230110

1 Year

1 Credit

Yearbook II - 03230120

1 Year

1 Credit

Yearbook III - 03230130

1 Year

1 Credit

Grades 10-12

Prerequisite: Application process & Teacher Approval

Students are responsible for producing the AHS yearbook. Students will learn how to sell ads, how to design ads, how to design and lay out a DPS, how to make quality pictures, how to write captions and body copy, how to select and edit body copy, and how to select and crop pictures. Each student will be expected to learn and perform all phases of yearbook production and to function as a member of the team dedicated to producing the finest yearbook possible. Teamwork and loyalty are stressed. Students signing up for this course will be required to complete an application process and project which will determine placement.

Peer Leadership I & II (PALS) N1290005 & N1290006

1 Year

1 Credit

Grades 11-12

Peer Assistance and Leadership (PALS) is a two-semester course designed to give students in-depth training on peer mentoring, communication skills and problem solving techniques. The students are selected through an application and interview process the prior school year.

Note: Students will not be able to select this course during Fall course selection. It is an application only course therefore once students are accepted into the program one elective course would be removed to schedule Peer Leadership. Participation in the course is mandatory for the whole school year.

Student Leadership I-II N1290010

1 Year

1 Credit

Grades 11-12 *Can only be taken one year for graduation credit.*

Student Leadership is a two-semester course for Student Council officers who seek opportunities to expand their leadership skills and positively impact Anna High School and the community. Students will gain knowledge and expertise in leadership skills including goal setting, effective communication, organization, time management, and collaborative strategies. Students will work independently and collaboratively on high-level, real-world tasks such as project proposals, portfolios, and presentations for events such as homecoming, prom, Blood Drives, etc. Students must apply, interview, and be elected in order to be enrolled in the class.

Note: Students will not be able to select this course during Fall course selection. It is an application only course therefore once students are accepted into the program one elective course would be removed to schedule STUCO. Participation in the course is mandatory for the whole school year. Elected Student Council officers must be enrolled in the course, if schedule permits.

GTISM (ACIS)

1 Year

1 Credit

Grades: 11-12 Recommended

Prerequisite: Identified as Gifted & Talented (GT)

Anna Career Independent Studies (ACIS) is a unique experiential learning experience designed for Anna ISD juniors and seniors. Students begin by focusing their study on a career topic of their choosing and conducting interviews with professionals in their chosen field. Students will then carefully select a mentor to work with for the remainder of the year. The mentors will help students understand and navigate both the study and the soft skills specific to the respective career field. Course expectations include the development of an extensive research portfolio, written assessments of interviews and/or observations of professionals who work in that career field, and participation in the end of the year showcase at which students share their work and reflect on the learning.



Career and Technical Education

Our Mission

Anna ISD is committed to providing all students with innovative, engaging instruction and practical hands-on experience for college and career readiness. Anna ISD strives to prepare all students for relevant real-world skills that are critical to being successful.

Our Motto

Discover Your Path at Anna ISD! Board the express route to success In Anna ISD Career Technology Education. Get real-world experience that takes you from dream to reality. Next stop, THE FUTURE! #DiscoverYourPath

CTE Dual Credit

We offer many Dual Credit opportunities on and off campus. Please use this Guide and our [Dual Credit Workforce Programs page](#) to learn more about our programs.

Industry-Based Certifications

Each of our Programs of Study offer industry-specific certifications throughout the sequence of courses. Please use this Guide and our [Anna ISD CTE & STEAM Industry Certifications](#) for information about each course and certification alignment.

Work-Based Learning (Practicums) Opportunities

We offer programs that lead to career-related experiences (classroom, campus, district, and local businesses). These opportunities occur in our single & double-blocked labs and practicums.

Anna ISD CTE Programs of Study (POS)

Career and technical education programs offer a sequence of courses that provides students with coherent and rigorous content. CTE content is aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.

Perkins V describes a [Program of Study](#) as a coordinated, non-duplicative sequence of academic and technical content at the secondary and post-secondary level that:

- Incorporates challenging state academic standards.
- Addresses academic, technical, and employability skills.
- Aligns with the needs of industries in the state, regional, and/or local economy.
- Progresses in specificity, beginning with all aspects of the industry and leading to more occupation-specific instruction.
- Has multiple entry and exit points that incorporate credentialing
- Culminates in the attainment of a recognized postsecondary credential.

In order to earn an endorsement under the Foundation High School Program using a CTE option, a student must complete a sequence of courses from a program of study. The following sections will give specific details to Endorsements, Career Clusters, and Programs of Study.



Programs of Study Guides (2026-2027)

*Notes: Specific Dual Credit Information can be found on our website under [Dual Credit \(DC\) Workforce Programs](#).

 Agriculture, Food, and Natural Resources Animal Science Ag Tech & Mech Sys Plant Science	 Architecture and Construction Carpentry DC CADD DC HVAC	 Arts, Audio/Video Technology, and Communications AV Productions Commercial Photography Graphic Design	 Business, Marketing, and Finance Entrepreneurship Marketing & Sales
 Education & Training Early Learning AND Teaching & Learning	 Engineering Mechanical & Aerospace Engineering	 Health Science Exercise Science (Ath Trng) Medical Assistant DC CNA AND DC EKG	 Information Technology Computer Technician Computer Programming DC Cloud Computing
 Law and Public Service DC Legal Studies DC EMT Law Enforcement	 Manufacturing Maker Tech Assistant (MTA)	 Transportation, Distribution, and Logistics Automotive Tech	

Anna ISD CAREER & TECHNICAL EDUCATION (CTE) ENDORSEMENT PROGRAMS OF STUDY (POS) SEQUENCE OPTIONS for 2026-2027

*****Reminder*** In order to earn an endorsement using only CTE courses, you must complete 4 CTE credits with 3 CTE courses within the same career pathway!**

END	CLSTR	Program of Study	Career Pathway	9th Grade	10th Grade	11th Grade	12th Grade
Business & Industry	AFNR	Animal Science	Veterinary Technician	Principles of AFNR	Small Animal MGT AND Equine Science	Veterinary Medical Applications (Vet Tech I)	Advanced Animal Science or DC AGRI 1419 Introduction to Animal Science (Fall) AND DC AGRI 1325 Marketing of Agricultural Products (Spring) OR Practicum in Vet Tech II (2 credits)
		Agricultural Technology & Mechanical Systems	Welder & Fabricator		Agricultural Mechanics and Metal Technologies	Agricultural Structures Design and Fabrications	Practicum in Ag Mech (2 credits)
		Plant Science	Floriculturist		Floral Design	Horticultural Science	Advanced Plant & Soil Science AND Practicum in Floral (2 credits)
	ARCON	Dual Credit Architectural Drafting & Design	CADD Technician	Entrepreneurship I	Construction Tech 1 (2 credits)	Fall: DC CADD 1A DFTG 1309 Basic CAD AND DC CADD 1B DFTG 2319 - Intermediate Computer-Aided Drafting AND Spring: DC CADD 2 DFTG 1372 - SOLIDWORKS Essentials AND DFTG 2373 - Advanced SOLIDWORKS	Fall: DC CADD 3A DFTG 2328 - Architectural Drafting - Commercial AND DFTG 1317 - Architectural Drafting - Residential AND Spring: DC CADD 3B DFTG 1333 - Mechanical Drafting AND DFTG 2350 - Geometric Dimensioning and Tolerancing
		Carpentry	Construction Technician		Construction Tech 1 (2 credits)	Construction Tech 2 (2 credits)	Practicum in Construction Technology (2 credits)
		Dual Credit HVAC & Sheet Metal	HVAC Technician		Construction Tech 1 (2 credits)	Fall: DC HVAC 1A HART 1407 - Refrigeration Principles AND DC HVAC 1B HART 1401 - Basic Electricity for HVAC AND Spring: DC HVAC 2A HART 1445 - Gas and Electric Heating AND DC HVAC 2B HART 1441 - Residential Air Conditioning	Fall/Spring: DC HVAC 3 HART 2431 - Advanced Electricity for HVAC AND HART 2438 - Air Conditioning Installation and Startup / HART 2349 - Heat Pumps AND HART 2445 - Residential Air Conditioning Systems Design
	AAVTC	Graphic Design & Interactive Media	Graphic Designer	Principles of AAVTC	Graphic Design and Illustration 1	Graphic Design and Illustration 2/Lab (2 credits) OR Graphic Design and Illustration 2	Practicum in Graphic Design and Illustration (2 credits)
			Commercial Photographer	Principles of AAVTC	Digital Design and Media Production (YB1)	Commercial Photography 1 (YB2)	Commercial Photography 2 (YB3) OR Commercial Photography 2/Lab (YB3/2 credits)

		Digital Communications	Coyote Vision-Broadcaster	Principles of AAVTC	Audio/Video Production 1	Audio Video Production 2/Lab (2 credits OR Audio Video Production 2	Practicum in Audio/Video Production (2 credits)	
	BMF	Entrepreneurship	Entrepreneur	Entrepreneurship I	Entrepreneurship II	Practicum in Entrepreneurship 1 (2 credits)	Practicum in Entrepreneurship 2 (2 credits) AND Statistics and Business Decision Making	
			Business Manager		DC BMGT 1327 Principles of MGT (Fall) AND DC BMGT 1307 Team Building (Spring)	DC BMGT 1341 Business Ethics (Fall) AND DC BMGT 2303 Problem Solving and Decision Making (Spring)	DC BMGT 2309 Leadership (Fall) AND DC HRPO 2307 Organizational Behavior (Spring) AND Statistics and Business Decision Making	
		Marketing & Sales	Marketer	Entrepreneurship I	Sports and Entertainment Marketing AND Social Media Marketing	Marketing	Practicum in Marketing (2 credits) AND Statistics & Business Decision Making	
	Info Tech	Info Tech Support & Services	Computer Technician	Info Tech Basics	Fundamentals of Computer Science	Computer Tech 1	Computer Tech 2	
		Dual Credit Networking	Cloud Computing Technician		Fundamentals of Computer Science	ITNW 1358 - Network+ (Fall)/ITNW 1309 - Fundamentals of Cloud Computing (Fall) AND ITNW 1354 - Implementing and Supporting Servers (Spring)/ITNW 2375 - VMware vSphere: Installation, Configuration, and Management (Spring)	ITSC 1316 - Linux Installation and Configuration (Fall)/ITSE 1359 - Introduction to Scripting Languages - Python (Fall) AND ITNW 1373 - Cloud Storage and Database - Capstone (Spring)/ITNW 1374 - Cloud Computing Security (Spring)	
		Programming & Software Development	Programmer		Fundamentals of Computer Science	Computer Science II	AP Computer Science Principles	
	MFG	Manufacturing Technology	Maker Tech Assistant (MTA)	Intro to MTA	Diversified Manufacturing I: Makerspace Tech Assist I	Diversified Manufacturing II: Makerspace Tech Assist II	Practicum in Manufacturing: Makerspace Tech Assist III (2 credits)	
	TDL	Automotive & Collision Repair	Automotive Technician	Entrepreneurship 1	Automotive Basics	Automotive Technology I: Maintenance and Light Repair (2 credits)	Automotive Technology II/Lab (2 credits) OR Practicum in Auto Tech (2 credits)	
	Public Services	EdTrn	Early Learning	Elementary Teacher	Principles of Human Services	Child Development	Child Guidance (2 credits)	Practicum in Early Learning (2 credits)
			Teaching & Training	Coach / Teacher	Principles of Human Services	Child Development	Child Guidance (2 credits)	Practicum in Education & Training (2 credits)
		Hlth Sci	Dual Credit Diagnostic & Therapeutic Services	EKG Technician	Principles of Health Science	Health Science Theory (Articulated)	DC EKG: DSAE 2303 Cardiovascular Concepts (Fall)/ECRD 1211 - Electrocardiography (Fall) AND DSAE 1340 Diagnostic Electrocardiography (Spring)/HPRS 1160	Anatomy and Physiology AND DC HITT 1305 Med Term/DC HPRS 2301 Patho OR DC EKG: DSAE 2303 Cardiovascular Concepts (Fall)/ECRD 1211 - Electrocardiography (Fall) AND DSAE 1340 Diagnostic Electrocardiography

						Clinical – Health Services/Allied Health (Spring)/HPRS 2310 Basic Health Profession Skills II (Spring) OR DC HITT 1305 Med Term/DC HPRS 2301 Patho	(Spring)/HPRS 1160 Clinical – Health Services/Allied Health (Spring)/HPRS 2310 Basic Health Profession Skills II (Spring)
		Diagnostic & Therapeutic Services	Medical Assistant	Principles of Health Science	Health Science Theory (Articulated)	Medical Terminology OR DC HITT 1305 Med Term/DC HPRS 2301 Patho	Anatomy and Physiology AND Practicum in Health Science CMA (2 credits)
		Exercise Science, Wellness, & Restoration	Athletic Trainer	Principles of Exercise Science and Wellness	Kinesiology I AND Sports Med AT I	Kinesiology II AND Sports Med AT II	Anatomy and Physiology AND Practicum Sports Medicine (2 credits)
		Dual Credit Nursing Science	Certified Nurses Aide (CNA)	Principles of Health Science	Health Science Theory (Articulated)	DC CNA: NURA 1401 Nurse Aide for Health Care (Fall)/HPRS 2310 Basic Health Skills II (Fall) AND NURA 1160 Clinical - Nursing Aide and Patient Care Assistant (Spring)/HPRS 1303 – End of Life Issues (Spring) OR DC HITT 1305 Med Term/DC HPRS 2301 Patho	Anatomy and Physiology AND DC HITT 1305 Med Term/DC HPRS 2301 Patho OR DC CNA: DC CNA: NURA 1401 Nurse Aide for Health Care (Fall)/HPRS 2310 Basic Health Skills II (Fall) AND NURA 1160 Clinical - Nursing Aide and Patient Care Assistant (Spring)/HPRS 1303 – End of Life Issues (Spring)
	LPS	Dual Credit Fire Science	Emergency Medical Technician (EMT)	Law Enforcement I OR Principles of Health Science (Articulated)	Law Enforcement II OR Health Science Theory	Counseling and Mental Health OR Medical Terminology OR DC HITT 1305 Med Term/DC HPRS 2301 Patho	Anatomy and Physiology AND DC EMT Basic: HPRS 2310 Basic Health Profession Skills II (Fall)/EMSP 1371 Introduction to Emergency Medical Technician (Fall) AND EMSP 1501 Emergency Medical Technician (Spring)/EMSP 1160 Clinical - Emergency Medical Technician (EMT Paramedic) - Basic (Spring)

Business and Industry Endorsement

Business & Industry Career Options

Agriculture, Food, & Natural Resources, Architecture & Construction, Audio/Video, Technology & Communications, Business Management & Administration, Marketing, Finance, Information Technology, Hospitality & Tourism

Agriculture Banker; Agronomist; Agriculture Research Services Scientist; Commodity Trader; Extension Specialist; Farmer; Horticulture Specialist; Irrigation Specialist; Plant Pathologist; Production Supervisor; Ranger; Turf Manager; USDA Grader/Inspector; Farm Supply Manager; Architectural and Civil Engineer; Building Services Technician; HVAC/HVACR Technician; Commercial Carpenter; Underwater Welder; Graphic Designer; Videographer; Photographer; Animation Artist; Animation Technical Director; Television/Film Production Manager; Video and Film Advertiser; Debt Counselor; Economist; Entrepreneur; Meeting and Convention Planner; Director of Foundation Donations; Marketing Manager; Personal Finance Advisor; Training and Development Specialist; Human Resources Director

*There are many career options that are not listed above that fall within the Business & Industry Endorsement. Check out <http://www.onetonline.org/> to find out more!

Business & Industry Endorsement Courses by Career Cluster

Agriculture, Food, and Natural Resources

Principles of Agriculture, Food, and Natural Resources (AFNR) - 13000200

1 Year

1 Credit

Grades 9-10

Principles of Agriculture, Food and Natural Resources will allow students to develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations.

Floral Design - 13001800

1 Year

1 Credit

Grades 9-12

Floral Design is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students will develop respect for the traditions and contributions of diverse cultures. Students will respond to and analyze the floral design, thus contributing to the development of lifelong skills and making informed judgments and evaluations. *Note: This course satisfies a fine arts credit requirement for students on the Foundation High School Program.*

Horticultural Science - 13002000

1 Year

1 Credit

Grades 10-12

Horticultural Science is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production.

Practicum in AFNR (Floral) - 13002500

1 Year

1 Credit

Grades 12

Recommended Prerequisite: A minimum of one credit from the courses in the AFNR Career Cluster.

This course is designed to give students supervised practical application of knowledge and skills. Students will gain experience through various opportunities within our floral department. This is a capstone experience for students participating in a coherent sequence of career and technical education courses in the plant science program of study. **Note: Students will need to submit the [AHS CTE & STEAM Advanced Course Qualification Form](#) by the posted deadline in Schoology to be considered for this course.**

Small Animal Management - 13000400

1 Semester

.5 Credit

Grades 10-12

In Small Animal Management, students will acquire knowledge and skills related to small animals and the small animal management industry. Small Animal Management may address topics related to small mammals such as dogs and cats, amphibians, reptiles, and birds.

Equine Science - 13000500

1 Semester

.5 Credit

Grades 10-12

In Equine Science, students will acquire knowledge and skills related to equine animal systems and the equine industry. Equine Science may address topics related to horses, donkeys, and mules.

Veterinary Medical Applications (Vet Tech I) - 13000600

1 Year

1 Credit

Grades 11-12

Prerequisite: Equine Science, Small Animal Management, or Livestock Production.

Veterinary Medical Applications or Vet Tech I is a classroom and lab-based class that prepares students for a career in the vet industry. Students will gain knowledge and skills that will assist them as they enter Practicum in AFNR (Vet Tech II). Students will learn about both large and small animal physiology, basic animal diseases, common veterinary procedures, and basic animal information.

Advanced Animal Science - 13000700

1 Year

1 Credit

Grade 12

Prerequisite: Biology and Chemistry; Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production. Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. *Note: This course satisfies a science credit requirement for students on the Foundation High School Program.*

Practicum in AFNR (Vet Tech II) - 130025000

1 Year

2 Credits

Grade 12

Recommended Prerequisite: A minimum of one credit from the courses in the AFNR Career Cluster.

Vet Tech II is a work-based, two-hour practicum class. Vet Tech II students observe and work at actual veterinary clinics. Students will observe surgeries, handle animals, meet with pet owners, and assist the clinic with any needs. At the conclusion of Vet Tech II, students can be certified as a Level I Veterinary Assistant. This certification can allow a student to obtain a job at a vet clinic and gain additional certification. Students in this course are expected to provide their own transportation, have the ability to lift and restrain animals, and be courteous to both fellow veterinary clinic employees and customers. To take Vet Tech II, students must have completed Vet Tech I. ***Note: Students will need to submit the [AHS CTE & STEAM Advanced Course Qualification Form](#) by the posted deadline in Schoology to be considered for this course.***

Advanced Plant & Soil Science - 13002100

1 Year

Grade: 12

Credit: 1

Recommended Prerequisites: Biology, Integrated Physics and Chemistry, Chemistry, or Physics and a minimum of one credit from the courses in the AFNR Career Cluster.

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

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

Dual Credit AGRI 1419 Introduction to Animal Science - 13000700 (online only)

1 Semester Fall

1 Credit

Grade 12

Prerequisite: Biology and Chemistry; Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production.

Scientific animal production and the importance of livestock and meat industries. Selection, reproduction, nutrition, management, and marketing of livestock. Lab required. 4 credit hours. *Note: This course satisfies a science credit requirement for students on the Foundation High School Program.*

Dual Credit AGRI 1325 Marketing of Agricultural Products - 13000800 (online only)

1 Semester Spring

.5 Credits

Grade 12

Essential marketing functions in the movement of agricultural commodities and products from producer to consumer. 3 credit hours.

Agriculture Mechanics and Metal Technologies - 13002200

1 Year

1 Credit

Grades 10-12

Recommended Prerequisite: Principles of Agriculture, Food, and Natural Resources.

Agricultural Mechanics and Metal Technologies is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metalworking techniques. To prepare for careers in agricultural power, structural, and technical systems, students must attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations.

Agricultural Structures Design and Fabrication - 13002300

1 Year

1 Credit

Grades 11-12

Recommended Prerequisites: Agricultural Mechanics and Metal Technologies.

In Agricultural Structures Design and Fabrication, students will explore career opportunities, entry requirements, and industry expectations. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural structures design and fabrication.

Practicum in Agriculture Mechanics - 130025000

1 Year

2 Credits

Grades 12

Recommended Prerequisites: Agricultural Structures Design and Fabrication..

In Practicum in Agriculture Mechanics, students will acquire knowledge and skills related to the design and fabrication of agricultural equipment. Agricultural Laboratory and Field Experience is designed to provide students with a laboratory and/or field experience opportunity. To prepare for careers in agriculture, food, and natural resources, students must acquire knowledge and skills that meet entry requirements and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer academic knowledge and technical skills in a variety of settings. **Note:** *Students will need to submit the [AHS CTE & STEAM Advanced Course Qualification Form](#) by the posted deadline in Schoology to be considered for this course.*

Architecture & Construction

Entrepreneurship I - 13011101

1 Year

1 Credit

Grades 9-12

Students will learn the principles necessary to begin and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services.

Construction Technology I - 13005100

1 Year

2 Credits

Grades 10-12

Recommended Prerequisite: Entrepreneurship I

In Construction Technology I, students will gain knowledge and skills needed to enter the workforce as carpenters or building maintenance supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will acquire knowledge and skills in safety, tool usage, building materials, codes, and framing. For safety and liability considerations, limiting course enrollment to 15 students is recommended.

Construction Technology II - 13005200

1 Year

2 Credits

Grades 10-12

Prerequisite: Construction Technology I

In Construction Technology II, students will gain advanced knowledge and skills needed to enter the workforce as carpenters, building maintenance technicians, or supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will build on the knowledge base from Construction Technology I and are introduced to exterior and interior finish out skills. For safety and liability considerations, limiting course enrollment to 15 students is recommended.

Practicum in Construction Technology I/II - 13005250/13005260

1 Year

2 Credits

Coming 2024-2025

Grade 12

Prerequisites: Construction Technology II; Building Maintenance Technology II; Electrical Technology II; Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology II; Plumbing Technology I; or Mill and Cabinetmaking Technology. In Practicum in Construction Technology, students will be challenged with the application of knowledge and skills gained in previous construction-related coursework. In many cases, students will be allowed to work at a job (paid or unpaid) outside of school or be involved in local projects the school has approved for this class. **Note: Students will need to submit the [AHS CTE & STEAM Advanced Course Qualification Form](#) by the posted deadline in Schoology to be considered for this course.**

Dual Credit CADD 1A - 13004600

1 Semester

1 Credit

Grades 11-12

Prerequisites: None

DFTG 1309 - Basic Computer-Aided Drafting

An introduction to computer-aided drafting. Emphasis is placed on setup; creating and modifying geometry; storing and retrieving predefined shapes; placing, rotating, and scaling objects, adding text and dimensions, using layers, coordinating systems; and plot/print to scale.

Lab Required: Yes

Dual Credit CADD 1B - N1300429

1 Semester

1 Credit

Grades 11-12

DFTG 2319 - Intermediate Computer-Aided Drafting

A continuation of practices and techniques used in basic computer-aided drafting including the development and use of prototype drawings, construction of pictorial drawings, extracting data and basics of 3D.

Lab Required: Yes

Prerequisites: DFTG 1309

Dual Credit CADD 2 - 13004700

1 Semester

2 Credits

Grades 11-12

DFTG 1372 - SOLIDWORKS Essentials

A study of mechanical drafting and design using SOLIDWORKS mechanical design automation software to build parametric models of parts and assemblies. The course teaches how to make drawings of those parts and assemblies through the use of dimensioning and tolerancing, sectioning techniques and orthographic projection.

Lab Required: Yes

Prerequisites: DFTG 2319

Course DFTG 2373 - Advanced SOLIDWORKS

Study of advanced topics in SOLIDWORKS mechanical drafting and design. The course teaches how to build assemblies, to create professional drawing, and to use various SOLIDWORKS tools to manage information to facilitate the design process.

Lab Required: Yes

Prerequisite(s): DFTG 1372

Dual Credit CADD 3A - 13004800

1 Semester

2 Credits

Grade 12

DFTG 2328 - Architectural Drafting - Commercial

Architectural drafting procedures, practices, governing codes, terms and symbols, including the preparation of detailed working drawings for a commercial building, with emphasis on commercial construction methods.

Lab Required: Yes

Prerequisite/Concurrent Enrollment: DFTG 1309

DFTG 1317 - Architectural Drafting - Residential

Architectural drafting procedures, practices, terms, and symbols. Preparation of detailed working drawings for residential structures. Emphasis on light frame construction methods.

Lab Required: Yes

Prerequisite(s): DFTG 2328

Dual Credit CADD 3B - 13004810

1 Semester

2 Credits

Grade 12

DFTG 1333 - Mechanical Drafting

Study of mechanical drawings using dimensioning and tolerances, sectioning techniques, orthographic projection, and pictorial drawings.

Lab Required: Yes

Prerequisite(s): DFTG 2319

DFTG 2350 - Geometric Dimensioning and Tolerancing

Geometric dimensioning and tolerancing, according to standards, application of various geometric dimensions and tolerances to production drawings.

Lab Required: Yes

Prerequisite(s): DFTG 1309

Dual Credit HVAC 1A - 13005800

1 Semester

1 Credit

Grades 11-12

HART 1407 - Refrigeration Principles

An introduction to the refrigeration cycle, heat transfer theory, temperature/pressure relationship, refrigerant handling, refrigeration components, and safety.

Lab Required: Yes

Prerequisite: Consent of Associate Dean/Director

Corequisite(s): HART 1401

Note: HVAC Classes require strong basic math skills, the mental maturity and development to work daily with high voltage electrical, combustible gases, power tools, refrigerants, various chemical agents, extended periods of time standing in place, lifting heavy weights (up to 60 pounds repeatedly), reaching, bending, and working with intense heat/cold.

Dual Credit HVAC 1B - 13005400

1 Semester

2 Credits

Grades 11-12

HART 1401 - Basic Electricity for HVAC

Principles of electricity as required by HVAC, including proper use of test equipment, electrical circuits, and component theory and operation.

Lab Required: Yes

Prerequisite: Consent of Associate Dean/Director

Corequisite: HART 1407

Dual Credit HVAC 2A - N1300430

1 Semester

1 Credit

Grades 11-12

HART 1445 - Gas and Electric Heating

Study of the procedures and principles used in servicing heating systems including gas fired furnaces and electric heating systems.

Lab Required: Yes

Prerequisite(s): HART 1401 and HART 1407, and Consent of Associate Dean/Director.

Corequisite: HART 1441

Dual Credit HVAC 2B - N1300430

1 Semester

2 Credits

Grades 11-12

HART 1441 - Residential Air Conditioning

A study of components, applications, and installation of mechanical air conditioning systems including operating conditions, troubleshooting, repair, and charging of air conditioning systems.

Lab Required: Yes

Prerequisite(s): HART 1401 and HART 1407, and Consent of Associate Dean/Director

Corequisite(s): HART 1445

Dual Credit HVAC 3 - 13005900

2 Semesters

3 Credits

Grade 12

HART 2431 - Advanced Electricity for HVAC

Advanced electrical instruction and skill building in installation and servicing of air conditioning and refrigeration equipment including detailed instruction in motors and power distribution motors, motor controls, and application of solid state devices.

Lab Required: Yes

Prerequisite(s): HART 1441 and HART 1445

Corequisite: HART 2438

HART 2438 - Air Conditioning Installation and Startup

A study of air conditioning system installation, refrigerant piping, condensate disposal, and air cleaning equipment with emphasis on startup and performance testing.

Lab Required: Yes

Prerequisite(s): HART 1441 and HART 1445

Corequisite: HART 2431

HART 2349 - Heat Pumps

A study of heat pumps, heat pump control circuits, defrost controls, auxiliary heat, air flow, and other topics related to heat pump systems.

Lab Required: Yes

Prerequisite: HART 2431

Corequisite: HART 2445

HART 2445 - Residential Air Conditioning Systems Design

Study of the properties of air and results of cooling, heating, humidifying or dehumidifying; heat gain and heat loss calculations including equipment selection and balancing the air system.

Lab Required: Yes

Prerequisite: HART 2438.

Corequisite: HART 2349.

Arts, Audio/Video Technology & Communication

Professional Communications - 13009900

1 Semester

.5 Credit

Grades 9-12

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.

Principles of Art, Audio/Video Technology, and Communications (AAVTC) - 13008200

1 Year

1 Credit

Grades 9-12

The goal of this course is for the student to understand AAVTC systems. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.

Audio/Video Production I - 13008500

1 Year

1 Credit

Grades 10-12

Recommended Prerequisite: Principles of AAVTC.

In addition to developing technical knowledge and skills needed for success in the AAVTC Career Cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video products.

Audio/Video Production II/Lab - 13008600/13008610

1 Year

1 or 2 Credits

Grades 11-12

Prerequisite: Audio/Video Production I

Building upon the concepts taught in Audio/Video Production, in addition to developing advanced knowledge and skills needed for success in the AAVTC Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production products.

Through diverse forms of storytelling and production, students will exercise and develop creativity, intellectual curiosity, and critical-thinking, problem-solving, and collaborative skills. This course may be implemented in an audio format or a format with both audio and video. Requiring a lab requisite for the course affords necessary time devoted specifically to the production and post-production process.

Practicum in Audio/Video Production - 13008700

1 Year

2 Credits

Grades 11-12

Prerequisite: Audio/Video Production II/Lab

Building upon the concepts taught in Audio/Video Production II and its corequisite Audio/Video Production II Lab, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre- production, production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio/video or audio format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities. **Note: Students will need to submit the [AHS CTE & STEAM Advanced Course Qualification Form](#) by the posted deadline in Schoology to be considered for this course.**

Digital Design and Media Production (Yearbook (YB1)) - 03580400

1 Year

1 Credits

Grades 9-12

Prerequisite: Principles of AAVTC

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

Commercial Photography I (YB2) - 13009100

1 Year

1 Credit

Grades 9-12

Recommended Prerequisite: Digital Design and Media Production (YB1)

In addition to developing knowledge and skills needed for success in the AAVTC Career Cluster, students will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs.

Commercial Photography II (YB3/Lab - 13009200 or 13009210

1 Year

1 or 2 Credit(s)

Grades 10-12

Recommended Prerequisite: Commercial Photography I (YB2)

In addition to developing advanced technical knowledge and skills needed for success in the AAVTC Career Cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs. LAB Option: Districts are encouraged to offer this lab in a consecutive block with Commercial Photography II to allow students sufficient time to master the content of both courses.

Graphic Design and Illustration I - 13008800

1 Year

1 Credit

Grades 10-12

Recommended Prerequisite: Principles of AAVTC.

Within this context, in addition to developing knowledge and skills needed for success in the AAVTC Career Cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

Graphic Design and Illustration II/Lab - 13008900 or 13008910

1 Year
1 or 2 Credits
Grades 10-12

Prerequisite: Graphic Design and Illustration I

Within this context, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills. Students will work on real-world design projects for real-world clients, using Adobe, the industry-standard software; get your certificate as an associate user of the software the pros use; learn how to think and act more like a professional; make more sophisticated choices in your work, all to put yourself ahead of the competition when you apply to college.

Practicum in Graphic Design and Illustration - 13009000

1 Year
2 Credits
Grades 11-12

Prerequisite: Graphic Design and Illustration II/Lab

In addition to developing technical knowledge and skills needed for success in the AAVTC Career Cluster, students will be expected to develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities. **Note: Students will need to submit the [AHS CTE & STEAM Advanced Course Qualification Form](#) by the posted deadline in Schoology to be considered for this course.**

Business, Marketing, and Finance

Principles of Business, Marketing, and Finance - 13011200

1 Year
1 Credit
Grades 9-11

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

Entrepreneurship I - 13011101

1 Year
1 Credit
Grades 9-12

Students will learn the principles necessary to begin and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services.

Entrepreneurship II - 13011102

1 Year
1 Credit
Grades 10-12

Prerequisite: Entrepreneurship I

The purpose of the course is to prepare students with the knowledge and skills needed to become a successful entrepreneur within an innovative marketplace. The goal and outcome of the course is for students to have their business launched by the end of the course or have the tools necessary to launch and operate their business. Students are encouraged to work in close cooperation with local industry leaders, community members, and educators to develop ideas and objectives, complete a business model canvas, pitch to potential investors, register with governmental agencies, develop their brand identity, and participate in local chamber of commerce meetings and events. The recommended participants are students in the CTE Entrepreneurship program of study, students in grades 11-12, and those interested in starting a business.

Statistics & Business Decision Making - 13016900

1 Year

Grade Placement: 11–12

Credit: 1

Prerequisite: Algebra II.

Statistics and Business Decision Making is an introduction to statistics and the application of statistics to business decision making. Students will use statistics to make business decisions. Students will determine the appropriateness of methods used to collect data to ensure conclusions are valid.

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

Practicum in Entrepreneurship I - 13011111

1 Year

2 Credits

Grades 12

Recommended Prerequisite: Entrepreneurship I and II.

The Practicum in Entrepreneurship provides students the opportunity to apply classroom learnings and experiences to real-world business problems and opportunities, 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 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. **Note: Students will need to submit the [AHS CTE & STEAM Advanced Course Qualification Form](#) by the posted deadline in Schoology to be considered for this course.**

Social Media Marketing - 13034650

1 Semester

.5 Credit

Grades 10-12

Recommended Prerequisite: Principles of Business, Marketing, and Finance or any marketing course.

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

Sports and Entertainment Marketing - 13034600

1 Semester

.5 Credit

Grades 10-12/1301

Recommended Prerequisite: Principles of Business, Marketing, and Finance or any marketing course.

Sports and Entertainment Marketing will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and entertainment. The areas this course will cover include basic marketing concepts, publicity, sponsorship, endorsements, licensing, branding, event marketing, promotions, and sports and entertainment marketing strategies.

Marketing - N1303424

1 Year

1 Credit

Grades 10-12

Recommended Prerequisite: Principles of Business, Marketing, and Finance or any marketing course.

Marketing explores the seven core functions of marketing which include: marketing planning – why target market and industry affect businesses; marketing-information management – why market research is important; pricing – how prices maximize profit and affect the perceived value; product/service management – why products live and die; promotion – how to inform customers about products; channel management – how products reach the final user; and selling – how to convince a customer

that a product is the best choice. Students will demonstrate knowledge in hands-on projects which may include conducting research, creating a promotional plan, pitching a sales presentation, and introducing an idea for a new product/service.

Practicum in Marketing - 13034800

1 Year

2 Credits

Grade 12

Recommended Prerequisite: Principles of Business, Marketing, and Finance or any marketing course.

Practicum in Marketing is a series of dynamic activities that focus on the customer to generate a profitable exchange. Students will gain knowledge and skills that help them to be proficient in one or more of the marketing functional areas associated with distribution, financing, marketing information management, pricing, product planning, promotion, purchasing, risk management, and selling skills. Students will integrate skills from academic subjects, information technology, interpersonal communication, and management training to make responsible decisions. ***Note: Students will need to submit the [AHS CTE & STEAM Advanced Course Qualification Form](#) by the posted deadline in Schoology to be considered for this course.***

Dual Credit BMGT 1327 Principles of Management - 13011800 (online only)

1 Semester Fall

.5 Credit

Grades 11-12

Prerequisite: Meets all requirements of Collin College and pay all tuition, fees, and books through Collin. Concepts, terminology, principles, theories, and issues in the field of management. 3 credit hours.

Dual Credit BMGT 1307 Team Building - 13011900 (online only)

1 Semester Spring

.5 Credit

Grades 11-12

Prerequisite: Meets all requirements of Collin College and pay all tuition, fees, and books through Collin. Principles of building and sustaining teams in organizations. Includes team dynamics, process improvement, trust and collaboration, conflict resolution, and the role of the individual in the team. 3 credit hours.

Dual Credit BMGT 1341/2309 - 13012200 (online only)

1 Semester

2 Credits

Grades 11-12

Prerequisite: Meets all requirements of Collin College and pay all tuition, fees, and books through Collin.

BMGT 1341 Business Ethics (Fall): Discussion of ethical issues, the development of a moral frame of reference, and the need for an awareness of social responsibility in management practices and business activities. Includes ethical corporate responsibility. 3 credit hours.

BMGT 2309 Leadership (Fall): Leadership and its relationship to management. Prepares the student with leadership and communication skills needed to motivate and identify leadership styles. 3 credit hours.

Dual Credit BMGT 2303/HRPO 2307 - 13012210 (online only)

1 Semester

2 Credits

Grades 11-12

Prerequisite: Meets all requirements of Collin College and pay all tuition, fees, and books through Collin.

BMGT 2303 Problem Solving and Decision Making (Spring): Decision-making and problem-solving processes in organizations utilizing logical and creative problem-solving techniques. The application of theory is provided by experiential activities using managerial decision tools. 3 credit hours.

HRPO 2307 Organizational Behavior (Spring): The analysis and application of organizational theory, group dynamics, motivation theory, leadership concepts, and the integration of interdisciplinary concepts from the behavioral sciences. Prerequisite: BMGT 1327. 3 credit hours.

Information Technology

Info Tech Basics - 13027200

1 Year

1 Credit

Grades 9-10

In Principles of Information Technology, students will develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students will enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.

Fundamentals of Computer Science - 03580140

1 Year

1 Credit

Grades 9-12

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

Computer Science II - 03580300

1 Year

1 Credit

Grades 11-12

Prerequisite: Algebra I and either Computer Science I or Fundamentals of Computer Science.

This course will foster students' creativity and innovations by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will gain an understanding of computer science through the study of technology operations, systems and concepts.

Advanced Placement Computer Science Principles - A3580300

1 Year

1 Credit

Grades 11-12

Prerequisite: Algebra I

Content requirements for Advanced Placement (AP) Computer Science Principles are prescribed in the College Board Publication Advanced Placement® Curriculum Framework: AP Computer Science Principles, published by The College Board.

Computer Tech Practicum I/II - 13027500/13027510

1 Year

2 Credits

Grades 10-12

Recommended Prerequisites: Principles of Information Technologies, Computer Maintenance, Computer Maintenance Lab, Networking, and Networking Lab.

In the Computer Technician Practicum, students will gain knowledge and skills in computer technologies, including advanced knowledge of electrical and electronic theory, computer principles, and components related to the installation, diagnosis,

service, and repair of computer based technology systems. Students will reinforce, apply, and transfer their knowledge and skills to a variety of settings and problems. Proper use of analytical skills and application of IT concepts and standards are essential to prepare students for success in a technology-driven society. Critical thinking, IT experience, and product development may be conducted in a classroom setting with an instructor, with an industry mentor, or both. **Note: Students will need to submit the [AHS CTE & STEAM Advanced Course Qualification Form](#) by the posted deadline in Schoology to be considered for this course.**

Dual Credit ITNW 1358 (Fall) AND ITNW 1309 (Fall) - N1302803 (online only)

1 Semester

1 Credit

Grades 11-12

ITNW 1358 - Network+ (Fall): Assists individuals in preparing for Computing Technology Industry Association (CompTIA) Network certification exam and career as a network professional. Additionally, prepares individuals for a career as a Network Engineer in the Information Technology support industry. Includes the various responsibilities and tasks required for service engineer to successfully perform in a specific environment. 3 credit hours.

ITNW 1309 - Fundamentals of Cloud Computing (Fall): Introduction to cloud computing from a business and technical perspective, including cloud concepts, services, architecture, system integration, connectivity, data center migration, administration, security, compliance and technical support. Coverage includes preparation for industry certifications. Topics may adapt to changes in industry practices. 3 credit hours.

Dual Credit ITNW 1354 (Fall) AND ITNW 2375 (Fall) - 13027400 (online only)

1 Semester

1 Credit

Grades 11-12

Prerequisites: ITNW 1358 & ITNW 1309

ITNW 1354 - Implementing and Supporting Windows Servers (Spring): Implement, administer, and troubleshoot information systems that incorporate servers in a networked computing environment. Additionally, this course provides an introduction to Windows Server 2019. 3 credit hours.

ITNW 2375 - VMware vSphere: Installation, Configuration, and Management (Spring): A study of Virtualization in computer network technology. The course covers the installation, configuration, and management of VMware vSphere, which consists of VMware vSphere ESXi and VMware vCenter Server. 3 credit hours.

Dual Credit ITSC 1316 (Fall) AND ITSE 1359 (Fall) - N1302813 (online only)

1 Semester

1 Credit

Grade 12

Prerequisites: ITNW 1354 & ITNW 2375

ITSC 1316 - Linux Installation and Configuration (Fall): Introduction to Linux operating system. Includes Linux installation, basic administration, utilities and commands, upgrading, networking, security, and application installation. Emphasizes hands-on setup, administration, and management of Linux. 3 credit hours.

ITSE 1359 - Introduction to Scripting Languages - Python (Fall): Introduction to scripting languages including basic data types, control structures, regular expressions, input/output, and textual analysis. Topics may adapt to changes in industry practices. 3 credit hours.

Dual Credit ITNW 1373 (Spring) AND ITNW 1374 (Spring) - 12701500 (online only)

1 Semester

2 Credits

Grade 12

Prerequisites: ITSC 1316 & ITSE 1359

ITNW 1354 - Implementing and Supporting Windows Servers (Spring): Cloud Storage and Database technologies used in cloud computing. Topics include data storage for cloud, mobile, social media, and software. Provides a strong understanding of cloud computing concepts, technology, and architecture in support of storage technologies and prepares students for advanced concepts, technologies, and processes. This course investigates the existing concepts of Cloud Computing from the standpoint of technology resources and an internetworking perspective. The concepts that will be explored involve how Cloud Computing has matured, the growth of Cloud Computing and how the strategies that surround Cloud Computing have added to business

agility. The course will study the vastness of Cloud Computing, the services that Cloud Computing offers, and several vendor case studies on their methodology that drives Cloud Computing.. 3 credit hours.

ITNW 2375 - VMware vSphere: Installation, Configuration, and Management (Spring): Introduction to Cloud Security including tools which monitor data moving to and from the cloud and between cloud platforms, identification of fraudulent use of data in the Cloud and its financial and performance impact. Third-party cloud security solutions including cloud security gateways, centralized cloud management, and native IaaS/PaaS platform security will be presented. 3 credit hours.

Manufacturing

Intro to Maker Tech Assistant (MTA) - 13032200 (Principles of Manufacturing)

1 Year

1 Credit

Grades 10-12

Recommended Prerequisite: Algebra I or Geometry **Recommended Corequisite:** None In Principles of Manufacturing, students are introduced to knowledge and skills used in the proper application of principles of manufacturing. The study of manufacturing technology allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities. Students will gain an understanding of what employers require to gain and maintain employment in manufacturing careers

Maker Tech Assistant (MTA) I - 13032650 (Diversified Manufacturing I)

1 Year

1 Credit

Grades 10-12

Recommended Prerequisite: Algebra I

Diversified Manufacturing I provides the knowledge, skills, and technologies required for employment in multi-material technology systems. This project-based course will allow the student to apply academic skills to various manufacturing operations such as designing, laser machining, woodshop artisanship, plasma cutting, milling, sewing, 3D printing, digital electronics, and CNC technologies. Students will use a variety of power tools, hand tools, and stationary equipment throughout this course. Students will learn about career opportunities, expectations, and the development of the workplace.

Maker Tech Assistant (MTA) II - 13032660 (Diversified Manufacturing II)

1 Year

1 Credit

Grades 11-12

Prerequisite: Algebra I and MTA I

In Diversified Manufacturing II, students will continue to build on their existing knowledge of Makerspace Fabrication policies and integration. Students will work with the MTS in the training, implementation, and integration of all Makerspace Fabrication equipment, software, and policies.

Maker Tech Assistant (MTA I) - 13032650 (Practicum in Manufacturing)

1 Year

1 Credit

Grade 12

Prerequisite: MTA II

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

Transportation, Distribution, and Logistics

Principles of Business, Marketing, and Finance - 13011200

1 Year

1 Credit

Grades 9-11

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

Automotive Basics - 13039550

1 Year

1 Credit

Grades 9-10

Prerequisite: None

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

Automotive Technology I: Maintenance and Light Repair - 13039600

1 Year

2 Credits

Grades 11-12

Prerequisite: None

Automotive Technology I: Maintenance and Light Repair includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. This course includes applicable safety and environmental rules and regulations. In Automotive Technology I: Maintenance and Light Repair, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

Automotive Technology II: Automotive Service - 13039700

1 Year

2 Credits

Grades 12

Prerequisite: Automotive Technology I: Maintenance and Light Repair

Automotive Technology II: Automotive Service includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. Automotive Technology II: Automotive Service includes applicable safety and environmental rules and regulations. In this course, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

Practicum in Transportation (Auto Tech) - 13040450

1 Year

3 Credits

Grade 12

Recommended Prerequisite: Automotive Technology II: Automotive Service

Practicum in Transportation Systems is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, independent study, or laboratories. The Practicum can be either school lab based or worked based. **Note:** *Students will need to submit the [AHS CTE & STEAM Advanced Course Qualification Form](#) by the posted deadline in Schoology to be considered for this course.*

Public Services Endorsement

Public Services Career Options

Education and Training, Health Science, Law, Public Safety, Corrections & Security, Government & Public Administration, Human Services

Child Care Worker; Clinical, Developmental or Social Psychologist; Coach; Counselor; Volunteer Coordinator; Teacher; Summer Camp Coordinator; Sign Language Interpreter; Social Worker; Superintendent; Principal; Communities in Schools Coordinator; Dental Assistant; Dentist; Health Unit Coordinator; Hospital Administrator; Medical Lab Technician; Medical or Public Health Researcher; Nurse; Nurse's Aide; Nutritionist or Dietician; Physical Therapist; Physician; Physician's Assistant; Scientist; Surgeon; Transcriptionist; Air Force Judge Advocate Officer; Pilot; Security Forces Specialist; Pararescue; Chaplain; Army Geospatial Engineer; Medic; Public Affairs Officer; Attorney; Certified Security Officer; Correctional Officer; Court Reporter; Emergency Dispatcher; Fire Fighter; Immigration and Customs Inspector; Loss Prevention Specialist; Paralegal; Park Ranger; Police Officer; Paramedic

*There are many career options that are not listed above that fall within the Public Services Endorsement. Check out <http://www.onetonline.org/> to find out more!

Public Services Endorsement Courses by Career Cluster

Education & Training

Principles of Human Services - 13024200

1 Year

1 Credit

Grades 9-12

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.

Child Development - 13024700

1 Year

1 Credit

Grades 10-12

Recommended Prerequisite: Principles of Human Services

Child Development is a technical laboratory course that addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. 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.

Child Guidance - 13024800

1 Year

2 Credits

Grades 10-12

Recommended Prerequisite: Principles of Human Services. Recommended Prerequisite or Corequisite: Child Development.

Child Guidance is a technical laboratory course that addresses the knowledge and skills related to child growth and guidance equipping students to develop positive relationships with children and effective caregiver skills. Students use these skills to promote the well-being and healthy development of children, strengthen a culturally diverse society, and pursue careers related to the care, guidance, and education of children, including those with special needs. Instruction may be delivered through school-based laboratory training or through work-based delivery arrangements such as cooperative education, mentoring, and job shadowing. **Note: Students will need to submit the [AHS CTE & STEAM Advanced Course Qualification Form](#) by the posted deadline in Schoology to be considered for this course.**

Practicum in Early Learning - 13014520

1 Year

2 Credits

Grades 10-12

Prerequisite: Child Guidance

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. **Note: Students will need to submit the [AHS CTE & STEAM Advanced Course Qualification Form](#) by the posted deadline in Schoology to be considered for this course.**

Practicum in Education & Training - 13014500

1 Year

2 Credits

Grades 10-12

Prerequisite: Child Guidance

Practicum in Education and Training is a field-based internship 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 complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel. **Note: Students will need to submit the [AHS CTE & STEAM Advanced Course Qualification Form](#) by the posted deadline in Schoology to be considered for this course.**

Health Science

Principles of Health Science - 13020200

1 Year

1 Credit

Grades 9-10

The Principles of Health Science course is designed to develop health care specific knowledge and skills in effective communications, ethical and legal responsibilities, and beginning aspects of client care. Subjects included are basic anatomy and physiology, medical terminology, as well as exploring healthcare careers and consumer health. Students will learn about therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the healthcare industry. This course prepares that student for the transition to clinical experiences in health care.. *Note: Articulated with Collin HPRS 1271.*

Principles of Exercise Science and Wellness (Intro to Athletic Training) - N1302107

1 Year

1 Credit

Grades 9-10

The Principles of Exercise Science and Wellness course is designed to provide for the development of knowledge and skills in fields that assist patients with maintaining physical, mental, and emotional health. Students in this course will understand diet and exercise, as well as techniques to help patients recover from injury, illness, and disease. They will also learn about introductory health science topics such as employability skills, lifespan development, and ethical and legal standards. Students who take this course are ideally interested in such careers as physical therapy, athletic training, nutrition, personal training, and recreational therapy. The central focus of this course is to provide students with a solid foundation in the topics of health and wellness and increase their interest in the various careers available in these fields.

Health Science Theory - 13020400

1 Year

1 Credit

Grades 10-12

Prerequisite: Biology

The Health Science Theory course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development. This course emphasizes career exploration, medical history, ethics, leadership, cultural diversity, and communication skills. Also, an introduction to medical terminology, anatomy, medical math, and research are presented. Students should expect to work in collaborative groups, possess proficient presentation skills, and work well independently to be successful.

Medical Terminology - 13020300

1 Year

1 Credit

Grades 9-12

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

Dual Credit HITT 1305 Medical Terminology - 13020300 (online only)

1 Semester

1 Credit

Grades 10-12

Study of medical terms through word origin and structure. Introduction to abbreviations and symbols, surgical and diagnostic procedures, and medical specialties. 3 credit hours.

Dual Credit HPRS 2301 Pathophysiology - 13020800 (online only)

1 Semester

1 Credit

Grades 10-12

Prerequisite: Biology and Chemistry and a course from the Health and Science Career Cluster.

Study of the pathology and general health management of diseases and injuries across the lifespan. Topics include etiology, symptoms, and the physical and psychological reactions to diseases and injuries. 3 credit hours. *Note: This course satisfies a science credit requirement for students on the Foundation High School Program.*

Kinesiology I - N1302104

1 Year

1 Credit

Grades 9-10

Corequisite: Sports Medicine (AT I)

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

Kinesiology II - N1302124

1 Year

1 Credit

Grades 11-12

Corequisite: Sports Medicine (AT II)

The Kinesiology II course is designed to provide students an advanced level of knowledge, skills, and understanding of body composition and the effect on health, nutritional needs of physically active individuals, qualitative biomechanics, application of therapeutic modalities, appropriate rehabilitation services, and aerobic training intensity programs. The course is designed to allow students to advance their understanding of professional standards, employability skills, and ethical and legal standards. Throughout this course, students explore the healthcare/exercise business model and gain an understanding of therapeutic sports psychology. Students develop proper aerobic fitness programs and rehabilitation programs. Kinesiology II prepares students for an industry certification exam such as Certified Personal Trainer.

Anatomy and Physiology - 13020600

1 Year

1 Credit

Grade 12

Prerequisites: Biology and a second science

Recommended Prerequisite: A course from the Health and Science Career Cluster

The Anatomy and Physiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis. *Note: This course satisfies a science credit requirement for students on the Foundation High School Program.*

Practicum in Sports Medicine - 13011111

1 Year

2 Credits

Grade 12

Prerequisite: Kinesiology II

The Practicum in Sports Medicine provides students the opportunity to apply classroom learnings and experiences to real-world business problems and opportunities, 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 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. **Note: Students will need to submit the [AHS CTE & STEAM Advanced Course Qualification Form](#) by the posted deadline in Schoology to be considered for this course.**

Dual Credit Certified Nurse's Aide (CNA) NURA 1401/ HPRS 1303/ NURA 1160/ HPRS2310 - 13020500/13020510

2 Semesters

2 Credits

Grades 11-12

Prerequisite: Health Science Theory and Biology

Note: Students will need to submit the [AHS CTE & STEAM Advanced Course Qualification Form](#) by the posted deadline in Schoology to be considered for this course. Students will also be required to submit their interest to be considered for this program to Collin College according to the Schoology posted process.

NURA 1401 Nurse Aide for Health Care: Knowledge, skills, and abilities essential to provide basic care to residents of long-term care facilities. Topics include resident's rights, communication, safety, observation, reporting and assisting residents in maintaining basic comfort and safety. Emphasis is on effective interaction with members of the health care team, restorative services, mental health, and social service's needs. Lab required. 3 credit hours.

HPRS 2310 Basic Health Skills II: Builds on previously acquired knowledge and skills relevant to the professional development of the student. Lecture and simulated laboratory experiences prepare the student to perform patient care utilizing critical thinking and advanced clinical skills. Lab required. 3 credit hours.

HPRS 1303 End of Life Issues: Discussion of grief, loss, and end of life issues. Prepares caregivers to function in settings where communication skills are utilized to provide psychosocial support to persons and their families. 3 credit hours.

NURA 1160 Clinical – Nursing Aide and Patient Care Assistant: A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. Prerequisite / Concurrent Enrollment: NURA 1301. 1 credit hour.

Dual Credit Electrocardiogram (EKG) DSAE 2303/ECRD 1211/DSAE 1340/HPRS 1160 - 13020500/13020510

2 Semesters

2 Credit

Grades 11-12

Prerequisite: Health Science Theory and Biology

Note: Students will need to submit the [AHS CTE & STEAM Advanced Course Qualification Form](#) by the posted deadline in Schoology to be considered for this course. Students will also be required to submit their interest to be considered for this program to Collin College according to the Schoology posted process.

DSAE 2303 Cardiovascular Concepts: Anatomy, physiology, and pathophysiology of the cardiovascular system. Focuses on cardiac and vascular structural anatomy and relationships, electrical innervation, embryology, and hemodynamics of the heart and vascular system. Includes pathophysiology, etiology, pathology, signs, symptoms, risk factors, and treatment of cardiovascular diseases. 3 credit hours.

ECRD 1211 - Electrocardiography: Fundamentals of cardiovascular anatomy and physiology. Includes basic electrocardiography procedures, interpretation of basic dysrhythmias, and appropriate treatment modalities. Lab required. 2 credit hours.

DSAE 1340 Diagnostic Electrocardiography: Cardiac testing including the techniques and interpretation of patient physical assessment. Covers electrocardiography, stress testing, Holter monitoring, vital signs, and cardiovascular pharmacology. Lab required. 3 credit hours.

HPRS 1160 Clinical - Health Services/Allied Health/Health Sciences, General: A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. 1 credit hour.

Practicum in Health Science II (Certified Medical Assistant) - 13020510

1 Year

2 Credits

Grades 12

Prerequisite: Health Science Theory and Biology

Note: Students will need to submit the [AHS CTE & STEAM Advanced Course Qualification Form](#) by the posted deadline in Schoology to be considered for this course. Students will also be required to submit their interest to be considered for this program to Collin College according to the Schoology posted process.

This course allows students to apply previously learned skills in various environments in order to acquire an entry level position in a medical facility as a certified medical assistant. In this course the student learns to perform basic patient care, vital signs,

medical office protocols, reporting patient history, maintaining patient records, some medical billing and insurance filing, taking appointments, intake and output logs, and vital signs. Good attendance, punctuality, and ethics are emphasized in this course. Students will be required to purchase scrubs and stethoscopes, pay lab and materials fees, as well as exam fees. At the end of this course students will be eligible to sit for the state Certified Medical Assistant Exam. Excellent attendance record, grades, and discipline record (from previous school year) are required for acceptance into this course.

Law and Public Services

Law Enforcement I - 13029300

1 Year

1 Credit

Grades 10-12

Recommended Prerequisite: Principles of Law, Public Safety, Corrections, and Security

Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement.

Students will understand the role of constitutional law at local, state, and federal levels; the U.S. legal system; criminal law; and law enforcement terminology and the classification and elements of a crime.

Forensic Science - 13029500

1 Year

1 Credit

Grade 12

Prerequisites: Biology, Chemistry, and any Law and Public Service Career Cluster course

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

Students will also learn the history and the legal aspects as they relate to each discipline of forensic science. *Note: This course satisfies a science credit requirement for students on the Foundation High School Program.*

Counseling and Mental Health - 13024600

1 Year

1 Credit

Grades 10-12

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

Law Enforcement II - 13029400

1 Year

1 Credit

Grades 11-12

Recommended Prerequisite: Law Enforcement I

Law Enforcement II provides the knowledge and skills necessary to prepare for a career in law enforcement. Students will understand ethical and legal responsibilities, patrol procedures, first responder roles, telecommunications, emergency equipment operations, and courtroom testimony.

Practicum in Law Enforcement - 13030100

1 Year

1 Credit

Grade 12

Recommended Prerequisite: Law Enforcement II

The practicum course is designed to give students supervised practical application of previously studied knowledge and skills in law, public safety, corrections, and security. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. Students are encouraged to participate in extended learning experiences such as career and

technical student organizations and other leadership or extracurricular organizations. **Note: Students will need to submit the [AHS CTE & STEAM Advanced Course Qualification Form](#) by the posted deadline in Schoology to be considered for this course.**

Dual Credit CRIJ 1301 (Fall) CRIJ 1306 (Spring) - 13029600 (online only)

2 Semesters

1 Credit

Grades 11-12

Recommended Prerequisite: Law Enforcement I

CRIJ 1301 Introduction to Criminal Justice (Fall): This course provides a historical and philosophical overview of the American criminal justice system, including the nature, extent, and impact of crime; criminal law; and justice agencies and processes. 3 credit hours.

CRIJ 1306 Court Systems and Practices (Spring): This course is a study of the court system as it applies to the structures, procedures, practices, and sources of law in American courts, using federal and Texas statutes and case law. 3 credit hours.

Dual Credit CRIJ 1310 (Fall) CRIJ 2328 (Spring) - 13018300 (online only)

2 Semesters

1 Credit

Grades 11-12

Prerequisite: CRIJ 1301 and CRIJ 1306

CRIJ 1310 Fundamentals of Criminal Law (Fall): This course is the study of criminal law including the application of definitions, statutory elements, defenses, and penalties using Texas statutes, the Model Penal Code, and case law. The course also analyzes the philosophical and historical development of criminal law and criminal culpability. 3 credit hours.

CRIJ 2328 Police Systems and Practices (Spring): This course examines the establishment, role, and function of police in a democratic society. It will focus on types of police agencies and their organizational structure, police-community interaction, police ethics, and use of authority. 3 credit hours.

Dual Credit CRIJ 2313 (Fall) CRIJ 1307 (Spring) - N1303014/13018400 (online only)

2 Semesters

2 Credits

Grades 12

Prerequisite: CRIJ 1310 and CRIJ 2328

CRIJ 2313 Correctional Systems and Practices (Fall): This course is a survey of institutional and non-institutional corrections. Emphasis will be placed on the organization and operation of correctional systems; treatment and rehabilitation; populations served; Constitutional issues; and current and future issues. 3 credit hours.

CRIJ 1307 Crime in America (Spring): American crime problems in historical perspective, social and public policy factors affecting crime, impact and crime trends, social characteristics of specific crimes, and prevention of crime. 3 credit hours.

Dual Credit Emergency Medical Technician (EMT) EMSP 1371/EMSP 1501/EMSP 1160 - N1303015 (online only)

2 Semesters

2 Credits

Grades 12

Prerequisite: Principles of Health Science, Health Theory, Medical Terminology, Anatomy & Physiology, or CNA and must meet all requirements of Collin College and pay all tuition, fees, and books through Collin.

Note: Students will need to submit the [AHS CTE & STEAM Advanced Course Qualification Form](#) by the posted deadline in Schoology to be considered for this course. Students will also be required to submit their interest to be considered for this program to Collin College according to the Schoology posted process.

EMSP 1371 Introduction to Emergency Medical Technician (Fall): Introduction to Emergency Medical Services including: history, organization and function, legal aspects, and ethics. Overview of human anatomy and physiology, patient assessment, airway control, and infection control techniques. Prerequisite: Consent of Program Director. Corequisites: EMSP 1160 and EMSP 1501.

EMSP 1501 Emergency Medical Technician (Fall/Spring): Preparation for certification as an Emergency Medical Technician (EMT). Lab required. Prerequisite: Consent of Program Director. Corequisite: EMSP 1160.

EMSP 1160 Clinical (Spring): Emergency Medical Technician (EMT Paramedic) - Basic (Capstone)SP: A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. Prerequisite: Consent of Collin College Program Director.

STEM (Science, Technology, Engineering, & Math) Endorsement

STEM Career Options

Science, Technology, Engineering, & Mathematics

Climate Change Analyst; Marine Biologist; Emergency Management Specialist; Environmental Compliance Inspector; Environmental Science; Geographer; Geoscientist; Hydrologist; Industrial Health & Safety Engineer; Meteorologist; Park Ranger; Science Manager; Soil and Water Conservationist; Soil Scientist; Medical Scientist; Biophysicist; Biochemist; Chemist; Physicist; Atmospheric Scientist; Materials Scientist; Astronomer; Biological Scientist; Software Developer; Computer Administrator; Civil Engineer; Mechanical Engineer; IT Manager; Computer Programmer; Computer Systems Administrator; Civil Engineer; Mechanical Engineer; Biomedical Engineer; Architect; Electrical Engineer; Environmental Engineer; Industrial Engineer; Landscape Architect; Petroleum Engineer; Actuary; Budget Analyst; Economist; Financial Analyst; Mathematician; Statistician; Operations Research Analyst; Finance Officer; Accountant; Certified Public Accountant; Cryptographer; Mathematics Professor; Personal Finance Advisor

*There are many career options that are not listed above that fall within the Public Services Endorsement. Check out <http://www.onetonline.org/> to find out more!

STEM Endorsement Courses by Career Cluster

Engineering

Introduction to Computer-Aided Design and Drafting (CADD) - 13037350

1 Year

1 Credit

Grades 9-10

Prerequisite: None

Introduction to Computer-Aided Design and Drafting (CADD) allows students to acquire knowledge and skills needed to use design software, including an introduction to CADD equipment and software selection and interfaces. Students gain skills in setting up a CADD workstation; upgrading a computer to run advanced CADD software; working with storage devices; storing, retrieving, backing-up, and sharing databases, file servers, and local area networks (LANs); and transferring drawing files over the internet.

Aerospace Design I - 12756040

1 Year

1 Credit

Grade 10

Prerequisite: Algebra I and Introduction to CADD

Recommended Corequisite: Geometry

Students enrolled in Aerospace Design I demonstrate knowledge and skills associated with the design evolution and emerging trends of aircraft and aerospace systems. Fundamental concepts such as forces of flight, structures, aerodynamics, propulsion, stability and control, and orbital mechanics are introduced as related to design decisions for atmospheric and space flight. These concepts are related to mission requirements and solution approaches.

Scientific Research and Design - 13037200

1 Year

1 Credit

Grades 11-12

Prerequisites: Aerospace Design I

Scientific Research and Design is a broad-based course designed to allow districts and schools considerable flexibility to develop local curriculum to supplement any program of study or coherent sequence. The course has the components of any rigorous scientific or engineering program of study from the problem identification, investigation design, data collection, data analysis, formulation, and presentation of the conclusions. These components are integrated with the career and technical education emphasis of helping students gain entry-level employment in high-skill, high-wage jobs and/or continue their education. Students must meet the 40% laboratory and fieldwork requirement. Students may take this course with different course content for a maximum of three credits.

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

Practicum in Engineering - 12756080

1 Year

2 Credits

Grade 12

Prerequisites: Algebra I and Geometry and a minimum of two credits with at least one course in a Level 2 or higher course from the Engineering career cluster

Practicum in Engineering 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 engineering, 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. **Note: Students will need to submit the [AHS CTE & STEAM Advanced Course Qualification Form](#) by the posted deadline in Schoology to be considered for this course.**

Physics for CTE (Physics Equivalent) - 13037150

1 Year

1 Credit

Grades 11-12

Prerequisite: Algebra I, Chemistry, Physics, or IPC

In Physics for Engineering, students will conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. This course is rooted in the Engineering Career Cluster and will challenge students to use scientific and engineering practices to solve real-world problems. Various systems will be described in terms of space, time, energy, and matter. Students will study a variety of topics that include laws of motion, conservation of energy, momentum, electricity, magnetism, thermodynamics, and characteristics and behavior of waves. Building on our project-based learning model, students will apply these physics concepts as they design, test, and refine solutions, performing laboratory experiments for at least 40% of instructional time using safe practices. *Note: This course satisfies a high school science graduation requirement.*

ANNA HIGH SCHOOL



POST-SECONDARY HANDBOOK



LETTER FROM THE COUNSELORS

Dear Coyotes,

We are so excited that you have begun the journey to achieving your dreams and goals. We have created this Post-Secondary Handbook to help support you on this path to greatness. You are our future and we believe the future is bright!

In this handbook, you will find a plethora of information and resources to help prepare you for the exciting phase of life that comes after you graduate from high school. While this handbook is by no means comprehensive, we do feel that it is an excellent starting point and is best utilized during the 11th and 12th grade years. Our suggestion is that you explore each portion of the handbook and review the “Frequently Asked Questions” section.

As always, you are more than welcome and encouraged to visit with your counselor for further information or clarification when post-secondary planning. You will also find information pertaining to graduation requirements on the Academics page on the Anna High School website.

Highest Regards,

Anna High School Counseling

COLLEGE ADMISSIONS GUIDE

JUNIOR YEAR

December – January

- PSAT results are distributed prior to winter break. Use this information to evaluate what you need to work on to score your best on the SAT this spring.
- Correct answers will be on the results sheet along with an access code so you can review your results and receive further information online.
- Research possible college choices – start this if you have not already done so. This is the perfect time to start asking questions about the college process.
- All students should take the ACT / SAT in the spring. Most colleges will accept either and there is not a way to predict which test will be best for which student.
- Create an academic resume and list all extracurricular activities from high school.

February-March

- Visit colleges – Juniors have two excused college visit days for the year. Prior to attending the college visits, students must get the absence form from the front office. The form requires a signature from the college administrator, parent, and student and then turned in to the attendance clerk when you return in order to receive an excused absence.
- Prepare for dual credit classes senior year (Apply to Collin College, take the TSI, and complete your paperwork before you can register).

April – May

- Some select out-of-state schools will want you to take one or more SAT subject tests as part of the admissions process. Look at taking a subject test or tests in June, if needed, while the material is still fresh in your mind. Register now for those.
- Take AP tests for any AP course. Registration for AP tests is done at the end of March. Pay attention to announcements.
- Contact teachers, coaches, or community members and ask if they are willing to write a personal recommendation on your behalf. Have 3-5 willing to write a recommendation.

June – August

- Visit college campuses.
- Finalize Top 10 list of colleges you would like to attend. Record the application deadlines, minimum ACT/SAT scores and GPA, scholarship process, and cost of attendance.
- Start applying for colleges once their application opens for the next school year.
- Work on college essays and have several people including friends, teachers, and adults read them for accuracy.
- Contact recommenders to write your letters and include in your request a copy of your resume and provide them with your GPA and instructions for how to submit recommendation.
- If you are considering playing Division I or II sports in college, register with the NCAA Clearinghouse at www.eligibilitycenter.org.

SENIOR YEAR

September - October

- Check for scholarships at school(s) in which you are interested.
- Check application deadlines for schools you are interested in and begin ApplyTexas or CommonApp applications.
- Register for the October ACT/SAT if you need to improve your scores for admission and/or scholarships.
- Attend a college fair at high school.
- Seniors have two excused college visit days each semester. Prior to attending the college visits, students must get the absence form from the front office. The form requires a signature from the college administrator, parent, and student and then turned in to the attendance clerk when you return in order to receive an excused absence.
- Begin FAFSA (fafsa.gov) process. Students and parents create FSA ID and then enter financial information starting on October 1st.

November - December

- Many college applications to selective schools are due in early December. If that application requires a letter of recommendation, please remember to ask for it at least two weeks in advance. Also, share the specific details of where to submit as well as your resume.
- Look for chances to talk to college students that may be home for the holidays, especially if they attend a school in which you are interested.

January

- Continue to complete your college applications and apply for local and online scholarships.

February – March

- Many local scholarships are available at this time. Check with your school, churches, civic groups, places of employment, etc.

April - May

- Most regular decision college admission letters will arrive.
- Reply to college acceptance letters no later than May 1st. Let all the colleges that accept you know whether or not you will be attending.
- If accepted, start the process of signing up for housing and summer orientation.
- If your first choice college places you on their waiting list, do not lose all hope. Some students are admitted at a later date from waiting lists. Go ahead and accept another offer, then if you are selected off the waitlist you can make a decision at that time.
- Take AP tests for any AP course. Scores on the test range from 1–5. A score of 3 or higher will earn a student college credit at many universities.

June – July

- You may send one final SHS transcript to a college – the one you will attend.
- Register for classes – many schools will have you register online, some will have summer orientation programs for you to attend and others will have you register in the fall.

POST HIGH SCHOOL OPTIONS

Colleges offer a four-year program in the arts and sciences usually leading to a Bachelor of Arts (BA) or a Bachelor of Science (BS) degree in a major field of study such as English, chemistry, business, etc. These schools are usually, but not always, the liberal arts “regular decision” schools. Colleges may also offer degrees in pre-professional areas such as law, theology and medicine; which then require that a student continue with advanced study in a graduate school or a medical school. Students could also move on to a university to obtain a master’s or doctorate degree.

Universities offer both four-year undergraduate degrees and graduate study. After earning a bachelor’s degree, students may continue their education either at this school or at another by seeking a master’s degree and then a doctorate, if desired. These schools are usually, but not always, larger public schools, i.e. “University of....”

Junior Colleges or Two Year Colleges offer a two-year degree, which is the equivalent of the first two years of the regular college program. Students may then transfer to a four-year school, usually as a junior.

Community Colleges or Technical Schools offer two kinds of programs: “college transfer” and “career.” Students in the “college transfer” program will take traditional freshman and sophomore college courses to earn an Associate of Arts or Science degree (AS or AA) and may transfer to a four-year school. Many careers are open with only an AA degree such as nursing, computer networking, welding, construction management, etc. This can be a good option as community colleges cost much less than four-year colleges, thus saving money for the first two years. Students in the “career” track are working toward a certificate to study specialized areas such as computers, real estate, medical assistant, etc.

Specialized Schools offer programs in areas such as cosmetology, music, computers, graphics, etc. Students do not receive the liberal arts part of a college curriculum, and instead train for a specific career.

Military Academies offer a four-year course of study leading to a bachelor’s degree and a commission as an officer in the military. See more information about this later in this handbook under “Military Option.”

Military Service in any branch offers a wide variety of training opportunities for qualified persons both while in the service and after the service obligation is completed.

Apprenticeship Training is where an employer agrees to teach someone the skills necessary for a certain job and to give on-the-job experience. This program may or may not require related technical instruction at a school. At the end of the apprentice period, the trainee becomes a journeyman or a qualified craftsman. Examples of careers in this area are electrician, plumber, HVAC, welding, construction, etc.

COLLEGE ADMISSIONS TERMINOLOGY

Rolling Admission - Applications are processed as they are received and students are notified of admission status within 2-3 weeks. While deadlines for most of these schools may extend well into the spring or the summer it is important to make sure that a student has at least applied by the school's financial aid deadline. Schools in this category in Texas will use the ApplyTexas application described later in this handbook with schools outside of Texas usually having their own application. Most of these applications including the ApplyTexas application are available starting August 1st.

Regular Decision - Applications are due by a set deadline. These deadlines typically run from November 1st through January 1st with some as late as March 1st. Decisions from these colleges are sent to applicants by a set date, usually April 1st. Students must respond back to each college to which they were accepted by May 1st with their decision. Most schools in this category will use the Common Application described later in this handbook. The Common Application is not available until August 1st. Do not fill it out earlier or you will be completing the previous year's version.

Early Decision - This is a binding contract. Only one such application may be pending. If accepted, a student must attend that school. Because of the obligation to attend if accepted, this option is not a very common one for most students, as a student is obligating himself prior to knowing about financial aid and potential scholarships.

Early Action - This process is not binding and is a very common approach to applying to schools. Many Regular Decision schools will have this as an option. It is the same process with the same results. It is just that students find out a decision by winter break instead of waiting until April 1st. The deadline for Early Action applications is typically November 1st. Students may apply to one or several schools using Early Action.

Restricted Early Action - This is the same as Early Action except that the student may apply to only one Early Action school (similar to Early Decision except that this process is not binding). Very few schools use this. At the time of this printing, Yale, Stanford, Princeton, Harvard and Boston College are the only schools using this method.

STEPS IN THE COLLEGE PROCESS

Take Entrance Exams

Take both the SAT and ACT in the spring of your junior year. There is not a definitive way to predict which test will be best for a particular student. You may retake one or both again in your senior year. Schools typically use only your highest score. Send all scores from your entrance exams. Some schools will “superscore” meaning they use your best score for each section from multiple tests to compile a new total. Others will superscore for scholarships only, and some will use the highest score on an individual section for a scholarship even if they don't use that test administration for admission purposes. Check with the college admissions page to see if they require the essay portion or subject tests.

Gather Information

By the middle of summer prior to the senior year, students should have gathered information about several colleges. Factors to consider include: private vs. public, housing, scholarships, financial aid, extracurricular activities, general atmosphere of the school, degree programs, and entrance requirements. Factors that a college admissions office may consider in evaluating an applicant include: high school curriculum, grades, admission test scores, rank, essay, recommendations, interview, community service, work, summer activities, school involvement and leadership.

Narrow Your Choices

By the beginning of the senior year, students should know what schools to which they are applying; this usually includes a **Dream School** (a reach), a **Good Bet School** (good school/good match), and a **Safety Net School** (sure thing). It is important to consider the degree of difficulty in getting into a particular school. Do not apply to only “Dream Schools”; it is important to have other options in case a dream school does not work out. A basic checklist for college selection is:

- Does the college offer the program I want to study?
- Do I have a good chance to be admitted?
- Can my family manage the costs?
- Is the location an acceptable distance from home?

Apply for Admission

The process of applying for admission varies from one college to another. It is your responsibility to know the steps and deadlines. At a minimum, applying means sending an application form, high school transcript and entrance exam scores to the college. You may apply even if you do not have an entrance exam score; it may be sent later. Schools may also request recommendations, a resume, an essay, college transcript, high school transcript, an interview, etc. Know what is required and be prepared well before any deadlines.

Apply for Money

Over 90% of financial aid comes from either the federal government or from the school you will be attending. Fill out the FAFSA in October to access money from the government. Get on a school's website to see what they have available; some will have financial aid deadlines in the fall.

Accept Offer of Admission

Most colleges will have a deadline of May 1st for the student to let them know that he/she is coming. Typically, the student submits an electronic commitment and pays an admissions deposit. You may wait until this date to notify the colleges, but as soon as you do decide, let them know so that you can make your housing deposit. You must also inform the other schools to which you were accepted that you are not coming.

Apply for Housing

Many colleges require on-campus living for freshman students, it is important to know the procedure for housing arrangements at the school of your choice. An application form and a deposit are usually necessary. The earlier you make the housing deposit, the more housing options you may have.

Register for Courses

Some colleges will have a registration process on-line with a deadline in the summer. Other schools will have a summer orientation program during which you will select your fall schedule. Pay close attention to material you will receive from the college you will be attending. Sign up for an early orientation session and send

SAT/ACT INFORMATION

When you apply for either the ACT or the SAT, you must indicate your high school code. We recommend that students take both the ACT and SAT. Colleges accept either and use a conversion chart to compare the two test scores.

ACT

What is tested? The ACT is a 2 hour, 55 minute test, which consists of reading, English, math, and science. We recommend you take the ACT plus writing in case students apply later to a school that requires it. The key difference is that the ACT allows use of a calculator on all math sections, has lots of geometry, and is faster paced.

How is it scored? Students and colleges will still receive your ACT score based upon the 1-36 point scale for the ACT. You will receive a score for each area, plus an averaged composite score. If you also take the writing test, it will be reported as a separate score on a 1-12 scale but on the same score report form. There is no deduction for wrong answers (no penalty for guessing).

When should I take it? The April and June tests offer the Test Information Release (TIF) (an additional \$18) which, in addition to your scores, will provide you with the questions and answers from the test which can be used for future preparation.

How do I register? Go to www.actstudent.org. If you are on free or reduced lunch, you may take the ACT, plus writing twice for free. Your counselor can provide you with a fee waiver form.

SAT

What is tested? The SAT is a 3 hour test, which consists of reading, writing, and two math sections. The writing test measures grammar usage, word choice, and an essay. We recommend you take the SAT plus writing in case you apply to a school that requires it. The key difference is that the math goes through Algebra II, more reading passages, and formulas are provided for math.

How is it scored? All three tests are scored on 400-1600. You will receive a score range of 200-800 in reading and writing, and a score range of 200-400 for both math sections. There is no deduction for wrong answers (no penalty for guessing).

When should I take it? The January and May tests offer their "Question & Answer" services (an additional \$18) which will send you the questions/answers for this test to help you study if you retake the test. If you need to take a subject area test for college admissions (small group of selective schools) the best time is June, right when you have completed the courses the tests will assess.

How do I register? Go to www.collegeboard.org. If you are on free or reduced lunch, you may take the SAT once for free. Your counselor can provide you with a fee waiver form.

ACT / SAT TESTING DATES

Most schools will accept either the ACT or the SAT. It is advisable to take both, regardless of where you are applying. Students will often do better on one test rather than the other and there is no way to predict which will be better for an individual student. There are many options for test preparation for these exams from online prep, in-person tutoring, phone apps, and local test prep courses. Be sure to study for each test in advance to get the best possible score. It is especially important to take practice tests to become familiar with the format.

If a student takes the ACT and/or the SAT more than once, colleges/universities will use the highest score for admission purposes. A student who scores similarly on a couple of different administrations will probably not score much differently on the next test session unless something has happened in the meantime, i.e. another semester of school, working through one of the study guides, etc.

Suggested ACT/SAT Timeline

October	January	April	May	June	Fall (Sr Yr)
PSAT	SAT	ACT	SAT (if repeated)	ACT (if repeated)	Re-take the test on which you scored better

ACT

Register at www.actstudent.org
Anna High School code is 440190

SAT

Register at www.sat.collegeboard.org
Anna High School code is 44691

GETTING COLLEGE INFORMATION

College Representative Visits

Some colleges will visit Anna High Schools for recruiting trips during lunch. These visits are an important way for you to discover information about a college and to establish a connection with someone at that campus. Oftentimes, the school representative will be the person who will read your application and make admission decisions.

It is extremely important that you present yourself in a manner that reflects well upon you and upon AHS. A favorable impression can be very advantageous in the college admissions process.

Important Points:

- Keep track of the colleges' scheduled visits.
- The visits are for you to learn about the school and to demonstrate interest. Gather some information about the school prior to the visit, and ask a question showing that knowledge, i.e., "I've heard good things about your business school. What kind of internships do you have available?"
- If the school is one in which you have particular interest, make sure you introduce yourself and thank the representative for coming.

Internet

All colleges will have a website. Many sites are collegename.edu. Look for information on: undergraduate or freshman admissions, deadlines, financial aid, and campus visits.

College Fairs

The Anna High School college fair is held in September each year. Many colleges from throughout the country are represented at these events. This is a great opportunity to pick up materials about those colleges. The person representing each school will be either an alumnus of the school or an admissions representative from the school.

Campus Visits

When possible, visit a college prior to accepting an offer to attend. A college may look good on paper but may or may not have the same feel when you are on campus. See the next page for additional information regarding college visits.

CAMPUS VISITS

When possible, visit the campuses in which you are interested. The feel of a campus may be different from the impression you have from talking to a representative and reading about it. It is very important to at least visit a school before accepting the offer of admission. When you visit a college, take notes on your impressions immediately after the visit. Do not let weather conditions on the day of your visit skew your judgment. Pay attention to your feelings about the campus, but also do not judge the college solely on the basis of your visit, remember the information you found before your visit.

Before you go, call the admissions office to arrange a campus tour, an interview (if available), tour your academic department, and maybe an overnight stay. An overnight stay can be very beneficial in getting a feel for the campus. Get detailed directions to the campus and to the specific building where you will meet for the tour. It is best to go on a weekday during the school year so that you can see a campus full of people and possibly attend some classes. You may not be able to see all your schools under these conditions, but you will get a better feel for those that you can.

While there, take the tour, but also visit several classes and meet some professors from an area in which you are interested (the admissions office will be able to set that up for you). Also visit the student center, library, computer centers, academic support center, etc., if not included on your tour. Most importantly, talk to as many students as possible. Get their opinions on campus life, classes, activities, what they like/dislike about the school.

Choosing a college is a big decision. Gather as much information as possible. The following are possible areas through which to evaluate a school. Decide which are important to you prior to your visit(s) and make sure that you get answers and/or information about those items.

Retention – Percentage of students returning for sophomore year?

Diversity – Diversity of the campus? What cross-cultural experiences are available?

Technology – Connections available in the dorms? Computer lab access? WiFi availability?

Academic Challenge – Are students challenged to leave their “comfort zone”?

Active Learning – When are majors selected? Average class size of freshman classes?

Campus Environment – What do current students like about the campus, public transportation, academic support, weekend activities? Commuter campus?

Out-of-Class Experience – Community service/leadership opportunities? Study abroad programs? Student clubs/ organizations? What internships are available?

Post College – Career placement assistance? Job placement percentages? Will this school help you reach your goals?

APPLYING TO COLLEGE

The best thing to remember is to **Beat Deadlines, not Meet Them**. There is not any forgiveness in the college application process for those who do not meet deadlines. If you are not an organized person, become one! If you qualify for free/reduced lunch you can use your ACT or SAT waiver to waive college application fees as well.

Apply to schools of varying selectivity. Do not put all your energy and efforts into one level of school. Give yourself some options when it comes time to make a decision.

Consider applying early if applying to selective schools. Some studies have shown that applying early is the same as adding 100 points to your SAT score. By applying early, you will have a decision on that school or schools in December. This strategy is the norm, not the exception for most private secondary schools in the northeast.

Applications – Even if something says a part of an application is optional, it is not – Do it all. Choose applications in the following order:

1. **CommonApp.org** – Over 450 schools nationwide, mostly private schools (including Austin College, Rice, SMU, Southwestern, TCU and Trinity College in Texas) use this one application. You complete this one application and send it to any school that uses the Common Application. This saves you, parents, teachers and counselors a lot of time. Schools that accept the Common Application do not give preference to this form or their own.
2. **GoApplyTexas.org** – Texas public schools use this one application. Each school may have different supplements and/or scholarships that you will also complete. Three ApplyTexas schools also use the Common Application (TCU, SMU, and U of Dallas). For those schools, use the Common Application, as letters of recommendation cannot be sent through the ApplyTexas website.
3. **School Application** – Applications for schools that do not use the Common Application or the ApplyTexas are typically on the school's website where you may fill them out and submit them electronically. At a minimum you will be able to order a hard copy online. Colleges prefer that you do an online version but will accept a hard copy instead – do not do both a hard copy and the online version because it may slow the process. Many community colleges use their own application.

Colleges may take 3-4 weeks to process your application. Do not be alarmed if their “status check” does not show them receiving your information immediately as they get thousands of pieces of information and update the “status check” manually.

Check your email. Many schools will use email to inform you if parts to your application are missing and will also communicate other needed information. Use the same email for all applications and check it regularly.

Develop a resume. If you do not have a resume, create one. This will be helpful whenever you fill out college and scholarship applications

Keep a copy of everything. On occasion, a school may lose part of what you have submitted. Also, you may be able to duplicate portions of one application to another.

THE COLLEGE APPLICATION PROCESS

APPLICATIONS

First, list the schools to which you are applying. There are three types of applications to four-year schools.

1. Common Application (www.commonapp.org)
2. ApplyTexas (<https://goapplytexas.org/>)
3. School Application (school's website)

TRANSCRIPTS

Official transcripts for colleges may be requested online on the High School webpage. Click on Transcript Request. A final transcript can be requested at the end of the year to you to deliver to your college/university. If you took dual credit courses, be sure to also request a copy of your college transcript from Collin College through your CougarWeb account.

SAT/ACT SCORES

You must send those scores if you did not have them sent to the school when you took the test; they are not on your transcript. Go to www.collegeboard.org to order SAT scores and to www.actstudent.org for ACT scores.

LETTERS OF RECOMMENDATION

Colleges that accept the Common Application and some that have their own application will want letters of recommendation, but ApplyTexas schools do not. If you are not sure, see your counselor. If you need a letter, do the following:

Teacher Letter – Allow teachers a minimum of two weeks to write a recommendation. Use the same teacher when recommendations are needed for different schools. Most but not all will have a Teacher Evaluation form they want completed with the letter. Each teacher will have his/her own method to complete what you need. See that teacher early and have what they requested of that teacher in a timely manner.

Counselor Letter - Allow a minimum of three weeks prior to your first deadline. Pick up a counseling recommendation letter request form (Brag Sheet) from the Omega Den and return to your counselor. After you turn in the form to the counselor, allow up to two weeks for them to complete the letter of recommendation. Make sure to add them to your application, like on CommonApp, so that they can upload it on your behalf or add them to your college application. You also may need to let the counselor know exactly who or where to mail the letter of recommendation if that is what the college requires.

POST-HIGH SCHOOL INTERNET SITES

Comprehensive Websites

www.cappex.com – Great site for college information
<https://bigfuture.collegeboard.org/college-search> - College search and filter tool
www.ucan-network.org – Enrollment, student body statistics on most schools
www.collegeresults.org – Retention rates for all schools compiled by the U.S. Dept. of Ed.
www.petersons.com – college search engines
www.princetonreview.com – college search engines
www.students.gov – Internships, fellowships, and military and government links
www.everychanceeverytexan.org/about/scholars - Texas colleges and financial aid
www.campustours.com – Virtual tours for many campuses plus links to their websites

College Applications

www.commonapp.org – The Common Application online
www.applytexas.org – Common application for Texas public schools

Entrance Exams / AP Exams

www.collegeboard.com – SAT, AP, college search, scholarship
www.actstudent.org – ACT registration and information
www.collegeboard.com/satskillsinsight – SAT details
<https://blog.prepscholar.com> – SAT/ACT test prep
www.kaptest.com – SAT/ACT test prep

Other

www.usnews.com – College rankings, select the Education button
www.eligibilitycenter.org – Athletes must register here in fall of senior year to be recruited
www.nacacnet.org – Area college fairs
www.essayedge.com/college/essayadvice/samples – Examples of good college entrance essays

Financial Aid

www.fafsa.ed.gov – FAFSA online, basis for all federal financial aid
www.collegeforalltexans.com/apps/CollegeMoney – College cost and FAFSA estimator
www.meritaid.com – Scholarships by school; can look at specific schools/criteria
www.fastweb.com – Scholarship search engine
www.financialaidtips.com – Scholarship search engine
www.nul.org/scholarships.html – The Nat'l Urban League scholarship links
www.collegenet.com/mach25 – Scholarship search engine
www.unigo.com/scholarships/minority – Listing of minority scholarships
www.finaid.org – Excellent site answering questions about financial aid
www.studentaid.ed.gov – Information about US Government funds for college

Jobs/Careers

www.careeronestop.org – Career data, career assessments, and resources
www.onetonline.org – Career exploration: skills, abilities, knowledge, work activities and interests
<https://dfwjobs.com/career-pathways> – DFW area job pathways and career assessments

FINANCIAL AID TERMINOLOGY

Award Letter – Colleges will send each accepted student a letter detailing the financial aid package that they can provide to help you attend college, read them carefully. Two different schools may offer the same amount of scholarships/aid, but one may have a lot more loans. You do not have to accept the money that is offered if you do not want to (loans, work-study, etc.). Each school will have instructions for how to accept/decline any of the money that is awarded to you.

FAFSA – Free Application for Federal Student Aid – This application is the basis for all federal aid (Pell Grants, Work-Study, and Loans). The online application opens in October of your senior year. Be sure and use the website www.fafsa.ed.gov. Other websites that look a lot like this will charge money for this free application, so use this one only.

SAR – Student Aid Report – The report that summarizes the information you submitted through the FAFSA. When a student receives this, it must be checked for submission errors. The Expected Family Contribution (EFC) will be on the document. Your school will use your EFC to calculate need-based aid.

CSS Profile – A financial aid application that is required in addition to the FAFSA by some select schools. The CSS Profile is through Collegeboard and opens on October 1st.

EFC – Expected Family Contribution – the amount of money a family is expected to contribute to a student's education based upon information submitted through the FAFSA. Schools will use this figure to calculate need-based aid for students.

Cost of Attendance – The total cost to attend school for one year. This includes tuition, fees, room, board, books, supplies, travel and personal expenses. This will vary from school to school.

Need Analysis – The process of determining the demonstrated need of an applicant for financial aid.

Financial Need – The difference between the cost of attendance and the amount you and your family are expected to contribute (the difference between Cost of Attendance and EFC).

Pell Grant – Federal funding received through the FAFSA, does not need to be repaid. Money is sent directly to the institution to pay for academic expenses including tuition, room and board, books, etc.

Stafford Loan – Federal loan eligibility is determined through the FAFSA and must be repaid. A subsidized loan means the government pays the interest on the loan while the student is in school; an unsubsidized loan means the interest accrues while the student is in school. These loans must be paid back over time, usually starting six months after graduation from college. The lender works with students to determine payment.

Work-Study – Eligibility is determined through the FAFSA. If eligible, a student has a job on campus that is paid for by the federal government.

Undergraduate Student – Student that is enrolled in a postsecondary institution who has not earned a first degree (this would include all graduating high school students).

STEPS TO FEDERAL AID

1. **Apply for an FSA ID.** Your ID will enable you to “sign” documents electronically, access your Student Aid Report (SAR) online and make corrections to your FAFSA through the web. Both the parent and student must each apply for an FSA ID, using separate email addresses. If you have applied for aid in past years, you can reuse your FSA ID. <https://studentaid.ed.gov/sa/fafsa/filling-out>
2. **Submit FAFSA application.** You should file the Free Application for Federal Student Aid (FAFSA) as soon after January 1st as possible. The FAFSA is used by all colleges to determine your Expected Family Contribution (EFC) and your eligibility for federal and state aid, including subsidized student loans. Most colleges also use the FAFSA to determine your eligibility for institutional aid. The FAFSA cannot be filed until after October 1st, but it must be completed and received prior to the college's priority deadline date. The FAFSA must be filed for every year the student is in school. Submit your FAFSA online at fafsa.gov or the myStudentAid application on your phone. A FAFSA requires a signature from both a parent and the student applicant. To sign the online application, you must use your FSA ID (see Step 1). There is no fee involved in filing the FAFSA and all families are encouraged to apply regardless of their family circumstances.
3. **Submit CSS Profile and other financial aid forms, if applicable.** Some private independent colleges require you to file a CSS/PROFILE application or an institutional financial aid form to determine your eligibility for their own sources of financial aid. The PROFILE application can be completed as early as October. Make sure you understand if you need to file any additional forms and that you submit them by the school's specified deadline.
4. **Apply for scholarships.** Millions of dollars in scholarships are available each year. Start your search online and through the counselor's office webpage. Scholarships are a great way to help pay college tuition, books and living expenses and can reduce the amount you need to borrow. You should always maximize the amount of free money you use to pay for college before borrowing. Keep in mind national scholarships are much more competitive and often much harder to attain than local scholarships. Even though the awarded amounts on national scholarships may be higher, you most likely have a better chance of getting a scholarship from a local business or organization.
5. **Review your Student Aid Report.** After filing the FAFSA, you will receive a Student Aid Report (SAR). Correct any mistakes online by logging into your student aid account. Also add additional colleges where you would like your information to be sent. The EFC information from your SAR will be sent to the financial aid office at the colleges that you indicated on your FAFSA form. Each college then takes that amount and subtracts the EFC from their total cost of attendance. That figure is your family's demonstrated financial need for that particular college. Financial need will be different for each college you apply to because each college's total cost of education is different.
6. **Compare your award letters.** Each college's financial aid office then determines what aid it has available to help meet your demonstrated financial need. Schools will aim to meet as much of your need as possible but not all schools can afford to meet 100% of your financial need. The financial aid office will put together a financial aid package or award letter for you. The aid may come in the form of grants, work-study, scholarships, and student loans. Remember, when your financial aid package arrives, read it over carefully. Decide if you want to accept any of or the entire award. Pay attention to instructions the school gives you. You may have to complete additional paperwork to fully accept the award. Accepting your award by the school's specified deadline will safeguard it. However, if you feel that the award does not fully meet your financial needs or your needs have changed due to illness, unemployment or for some other reason, you can try appealing the award. Make sure to have documentation that supports your request. Many schools will take a second look at your package, if asked. If you receive multiple financial aid packages, take note of which expenses are included in each school's total cost of attendance when you compare. Also, pay attention to what kind of aid each school is offering your family. One school might meet a higher percentage of your need, but may do so with a greater proportion of loans. Sometimes, a school with a higher sticker price could end up costing your family less in the long run due to a better net price. Your financial aid package may or may not

cover your total financial need. If financial need is not entirely met, this unmet need is called a "gap." This means that resources must be found in order to meet the full cost of education. In many cases this will mean additional student and parent loans.

7. **Apply for loans, if necessary.** Your school may include federal student loans on your award letter. If these loans are not listed on your award letter, you still may be eligible to borrow. To accept your federal loan awards, you will need to complete a Master Promissory Note.

THE WORK OPTION

At some point, you will enter the workforce. No matter if you are going to start part-time or full-time, there are some things you will need to do to prepare yourself for the world of work. As you progress through high school, take courses that will prepare you for college as well as a career. It is a good idea to take college preparatory courses even if you are not planning to attend college right away because getting a good education always pays off no matter what you decide to do. Work training and work experience in high school will also pay off when attempting to seek employment after high school.

A few things to research and prepare before applying for a job:

Take an aptitude test – There are great free resources online. CareerOneStop has several helpful tests and information regarding different jobs.

Research various careers – Career books in the library as well as internet websites are great resources for learning about careers. The “Jobs/Careers” section of the “Post-High School Internet Sites” sheet earlier in this handbook has several web sites that you should explore. Job shadow when you get the chance to see first-hand what a job is really like. Do volunteer work in an area of interest to see if that occupation fits your talents and interests.

Network – Become familiar with people in the industry of interest to you. This can happen through research listed above, contacts through family and friends, and actual job experience. Do an “informational interview” with individuals in your desired work environment to ask detailed questions about the job.

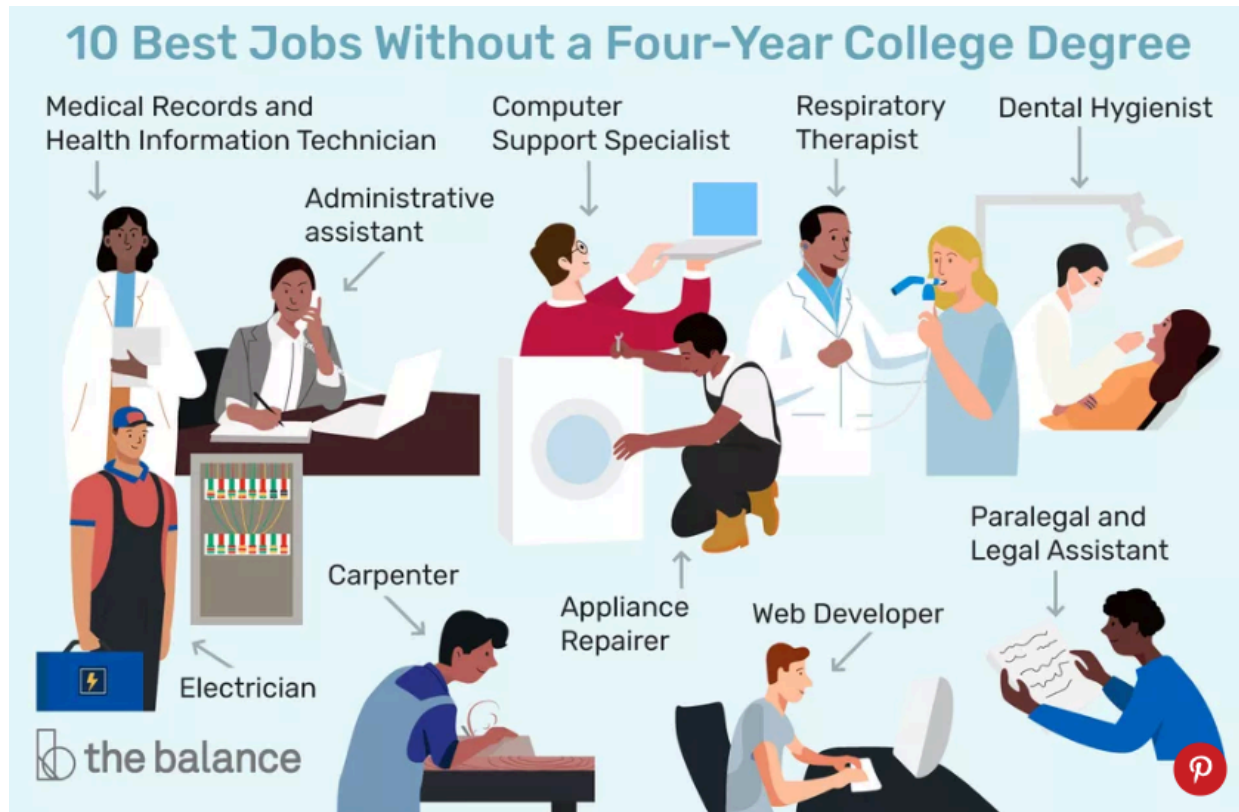
Create a portfolio – Have on hand information that will help when seeking employment. This should include items such as a resume, writing samples, transcript, letters of recommendation and portfolio of work that you have done. Be sure that all of your documents are accurate and there are no typos on your resume.

Apply – Once you have an occupation in mind, set up interviews and fill out applications while still in school. Have a plan set for after graduation

Interview – Act and look professional the entire time you are within view of the employer. Research the job to find out what they look for from an employee. Arrive early, look your best and dress professionally, be yourself – you are both deciding if you and the job are a good match, speak up and furnish the interviewer with information needed to make an informed decision. Practice questions with a friend before so you can act more naturally. Common Questions: Tell me a little bit about yourself? Are you at your best when working alone or in a group? What are your career goals? What are your questions for me (always have some, show some knowledge of the position)

CAREERS WITHOUT A 4-YEAR DEGREE

There are many jobs that do not require a college degree. These jobs may only require an associate's degree (2 year program through a community college), a certificate, on-the-job training, apprenticeship programs, or a relatively small amount of training. However keep in mind that these positions tend to be lower paying over time compared to the jobs that require at least an associate's degree. Research your desired job industry through www.onetonline.org to determine the average amount of education required to work in your desired field of interest.



Below is a sample listing of jobs that do not require a bachelor's degree, with the median salary.

- Administrative Assistant – \$37,230
- Appliance Repair – \$45,910
- Carpenter – \$43,600
- Computer Support Specialist – \$52,160
- Dental Hygienist – \$72,910
- Electrician – \$52,720
- Medical Records and Health Information Technician – \$38,040
- Paralegal and Legal Assistant - \$49,500
- Web Developer - \$66,130

THE MILITARY OPTION

The military is an option for a career and/or money for college. Thoroughly research the branches of the military in which you are most interested. Request brochures, talk to recruiters, and visit with family and friends with experience in the military.

Recruiter Information

Air Force

TSgt James T Bacallo
1620 Hardin Blvd
McKinney, TX 75071
Office: (972) 547-9672
james.bacallo@us.af.mil
<http://www.airforce.com/>

Army

SFC Quigley, Jonathan D.
1620 N. Hardin Blvd.
McKinney, TX 75071
O: (972)547-6906
jonathan.d.quigley.mil@mail.mil
<http://www.goarmy.com/>

Marine

Sgt Pinto, Andrew C
Recruiting Sub Station Sherman, Texas
Office: 903-893-2141
Andrew.Pinto@marines.usmc.mil
www.marines.com

National Guard

2775 S Central Expy #130,
McKinney, TX 75070
(972) 762-3420
www.nationalguard.com

Coast Guard

ME1 Zachary T. Rivera
U.S. Coast Guard Recruiting Office Dallas
2240 Market Place Blvd Suite 100
Irving, TX 75063
Office - (972)-506-3047 ext 1008
<https://www.uscg.mil/>

Navy

Kingsley, Ryan Eugene PO1 USN
1620 N. Hardin Blvd.
McKinney, TX 75071
972.548.1149
ryan.e.kingsley@navy.mil
www.navy.com

U.S. Service Academies

The service academies are four-year degree programs followed by a commitment of service. Acceptance to a service academy requires a congressional or executive nomination by one of your U.S. Senators or Representatives or the Vice President. Children of career or retired military personnel may seek a nomination through the Office of the President. You are encouraged to pursue any and all of the avenues to increase your chances of securing a nomination. Generally, the timeline to apply to an academy starts in the spring of your junior year. If you are interested in an appointment and have not begun the process you need to begin immediately.

You will need to apply to the academy in which you are interested and secure a nomination.

Air Force Academy www.academyadmissions.com

Naval Academy www.usna.edu

West Point www.usma.edu

Coast Guard www.cga.edu

FREQUENTLY ASKED QUESTIONS

How do I know which schools will award credit for AP scores?

It varies widely as awarding of credit is up to each individual college/university. As an example, a 3 on an AP exam may be awarded credit at one institution while a 5 may be used only for placement purposes at another. Also, awarding of credit may depend on whether that test is part of a student's major, as some majors require students to take their courses to ensure a good foundation. To see college policies for AP exams go to www.collegeboard.com/ap/creditpolicy.

What is meant by Automatic Acceptance?

There are two types. Many universities have minimum GPA, SAT, or ACT scores by which students are automatically admitted. The second type is the state of Texas law requiring public universities to admit any student who graduates in the top 10% of his/her class with the one exception described in the next section. An exception is UT Austin, which automatically accepts the top 6% of graduates.

Why does the University of Texas at Austin use the top 6% instead of top 10%?

State law allows a university to cap automatic acceptances at 75% of the incoming class. At this time, the University of Texas at Austin is the only school that needs to lower its automatic acceptance percentage to accomplish this and they have determined that capping at 6% for the University of Texas at Austin's freshman class will meet this goal.

When is the final ranking computed?

The final ranking of students is calculated at the end of the fourth 9 weeks grading period of the senior year.

How is a transcript ordered?

Students can request a copy of their transcript through the Anna High School website, by clicking "Request Transcript". Students can request an official copy to be sent to colleges or request an unofficial copy for their own review.

Should a student take the SAT or the ACT?

It is recommended that a student take both. There is not any way to predict which test would be best for a particular student. Take both, see how you score and then if you want to retest, concentrate on the one on which you scored the best. Colleges have a comparison chart for the two tests and will use the best test scores for admission purposes.

When should a student take the SAT and/or ACT?

A student may take them at any time, but usually students take them early in the spring of their junior year. This allows time to re-take them again later in the spring if a student feels he/she could score better. For most colleges, students can retest again in the fall of their senior year, but be sure and check with the schools of interest for the last test administration date they will accept.

Is it okay to take the SAT or the ACT more than once?

Yes, colleges will use the best test score that a student has whether that is the first test they took or any one thereafter. There is also some schools that do what is called Superscoring, learn more about superscoring here: <https://blog.collegeboard.org/what-is-an-sat-superscore>

Should a student send all of their test scores or select which ones to send?

The best advice is to send all of a student's scores with the one exception discussed in the next section. As mentioned above, a college will only use the best score a student has. Colleges look for ways to help students gain admittance rather than reasons not to admit. Most schools will use a student's best scores from one sitting. However, some schools will "superscore," meaning that they will look for the best score on each portion of a test from multiple sittings. Also, some schools, while they don't superscore for admissions, may for scholarships. Another possibility is that a university or a college within the university will use one sitting for admissions and then for a particular scholarship look for the best score on one portion of an exam. Thus, with all the different methods schools use, it is best to send all scores. College representatives have assured us on multiple occasions that sending all scores will not disadvantage a student in the admissions process.

What are SAT/ACT Optional Schools?

More and more schools are making the SAT/ACT test optional for admissions. For those schools, students may be better advised to wait until they receive their scores to decide whether to send them for admission purposes.

What if test scores arrive before the application?

An application file is begun when the first piece of the application arrives whether it is test scores or the actual application. The college will not review the file until it is complete.

When should a student apply to college?

Most colleges open their applications on August 1st. It is recommended that students complete their research by the beginning of the senior year and be prepared to apply in the fall. There is some advantage to the student in having colleges read their applications early in the process. Also, many of the better scholarships will have deadlines in the fall which means that the application will need to be submitted in the fall. The above is true if a student is going to be the best applicant they can be in the fall. If a student had a difficult spring the junior year and/or a strong fall senior semester will help bolster an application, then a student may want to wait and apply under the regular decision process in the spring.

Is it important to complete the "optional" part of a college application?

"Optional" is not optional. Any time that word is seen, automatically change that in your mind to "mandatory." Colleges feel that if a student is truly interested in attending their school a student will complete the entire application neatly and with evident care. The exception to this would be letters of recommendation to Texas public universities. While some schools say they will accept them, the only letters that receive consideration are ones that explain a unique situation or give insight to a particular circumstance.

What do colleges want to see in essays?

This is a chance for a student to let a college know him/her in a more personal way. Write about yourself in your own voice. If you write about an event or personal experience, be sure that you spend most of your essay on what you did as a result of that. Colleges want to see how you might have reacted, grown, etc. An essay is not the most important part of the application, but it is a chance for a college to get a good feel for the student. Have others review it for grammar, sentence structure, etc., but make sure it is still written in your voice. Also, make sure you give good thought to any other essay/short answer questions that may be on an application. Colleges know the time students spend on the main essay and look at the others to see if they are done well also.

What is FAFSA?

FAFSA is the acronym for Free Application for Federal Student Aid. College financial aid offices use the information provided through this application to determine a student's eligibility for federal financial aid such as Pell Grants, Work Study and Loans. The application is available at <http://www.fafsa.ed.gov/> in October of the senior year. Be sure to use that site as other similar looking sites charge a fee for the same thing that can be done here for free.

Where can money be found to help fund college?

90% of the money to help a student attend college is either the result of filling out the FAFSA or money that is available from the school a student attends. So, priority one is to research college scholarships and fill out the FAFSA when it becomes available.

What is the Common Application?

It is an application for college that is accepted by over 400 colleges/universities. The website is www.commonapp.org. Students fill out one application that can be sent to each of the colleges. Most colleges will have a supplement they want in addition but for any schools that accept this it can be a great time saver.

What is Apply Texas?

It is the same thing as the Common Application except that it is for Texas schools. Most Texas schools accept the Apply Texas application. It is at www.goapplytexas.org. If a school uses both this and the Common Application, always use the Common Application, as counselors can only send materials electronically that may be needed through the Common Application.

How many college applications are recommended?

There is not a recommended number. Many students have one school in mind that has automatic acceptance guidelines; they know they meet these and apply early in the fall and are done. Others have several in which they are interested and will apply to those and wait for the results. The most important thing is to research schools and find ones that are a good fit.

Why does a college's status check show items haven't been sent in when they have?

When materials are sent to a college either by a student or by AHS they usually take two to three weeks before the schools "status check" is updated. If, after that time period, they still don't show as being received, send an email to the admissions representative as a double check. Also, sometimes a student receives an email or notice from a school stating that there are missing items shortly after you know they have been sent. It's always best to be patient, and check with the admissions dept.

How many teacher recommendations are needed and who should write them?

Colleges will vary in this regard. Most large public universities do not request any as they have too many applications to evaluate. When needed, colleges want to have a junior year teacher from the four basic core and/or foreign languages write the recommendation. This is because they have the most current knowledge of you, your work and your growth during a school year.

If a student is applying to multiple schools, will the teacher send the recommendation letter to all schools?

Yes, the student should give a list of colleges to the teacher indicating where they need to be sent along with the college deadlines. If the school is not a CommonApp school and the letter must be mailed, the

student must supply addressed, stamped envelopes with NO return address. Remember to ask your teacher at least two weeks in advance to give them enough time to honor your request.