

2026 - 2027



# JARRELL

# ISD

## COURSE SELECTION GUIDE

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**Jarrell High School**

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Jarrell, TX 76537

**NONDISCRIMINATION STATEMENT** In its efforts to promote nondiscrimination and as required by law, Jarrell Independent School District does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law, in providing education services, activities, and programs, including CTE programs and other designated youth groups. The following district representatives have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Bob Mabry, Assistant Superintendent, 504 N. 5th Street, Jarrell, Texas 512-746-2124.
- ADA/Section 504, for concerns regarding discrimination on the basis of disability: Tiffany Weiss, Special Education Director, 504 N. 5th Street, Jarrell, Texas 512-746-2124.
- All other concerns regarding discrimination: See the superintendent: Dr. Toni Hicks, Superintendent, 504 N. 5th Street, Jarrell, Texas 512-746- 2124

## **Vision Statement**

Jarrell ISD

For the benefit of our students, we are one community

## **Mission Statement**

The Jarrell Community

Empowers future-ready citizens, provides opportunities, inspires excellence, and cultivates innovation for all.

## **Superintendent's Message**

The Jarrell Independent School District develops the Course Catalog to assist in planning your program. The information provided in this publication is designed to help students and parents plan and make appropriate choices for the student's high school career. Jarrell ISD graduation requirements and your individual needs should be considered when selecting your semester and yearly courses. However, courses in this catalog may only be available on some campuses or may not be offered in a given year. Occasionally, course requirements change due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). Your counselor will communicate any changes that are required. Otherwise, you will graduate with the course requirements in place when you enter your freshman year in high school. The Jarrell Independent School District Board of Trustees, administrators, counselors, and teachers want your high school experience to be both fruitful and enjoyable. Remember to select your courses carefully since schedule changes may be limited. Let's have a terrific year. Go Cougars.

The 2026-27 Course Catalog cover was designed by Esmeralda Benitez-Jaramillo.

# Jarrell ISD Graduate Profile

*A student who graduates from Jarrell ISD has a solid academic foundation, strong integrity, and:*

## **Exhibits Mindfulness and Wellness**

- Exhibit safe, respectful, and responsible decision-making skills
- Engage in healthy life choices
- Understand and manage emotions
- Set and achieve positive goals
- Feel and show empathy for others
- Establish and maintain healthy relationships

## **Acts as a Servant Leader**

- Demonstrate confidence while maintaining a humble and kind demeanor
- Prioritize the needs of others while accepting responsibility for themselves
- Accountable for their own actions
- Are optimistic and strive to bring out the best in others

## **Communicates Effectively**

- Communicate clearly both orally and in writing
- Respectfully and actively listen to others
- Appropriately engage in courageous conversations
- Proficient with the use of technology for presentation purposes

## **Thinks Critically and Analytically**

- Visionary and solution-oriented problem solvers
- Inquisitive and innovative
- Have courage to actively challenge conventional methods to improve themselves and others
- Meaningfully and practically apply knowledge in productive ways

## **Strives to be a Compassionate and Culturally Aware Citizen**

- Make ethical decisions and exhibit care and concern for others
- Embrace inclusivity and diversity
- Work for the common good
- Actively engage in improving our diverse community
- Demonstrate behaviors that are safe, respectful, responsible, trustworthy, and self-disciplined

## **Explores Perspectives**

- Demonstrates initiative and perseverance
- Identifies personal goals
- Accepts responsibility for his/her own actions

## **Aspires to be a Continuous Learner**

- Set and evaluate goals
- Seek opportunities to learn and grow
- Adapt to change
- Approach life with wonder and curiosity
- Creative and academically prepared to pursue and attain futures beyond

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## Planning Your High School Program

Planning a four-year high school program is an important undertaking. The courses you select should be guided by your plans for the future. Choosing courses should be guided by your interests as well as your abilities. Choosing rigorous courses that meet your needs and interests is the best way to prepare for your future. Many people can advise and support you through this process. Parents, teachers, and counselors can help you better understand your goals, the graduation programs, and careers. It is also beneficial to talk with people who are currently in those careers that you find interesting; they can share information about the career and what course will best prepare you for your future.

## Foundation Plan Graduation Requirements

The Texas Legislature enacted a new graduation plan, the Foundation High School Program (FHSP), in the spring of 2013 that became effective beginning in the fall of 2014. Students who enter grade 9 for the first time in the fall semester of 2014 or after MUST select one of the three Foundation Graduation Plans: the Distinguished Level of Achievement Foundation Plan, the Foundation Plan with Endorsement, or the Basic Foundation Plan. The only difference between the Foundation Plan with Endorsements and the Distinguished Level of Achievement (DLA) Foundation Plan (with Endorsements) is that the DLA requires Algebra II, which is a course that most colleges strongly prefer. For this reason, the DLA is the preferred Foundation Plan.

### Languages Other Than English (LOTE) Graduation Requirement Guidelines

The Foundation High School Program (FHSP) requires any two credits of the same language or two from Computer Science I, II, and III, AP Computer Science Principles, and AP Computer Science A. Note that some colleges do not accept Computer Science as a LOTE course. If after completing the first credit in LOTE or Computer Science, the student demonstrates that he or she is unlikely to be able to complete the second credit, the student may substitute another appropriate course, such as a different language course, World History or World Geography (that is beyond the four required social studies credits), Computer Science, or the Special Topics in Language and Culture course.

Additionally, credit for foreign language courses may be received through credit by exam. Jarrell HS utilizes AAPPL exams to measure language proficiency in the areas of Listening, Speaking, Reading, and Writing. The student will be placed in the correct level after the test is taken and scores are received. A schedule for testing dates can be obtained from the campus counselor.

A student who due to a disability is unable to complete two credits of the same language in LOTE or Computer Science, may substitute:

- A combination of two credits from English language arts, mathematics, science, or social studies, or
- Two credits in career and technical education or technology applications.

The determination regarding a student's disability to complete the LOTE credit requirements will be made by:

- The student's ARD committee if the student receives special education services, or
- The committee was established for the student under Section 504 of the Rehabilitation Act of 1973.

## Foundation High School Program - Graduation Requirements for Students

Foundation Course Requirements (See notes following for clarification of course selection options.)	Foundation Plan	Foundation Plan w/ Endorsements	Distinguished Level of Achievement (DLA) <i>Note: The DLA is required to qualify for automatic college admission under the Texas Top 10% provisions. JISD strongly recommends the DLA.</i>
English Language Arts (ELA)	English I, II, III, & an Advanced English Course (4 credits) <i>Note: JISD strongly recommends for the 4<sup>th</sup> credit of ELA: English IV, Dual Credit English IV, AP English Literature</i>	English I, II, III, & an Advanced English Course (4 credits) <i>Note: JISD strongly recommends for the 4<sup>th</sup> credit of ELA: English IV, Dual Credit English IV, AP English Literature</i>	English I, II, III, & an Advanced English Course (4 credits) <i>Note: JISD strongly recommends for the 4<sup>th</sup> credit of ELA: English IV, Dual Credit English IV, AP English Literature</i>
Mathematics	Algebra I, Geometry, & an Advanced Math Course (3 credits) <i>Note: JISD recommends Algebra II for the Advanced Math course.</i>	Algebra I, Geometry, & two Advanced Math Courses (4 credits) <i>Note: JISD recommends Algebra II for an Advanced Math course.</i>	Algebra I, Geometry, Algebra II, & an additional Math Course (4 credits)
Science	Biology, IPC or an Advanced Science Course, & an Advanced Science Course (3 credits)	Biology, IPC or an Advanced Science Course, & two Advanced Science Courses (4 credits)	Biology, IPC or an Advanced Science Course, & two Advanced Science Courses (4 credits)
Social Studies	World Geography and/or World History, and a JISD approved Social Studies course, U.S. History, U.S. Government (.5 credit) & Economics (.5 credit) OR Personal Financial Literacy & Economics (.5 credit) (3 credits)	World Geography and/or World History, and a JISD approved Social Studies course, U.S. History, U.S. Government (.5 credit), & Economics (.5 credit) OR Personal Financial Literacy & Economics (.5 credit) (3 credits)	World Geography and/or World History, and a JISD approved Social Studies course, U.S. History, U.S. Government (.5 credit), & Economics (.5 credit) OR Personal Financial Literacy & Economic (.5 credit) (3 credits)
Languages Other Than English (LOTE)	LOTE (2 credits in the same language, computer programming language, or other allowable exceptions)	LOTE (2 credits in the same language, computer programming language, or other allowable exceptions)	LOTE (2 credits in the same language, computer programming language, or other allowable exceptions)
Fine Arts	Fine Arts (1 credit)	Fine Arts (1 credit)	Fine Arts (1 credit)
Physical Education	Physical Education (1 credit)	Physical Education (1 credit)	Physical Education (1 credit)
Electives	Electives (5 credits)	Electives (6 credits)	Electives (6 credits)
Endorsements <i>Note: A student may earn an endorsement by successfully completing:</i> <ul style="list-style-type: none"> <li>● Curriculum requirements for the endorsement,</li> <li>● Four credits in mathematics,</li> <li>● Four credits in science, and</li> <li>● Two additional elective credits.</li> </ul>	(No Endorsement)	<i>Note: See detailed resources on requirements for each endorsement.</i> <ul style="list-style-type: none"> <li>● STEM (Science, Technology, Engineering, &amp; Math)</li> <li>● Business &amp; Industry</li> <li>● Arts &amp; Humanities</li> <li>● Public Service</li> <li>● Multidisciplinary</li> </ul>	<i>Note: See detailed resources on requirements for each endorsement.</i> <ul style="list-style-type: none"> <li>● STEM (Science, Technology, Engineering, &amp; Math)</li> <li>● Business &amp; Industry</li> <li>● Arts &amp; Humanities</li> <li>● Public Service</li> <li>● Multidisciplinary</li> </ul>
Total Credits Required	22	26	26

# Fast Track Your Path to Texas Universities

## Texas First Program

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

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



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

For more information, visit [our website](#) or scan the QR code on the left.

LOOKING  
FOR MORE  
INFORMATION



### THE FINE PRINT:

Here's what you need to be eligible:

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

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

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

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

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

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

**NOTE:** Before September 1, 2023, the Texas First Scholarship was only applicable at 10 Texas public universities. However, effective September 1, 2023, the number of

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

## ENDORSEMENT AREAS

Students must choose an "Endorsement," or area of concentration, upon entering the ninth grade. Each student can choose more than one endorsement area. Achieved endorsements will be noted on high school transcripts. Students can earn an endorsement by successfully completing at least one of the "Program of Study" requirements in the endorsement areas listed below. Please see the specific course requirements for each Program of Study area listed in the course catalog. Courses chosen during high school become the foundation for the future; therefore, careful selection of courses will form a Program of Study related to a chosen post-secondary educational goal.

ENDORSEMENT AREAS				
Arts/Humanities	Business & Industry	Public Service	STEM	Multidisciplinary
Programs of Study	Programs of Study	Programs of Study	Programs of Study	Programs of Study
<p>4 levels in the same LOTE</p> <p>Courses from one or two areas (music, theater, art, dance) in fine arts</p>	<p>Accounting &amp; Financial Services</p> <p>Animal Science</p> <p>Agricultural Technology and Mechanical Systems</p> <p>Business Management</p> <p>Carpentry</p> <p>Culinary Arts</p> <p>Graphic Design &amp; Interactive Media</p> <p>Digital Communications</p> <p>Marketing</p> <p>Plant Science</p>	<p>Diagnostic and Therapeutic Services</p> <p>Family and Community Services</p> <p>Law Enforcement</p>	<p>Advanced Math</p> <p>Advanced Science</p> <p>Computer Science (Programming and Software Development)</p> <p>Engineering Foundations</p> <p>Robotics and Automation Technology</p>	<p>Four credits in each of the four foundation subject areas to include English IV &amp; Chemistry and/or Physics.</p> <p>Four credits in AP or dual credit/ concurrent enrollment selected from English, mathematics, science, social studies, LOTE</p>

## RECOMMENDED PROGRAM OF STUDY – COURSE SEQUENCES

The following charts are guides to help students in creating their four-year plan. Not all courses listed in the recommended sequence are required for an endorsement. Courses may be moved or skipped in the recommended sequence, but specific course prerequisites and grade level requirements must be met.

Arts & Humanities Endorsement				
Programs of Study	First/Second Course	Second/Third Course	Third/Fourth Course	Fourth/Fifth Course
<b>4 levels in the same LOTE</b>	LOTE LOTE: Spanish I	LOTE: Spanish II or LOTE: Honors Spanish	LOTE: Honors Spanish III	Literature & Culture: AP Spanish IV
<b>HS Courses from 1 or 2 areas in fine arts</b>	See Arts and Humanities Courses	See Arts and Humanities Courses	See Arts and Humanities Courses	See Arts and Humanities Courses
<b>Social Studies Elective (5 credits required)</b>	World Geography or AP Human Geography	World History or AP World History	US History or AP US History	Government & Economics AND AP Psychology OR Psychology & Sociology

Business & Industry Endorsement				
Programs of Study	First/Second Course	Second/Third Course	Third/Fourth Course	Fourth/Fifth Course
<b>Accounting &amp; Financial Services</b>	Principles of Business, Marketing, & Finance 1 Credit	Foundations of Business Communication and Technologies 1 Credit	Accounting I 1 Credit	Accounting II 1 Credit
<b>Agriculture: Animal Science</b>	Principles of Ag., Food & Nat. Resources 1 Credit or Small Animal Mgmt. & Equine Science 1 Credit	Livestock & Poultry Production 1 credit	Veterinary Science 1 Credit	Practicum in Veterinary Science 2 Credits or Advanced Animal Science 1 Credit
<b>Agriculture: Plant Science</b>	Principles of Ag., Food & Natural Resources 1 Credit	Floral Design 1 Credit	Advanced Floral Design 1 credit	Advanced Plant and Soil Science 1 Credit
<b>Agricultural Technology and Mechanical Systems</b>	Ag. Mechanics & Metal Technologies 1 Credit	Ag. Structures Design & Fabrication 1 Credit	Ag. Equipment Design & Fabrication 1 Credit	Practicum in Ag. Tech & Mechanical Systems 2 Credits
<b>Business Management</b>	Principles of Business, Marketing, & Finance 1 Credit	Foundations of Business Communication and Technologies 1 Credit	Business Management 1 Credit	Entrepreneurship I 1 Credit
<b>Carpentry</b>	Principles of Construction 1 Credit	Construction Technology I 2 Credits	Construction Technology II 2 Credits	Practicum in Construction Technology 2 Credits
<b>Culinary Arts</b>	Intro. to Culinary Arts 1 Credit	Culinary Arts 2 Credits	Adv Culinary Arts 2 Credits	Entrepreneurship I 1 Credit
<b>Digital Communications</b>	Principles of AAVTC 1 Credit	Audio/Video Production I 1 Credit	Audio/Video Production II 1 Credit	Entrepreneurship I 1 Credit
<b>Graphic Design &amp; Interactive Media</b>	Principles of AAVTC 1 Credit	Graphic Design & Illustration 1 Credit	Graphic Design & Illustration II 1 Credit	Practicum in Graphic Design 2 Credits
<b>Marketing</b>	Principles of Business, Marketing, & Finance 1 Credit	Sports Marketing/ Social Media 1 Credit	Sports Marketing II /Virtual Business 1 Credit	Entrepreneurship I 1 Credit

Public Service Endorsement				
Programs of Study	First/Second Course	Second/Third Course	Third/Fourth Course	Fourth/Fifth Course
<b>Diagnostic and Therapeutic Services</b>	Principles of Health Science 1 Credit	Medical Terminology 1 Credit Disaster Response 1 Credit	Health Science Theory 1 Credit Anatomy & Physiology 1 Credit	Practicum in Health Science 2 Credits Or Emergency Medical Technician–Basic 2 Credits
<b>Family and Community Services</b>	Principles of Human Services 1 Credit	Professional Communications/ Dollars & Sense 1 Credit Or Interpersonal Studies and Lifetime Nutrition & Wellness 1 Credit	Human Growth and Development 1 Credit	Family and Community Services 1 Credit
<b>Law Enforcement</b>	Principles of Law, Public Safety, Corrections, and Security 1 Credit	Law Enforcement I 1 Credit	Law Enforcement II 1 Credit	Practicum in Law, Public Safety, Corrections, & Security 2 Credits Forensic Science 1 Credit

STEM Endorsement				
Programs of Study	First/Second Course	Second/Third Course	Third/Fourth Course	Fourth/Fifth Course
<b>Advanced Math</b>	Algebra I	Geometry	Algebra II	Two Additional mathematics courses for which Algebra II is a prerequisite.
<b>Advanced Science</b>	Biology	Chemistry	Physics	Two additional science courses from the approved list.
<b>Algebra II, Physics, and Chemistry and all course requirements in a sequence must be completed to get a STEM endorsement for any of the programs of study below.</b>				
<b>Robotics and Automation Technology</b>	Principles of Applied Engineering 1 Credit	Robotics I 1 Credit	Robotics II 1 Credit	Engineering Design & Presentation 1 Credit
<b>Computer Science (Programming Software &amp; Development)</b>	Computer Science I 1 Credit	Computer Science II 1 Credit	Computer Science III 1 Credit Mobile Applications 1 Credit	AP Computer Science A 1 Credit Game Programming & Design 1 Credit
<b>Engineering Foundations</b>	Principles of Applied Engineering 1 Credit	Engineering Science 1 Credit	Robotics I 1 Credit	Engineering Design & Presentation 1 Credit

Multidisciplinary Endorsement				
Programs of Study	First/Second Course	Second/Third Course	Third/Fourth Course	Fourth/Fifth Course
<b>4x4</b>	English I Algebra I Biology World Geography	English II Geometry Chemistry World History	English III Algebra II or 3rd Math Physics or 3rd Science US History	English IV 4th Math 4th Science Government/Economics

## STAAR EOC Assessments - Required for Graduation

The State of Texas Assessments of Academic Readiness (STAAR) End-of-Course (EOC) tests are a graduation requirement. When the student has completed the academic course for the specified exam, the student will be required to take the corresponding EOC. The EOCs by the Texas Legislature to be: **English I, English II, Algebra I, Biology, and U.S. History**. Test preparation is available at no cost at <https://www.khanacademy.org/>. Designated supports (accommodations) are available for students who require instructional, and assessment support on a routine basis. STAAR Alternate 2, for students who meet criteria established by the state, is available as determined by the student's ARD committee. An ARD Committee will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan.

## FAFSA/TASFA Application - Required for Graduation

**Completion of the FAFSA or TASFA is a graduation requirement.**

FAFSA (Free Application for Federal Student Aid) is a standard federal form used to determine a college-bound student's eligibility for most types of financial aid including

- work-study programs,
- need-based and merit-based grants and scholarships, and
- federal government backed student loans.

Completing the FAFSA does not commit a student or family to accept any student loan. If interested, the family may accept all or part of the student loans offered. The income information is taken from the previous year's income tax filing. See <https://fafsa.ed.gov/>.

TASFA (Texas Application for Student Financial Aid) is designed for students who are not eligible to complete the FAFSA. More information, see <https://www.finaid.txstate.edu/more-info/TASFA.html>.

All Texas public colleges and universities may begin identifying eligible students to be given priority in receiving awards through state financial aid programs, although some colleges will offer financial plans soon after the FAFSA is completed in the fall semester. Check with the campus counseling office for more information.

## Earning College Credit While in High School

### Advanced Academics Advice

Universal advice: Always begin with the end in mind. Each college/university determines what they will and will not grant credit for and whether that will apply as credit only or impact GPA. It is imperative that students research these institutions as they make their course decisions in high school. Prior to withdrawing from an advanced academics course, it is the student's responsibility to first discuss this matter with the school counselor and CCMR coordinator. Students who take a dual credit (DC) class that will be used to meet core course graduation requirements must also take the corresponding STAAR exam.

### Advanced Placement (AP) Courses

The Advanced Placement (AP) Program, sponsored by the College Board, offers motivated and capable high school students an opportunity to take college-level courses while in high school. AP courses have open enrollment and participation is based on course prerequisites as indicated in the course catalog. In addition to all Texas Essential Knowledge and Skills, a wider range and greater depth of content is taught, with an emphasis on higher level critical thinking skills as well as provisions for creative and productive thinking.

JISD students enrolled in AP courses are expected to take the AP exam that accompanies the AP course in which the student is enrolled. Costs of these exams are paid by the student; however, limited financial assistance is available. If the student takes the associated AP exam, Advanced Placement and/or college credit may be awarded upon college entrance. Colleges and universities have policies regarding how much credit and/or advanced placement will be received for a given score on an AP exam. Texas law requires state IHEs (Institution of Higher Education) to grant credit for any AP exam score of 3 or above. The IHE can determine the corresponding course and if it will count as credit only or toward GPA. Before taking AP

exams, students should check college websites about specific advanced placement credit policies. Talk with the school counselor for more information.

AP Credit Policy Look-up: Students enter college/university and can see what course credits they receive for their exam score. <https://apstudent.collegeboard.org/creditandplacement/search-credit-policies>

### **Dual Credit and Dual Enrollment**

High school students may enroll in college concurrently with high school to extend learning or accumulate college hours. Credit earned through dual credit counts for college and high school credit and fulfills high school graduation requirements if the college course covers required state curriculum. Courses may occur face to face or through distance learning. Students must also receive both campus and parent prior approval to take a dual credit or dual enrollment course.

Dual credit is accepted by state schools. Students who plan to attend a private or out-of-state school should check with schools on their policy of accepting dual or concurrent enrollment courses. Comparisons can be explored at <https://www.tccns.org>.

A student who earns a D in a dual credit class shall receive high school credit and the grade shall be converted to a 70 for purposes of calculating class rank. Dual Credit courses will be transcribed on the high school transcript according to the following chart:

Grading Standards for Dual Credit Courses:	
DC Letter Grade	JISD Transcribed Grade
A	95
B	85
C	75
D	70
F	69

### **Dual Credit - McMurry University**

McMurry University Dual Credit Academy provides college-level courses in both a face-to-face modality and a flexible online delivery modality for high school students. Qualified high school instructors may be credentialed as university adjuncts to deliver face-to-face dual credit courses. Online courses in the DCA are offered via the TEL Education learning management system (LMS) platform to provide a robust offering of asynchronous courses to high school students. Student cost for DCA courses are \$200 for a three-credit course and \$300 for a four-credit course. Students may enroll in up to 12 hours per long semester and 12 hours in total for all summer semesters. Students must meet the academic standards for coursework at McMurry as defined by its [catalog](#).

### **Dual Credit - Austin Community College**

JISD partners with ACC for most of the dual credit course offerings. Courses may be taken during the school day, on the high school campus, outside of the individual student's school day at an ACC campus, and in the summer. To take college courses at ACC, students must meet TSI requirements and receive both campus and parent prior approval. Students are responsible for textbooks and any additional expenses such as parking permits at ACC facilities. Students are expected to maintain a minimum college GPA of 2.0 while enrolled in dual credit courses.

### Dual Enrollment - Tarleton State University

JISD partners with Tarleton State University to provide a dual enrollment course during the school day. Students are taught by a high school teacher in collaboration with college coursework. Students earn high school credit with the opportunity to earn college credit. Students who successfully complete the course with a C or higher, earn automatic admission to Tarleton State University.

### University of Texas OnRamps

JISD partners with the University of Texas at Austin to provide certain dual enrollment courses during the school day on select high school campuses. Students are taught by a high school teacher in collaboration with a college professor and take college assessments over the course of the year. Students earn two grades. The college grade does not necessarily impact the high school grade. For year-long courses, if they average 75% on the fall assessments, they are eligible to earn college credit for their coursework in the spring. High school grades and college grades are recorded separately. To receive high school credit, the grade in the course must be a C or better and students must submit an official college transcript showing their grade in the dual credit course to the high school registrar for inclusion in their high school transcript.

## College Readiness Standards and the TSIA2 (Texas Success Initiative)

To be considered college ready, students must meet at least one of the following requirements: meet criteria on AP exam(s), meet TSI criteria (SAT/ACT/TSIA/college prep course) in reading and mathematics, complete a dual credit course (At least 9 hours in any subject or at least 3 hours in ELAR/Math), and /or complete an OnRamps course and earn college credit.

**All rising seniors must have met college-ready requirements and passed all required STAAR EOC assessments in order to qualify for: Senior Trip and Off Periods.**

College Readiness Minimum Scores		
College Readiness Test	Reading and Writing Exemption	Math Exemption
SAT	Reading 480+ (Evidence-Based Reading & Writing - EBRW)	Math score of 530+
ACT	Prior to 2/15/2023: Reading 19 Composite score = 23 After 2/15/2023 Combined score of 40 on English and Reading & 22+ on Math	Prior to 2/15/2023 Math 19 Composite score = 23 After 2/15/2023: Math score of 22+ and a combined score of 40 on English and Reading
Texas Success Initiative Assessment (TSIA) (not available after 1/15/21)	Reading 351+ Writing 5 or 4/340 on Essay/Multiple-Choice	Math 350+
Texas Success Initiative Assessment 2.0 (TSIA2)	ELAR (English Language Arts & Reading): Score of 945+ on the ELAR Test AND a score of at least 5 on the Essay Test OR ELAR Test score below 945 AND an ELAR Diagnostic Test score of 5+ AND an Essay Test score of 5.	Mathematics: A score of 950+ on the Mathematics Test OR a Mathematics Test score below 950 AND a Mathematics Diagnostic Test score of 6.

# JISD District Advanced Course Guidelines

## **Choosing Advanced Courses**

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

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

## **Petition for Advanced Course Exit**

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

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

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

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

## **Student Commitment Guidelines**

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

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

## **Parent Commitment Guidelines**

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

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

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

## General Information about the High School Program

### **Credit by Examination (CBE)**

Credit by Examination may be administered to a student who has sufficient prior formal instruction as determined by the district on the basis of a review of the student's educational records. A student may not use this examination to regain eligibility to participate in extracurricular activities. The attendance committee may allow a student with excessive absences to receive credit for a course by passing an examination. Students are responsible for the cost of the examination. Students must score 70% or better on each test taken.

### **Course Credit: Transferred Grades**

When a student transfers semester grades for courses that would be eligible under the Tier 2 category and the District has accepted the credit, the District shall include the grades in the calculation of class rank.

When a student transfers semester grades for courses that would be eligible to receive additional weight under the District's weighted grade system, the District shall assign additional weight to the grades based on the categories and grade weight system used by the District.

## Grade Point Average (GPA) and Rank in Class (RIC)

### **Class Ranking**

The entire, detailed policy concerning class ranking, valedictorian and salutatorian, breaking ties, and highest-ranking graduate can be found on the Jarrell ISD website under Board Policy. [See EIC (LEGAL) ACADEMIC ACHIEVEMENT & ACADEMIC ACHIEVEMENT CLASS RANK].

### **Class Ranking: Calculation**

The District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9-12 in the following subjects only: English, mathematics, science, social studies, and languages other than English. The District shall use the grades from no more than five courses in each subject area. If a student takes more than five courses in a subject area, the five highest grades shall be used in the calculation of class rank.

Beginning with the graduating class of 2028, the District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9-12 in the following subjects only: English, mathematics, science, social studies, and language other than English (LOTE). The District shall use the grades from up to eight semesters in English, mathematics, science, and social studies and the grades from up to four semesters in LOTE courses. If a student completes more than the number of semesters listed within the five categories specified above, the calculation shall include the semester grades with the highest grade point value.

A student who retakes a high school credit course after earning a passing grade shall not have the new grade recorded on the transcript or used in the calculation of class rank. The calculation shall include failing grades until a failing grade is replaced with a passing grade.

The calculation of class rank shall exclude grades earned in credit recovery, courses taken outside the regular school year, or distance learning, unless the grade is earned in a course taken through the Texas Virtual School Network (TxVSN); or through credit by examination, with or without prior instruction.

### **Class Ranking: Weighted Grade System**

The District shall categorize and weight eligible courses as Tier 1 and Tier 2 in accordance with provisions of this policy and as designated in appropriate District publications.

Eligible Advanced Placement (AP) courses, dual credit courses, and courses locally designated as honors shall be categorized and weighted as Tier 1 courses. All other eligible courses shall be categorized and weighted as Tier 2 courses.

**JISD - TIER 1 - "ELIGIBLE" COURSES DEFINED BELOW:**

English	Math	Science	Social Studies	LOTE
Honors English 1	Honors Geometry	Honors Biology	AP Human Geography	Honors Spanish 2
Honors English 2	OnRamps College Algebra	AP Biology	AP World History	Honors Spanish 3
OnRamps English 3	AP Pre-Calc	Honors Chemistry	Dual Credit US History	AP Spanish 4
AP English 3	Dual Credit Contemporary Math	OnRamps Physics	AP US History	AP Spanish 5
Dual Credit English 3	AP Calculus AB	AP Physics	AP Psychology	AP Computer Science A
Dual Credit English 4	AP Statistics	AP Environmental Science	Dual Credit Government	
AP English 4		Advanced Animal Science	Dual Credit Economics	
		AP Chemistry		

**Early Graduation**

A Jarrell ISD student may choose to graduate from high school in fewer than four years. To pursue early graduation, a student must complete the "JISD Early Graduation Credit Check" that may be obtained from the high school counseling office. Early graduation requirements include parent approval, principal approval, and a meeting with the counselor to file a written early graduation plan with the registrar's office. Students who graduate early shall be ranked with their initial high school cohort class.

**High School Courses Taken Prior to High School**

JISD offers some courses designated for grades 9-12 in middle school. Students who take these courses must show satisfactory completion of the prerequisite grade 7 and 8 STAAR exam as well as meet state and district requirements for the high school course taken including the appropriate high school STAAR EOC exam. Satisfactory completion of high school courses taken prior to high school shall be reflected on the student's transcript, and the student will be awarded state graduation credit. The grade for courses taken prior to high school will not be averaged in the student's high school grade point average (GPA) or class rank.

Students who satisfactorily complete Algebra I and Geometry prior to high school will continue with higher-level mathematics courses in grades 9-12. **Students are expected to take four additional years of high school math while in high school.** Students who successfully complete high school credits for languages other than English (LOTE), either through successful completion of the high school curriculum or successful assessment with AAPPL, may use the credits earned towards the graduation requirements for the LOTE.

**Local-Graduation Honors**

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank at the end of the third nine-week grading period of the senior year. Dual credit grades available at the time of calculation shall also be used.

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

### **Tests: What, When, Why, How**

**ASVAB (Armed Services Vocational Aptitude Battery):** The ASVAB is an optional career planning test offered free of charge on the high school campus as required by Texas Senate Bill 1843. Participation is optional. This test can help with career planning by identifying and clarifying interests. Contact the campus counseling office for more information.

The **SAT** and the **ACT** are two different college entrance exams that most colleges and universities require high school students to take as part of the application process. While strong scores are valued, the college entrance exam score is just one of many factors college admissions offices use to determine a student's acceptance to their colleges. The ACT and the SAT measure similar but not identical content and skills, and they employ different score scales. The ACT Composite score is based on a scale of 1 to 36, while the SAT Total score ranges from 400 to 1600. Both the ACT and SAT are accepted at all colleges and universities in the United States. Registration information for these exams may be found at [act.org](http://act.org) and [collegeboard.org](http://collegeboard.org). Fee waivers for qualified students may be obtained in the campus counseling office. Jarrell ISD provides a free SAT school-day testing opportunity for all juniors.

**PSAT:** The PSAT assesses verbal and mathematical skills, and is given at no cost to all sophomores and juniors. Though eligibility for the National Merit Scholarship Program is determined by a student's junior year score on the PSAT, sophomores take the PSAT to receive personalized SAT practice through Khan Academy and to get feedback on AP courses they should consider through the AP Potential tool.

**TSIA2 (Texas Success Initiative Assessment):** The TSI is a state requirement for all students entering any Texas public college/university (i.e. Austin Community College, A&M, Texas State, Texas Tech, UT, etc.). You must satisfy this requirement prior to college enrollment. You are exempt from the TSI Assessment if you meet one of the following two standards:

- ACT scores: composite score of 23 or above AND a minimum of 19 on both the English & Math subtests.
- SAT scores: SAT Math of 530 and Evidence-Based Reading and Writing (EBRW) of 480.

## **Special Programs**

### **English Language Learners' Services**

A student who is an English language learner is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student's parents must consent to any services recommended by the LPAC for an English language learner. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible. To determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will then designate instructional accommodations or additional special programs that the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program. The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English language learners who qualify for services. If a student is considered an English language learner and receives special education services because of a qualifying disability, the student's ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

### **Gifted / Talented Services**

Secondary services for gifted and talented students occur via a variety of course offerings. Teachers who serve Gifted/Talented (GT) students participate in professional learning opportunities designed to meet the unique educational needs.

## Section 504 Services

Section 504 of the Rehabilitation Act prohibits discrimination and assures that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. Eligible students have, have a record of, or are regarded as having a physical or mental impairment which substantially limits one or more major life activities including functions such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks. To receive services, even if the students have a physical or mental impairment, there must be substantial limitations on a major life activity requiring accommodation within the school. If a student has or is suspected of having a disability or requires special services, parents, teachers, administrators, or any other district employee should contact the campus counselor for information concerning available services.

## Special Education Services including Dyslexia and Related Disorders

Each local school has the responsibility for providing educational and related services to students in the least restrictive environment, and students with disabilities can participate in educational programs and activities with students without disabilities. If a student has or is suspected of having a disability or requires special services, parents, teachers, administrators, or any other district employee should contact the building administrator or counselor for information concerning available programs, assessments, and services. The school district curriculum enables each student with disabilities to acquire knowledge and skills in the basic areas of learning commensurate with the student's needs and abilities. These skills may be attained in the general program of instruction or through special education instruction and related services, as determined by the admission, review, and dismissal (ARD) committee. Students with disabilities shall have available an instructional day commensurate with that of students without disabilities. The ARD committee shall determine the appropriate instructional setting and length of day for each student, and these shall be specified in the student's individual educational plan (IEP). Students complete the secondary program of special education either with graduation or when the student no longer meets the age requirement for eligibility in the Texas Education Code (TEC), §29.001 and §29.003.

## Course Selection Process

### **STEP ONE** – Prepare for the annual individual conference with the counselor!

In high school, there is an annual individual conference scheduled for the student and parent to visit with the school counselor to discuss current status and future plans. The 4-year graduation plan is reviewed and possibly revised. Post-secondary plans, including career goals and educational opportunities, will be addressed. Students' and parents' questions will be discussed.

### **STEP TWO** – Review the campus choice sheet and the course catalog for helpful information.

A student should select courses that will fulfill graduation requirements and inform about possible future career goals. Selections should be checked carefully to see if the prerequisites for courses of interest are met. There will be opportunities to become familiar with graduation plans, academies, programs of study and all course offerings through classroom and parent presentations.

**The student's course selections for next year are final as of July 31<sup>st</sup>.**

## Jarrell ISD Descriptions of Course Offerings

This course selection guide provides a description and the prerequisites for each course offered. The student pre-registration process is used as a guide to determine what courses will be offered during the next school year. Courses that are not requested by enough students may not make it into the campus schedule. Staff hiring is based, in part, on the demands made for courses.

Selections during registration indicate how many teachers and sections will be needed for a course. This information is crucial in creating master schedules that are developed in the Spring prior to the upcoming year. The process allows administrators to plan and hire for optimum academic strength. Careful selections benefit everyone. In addition, students should pay close attention to alternate elective courses, as a student may be placed in one or more of his or her alternate selections. If no alternatives are selected, a student will be placed in an elective that fits his/her schedule and graduation plan.

## **English Language Arts (ELA)**

**Note:** The English courses build upon previous years information. Therefore, English I is a prerequisite for English II, English II is a prerequisite for English III, and English III is a prerequisite for English IV.

**English I** **110R**  
**GRADE:** 9 **PEIMS: #03220100**  
**CREDIT:** 1

This course provides instruction and practice in reading, writing, speaking, listening, thinking, and presenting. Students will read and write in multiple genres throughout the course. The development of critical reading and writing skills is emphasized.

**English I (Honors)** **110P**  
**GRADE:** 9 **PEIMS: #03220100**  
**CREDIT:** 1

This course provides instruction and practice in reading, writing, speaking, listening, thinking, and presenting. Advanced coursework includes significant reading and writing practice, critical thinking and analysis, inquiry, and peer collaboration and discussion. The course prepares students for entry into the AP and Dual Credit courses in the junior and senior years.

**English I for Speakers of Other Languages I (ESOL I)** **11SR**  
**GRADE:** 9-12 **PEIMS: #03200600**  
**English II for Speakers of Other Languages (ESOL II)** **12SR**  
**GRADE:** 10-12 **PEIMS: #03200700**  
**CREDIT:** 1.0

This course develops an understanding of English and provides explicit instruction for developing English language acquisition skills. Students engage in numerous activities that build on their prior knowledge and skills to strengthen their listening, speaking, reading, and writing skills.

**COURSE NOTE:** This course targets beginner and intermediate students, determined by LPAC Committee.

**English II** **120R**  
**GRADE:** 10 **PEIMS: #03220200**  
**CREDIT:** 1

This course provides instruction and practice in reading, writing, speaking, listening, thinking, and presenting. Students will read, analyze, and write about texts in multiple genres from world literature. This course facilitates opportunities for students to write a variety of genres for increasing length and complexity.

**English II (Honors)** **120P**  
**GRADE:** 10 **PEIMS: #03220200**  
**CREDIT:** 1

This course provides instruction and practice in reading, writing, speaking, listening, thinking, and presenting. Students will read, analyze, and write about texts in multiple genres from world literature. Advanced coursework includes significant reading and writing practice, critical thinking and analysis, inquiry, and peer collaboration and discussion. The course prepares students for entry into the AP and Dual Credit courses in the junior and senior years.

**English III** **130R**  
**GRADE:** 11 **PEIMS: #03220300**  
**CREDIT:** 1

This course provides instruction and practice in reading, writing, speaking, listening, thinking, and presenting. Students read, analyze, and write about texts in multiple genres with a strong focus on literary and rhetorical analysis. This course emphasizes major authors, periods, and various forms of American literature.

**English III (OnRamps)****GRADE: 11****CREDIT: 1****13RP  
PEIMS: 03220300**

Students enrolled in OnRamps English will complete a series of required assignments designated by a university professor to determine eligibility to be dually enrolled in the university course. Students will be immersed in significant in and out of class reading and writing, research projects, class discussions, and a variety of learning experiences which support rigorous language development. Students who successfully complete the high school course version of the course receive the one high school credit. Students may successfully complete up to 6 hours of credit from UT, which is transferable to any public college or university in Texas.

**English III (AP Language and Composition)****GRADE: 11****CREDIT: 1****13AP  
PEIMS: #A3220200**

AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situations, claims and evidence, reasoning and organization, and style.

**English III (Dual Credit)****GRADE: 11****CREDIT: 1****13DA & 13DB  
PEIMS: #03220300**

This course is a combination of college level English 1301/1302: English Composition I&II. This course is a study of the principles of composition with emphasis on language, the mechanics of writing, the types of discourse, and research and documentation. The second semester is a continuation of the first with an emphasis on analysis of reading in prose fiction.

**COURSE NOTE:** Students/Parents/Guardians are responsible for textbook costs

**English IV****GRADE: 12****CREDIT: 1****140R  
PEIMS: #03220400**

This course provides instruction and practice in reading, writing, speaking, listening, thinking, and presenting. Students read, analyze, and write about texts in multiple genres with a strong focus on literary and rhetorical analysis and the development of post-secondary writing skills. This course emphasizes major authors, periods, and various forms of British literature.

**English IV (AP Literature and Composition)****GRADE: 12****CREDIT: 1****14AP  
PEIMS: #A3220200**

AP English Literature and Composition is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works.

**English IV (Dual Credit)****GRADE: 11****CREDIT: 1****14DA  
PEIMS: #03220400**

This course is a survey of English Literature from Anglo Saxon times through the 18th century. Students earn college credit for English 2322.

**COURSE NOTE:** Students/Parents/Guardians are responsible for textbook costs

**College Preparatory English Language Arts**  
**GRADE: 12**  
**CREDIT: 1**

**1504**  
**PEIMS: #CP110114**

This course is designed to prepare students for college-level reading and writing courses. Students will learn to use academic writing and critical reading to develop and represent the processes and products of their thinking. The course fulfills the Texas Success Initiative (TSI) requirements for reading and writing at the partnering institution, Hill Community College.

## Mathematics

Our goal is to support and encourage your student to follow a math pathway that aligns with their current needs and future goals. We believe that this program will empower your students to excel in their mathematical pursuits and contribute to their overall academic success.

Approaching Level Math Course Sequences			
9 <sup>th</sup> Grade	Algebra I		
10 <sup>th</sup> Grade	<b>If not pass Algebra I EOC</b> Geometry AND Algebraic Reasoning Intervention	<b>If failed Algebra I:</b> Algebra I AND Geometry	
11 <sup>th</sup> Grade	Algebra II		
12 <sup>th</sup> Grade	Contemporary Math (Students not meeting CCMR)	Statistics	Precalculus

On Level Math Course Sequences					
9 <sup>th</sup> Grade	Algebra I	<b>If completed Algebra I:</b> Geometry			
10 <sup>th</sup> Grade	<b>If completed Algebra I &amp; EOC:</b> Geometry		Algebra II		
11 <sup>th</sup> Grade	Algebra II	Precalculus			
12 <sup>th</sup> Grade	Contemporary Math (Students not meeting CCMR)	Precalculus	Statistics	Calculus	Algebraic Reasoning

Above Level Math Course Sequences			
9 <sup>th</sup> Grade	Honors Geometry		
10 <sup>th</sup> Grade	OnRamps Algebra		
11 <sup>th</sup> Grade	AP Precal		
12 <sup>th</sup> Grade	Contemporary Math (Students not meeting CCMR)	AP Statistics	AP Calculus AB

**Algebra I** **210R**  
**GRADE:** 8-9 **PEIMS: #03100500**  
**CREDIT:** 1

This course is a prerequisite for all other math courses and continues to build understanding of algebraic functions and equations.

**Geometry** **220R**  
**GRADE:** 9-12 **PEIMS: #03100700**  
**CREDIT:** 1

Students explore geometry developing understanding of the structure of a mathematical system connecting definitions, postulates, theorems, logical reasoning, transformations, proof, and coordinate geometry.

**PREREQUISITE:** Algebra I

**Geometry (Honors)** **220P**  
**GRADE:** 9-12 **PEIMS: #03100700**  
**CREDIT:** 1

This TEKS based course introduces geometric concepts including identifying angles and two-dimensional shapes. Students will solve everyday problems using geometry.

**PREREQUISITE:** Algebra I

**Algebra II** **230R**  
**GRADE:** 10-12 **PEIMS: #03100600**  
**CREDIT:** 1

Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations; studying logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. They will also extend their knowledge of data analysis and algebraic methods. Algebra 2 is a course required by most major universities.

**PREREQUISITE:** Algebra I

**Algebra II (OnRamps College Algebra)** **23RP**  
**GRADE:** 10-12 **PEIMS: #03100600**  
**CREDIT:** 1

Students deepen their critical thinking skills and develop their ability to persist through challenges as they explore function families: Linear, Absolute Value, Quadratic, Polynomial, Radical, Rational, Exponential, and Logarithmic. Students enrolled will complete required assignments designated by a university professor to determine eligibility for dual enrollment. Students who successfully complete the high school version of the course receive high school credit. Additionally, students who successfully complete the spring college course receive college credit transferable to any Texas public college or university.

**PREREQUISITE:** Algebra I

**Algebraic Reasoning** **215R**  
**GRADE:** 10-12 **PEIMS: #03102540**  
**CREDIT:** 1

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.

**PREREQUISITE:** None

**Algebraic Reasoning, Intervention**

215E

**GRADE:** 10-12**PEIMS:** #03102540**CREDIT:** 1

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.

**PREREQUISITE:** None**Algebraic Reasoning, Applied**

215S

**GRADE:** 10-12**PEIMS:** #03102540**CREDIT:** 1

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. (ARD Committee placement)

**PREREQUISITE:** None**Contemporary Math (Dual Credit)**

27DC

**GRADE:** 11-12**PEIMS:** #03102510**CREDIT:** 1

This course focuses on conveying the power of mathematics by showing a variety of problems that can be modeled and solved by quantitative means. This course will give a broad sense of what Math is about and how it applies to everyday life. Some of the topics this course may include are Management Science, Statistics, The Science of Data, Voting and Social Choice, Fairness and Game Theory, The Digital Revolution, On size and Growth, and Your Money and Resources.

**PREREQUISITE:** Algebra I & Algebra II**Precalculus**

240R

**GRADE:** 11-12**PEIMS:** #03101100**CREDIT:** 1

This course will focus on topics in Algebra ranging from polynomial, rational, and exponential functions to conic sections. Trigonometry concepts such as Law of Sines and Cosines will be introduced. Students will begin analytic geometry and calculus concepts such as limits, derivatives, and integrals. This class is important for any student planning to take a college algebra or college pre-calculus class.

**PREREQUISITE:** Algebra I, Geometry & Algebra II**Precalculus (AP)**

23AP

**GRADE:** 11-12**PEIMS:** #03100100**CREDIT:** 1

AP Precalculus prepares students for other college-level mathematics and science courses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. The course framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

**PREREQUISITE:** Algebra I, Geometry, and Algebra II.

**Calculus AB (AP)** **24AP**  
**GRADE:** 12 **PEIMS: #A3100101**  
**CREDIT:** 1

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

**PREREQUISITE:** Precalculus

**Statistics** **260R**  
**GRADE:** 11-12 **PEIMS: #03102530**  
**CREDIT:** 1

Students will broaden their knowledge of variability and statistical processes. Students will study sampling and experimentation, categorical and quantitative data, probability and random variables, inference, and bivariate data. Students will connect data and statistical processes to real-world situations.

**PREREQUISITE:** Algebra I and Geometry

**Statistics (AP)** **26AP**  
**GRADE:** 11-12 **PEIMS: #A3100200**  
**CREDIT:** 1

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

**PREREQUISITE:** Geometry and Algebra II

## Science

**Biology** **310R**  
**GRADE:** 9 **PEIMS: #03010200**  
**CREDIT:** 1

Students in Biology study a variety of topics that include: cell structure and function, mechanisms of genetics, evolution and classification, biological processes and systems, and interdependence within environmental systems.

**Biology (Honors)** **310P**  
**GRADE:** 9 **PEIMS: #03010200**  
**CREDIT:** 1

Students must master all requirements for Biology and engage in exploration of biological concepts using critical thinking and problem solving skills.

**IPC (Integrated Physics and Chemistry)** **3501**  
**GRADE:** 9-10 **PEIMS: #03060201**  
**CREDIT:** 1

This course develops scientific process skills, algebraic thinking, and problem-solving and integrates the disciplines of physics and chemistry in the following topics: force, motion, energy, and matter.

**Chemistry** **320R**  
**GRADE:** 10-12 **PEIMS: #03040000**  
**CREDIT:** 1

Students study topics in the following categories: matter and the Periodic Table, atomic structure and nuclear chemistry, bonding and chemical reactions, gasses and thermochemistry, and solutions.

**Chemistry (Honors)****GRADE:** 10-12**CREDIT:** 1

Students must master all requirements for Chemistry and engage in exploration of chemical concepts using critical thinking and problem solving skills.

**PREREQUISITES:** 1 unit of high school science and Algebra I**320P****PEIMS: #03040000****Chemistry (AP)****GRADE:** 10-12**CREDIT:** 1

This is a laboratory-oriented, college freshman-level chemistry course of theoretical chemistry concepts. Laboratory experiments emphasize student analysis of laboratory data and documented reports.

**PREREQUISITES:** 1 unit of high school science and Algebra I**32AP****PEIMS: #A3040000****Physics****GRADE:** 9-12**CREDIT:** 1

Students study topics in the following categories: force and motion, gravitational, electrical, magnetic, and nuclear forces, momentum and energy, waves, and quantum phenomena.

**RECOMMENDED PREREQUISITES:** Algebra I**330R****PEIMS: #03050000****Physics I (AP)****GRADE:** 10-12**CREDIT:** 1

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, and conservation.

**RECOMMENDED PREREQUISITES:** Algebra I & Geometry**33AP****PEIMS: #03050003****Physics I (OnRamps)****GRADE:** 11-12**CREDIT:** 1

Students enrolled in OnRamps Physics will complete a series of required assignments designated by a university professor to determine eligibility to be dually enrolled in the university course. Students who successfully complete the high school course version of the course receive high school credit. In addition, students who successfully complete the spring college credit from UT which is transferable to any public college or university in Texas.

**RECOMMENDED PREREQUISITES:** Algebra I & Geometry**330P****PEIMS: #03050000****Environmental Systems****GRADE:** 10-12**CREDIT:** 1

This course is a laboratory and issue oriented course that prepares students to be environmentally aware and active. Outdoor field work is mandatory and integrated with community awareness. Career opportunities are integrated into the instruction.

**RECOMMENDED PREREQUISITES:** Biology**3402****PEIMS: #03020000****Aquatic Science****GRADE:** 10-12**CREDIT:** 1

Students will engage in a laboratory-oriented study of freshwater and marine environments. Studies include geological, biological, physical, and chemical properties of aquatic systems. Dissection and field research are required.

**PREREQUISITE:** Biology**3401****PEIMS: #03030000**

**Anatomy and Physiology****GRADE:** 11-12**CREDIT:** 1

Students study the structures, functions, and interactions of human body systems through the integration of biology, chemistry, and physics. Dissection is part of the course.

**COURSE NOTE:** This course satisfies a high school science graduation requirement.

**PREREQUISITE:** Biology and a second science credit

34CT

PEIMS: #13020600

**Biology (AP)****GRADE:** 11-12**CREDIT:** 1

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions.

31AP

PEIMS: #A3010200

**Environmental Science (AP)****GRADE:** 11-12**CREDIT:** 1

Students cultivate their understanding of the interrelationships of the natural world through inquiry-based lab investigations and field work as they explore concepts like the four Big Ideas; energy transfer, interactions between earth systems, interactions between species and the environment, and sustainability.

35AP

PEIMS: #A3020000

## Social Studies

**World Geography****GRADE:** 9**CREDIT:** 1

This course examines people, places, and environment at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Primary and secondary source materials, reading and writing skills, technology, and critical thinking will be used to acquire and apply information.

410R

PEIMS: #03320100

**Human Geography (AP)****GRADE:** 9-12**CREDIT:** 1

AP Human Geography is an introductory college-level human geography course. Students cultivate their understanding of human geography through data and geographic analyses as they explore topics like patterns and spatial organization, human impacts and interactions with their environment, and spatial processes and societal changes.

**COURSE NOTE:** This course may be used as a substitute for World Geography graduation requirements.

41AP

PEIMS: #A3360100

**World History****GRADE:** 10**CREDIT:** 1

This course provides an overview of the history of humankind. Traditional historical points of reference in history are identified as students analyze important events and issues from earliest times to the present using primary and secondary source materials, reading and writing skills, technology, and critical thinking.

420R

PEIMS: #03340400

**World History (AP)****GRADE:** 10**CREDIT:** 1

AP World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

42AP

PEIMS: #A3370100

**United States History Studies since 1877**

430R

**GRADE:** 11**PEIMS:** #03340100**CREDIT:** 1

This course traces the emergence and growth of the United States following Reconstruction to the present. Primary and secondary source materials, reading and writing skills, technology, and critical thinking will be used to acquire and apply information.

**United States History (Dual Credit)**

43DA/43DB

**GRADE:** 11**PEIMS:** 03380002/03340100**CREDIT:** .5/.5

This college-level course traces the history of the United States from discovery until the present. This course is equivalent to college level History 1301/ 1302.

**COURSE NOTE:** Students/Parents/Guardians are responsible for textbook costs.

**PREREQUISITES:** World History or W. Geo. & Dual Credit Criteria

**United States History (AP)**

43AP

**GRADE:** 11**PEIMS:** #A3340100**CREDIT:** 1

AP U.S. History is an introductory college-level U.S. history course. Students cultivate their understanding of U.S. history from c. 1491 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

**US Government**

4400

**GRADE:** 12**PEIMS:** #03330100**CREDIT:** 0.5

Government focuses on structures of power and authority in American society. Students study the U.S. Constitution; the roles and responsibilities of the state and national governments; the influence of political parties and other participants in the political system; and the rights and responsibilities of citizens. Through discussions of current issues, students examine the impact of government policies on the lives of U.S. citizens.

**PREREQUISITE:** U.S History

**US Government (Dual Credit)**

44DA/ 44DB

**GRADE:** 12**PEIMS:** #03330100/03380001**CREDIT:** 0.5

This course is an introduction to the United States national government. The course includes a framework for understanding United States government and politics and the constitutional basis for the processes, the Institutions, and the policies of the United States government and politics. This course is equivalent to college level Government 2305

**COURSE NOTE:** Students/Parents/Guardians are responsible for textbook costs

**PREREQUISITES:** U.S. History & Dual Credit Criteria

**Economics**

4401

**GRADE:** 12**PEIMS:** #03310300**CREDIT:** 0.5

This course focuses on the principles of economics that apply to an economic system including the relationship between national and international economic decisions. Credit in U.S. History is recommended.

**PREREQUISITES:** U.S. History

**Economics (Dual Credit)**

45DC

**GRADE:** 12**PEIMS:** #03310300/03310301**CREDIT:** 0.5

This course deals with consumers as a whole, producers as a whole, international trade, the effects of government spending and taxation, and the monetary policy of the Federal Reserve. Macroeconomics is concerned with unemployment, inflation, national income, economic growth, and the business cycle. Knowledge of U.S. History is strongly recommended. This course is equivalent to Economics 2301 - Principles of Macroeconomics.

**COURSE NOTE:** Students/Parents/Guardians are responsible for textbook costs**PREREQUISITES:** ACC Dual Credit Enrollment Process with TSI Math Status Complete**Psychology**

4501

**GRADE:** 10-12**PEIMS:** #03350100**CREDIT:** 0.5

This introduction to the field of psychology includes opportunities for students to study the historical development of the field of psychology, consider the development of the individual and personality, and to study various topics including emotion, motivation, learning, and dysfunctional behavior.

**Psychology (AP)**

45AP

**GRADE:** 10-12**PEIMS:** #A3350100**CREDIT:** 1.0

AP Psychology is an introductory college-level psychology course. Students cultivate their understanding of the systematic and scientific study of human behavior and mental processes through inquiry-based investigations as they explore concepts like the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology.

**Sociology**

4502

**GRADE:** 10-12**PEIMS:** #03370100**CREDIT:** 0.5

This course focuses on the scientific study of human behavior, social groups, and society. Using case studies, current events, and research, students will study components of culture, research methods, social structure, stratification, the socializing process, deviant social control, and social movements.

**Languages Other Than English (LOTE)**

**NOTE:** For all languages, successful completion of the previous level of the course is recommended. Level I is the recommended prerequisite for level II/ADV. Level II/ADV is the prerequisite for level III/ADV. Level III/ADV is the prerequisite for level IV/ADV. Level III/ADV or Level IV/ADV are the prerequisites for an AP Language and Culture course.

**American Sign Language ASL I**

6212

**GRADE:** 9-12**PEIMS:** #03980100**CREDIT:** 1

Using age-appropriate materials, students in ASL Level I develop the ability to perform the tasks of the novice language learner. The novice language learner, when dealing with familiar topics, should understand ASL phrases receptively and respond expressively with learned material; sign learned words, concepts, phrases, and sentences; recognize the importance of communication and how it applies to the American Deaf culture; and recognize the importance of accuracy of expression by knowing the components of ASL. Students use expressive and receptive skills for comprehension.

**American Sign Language ASL II**

6213

**GRADE:** 10-12**PEIMS:** #03980200**CREDIT:** 1

This course builds on the language skills acquired in ASL I. Students will develop their signing skills in various everyday situations and further explore the cultural perspective of the deaf community.

**PREREQUISITE:** ASL I

**Spanish I** 6201  
**GRADE:** 9-11 **PEIMS:** #03440100  
**CREDIT:** 1

This course introduces the basic language skills of listening, speaking, reading, and writing across all three modes of communication: Interpretive, interpersonal and presentational. Students learn common expressions to communicate about basic, everyday topics and are expected to actively participate in class

**Spanish II** 6202  
**GRADE:** 9-10 **PEIMS:** #03440200  
**CREDIT:** 1

This course reviews concepts taught in the previous level and continues with additional structures and vocabulary to increase language proficiency.

**Spanish II (Honors)** 622P  
**GRADE:** 9-12 **PEIMS:** #03440200  
**CREDIT:** 1

This course focuses on language study with a greater depth and range of subject matter than in Level II. Advanced Level II challenges students to begin working toward a higher level of proficiency.

**Spanish III (Honors)** 620P  
**GRADE:** 9-12 **PEIMS:** #03440300  
**CREDIT:** 1

This course extends beyond the basic language program with emphasis on increasing proficiency in reading, writing, speaking, and listening skills. Reading and writing skills are developed through the study and analysis of relevant authentic texts.

**Spanish IV AP Language and Culture** 62AP  
**GRADE:** 10-12 **PEIMS:** #A3440100  
**CREDIT:** 1

AP Spanish Language and Culture is equivalent to an intermediate level college course in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.

**RECOMMENDED PREREQUISITE:** Spanish III Honors

**Spanish V AP Literature and Culture** 62A5  
**GRADE:** 10-12 **PEIMS:** #A3440200  
**CREDIT:** 1

AP Spanish Literature is equivalent to a college level introductory survey course of literature written in Spanish. Students continue to develop their interpretive, interpersonal, and presentational skills in Spanish language as well as critical reading and analytical writing as they explore short stories, novels, plays, essays, and poetry from Spain, Latin America, and U.S. Hispanic authors along with other non-required texts.

**RECOMMENDED PREREQUISITE:** Spanish IV AP Language and Culture

**French I** 6216  
**GRADE:** 9-12 **PEIMS:** #03410100  
**CREDIT:** 1

This course introduces the basic language skills of listening, speaking, reading, and writing across all three modes of communication: Interpretive, interpersonal and presentational. Students learn common expressions to communicate about basic, everyday topics and are expected to actively participate in class.

## Arts and Humanities

### Music Performance

#### Band

**IMPORTANT NOTE:** Placement into ability level ensembles is determined through an audition process. Each student's ability to read music, technical facility, and ability to produce a characteristic tone are evaluated. For all levels of band there is an expectation for participation in rehearsals and performances outside of normal school hours, and attendance is required at these events. Students receive a full fine arts credit for band, plus a .5 PE "substitution credit" for participation in marching band. This credit is noted as "CREDIT: 1.5 (FA 1 + PE Sub .5)." Students must be in Band for the full year in order to receive fine arts credit.

<b>Band I</b>	<b>6311</b>
<b>GRADE:</b> 9-12	<b>PEIMS: #03150100</b>
<b>Band II</b>	<b>6312</b>
<b>GRADE:</b> 10-12	<b>PEIMS: #03150200</b>
<b>Band III</b>	<b>6313</b>
<b>GRADE:</b> 11-12	<b>PEIMS: #03150300</b>
<b>Band IV</b>	<b>6314</b>
<b>GRADE:</b> 12	<b>PEIMS: #03150400</b>

**CREDIT:** 1.5 (FA 1 + PE Sub .5 up to required PE credit for graduation plan)

Students will further their instrumental technique, and music theory skills through participating in the high school marching band and concert band programs. All students will be required to participate in UIL contests for marching, concert bands, and all other scheduled performances of the high school band program. Attendance at scheduled rehearsals - including after school practices for marching band, contests, and performances is required. Fees are associated with this course.

**COURSE NOTE:** Two Years Required to Meet PE Requirement.

<b>Instrumental Ensemble I</b>	<b>6315</b>
<b>GRADE:</b> 9-12	<b>PEIMS: #03151700</b>
<b>Instrumental Ensemble II</b>	<b>6316</b>
<b>GRADE:</b> 10-12	<b>PEIMS: #03151800</b>
<b>CREDIT:</b> 1	

Students develop foundational skills for musicianship including; music reading, technique, and ensemble skills. The course should be taken in the corresponding block to the student's respective Band. There is no PE substitution credit for this class.

<b>Color Guard I</b>	<b>6006</b>
<b>Grade:</b> 9-12	<b>PEIMS: #03832500</b>
<b>Color Guard II</b>	<b>6007</b>
<b>Grade:</b> 9-12	<b>PEIMS: #03832600</b>
<b>Color Guard III</b>	<b>6008</b>
<b>Grade:</b> 9-12	<b>PEIMS: #03832700</b>
<b>Color Guard IV</b>	<b>6009</b>
<b>Grade:</b> 9-12	<b>PEIMS: #03832800</b>
<b>Credit:</b> 1.0	

Color guard is a year-round class in which students learn dance and body principles and apply them to the art of color guard and its components of flag, rifle, saber, and various props. The year includes performances and participation at summer camps, football games and contests with the Marching Band, public and community performances, recitals, and Winter guard competitions in the Spring. Before and after school practice is required as well as one class period for each semester. Fees are associated with this course. Participation requires coach approval.

**COURSE NOTE:** Two Years Required to Meet PE Requirement.

<b>Mariachi I</b>	6408
<b>GRADE:</b> 9-12	<b>PEIMS:</b> #03153800
<b>Mariachi II</b>	6409
<b>GRADE:</b> 10-12	<b>PEIMS:</b> #03153900
<b>Mariachi III</b>	6410
<b>GRADE:</b> 11-12	<b>PEIMS:</b> #03154000
<b>Mariachi IV</b>	6411
<b>GRADE:</b> 12	<b>PEIMS:</b> #03154100
<b>CREDIT:</b> 1	

Attendance at rehearsals and performances outside school hours is recommended. Students learn and develop mariachi techniques and study mariachi literature.

### Dance

**IMPORTANT NOTE:** Unless otherwise noted, all dance courses will require specific attire. Attendance is required at all rehearsals and performances outside normal school hours. Audition is required for placement into some dance classes and teams. Most Dance I courses receive one Fine Arts credit, plus 1 credit for Lifetime Fitness and Wellness pursuit, which is indicated as “CREDIT: 2 (FA 1 + PE 1).” Other Dance courses receive one Fine Arts credit, plus ½ substitution credit for PE, indicated as “CREDIT: 1.5 (FA 1 + PE Sub .5).” A supply fee is required for our Dance Teams. If the fee poses affordability issues for the family, students and parents may discuss options with the administration, teacher or school counselor.

<b>Dance Performance Ensemble I: Dance Team</b>	6001
<b>Grade:</b> 9-12	<b>PEIMS:</b> #03833300
<b>Dance Performance Ensemble II: Dance Team</b>	6014
<b>Grade:</b> 10-12	<b>PEIMS:</b> #03833400
<b>Dance Performance Ensemble III: Dance Team</b>	6015
<b>Grade:</b> 11-12	<b>PEIMS:</b> #03833500
<b>Dance Performance Ensemble IV: Dance Team</b>	6016
<b>Grade:</b> 12	<b>PEIMS:</b> #03833600
<b>Credit:</b> 1.0	

Dance Team is an extra-curricular activity based upon the dance curriculum. Dance Team members are selected only by audition near the end of the spring semester. The dance team participates in many outside-of-the-school-day performances including, but not limited to, events with the marching band, football games, pep rallies, parades, basketball games, dance competitions, various spring performances and summer camps/training.

<b>Principles of Dance I</b>	6002
<b>Grade:</b> 9-12	<b>PEIMS:</b> #03830100
<b>Credit:</b> 2.0	

This course is an introduction to all basic dance techniques (tap, ballet, jazz, modern, contemporary, and world dance) including vocabulary and principles of all dance forms.

<b>Dance II</b>	6003
<b>Grade:</b> 9-12	<b>PEIMS:</b> #03830200
<b>Dance III</b>	6004
<b>Grade:</b> 9-12	<b>PEIMS:</b> #03830300
<b>Dance IV</b>	6005
<b>Grade:</b> 9-12	<b>PEIMS:</b> #03830400
<b>Credit:</b> 1.0	

Dance II further extends skills and concepts introduced in Dance I. Group and individual projects through choreography and research are introduced. Dance III further extends skills and concepts introduced in Dance II. The student continues project work and explores career opportunities and develops performance evaluations skills. Dance IV focuses on developing the artistic growth of the advanced dancer. Students will create, produce, and perform dance works.

<b>World Dance Forms I</b>	6412
<b>Grade:</b> 9-12	PEIMS: #03832100
<b>World Dance Forms II</b>	6413
<b>Grade:</b> 10-12	PEIMS: #03832200
<b>World Dance Forms III</b>	6414
<b>Grade:</b> 11-12	PEIMS: #03832300
<b>World Dance Forms IV</b>	6415
<b>Grade:</b> 12	PEIMS: #03832400
<b>Credit:</b> 1.0	

Students will develop a deep understanding and appreciation for the historical, linguistic, athletic, theatric, and performance skills associated with Ballet Folklórico. This course will open the door to our students' exploration of their various heritages, as well as further the development of a wide variety of dance skills that can transfer to other disciplines. Ballet Folklórico can broaden Hispanic and non-Hispanic's students' perspectives and worldview, opening their minds to the full depth of Mexican culture.

### **Choir**

The student will develop their voice, music reading skills, listening skills, self-discipline, team building, and leadership skills. Students will perform a variety of musical styles in large ensembles, small ensembles, and as a soloist as they learn music contests and performances. Participation in all choirs is subject to instructor placement determined by audition. Attendance is required at all rehearsals and performances, including UIL events, concerts, and community performances. Individual participation in All-Region auditions and solo/ensemble events are encouraged. Students must take the choir class both semesters to receive fine arts credit. Students will participate in after school concerts and UIL assessment. After school rehearsals may be required.

<b>Choir I</b>	6321
<b>GRADE:</b> 9-12	PEIMS: #03150900
<b>Choir II</b>	6322
<b>GRADE:</b> 10-12	PEIMS: #03151000
<b>Choir III</b>	6323
<b>GRADE:</b> 11-12	PEIMS: #03151100
<b>Choir IV</b>	6324
<b>GRADE:</b> 12	PEIMS: #03151200
<b>CREDIT:</b> 1	

<b>Vocal Ensemble I (Show Choir)</b>	6401
<b>GRADE:</b> 9-12	PEIMS: #03152100
<b>Vocal Ensemble II (Show Choir)</b>	6402
<b>GRADE:</b> 10-12	PEIMS: #03152200
<b>Vocal Ensemble III (Show Choir)</b>	6403
<b>GRADE:</b> 11-12	PEIMS: #03152300
<b>Vocal Ensemble IV (Show Choir)</b>	6404
<b>GRADE:</b> 12	PEIMS: #03152400
<b>CREDIT:</b> 1	

Students will learn to sing and dance simultaneously using healthy vocal production, teamwork, discipline, and safe choreography practices. These students will learn a variety of styles and genres to perform shows for school events, competitions, and their community.

## Theatre

<b>Theatre Arts I</b>	6331
<b>GRADE:</b> 9-12	<b>PEIMS:</b> #03250100
<b>Theatre Arts II</b>	6332
<b>GRADE:</b> 9-12	<b>PEIMS:</b> #03250200
<b>Theatre Arts III</b>	6333
<b>GRADE:</b> 9-12	<b>PEIMS:</b> #03250300
<b>Theatre Arts IV</b>	6334
<b>GRADE:</b> 9-12	<b>PEIMS:</b> #03250400
<b>CREDIT:</b> 1	

Theatre Arts includes four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation—each provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Students increase their understanding of self and others and develop clear ideas about the world. Through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally. Upper levels expand on the above-mentioned themes and include directing and writing in the creative expression strand.

<b>Theatre Production I</b>	6335
<b>GRADE:</b> 9-12	<b>PEIMS:</b> #03250700
<b>Theatre Production II</b>	6336
<b>GRADE:</b> 10-12	<b>PEIMS:</b> #03250800
<b>Theatre Production III</b>	6337
<b>GRADE:</b> 11-12	<b>PEIMS:</b> #03250900
<b>Theatre Production IV</b>	6338
<b>GRADE:</b> 12	<b>PEIMS:</b> #03251000
<b>CREDIT:</b> 1	
<b>PREREQUISITE:</b> Previous level of Theatre Production and instructor approval	

<b>Technical Theatre I</b>	6350
<b>GRADE:</b> 9-12	<b>PEIMS:</b> #03250500
<b>Technical Theatre II</b>	6351
<b>GRADE:</b> 9-12	<b>PEIMS:</b> #03250600
<b>Technical Theatre III</b>	6352
<b>GRADE:</b> 9-12	<b>PEIMS:</b> #03251100
<b>Technical Theatre IV</b>	6353
<b>GRADE:</b> 9-12	<b>PEIMS:</b> #03251200
<b>CREDIT:</b> 1	

Technical Theatre class will introduce the first year technician to the areas of stagecraft and theatrical production. Students will climb ladders, build, paint, research, work with makeup, and handle expensive equipment in this class. The theater elements introduced will include, but are not limited to, stage elements, stage properties, crews/assignments, theater appreciation, costumes/makeups, sound engineering and recording, lights and lighting design, fly system/safety, and box office/ticket sales.

## Visual Arts

<b>Art I</b>	6301
<b>GRADE:</b> 9-12	<b>PEIMS:</b> #03500100
<b>CREDIT:</b> 1	

Art I is a beginning art class covering perception, creative expression, art history, and aesthetic judgment. Student-created artwork will demonstrate, compare, and contrast Elements of Art. Students will demonstrate proper use of various art media, compare and contrast art styles and trends throughout history, and apply aesthetic judgment in evaluating artwork. Students may need to provide some supplies.

**Art Appreciation (Dual Credit)****GRADE:** 10**CREDIT:** 1**65DC****PEIMS: #03500110**

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 contexts. This course is equivalent to college level ARTS 1301.

**COURSE NOTE:** Students/Parents/Guardians are responsible for textbook costs**PREREQUISITES:** Dual Credit Criteria**Art II****GRADE:** 9-12**CREDIT:** 1**6405****PEIMS: #03500200**

Art II is concept-based and is designed to build on the experience of the Curriculum units of Art I. Assignments and student problem solving are more complex in drawing, painting, printmaking, three dimensional art, fiber, digital art and media, and compositions of mixed media. Artists, artist styles, and periods of art history become a focus, as does extensive creativity, imagery, individualization, and gallery display.

**PREREQUISITE:** Art I**Art III****GRADE:** 10-11**CREDIT:** 1**6406****PEIMS: #03500300**

High School Art III is Concept-based and provides for opportunities in creative expression on a more advanced level than those of Art I and Art II. Emphasis continues to be placed on understanding and recognition of artists, artist styles, and periods of art history. The significance and value of created art is accentuated along with extended creativity and portfolio development.

**PREREQUISITE:** Art II**Art IV****GRADE:** 11-12**CREDIT:** 1**6407****PEIMS: #03500400**

High School Art IV is Concept-based and is an advanced course designed to expand on the experiences and skills developed in Art I, Art II, and Art III. Rigorous assignments and student problem solving are individualized to accommodate students' desires to further explore media and ideas of their own choice. Student portfolios and gallery experiences are developed extensively.

**PREREQUISITE:** Art III**Art II: Painting I****GRADE:** 10-12**CREDIT:** 1**6303****PEIMS: #03500600**

Students solve visual problems through planning and executing paintings for a portfolio. They apply elements of art and principles of design in their works, and critique student/master art works. Emphasis is placed on experiencing color through watercolor, tempera, and acrylic. A range of subject matter and ideas are explored. A fee is associated with this class.

**PREREQUISITE:** Art I

## Humanities

### Humanities Prehistory to Renaissance (Dual Credit)

GRADE: 9

CREDIT: 0.5

A study of representative samples of literature, art, and music of various periods and cultures from prehistory through the Renaissance. The study of the interrelationships of the arts and their philosophies emphasizes an understanding of human nature and the values of human life. This course is equivalent to college level Humanities 1301

**COURSE NOTE:** Students/Parents/Guardians are responsible for textbook costs

**PREREQUISITES:** Dual Credit Criteria

72DC

PEIMS: #03221600

## Career and Technical Education

Career and Technical Education (CTE) courses are designed to prepare students for college and professional occupations. A sequence of courses may move a student from grade 9 through 12 while providing the opportunity for them to earn industry recognized certifications. After high school graduation, students who have completed a coherent sequence of CTE courses will have the knowledge and skills which lead to many routes of success. These include continuing their education in a four-year university, attending a technical or community college, or immediately pursuing employment.

## Business & Industry

### Agriculture, Food, and Natural Resources

#### Principles of Agriculture, Food, and Natural Resources

GRADE: 9-10

CREDIT: 1

To be prepared for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for success, students need to have opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings.

5110

PEIMS: #13000200

#### Equine Science

GRADE: 10-12

CREDIT: 0.5

Students will acquire knowledge and skills related to equine animal systems and the equine industry. Equine Science may address topics related to horses, donkeys, and mules. To prepare for careers in the field of animal science, students must enhance academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

5114

PEIMS: #13000500

**PREREQUISITE:** Principles of Agriculture, Food, and Natural Resources

#### Small Animal Management

GRADE: 10-12

CREDIT: 0.5

Students enhance knowledge and skills related to animal systems, including career opportunities, entry requirements, and industry expectations. Suggested small animals which may be included in the course of study include, but are not limited to, small mammals, amphibians, reptiles, avian, dogs, and cats.

5115

PEIMS: #13000400

**PREREQUISITE:** Principles of Agriculture, Food, and Natural Resources

**Livestock and Poultry Production** 5113  
**GRADE:** 10-12 **PEIMS:** #13000300  
**CREDIT:** 1

Students acquire knowledge and skills related to the livestock and poultry production industry. Livestock and Poultry Production may address topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry.

**PREREQUISITE:** Small Animal Management and Equine Science

**Veterinary Science** 5116  
**GRADE:** 11-12 **PEIMS:** #13000600  
**CREDIT:** 1

Veterinary Science covers topics relating to veterinary practices, including practices for large and small animal species. To prepare for careers in the field of animal science, students must attain academic skills and knowledge, acquire technical knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills and technologies in a variety of settings. Students in this course are working towards a Veterinary Assistant certification and have an additional lab to accrue the hours necessary for certification.

**PREREQUISITE:** Small Animal Management AND Equine Science AND/OR Livestock Production

**Advanced Animal Science** 5119  
**GRADE:** 12 **PEIMS:**  
**#13000700CREDIT:** 1

This course 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.

**COURSE NOTE:** This course satisfies a high school science graduation requirement.

**PREREQUISITE:** Biology and chemistry or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production

**Practicum in Veterinary Science** 5118  
**GRADE:** 11-12 **PEIMS:** #13002500  
**CREDIT:** 2

The practicum is designed to give students supervised practical application of knowledge and skills in the area of Veterinary Medicine. Practicum experiences can occur in a variety of locations including veterinary practices. Hours earned through the practicum course count toward the Certified Veterinary Assistant Level I Certification.

**PREREQUISITE:** Veterinary Science

**Floral Design** 5112  
**GRADE:** 10-12 **PEIMS:** #13001800  
**CREDIT:** 1

This course is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design and develop an understanding of the management of floral enterprises.

**COURSE NOTE:** This course satisfies the fine arts requirement for graduation

**Advanced Floral Design** 5141  
**GRADE:** 11-12 **PEIMS:** #13001850  
**CREDIT:** 1

Students gain advanced knowledge and skills specific to those needed to enter the workforce as a floral designer or as a floral event designer with an emphasis on specialty designs and occasion-specific designs and planning. Students are also prepared to enter postsecondary certification or degree programs in floral design or special events design.

**PREREQUISITE:** Floral Design

**Advanced Plant and Soil Science** 5124  
**GRADE:** 12 **PEIMS:** #13002100  
**CREDIT:** 1  
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.  
**COURSE NOTE:** This course satisfies a high school science graduation requirement.  
**PREREQUISITE:** Advanced Floral Design

**Agricultural Mechanics and Metal Technologies** 5120  
**GRADE:** 10-12 **PEIMS:** #13002200  
**CREDIT:** 1  
This course is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal working techniques.

**Agricultural Structures Design and Fabrication** 5121  
**GRADE:** 11-12 **PEIMS:** #13002300  
**CREDIT:** 1  
Students will acquire knowledge and skills related to the design and fabrication of agricultural equipment. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural equipment design and fabrication. To prepare for success, students reinforce, apply and transfer their academic knowledge and technical skills in a variety of settings.  
**PREREQUISITE:** Agricultural Mechanics and Metal Technologies

**Agricultural Equipment Design and Fabrication** 5128  
**GRADE:** 11-12 **PEIMS:** #13002350  
**CREDIT:** 1  
Students will acquire knowledge and skills related to the design and fabrication of agricultural equipment. To prepare for careers in mechanized agriculture and technical systems, students attain knowledge and skills related to agricultural equipment design and fabrication.  
**PREREQUISITE:** Agricultural Mechanics and Metal Technologies

**Practicum in Agricultural Technology and Mechanical Systems** 512W  
**GRADE:** 11-12 **PEIMS:** #13002500  
**CREDIT:** 2  
The practicum is designed to give students supervised practical application of knowledge and skills in the area of Agricultural Mechanics. To be prepared for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for success, students need to have opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings.  
**PREREQUISITE:** Agricultural Mechanics and Metal Technologies AND Agricultural Equipment Design and Fabrication OR Agricultural Structures Design and Fabrication

## Architecture and Construction

**Principles of Construction** 5133  
**GRADE:** 9 **PEIMS:** #13004220  
**CREDIT:** 1  
This course will provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools.

**Construction Technology I****GRADE:** 10-12**CREDIT:** 2

5134

**PEIMS: #13005100**

In this double-blocked lab-intensive class, students gain knowledge and skills specific to those needed to enter the workforce as carpenters and prepare for a postsecondary degree in construction management, architecture, or engineering. Students learn about safety, tool usage, etc. Students will have the opportunity to earn NCCER Carpentry Fundamentals Level 1 certification. (Potential college credit).

**PREREQUISITE:** Principles of Construction**Hospitality****Introduction to Culinary Arts****GRADE:** 9-10**CREDIT:** 1

5701

**PEIMS: #13022550**

Provides an overview of the culinary industry within the aspects of the entire hospitality industry. It provides students with an introduction to the historical, social, and cultural forces that have affected and shaped the industry of today. Students will identify job qualifications and opportunities, professional standards, communication skills, and attitudes essential for successful workers in the industry. This course is offered as a classroom and laboratory-based course.

**Culinary Arts****GRADE:** 10-11**CREDIT:** 2

5702

**PEIMS: #13022600**

Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification or other appropriate industry certifications. This course is offered as a laboratory-based course.

**PREREQUISITE:** Introduction to Culinary Arts**Advanced Culinary Arts****GRADE:** 11-12**CREDIT:** 2

5703

**PEIMS: #13022650**

Advanced Culinary Arts will extend content and enhance skills introduced in Culinary Arts by in-depth instruction of industry-driven standards in order to prepare students for success in higher education, certifications, and/or immediate employment.

**PREREQUISITE:** Culinary Arts**Arts, AV, and Communication****Principles of Arts, A/V Technology, and Communications****GRADE:** 9**CREDIT:** 1

5216

**PEIMS: #13008200**

The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

**Audio/Video Production I****GRADE:** 10-12**CREDIT:** 1

5209

**PEIMS: #13008500**

This course will explore the Audio and Video production industry and its post-secondary educational and career opportunities. Students will gain job-specific training for entry level employment in audio, video, television, and motion picture careers. Professional grade equipment and software will be used in the creation of student lead productions. Students will be involved in every aspect of several class and small group audio, video, and film style production projects with emphasis on live multi-camera video and film style production projects.

**Audio/Video Production II**

5218

**GRADE:** 10-12**PEIMS:** #13008600**CREDIT:** 1

In this course, students will work on several audio and/or video productions created for television, cable television, education, radio, entertainment, business and/or industry. Students may concentrate on specific areas of interest such as videography, video editing, film editing, audio recording, audio mixing, sound reinforcement, sound design, dialog editing, lighting, directing, producing, still or animated computer graphics, special effects, voice talent, on-camera talent, production management and camera operation.

**PREREQUISITE:** Audio/Video Production I**Graphic Design and Illustration I**

5206

**GRADE:** 10-12**PEIMS:** #13008800**CREDIT:** 1

Design is a communication tool. The goal of the graphic design program is to provide students with experience in analyzing communication problems. Students work to create solutions to these problems, and then implement and evaluate them. This experimenting gives students a taste of real-world issues they may come up against and allows them to work hands-on. The curriculum focuses on conceptual, technical, historical, and visual aspects of graphic design.

**Graphic Design and Illustration II**

5220

**GRADE:** 10-12**PEIMS:** #13008900**CREDIT:** 1

The course expands on Graphic Design & Illustration including advanced skills in image editing and vector graphic software focusing on original creation and design of computer graphics for use as ornamentation, illustration, and advertising. Students are expected to interpret, evaluate, and justify design decisions. Instruction is project-based, and students will develop advanced technical skills needed for success in visual communication industries. Software focus is Adobe Photoshop and Adobe Illustrator.

**PREREQUISITE:** Graphic Design and Illustration I**Practicum in Graphic Design and Illustration**

5211

**GRADE:** 12**PEIMS:** #13009000**CREDIT:** 1

Students develop technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop a technical understanding of the industry with a focus on skill proficiency.

**PREREQUISITE:** Graphic Design and Illustration II**Business, Finance and Marketing****Principles of Business, Marketing, and Finance**

5304

**GRADE:** 9-10**PEIMS:** #13011200**CREDIT:** 1

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

**Foundations of Business Communication and Technologies**

5300

**GRADE:** 10-12**PEIMS:** #13011400**CREDIT:** 1

Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop spreadsheets, formulate a database, and make an electronic presentation using appropriate software.

**Accounting I** 5321  
**GRADE:** 10-12 **PEIMS:** #13016600  
**CREDIT:** 1

Students investigate the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, social, legal, and ethical factors. Students engage in the process of recording, analyzing, and communicating accounting information.

**Accounting II** 5322  
**GRADE:** 11-12 **PEIMS:** #13016700  
**CREDIT:** 1

Students investigate the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, social, legal, and ethical factors. Students reflect on this knowledge as they engage in various managerial and cost accounting activities.

**COURSE NOTE:** This course satisfies a high school mathematics graduation requirement.

**PREREQUISITE:** Accounting I

**Business Management** 5306  
**GRADE:** 10-12 **PEIMS:** #13012100  
**CREDIT:** 1

Students recognize, evaluate, and prepare for a rapidly evolving global business environment that requires flexibility and adaptability. Topics incorporate a broad base of knowledge that include the legal, managerial, marketing, financial, ethical, and international dimensions of business.

**Virtual Business** 5307  
**GRADE:** 10-12 **PEIMS:** #13012000  
**CREDIT:** 0.5

Virtual Business is designed for students to start a virtual business by creating a web presence, conducting online and off-line marketing, examining contracts appropriate for an online business, and demonstrating project-management skills. Students will also demonstrate book-keeping skills for a virtual business, maintain business records, and understand legal issues associated with a virtual business.

**Social Media Marketing** 5473  
**GRADE:** 10-12 **PEIMS:** #13034650  
**CREDIT:** 0.5

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** 5471  
**GRADE:** 10-12 **PEIMS:** #13034600  
**CREDIT:** 0.5

This course will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and sporting events and entertainment, including marketing, sponsorship, event marketing, promotions, sponsorship proposals, and implementation of sports and entertainment marketing plans.

**Sports and Entertainment Marketing II**

5472

**GRADE:** 11-12**PEIMS:** #N1303422**CREDIT:** 0.5

Sports and Entertainment Marketing II is an advanced course designed to build upon students' prior knowledge of sports and entertainment marketing. Students will develop a thorough understanding of advanced marketing concepts and theories as they relate to the sports and entertainment industries. Students will investigate the components of branding, sponsorships and endorsements, as well as promotion plans needed for sports and entertainment events. The course also supports career development skills and explores career options.

**Entrepreneurship I**

5308

**GRADE:** 12**PEIMS:** #13011101**CREDIT:** 1

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

## Public Services

**Principles of Health Science**

5500

**GRADE:** 9-10**PEIMS:** #13020200**CREDIT:** 1

This is an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the healthcare industry.

**Medical Terminology**

5501

**GRADE:** 10-12**PEIMS:** #13020300**CREDIT:** 1

Medical Terminology is a course that uses the human body as a guide to familiarize students with vocabulary concerning abbreviations, symbols, medical procedures, and pathological conditions. Students will gain knowledge of medical terminology through the course of study by identifying word parts and the meanings of the word parts.

**Disaster Response**

5513

**GRADE:** 10-12**PEIMS:** #N1303011**CREDIT:** 1

Disaster Response includes basic training of students in disaster survival and rescue skills that would improve the ability of citizens to survive until responders or other assistance could arrive. Students will receive education, training, and volunteer service to make communities safer, stronger, and better prepared to respond to the threats of terrorism, crime, public health issues and disasters of all kinds.

**Health Science Theory**

5502

**GRADE:** 11-12**PEIMS:** #13020400**CREDIT:** 1

This course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will learn through lab-based settings and hands-on experiences. Skills will include taking vital signs, infection control techniques, demonstrating proper body mechanics, and EKG acquisition. A certification will be offered in this course.

**PREREQUISITE:**Principles of Health Science, Medical Terminology, Biology

**Anatomy and Physiology** 34CT  
**GRADE:** 11-12 **PEIMS: #13020600**  
**CREDIT:** 1

Students study the structures, functions, and interactions of human body systems through the integration of biology, chemistry, and physics. Dissection is part of the course.

**COURSE NOTE:** This course satisfies a high school science graduation requirement.

**PREREQUISITE:** Biology and a second science credit

**Emergency Medical Technician–Basic** 5514  
**GRADE:** 12 **PEIMS: #N1303015**  
**CREDIT:** 2

The Practicum is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. Students will earn their certification in the health field. Students must have transportation.

**PREREQUISITE:** Health Science Theory, Practice AND Biology

**Principles of Law, Public Safety, Corrections, and Security** 5515  
**GRADE:** 9-12 **PEIMS: #13029200**  
**CREDIT:** 1

This course introduces students to professions in law enforcement, security, corrections, and fire and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services.

**Forensic Science** 5516  
**GRADE:** 12 **PEIMS: #13029500**  
**CREDIT:** 1

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

**COURSE NOTE:** This course satisfies a high school science graduation requirement.

**PREREQUISITE:** Biology AND, either Chemistry or Physics.

**Practicum in Health Science, Certified Clinical Medical Assistant** 5503  
**GRADE:** 11-12 **PEIMS: #13020500**  
**CREDIT:** 2

The Practicum is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. Students will earn their certification in the health field. Students must have transportation.

**PREREQUISITE:** Health Science Theory, Practice AND Anatomy and Physiology

**Principles in Human Services** 5700  
**GRADE:** 11-12 **PEIMS: #13024200**  
**CREDIT:** 1

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.

**Dollars and Sense** 5325  
**Grade:** 9-12 **PEIMS: #13024300**  
**Credit:** .5

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

**Professional Communications** 5205  
**Grade:** 9-12 **PEIMS: #13009900**  
**Credit:** .5

Professional Communications blends written, oral, and graphic communication in a career-based environment. 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.

**Interpersonal Studies** 5605  
**GRADE:** 10-12 **PEIMS: #13024400**  
**CREDIT:** 0.5

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

**Lifetime Nutrition and Wellness** 5604  
**GRADE:** 10-12 **PEIMS: #13024500**  
**CREDIT:** 0.5

Lifetime Nutrition and Wellness is a laboratory course that allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences.

**Family and Community Services** 5517  
**GRADE:** 11-12 **PEIMS: #13024900**  
**CREDIT:** 1

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

**PREREQUISITE:** Principles of Human Services

**Human Growth and Development** 5401  
**GRADE:** 10-12 **PEIMS: #13014300**  
**CREDIT:** 1

This course is an examination of human development across the lifespan with emphasis on research, theoretical perspectives, and common physical, cognitive, emotional, and social development milestones.

**PREREQUISITE:** Principles of Human Services

**Practicum in Human Services** 5603  
**GRADE:** 11-12 **PEIMS: #13025000**  
**CREDIT:** 1

Practicum in Human Services provides background knowledge and occupation-specific training that focuses on the development of consumer services, early childhood development and services, counseling and mental health services, and family and community-services careers. Content for Practicum in Human Services is designed to meet the occupational preparation needs and interests of students and should be based upon the knowledge and skills selected from two or more courses in a coherent sequence in the human services cluster.

## Science, Technology, Engineering, and Mathematics

### Computer Science I

**GRADE:** 9-12

**CREDIT:** 1

Students will acquire knowledge of structured programming techniques and concepts through writing applications. Students will acquire an understanding of the process of developing software including design, planning, coding, testing, and creating appropriate documentation. Students will examine how computer technology impacts society and the resulting issues relating to security, privacy, and ethics.

**PREREQUISITE:** Algebra I

5802

**PEIMS:** #03580200

### Computer Science II

**GRADE:** 11-12

**CREDIT:** 1

This advanced-level course will expand students' knowledge and skills in structured programming techniques and concepts by addressing more complex problems and developing comprehensive programming solutions. Students will utilize a programming language commonly used in the workplace to complete projects with advanced programming techniques and algorithms.

**PREREQUISITE:** Algebra I AND Computer Science I; OR Fundamentals of Computer Science

5803

**PEIMS:** #03580300

### Computer Science III

**GRADE:** 11-12

**CREDIT:** 1

This course provides students with an in-depth look at advanced topics in computing, such as dynamic data structures, algorithm efficiency (Big-O), digital logic, and client-oriented software development. Students will have the opportunity to earn industry certification in Information Technology Specialist: Java.

**PREREQUISITE:** Computer Science II OR Advanced Placement (AP) Computer Science A

5807

**PEIMS:** #03580350

### Game Programming and Design

**GRADE:** 10-12

**CREDIT:** 1

Students will learn the processes of developing a game from start to finish. Students learn how to create 2D and 3D game assets, program and document different aspects of the game aspect cycle. Students will create a computer game that is presented to an evaluation panel.

5806

**PEIMS:** #03580380

### AP Computer Science A

**GRADE:** 9-12

**CREDIT:** 2 (1 Math & 1 LOTE)

AP Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures.

**COURSE NOTE:** This course satisfies a high school mathematics and a LOTE graduation requirement.

5906 & 5907

**PEIMS:** #A3580110 & A3580120

### Principles of Applied Engineering

**GRADE:** 9-12

**CREDIT:** 1

Principles of Applied Engineering provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will develop engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects. Students will use multiple software applications to prepare and present course assignments.

5900

**PEIMS:** #13036200

**Engineering Science****GRADE:**10-12**CREDIT:** 1

5512

**PEIMS: #13037500**

Engineering Science is an engineering course designed to expose students to some of the major concepts and technologies that they will encounter in a postsecondary program of study in any engineering domain. Students will have an opportunity to investigate engineering and high-tech careers. In Engineering Science, students will employ science, technology, engineering, and mathematical concepts in the solution of real-world challenge situations. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges.

**COURSE NOTE:** This course satisfies a high school science graduation requirement.**PREREQUISITES:** Algebra I, one credit in biology, and at least one credit in a course from the Engineering career cluster**Mobile Application Development****GRADE:** 11-12**CREDIT:** 1

5909

**PEIMS: #3580390**

Mobile Application Development will foster students' creativity and innovation by presenting opportunities to design, implement, and deliver meaningful projects using mobile computing devices. Students will collaborate with one another to solve problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use software development concepts to access, analyze, and evaluate information needed to program mobile devices.

**PREREQUISITE:** Algebra I, Computer Science I, Computer Science II**Robotics I****GRADE:** 9-10**CREDIT:** 1

5901

**PEIMS: #13037000**

In this hands-on course, students will learn to apply math, science, and engineering knowledge to real-world applications. Students will work together to design, build, and program robots to perform various tasks. Students will also build robots to compete with other teams in various robot games. Additionally, students will explore career opportunities and educational needs in the robotic and automation industry.

**Robotics II****GRADE:** 10-12**CREDIT:** 1

5902

**PEIMS: #13037050**

This advanced-level course will expand students' knowledge and skills in design and programming techniques by addressing more complex problems and developing comprehensive robotic solutions. Students will also have the opportunity to compete against robot teams from other schools in robot games competitions.

**PREREQUISITE:** Robotics I**COURSE NOTE:** This course satisfies a high school mathematics graduation requirement.**Engineering Design and Presentation****GRADE:** 12**CREDIT:** 1

5904

**PEIMS: #13036500**

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

**PREREQUISITE:** Algebra I

## **Physical Education**

The Texas Education Code (TEC) §38.101 states that a school district must annually assess the physical fitness of students enrolled in grade 3–12 in a course that satisfies the curriculum requirements for physical education under TEC §28.002 (a) (2)(C). Students enrolled in a PE course or PE substitute course must complete a yearly fitness assessment identified as FITNESSGRAM® ([www.fitnessgram.net](http://www.fitnessgram.net)).

### **Lifetime Fitness & Wellness Pursuits**

**6101**

**GRADE:** 9-12

**PEIMS: #PES00051**

**CREDIT:** 1.0

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

### **Lifetime Recreation and Outdoor Pursuits**

**6102**

**GRADE:** 10-12

**PEIMS: #PES00053**

**CREDIT:** 1.0

Students will develop knowledge and skills for outdoor activities that promote an active lifestyle. Activities may include orienteering, hiking, outdoor cooking, biking, fishing, basic first aid, and more.

**PREREQUISITE:** Lifetime Fitness & Wellness Pursuits

### **Skill-Based Lifetime Activities**

**6104**

**Grade:** 10-12

**PEIMS: #PES00056**

**Credit:** 1.0

Students will focus on the mastery of basic sports skills, basic sports knowledge, and health and fitness principles. Activities/focus may include target games, striking and fielding games, fitness activities, rhythmic activities, and/or innovative games.

### **Partners in PE (Lifetime and Wellness Pursuits)**

**6194**

**GRADE:** 9-12

**PEIMS: #PES00051**

**CREDIT:** 1.0

This course partners age-appropriate peers in an integrated setting. Students will assist in planning and supporting modifications for students with developmental and physical disabilities. Units of instruction include physical fitness, interactive games, and sports.

### **Off-Campus Physical Education I**

**6100**

**GRADE:** 9-12

**PEIMS: #PES00009**

**CREDIT:** 1.0

TEA's Off-Campus Athletic Training Program authorizes JISD to qualify a private or commercially sponsored physical activity program in lieu of state PE graduation credit.

**COURSE NOTE:** Approval from District Administrator required.

## **Athletics**

Students may be required to try-out for participation in athletic classes. All students must pass a UIL approved physical examination and complete all appropriate forms each year before participating in athletics. Participants must pass all courses to be eligible for competitions. Coaches of any athletic team may develop stricter guidelines and requirements for students in their sport. Students who do not meet the physical or behavior requirements for participation in athletics may be removed from athletics at the coach's discretion. Students entering the 9<sup>th</sup> grade may earn 4 credits in physical education toward state graduation requirements. Students enrolled in a PE course or PE substitute course must complete a yearly fitness assessment identified as FITNESSGRAM® ([www.fitnessgram.net](http://www.fitnessgram.net)).

<b>9th Grade Boys Athletics</b>	<b>611B</b>
<b>GRADE: 9</b>	<b>PEIMS: #PES00000</b>
<b>Boys Athletics I</b>	<b>6111</b>
<b>GRADE: 9-12</b>	<b>PEIMS: #PES00000</b>
<b>Boys Athletics II</b>	<b>6112</b>
<b>GRADE: 10-12</b>	<b>PEIMS: #PES00001</b>
<b>Boys Athletics III</b>	<b>6113</b>
<b>GRADE: 11-12</b>	<b>PEIMS: #PES00002</b>
<b>Boys Athletics IV</b>	<b>6114</b>
<b>GRADE: 12</b>	<b>PEIMS: #PES00003</b>
<b>CREDIT: 1</b>	

Students may be enrolled in only one section during the regular school day for practice of inter- school competitive athletics. Students enrolled in athletics will be required to have a physical exam for each year they are in athletics. Students that are seniors and are no longer participating in athletics after their fall semester may change schedules at semester. In order to play team sports, students must be enrolled in athletic class.

Individual Sports: Cross Country, Golf, Tennis, Track and Field, and Powerlifting

Team Sports: Football, Basketball, Soccer, Baseball

<b>Football 9th Grade</b>	<b>611F</b>
<b>GRADE: 9</b>	<b>PEIMS: #PES00000</b>
<b>Football 10th Grade</b>	<b>612F</b>
<b>GRADE: 10</b>	<b>PEIMS: #PES00001</b>
<b>Football 11th Grade</b>	<b>613F</b>
<b>GRADE: 11</b>	<b>PEIMS: #PES00002</b>
<b>Football 12th Grade</b>	<b>614F</b>
<b>GRADE: 12</b>	<b>PEIMS: #PES00003</b>
<b>CREDIT: 1</b>	

Participants prepare for one of the teams competing in scheduled UIL competition, which lasts from August through the end of November or December. During the off-season, students participate in weight training and movement activities that prepare them for all athletic activities.

<b>9th Grade Girls Athletics</b>	<b>612G</b>
<b>GRADE: 9</b>	<b>PEIMS: #PES00000</b>
<b>Girls Athletics I</b>	<b>6121</b>
<b>GRADE: 9-12</b>	<b>PEIMS: #PES00000</b>
<b>Girls Athletics II</b>	<b>6122</b>
<b>GRADE: 10-12</b>	<b>PEIMS: #PES00001</b>
<b>Girls Athletics III</b>	<b>6123</b>
<b>GRADE: 11-12</b>	<b>PEIMS: #PES00002</b>
<b>Girls Athletics IV</b>	<b>6124</b>
<b>GRADE: 12</b>	<b>PEIMS: #PES00003</b>
<b>CREDIT: 1</b>	

Students may be enrolled in only one section during the regular school day for practice of inter- school competitive athletics. Students enrolled in athletics will be required to have a physical exam for each year they are in athletics. Students will be subject to removal and placed in a Physical Education class for the remainder of the semester if they do not meet the athletic standard required for participation on a competitive team. Seniors no longer participating in athletics after their fall semester may change schedules at semester. In order to play team sports, students must be enrolled in athletic class.

Individual Sports: Cross Country, Golf, Tennis, Track and Field, and Powerlifting

Team Sports: Volleyball, Basketball, Soccer, Softball

<b>Cheerleader I</b>	6010
<b>GRADE:</b> 9-12	<b>PEIMS:</b> #PES00013
<b>Cheerleader II</b>	6011
<b>GRADE:</b> 10-12	<b>PEIMS:</b> #PES00013
<b>Cheerleader III</b>	6012
<b>GRADE:</b> 11-12	<b>PEIMS:</b> #PES00013
<b>Cheerleader IV</b>	6013
<b>GRADE:</b> 12	<b>PEIMS:</b> #PES00013
<b>CREDIT:</b> 1	

Selection is by district tryout. Each member of the cheer squad will be scheduled in a class period for the fall and spring semester. The course will provide opportunities for individuals to develop skills, techniques, and conditioning necessary to be a successful cheerleader. Various team building strategies will be implemented.

## Electives

<b>Athletic Training I</b>	6134
<b>GRADE:</b> 10-12	<b>PEIMS:</b> #PES00002
<b>Athletic Training II</b>	6135
<b>GRADE:</b> 11-12	<b>PEIMS:</b> #PES00003
<b>CREDIT:</b> 1	

This course is designed to introduce students to the profession of athletic training. It includes a comprehensive analysis of the theories and practices in preventing, recognizing, and treating common athletic injuries. The course will include such topics as first aid, emergency procedures, and athletic injuries, rehabilitation of injuries, protective sports equipment, and equipment repair. Students will work under the direction of a licensed athletic trainer and will be required to satisfy an after-school time commitment. Application required.

Course Note: Athletic Training courses grant physical education credit

<b>Sports Medicine I</b>	6131
<b>GRADE:</b> 9-12	<b>PEIMS:</b> #N1150040
<b>CREDIT:</b> 1	

The purpose of the Sports Medicine I course is to allow high school students interested in the sports medicine health care professions to gain the introductory knowledge and concepts of the sports medicine and athletic training professions.. Application Required.

**PREREQUISITE:** Athletic Trainer Approval

<b>Sports Medicine II</b>	6132
<b>GRADE:</b> 10-12	<b>PEIMS:</b> #N1150041
<b>CREDIT:</b> 1	

The purpose of the Sports Medicine II course is to provide students with a focus on introducing the psychomotor applications of the components in sports medicine and athletic training. The components include cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) certification; rehabilitative techniques; therapeutic modalities; prevention, recognition, and care of injuries to the head, face, spine, upper and lower extremity; taping and bandaging; adolescent sports injuries; substance abuse; and general health concerns in sports medicine. This course aims to provide lab instruction for hands-on experiences and evidence-based curricula within the domains of sports medicine and athletic training. The course requires outside-of-class clinical experience working with the athletes in school programs to accomplish this goal. The course will allow students to demonstrate psychomotor skills and duties needed in the realm of a sports medicine profession and in doing so, will prepare the student for a healthcare major in college. Application Required.

**PREREQUISITES:** Sports Med I & Trainer Approval

**Journalism** 5203  
**GRADE:** 9-10 **PEIMS:** #03230100  
**Yearbook I** 5204  
**GRADE:** 10-11 **PEIMS:** #03230110  
**PREREQUISITE:** Journalism  
**Yearbook II** 5303  
**GRADE:** 11-12 **PEIMS:** #03230120  
**PREREQUISITE:** Yearbook I  
**Yearbook III** 5305  
**GRADE:** 11-12 **PEIMS:** #03230130  
**PREREQUISITE:** Yearbook II  
**CREDIT:** 1

The yearbook course has been designed to provide students with the journalism skills and the ability to apply those skills to the actual production of the yearbook. Units of study include teamwork, responsibility, brainstorming, content, coverage, concept, reporting, writing, headlines, captions, editing, photography, typography, design, graphics, finances, campaigns, advertising, and distribution. Mastery of the goals and objectives fully verse yearbook staff members in all areas of publication production and students should be able to pursue journalism with a strong background either in their advanced studies or in a career.

**Career Preparation I** 5411  
**GRADE:** 11-12 **PEIMS:** #12701300  
**CREDIT:** 2

Students must maintain employment throughout the entire school year at an approved jobsite to continue in this work-based learning program. Students participate in a learning experience that combines classroom instruction with business and industry experiences and supports strong partnerships among school, business and community stakeholders. The goal is to prepare students with a variety of skills for a fast-changing workplace. This instructional arrangement should be an advanced component of a student's individual program of study. Students are taught employability skills, which include job-specific skills applicable to their training station, job interview techniques, communication skills, financial and budget activities, human relations and portfolio development. Career preparation is relevant, rigorous and supports student attainment of academic standards and effectively prepares students for college and career success. **PREREQUISITES:** Students must be 16 years of age and have reliable transportation to enroll in this program. Students must average a minimum 10 hours of work per week.

**Career Preparation II** 5413  
**GRADE:** 11-12 **PEIMS:** #12701400  
**CREDIT:** 2

Students must maintain employment throughout the entire school year at an approved jobsite to continue in this work-based learning program. Students participate in a learning experience that combines classroom instruction with business and industry experiences and supports strong partnerships among school, business and community stakeholders.. Students are taught employability skills, which include job-specific skills applicable to their training station, job interview techniques, communication skills, financial and budget activities, human relations and portfolio development.program. **PREREQUISITES:** Students must be 16 years of age and have reliable transportation to enroll in this program. Students must average a minimum 10 hours of work per week.

**General Employability Skills Modified**  
**GRADE:** 9-12 **PEIMS:** #N1270153  
**CREDIT:** 1

**Prerequisite(s):** ARD Committee Placement

This course is designed to guide students in obtaining the knowledge and the needed employability skills that are transferable among a variety of jobs and careers and are considered essential in any employment situation. Students will learn and apply basic knowledge of what is expected in the workplace.

**Peers Assistance Leadership I (PALS)****GRADE:** 9-12**61P1****PEIMS: #N1290203****Peers Assistance Leadership II (PALS)****GRADE:** 9-12**61P2****PEIMS: #N1290203****CREDIT:** 0.5

The Peer Buddy Program is designed to allow selected students to serve as tutors or advocates for students with disabilities. Peer Buddies will receive training on how to instruct peers with special challenges in various activities. Tutors will be required to keep a daily log that summarizes their daily work with students. Tutors will be required to complete readings and short reports designed to increase awareness of the nature and problems associated with various disabling conditions. As advocates, tutors will be expected to set the example for others that people with disabilities need the same consideration and respect as their non-disabled peers. Periodic meetings, before and/or after school, will be necessary to facilitate the success of the Peer Buddy program.

**PREREQUISITES:** Application Process**Learning Framework: Effective Strategies for College Success****73DC****Grade:** 9**PEIMS: #03270100****Credit:** 0.5

A study of the 1) research and theory in the psychology of learning, cognition, and motivation, 2) factors that impact learning, and 3) application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. This course is equivalent to college level EDUC 1300.

**COURSE NOTE:** Students/Parents/Guardians are responsible for textbook costs**PREREQUISITES:** Dual Credit Criteria**Public Speaking (Dual Credit)****46DC****GRADE:** 10**PEIMS: #03240900****CREDIT:** 0.5

Public Speaking is the application of communication theory and practice within the public speaking context. Emphasis is placed on audience analysis, speaker delivery, ethics of communication, cultural diversity, and speech organizational techniques to develop students' speaking abilities, as well as ability to effectively evaluate oral presentations. Additional emphasis given to the use of verbal and non-verbal skills to make points clear and effective, and reducing stress when speaking publicly. This course is equivalent to college level Speech 1315.

**COURSE NOTE:** Students/Parents/Guardians are responsible for textbook costs**PREREQUISITES:** Dual Credit Criteria**Local Credit Elective Courses****Off Campus****L****GRADE:** 12**PEIMS: #85000XXX****CREDIT:** 0**PREREQUISITES:** Requires Admin Approval**Office Aide****L300****GRADE:** 12**PEIMS: #85000OFA****CREDIT:** 1 Local**PREREQUISITES:** Requires Admin Approval**Library Aide****L311****GRADE:** 12**PEIMS: #85000XXX****CREDIT:** 1 Local**PREREQUISITES:** Requires Admin Approval

## Student Interest Clubs

Clubs offer opportunities for students to learn the values of teamwork, individual and group responsibility, physical strength and endurance, competition, diversity, and a sense of culture and community. Extracurricular activities provide a channel for reinforcing the lessons learned in the classroom, offering students the opportunity to apply academic skills in a real-world context, and are thus considered part of a well-rounded education. Listed below are current clubs available at each secondary campus.

Jarrell High School	Middle School
Athletics Blue Crew Choir Esports Family Career and Community Leaders of America FCA - Fellowship of Christian Athletes Health Occupations Students of America Key Club National FFA Organization National Honor Society Spanish Club Robotics Student Council UIL Academics Theater Band/Color Guard Cheer Yearbook	Blue Crew Cheer Chess Club Computer Networking Cougar Council Drama E-Sports FCA - Fellowship of Christian Athletes Music Appreciation National Junior Honor Society Puzzle Student Council UIL academic competition Athletics

## Middle School Requirements

6th Grade Requirements	
6th Reading Language Arts	2 Semesters/1 Period
6th Mathematics	2 Semesters/1 Period
6th Social Studies - World Geography	2 Semesters/1 Period
6th Science- Physical Science	2 Semesters/1 Period
Physical Education	2 Semesters/1 Period
Elective	2 Semesters/1 Period
Elective	2 Semesters/1 Period
7th Grade Requirements	
7th Reading Language Arts	2 Semesters/1 Period
7th Mathematics	2 Semesters/1 Period
7th Social Studies - Texas History	2 Semesters/1 Period
7th Science- Life Science	2 Semesters/1 Period
Physical Education	2 Semesters/1 Period
Elective	2 Semesters/1 Period
Elective	2 Semesters/1 Period

8th Grade Requirements	
8th Reading Language Arts	2 Semesters/1 Period
8th Mathematics	2 Semesters/1 Period
8th Social Studies - U.S. History	2 Semesters/1 Period
8th Science- Earth Science	2 Semesters/1 Period
CTE Elective	2 Semesters/1 Period
Elective	2 Semesters/1 Period
Elective	2 Semesters/1 Period

A snapshot of the courses offered for high school credit is provided for you below. Note: These credits do NOT count toward high school GPA.

- LOTE: Spanish I
- Outdoor Adventure (Outdoor Education)
- Tech Theatre
- Art I
- Algebra I
- Fundamentals of Computer Science
- Principles of Agriculture, Food, & Natural Resources
- Principles of Arts, Audio/Video Technology & Communications
- Principles of Construction Technology

**\*Courses receiving High School credit are indicated with an asterisk (\*)**

Some of the courses mentioned above are part of programs of study that lead to high school endorsements.

<b>Jarrell ISD Descriptions of Middle School Course Offerings</b>
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## English Language Arts and Reading

A student must choose one Language Arts class each year in middle school. Language arts classes in the middle school help students develop the confidence and capacity for effective and creative oral and written expression. Skill-building activities stress vocabulary, spelling, grammar, proofreading, composing clear sentences and paragraphs, listening, note-taking, research paper writing, study techniques, and analytical thinking.

**ELAR 6**

**GRADE: 6**

**CREDIT: 1**

**0610**

**PEIMS: #03220100**

This course provides instruction and practice in reading, writing, speaking, listening, thinking, and presenting. Students will read and write in multiple genres throughout the course. The development of critical reading and writing skills is emphasized.

**ELAR 6 (Honors)**

**GRADE: 6**

**CREDIT: 1**

**061P**

**PEIMS: #03220100**

This course provides instruction and practice in reading, writing, speaking, listening, thinking, and presenting. Advanced coursework includes significant reading and writing practice, critical thinking and analysis, inquiry, and peer collaboration and discussion.

**COURSE NOTE:** There is a summer assignment for this course.

**ELAR 7** 0710  
**GRADE: 7** PEIMS: #03200520  
**CREDIT: 1**

The 7th grade ELAR course is intended to deepen student understanding of English grammar, increase facility in and familiarity with various essay planning and writing formats, and explore multiple genres of grade-appropriate literature.

**ELAR 7 (Honors)** 071P  
**GRADE: 7** PEIMS: #03200520  
**CREDIT: 1**

The 7th grade Honors Language arts course is intended to deepen student understanding of English grammar, increase facility in and familiarity with various essay planning and writing formats, and explore multiple genres of grade-appropriate literature. Honors students are expected to demonstrate high levels of initiative and self-direction in their approach to research and reading activities. Writing activities will explore deeper applications of format and voice.

**COURSE NOTE:** There is a summer assignment for this course.

**ELAR 8** 0810  
**GRADE: 8** PEIMS: #03200530  
**CREDIT: 1**

8th grade ELAR integrates 8th grade language arts by exploring genres such as fiction, nonfiction, poetry, and drama through analysis of literature that reflects a diverse cultural and literary heritage. Students learn about cultures, people, places, and situations, all through the mediums of reading and writing. Ideally, this class prepares students to succeed in our increasingly complex global society.

**ELAR 8 (Honors)** 081P  
**GRADE: 8** PEIMS: #03200530  
**CREDIT: 1**

In addition to the grade level requirements, this course prepares students for high school's Advanced Placement Program. Students will master what is required of them at grade level, alongside grasping both concrete and abstract ideas that are required of the advanced environment. This course prepares intrinsically motivated, task-oriented, proficient readers and disciplined writers for success in high school Advanced Placement English courses.

**COURSE NOTE:** There is a summer assignment for this course.

**English as a Second Language 6** 061E  
**GRADE: 6** PEIMS: #02940000

**English as a Second Language 7** 071E  
**GRADE: 7** PEIMS: #03200400

**English as a Second Language 8** 081E  
**GRADE: 8** PEIMS: #03200500  
**CREDIT: 1**

English Language Learners will receive additional support to build their English vocabulary and language acquisition skills.

## Mathematics

A student must choose one Math class each year in middle school. The goal of the middle school math program is to move the learner from concrete computational math to the more abstract forms of Algebra.

Our goal is to support and encourage your student to follow a math pathway that aligns with their current needs and future goals. We believe that this program will empower your students to excel in their mathematical pursuits and contribute to their overall academic success.

6th	7th	8th	9th	10th	11th	12th
Math 6/7	Math 7/8	Algebra I	Geometry	UT OnRamps College Algebra	AP Pre-Calculus AP Statistics	AP Statistics AP Calculus

### Mathematics 6

**GRADE:** 6

**CREDIT:** 1

Students are introduced to essential skills including concepts, procedures, and grade level vocabulary needed to be successful in upper-level algebra and geometry courses. Students begin with a general review of basic operations. They are introduced to exponents, geometric formulas, algebraic concepts, ratios, percentages, and the four operations of signed numbers. Students work extensively with fractions, mixed numbers, decimals, and estimation. Problem solving strategies are an integral part of the curriculum.

**0620**

**PEIMS: #02820000**

### Mathematics 6 (Advanced)

**GRADE:** 6

**CREDIT:** 1

Students in 6th Grade Advanced Math will cover all 6th grade and many 7th grade TEKS. Students will take the 6th Grade STAAR Math test.

**062A**

**PEIMS: #03103000**

### Mathematics 7

**GRADE:** 7

**CREDIT:** 1

Students will study number operations, proportionality, equations, measurement and personal finance. The curriculum will include the use of rational number operations, proportionality and equations in problem situations and will expand the study of geometrical area to include lateral and surface area. Financial literacy will focus on taxes, budgeting and interest. Real-world situations, problem-solving strategies and communicating mathematical ideas are integrated into the curriculum.

**0720**

**PEIMS: #03103000**

### Mathematics 7 (Advanced)

**GRADE:** 7

**CREDIT:** 1

Students in 7th Grade Advanced Math will cover 7th and 8th grade TEKS. Students will take the 7th Grade STAAR Test.

**072A**

**PEIMS: #03103100**

### Mathematics 8

**GRADE:** 8

**CREDIT:** 1

Students will study number operations, proportionality, equations, algebraic reasoning, measurement and personal finance. The curriculum will expand students' use of number operations to include irrational numbers and students will use functions, tables, graphs and equations to represent linear relationships. Surface area and volume will now include cylinders, cones and spheres. The Pythagorean Theorem and transformations will also be included. Financial literacy will focus on loans and investments. Real-world situations, problem-solving strategies and communicating math ideas are integrated into the curriculum.

**0820**

**PEIMS: #03103100**

**\*Algebra I**  
**GRADE: 8**  
**CREDIT: 1**

**OH21**  
**PEIMS: #03100500**

Students will study algebraic methods and linear, quadratic and exponential functions. The curriculum will include graphing, writing and solving equations using a variety of methods and in a variety of problem situations. Real-world context, problem-solving strategies and communicating mathematical ideas are integrated into the curriculum. These students will be required to take the Algebra EOC.

**PREREQUISITE:** Successful completion of prior year state assessment

## **Social Studies**

A student must choose one Social Studies class each year in middle school. Social Studies courses explore aspects of human society and draw on the experiences of the past. In middle school students begin with world explorations, move into Texas history and end with the study of the American government.

**Social Studies 6 (World Cultures)**  
**GRADE: 6**  
**CREDIT: 1**

**0640**  
**PEIMS: #02870000**

Students will study regions of the world and the unique cultures found there. Students will examine the cultural facets of history, geography, government, and economy, as well as art, science, religion, and technology. Students will research and learn from maps, charts, timelines, video and audio recordings, first-person interviews, primary sources and more. They will create maps, timelines, essays, slideshows, and oral and visual presentations to communicate their knowledge.

**Social Studies 7 (TX History)**  
**GRADE: 7**  
**CREDIT: 1**

**0740**  
**PEIMS: #03343000**

Students will learn about the traditional historical points of reference in Texas history. Students will study the history of Texas from early times to the present. The focus is on key individuals, events, and issues and their impact.

**Social Studies 8 (US History)**  
**GRADE: 8**  
**CREDIT: 1**

**0840**  
**PEIMS: #03343100**

Students will examine the time period beginning in 1492, the generally accepted beginning of European exploration of the Americas, through 1877, and the end of Reconstruction. Students will study the people, places and events that helped shape our land. They will study the contributions of African Americans, women, and immigrants and how the challenges these groups faced helped bring about great social change in the United States.

## **Science**

A student must choose one Science class each year in middle school. The content areas of science studied in middle school are equally divided among life, physical, and earth/space sciences. The emphasis on life science concepts in middle school science curriculum will ensure that students have the foundation in living systems. In addition, students will learn physical sciences, plus earth and space sciences.

**Science 6 (Physical Science)**  
**GRADE: 6**  
**CREDIT: 1**

**0630**  
**PEIMS: #02830000**

Students will focus on physical science. Students will study the following topics: scientific investigation and reasoning, matter and energy, force and motion, earth and space, and organisms and the environment. Instructional time will also include time spent conducting the pre-lab, lab, and post-lab activities by conducting field and laboratory activities that represent the natural world.

**Science 7 (Life Science)**

**GRADE: 7**

**CREDIT: 1**

**0730**

**PEIMS: #03060700**

The 7th grade students will use scientific inquiry methods during investigations as they study the following topics: the flow of matter and energy through systems, the impact of natural events and human activity on ecosystems, the complementary nature of structures and functions in organisms, and that genetic material found in the cells determines traits

**Science 8 (Earth Science)**

**GRADE: 8**

**CREDIT: 1**

**0830**

**PEIMS: #03060800**

Students will study the nature of science, living systems and the environment, structures and properties of matter, motion, forces, and energy, and earth and space systems. Students will focus on an understanding of scientific processes, which includes design of investigations, accurate data collection, the use of models to represent the natural world, and data analysis.

**Physical Education**

**Athletics 7**

**Athletics 8**

**GRADE: 7-8**

**CREDIT: 1**

**075B/075G**

**085B/085G**

**PEIMS: #03823000**

Students participate in competitive sports. Practice and game scheduling varies among sport, grade, and team. Each athlete **MUST** participate in at least one sport per semester. Any athlete not participating in a sport will be placed into the off-season program where they will prepare for their next sport. A physical exam and associated paperwork serve as prerequisites to compete in all sports events. Compliance with the Athletic Handbook and UIL requirements are required by all participants.

**Physical Education**

**GRADE: 6**

**Physical Education**

**GRADE: 7-8**

**CREDIT: 1**

**0650**

**PEIMS: #02850000**

**0750/0850**

**PEIMS: #03823000**

The class will introduce outdoor and indoor activities such as walking, running, leisure games, football, basketball, soccer, golf, tennis, and dancing with special emphasis on wellness.

**Dance**

**GRADE: 6**

**Dance**

**GRADE: 7**

**Dance**

**GRADE: 8**

**CREDIT: 1**

**0655**

**PEIMS: #03154120**

**0755**

**PEIMS: #03154220**

**0855**

**PEIMS: #03154320**

Students will learn basic elements of dance styles and acquire the wellness information and skills necessary to become healthy adults. This section of Dance will count as a physical education credit.

**\*Outdoor Adventure**

**GRADE: 8**

**CREDIT: 1**

**0H60**

**PEIMS: #PES00053**

Students will develop knowledge and skills for outdoor activities that promote an active lifestyle. Activities may include orienteering, hiking, outdoor cooking, biking, fishing, basic first aid, and more.

**Partners PE**  
**GRADE: 8**  
**CREDIT: 1**

**0880**  
**PEIMS: #83800880**

This course partners with age-appropriate peers in an integrated setting. Students will assist in planning and supporting modifications for students with developmental and physical disabilities. Units of instruction include physical fitness, interactive games, and sports! (JRMS Only)

**Off-Campus Physical Education**  
**GRADE: 7-8**  
**CREDIT: 1**

**0750/0850**  
**PEIMS: #03823000**

TEA's Off-Campus Physical Education Program authorizes Jarrell ISD to qualify a private or commercially sponsored physical activity program in lieu of state PE graduation credit. Approval from District Administrator required.

## **Languages other Than English**

**Introduction to Spanish**  
**GRADE: 7**  
**CREDIT: 0.5**

**0770**  
**PEIMS: #03443000**

The purpose of the beginning levels of modern languages is communicative competence. In this semester course, students are introduced to the Spanish language and develop proficiency in speaking, listening, reading and writing. At the end of the course, students should be able to engage in simple conversations within the limits of practiced vocabulary and structure. Students will also gain perspective and insight into the cultures of the countries where the language is spoken. Classes are conducted in the language as much as possible.

**\*LOTE Spanish I**  
**GRADE: 8**  
**CREDIT: 1**

**0H71**  
**PEIMS: #03440100**

This course is for beginning Spanish speakers. Focus of the course is on communication, culture, connections, comparisons, and community. It includes a grammar component which includes basic verb conjugation for AR, ER, and IR verbs; listening, speaking, reading, and writing are key components of Spanish I. These are expanded through traditional methods, projects, and presentations. Spanish language courses must be taken sequentially.

## **Fine Arts**

**Introduction to Art**  
**GRADE: 6**  
**CREDIT: 0.5**

**0663**  
**PEIMS: #03154110**

In this semester course, students will explore the four basic strands of art: perception, creative expression/performance, historical and cultural heritage, and critical evaluation. These strands provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

**Maker Space****GRADE: 6****CREDIT: 0.5****0686****PEIMS: #82900686**

This semester course will allow students to work in collaborative groups learning team building skills, complete project-based activities and use planning outlines to solve real world problems. The students will complete self-directed lessons both individually and as a group with the teacher facilitating the learning. This hands-on class will be a great introduction to future innovative and fundamentals classes. Units include building challenges, design and modeling, Biology and Anatomy, earth and environment, photography, robotics, and labs.

**Intermediate Art****GRADE: 7****CREDIT: 1****0773****PEIMS: #03154210**

Students will continue to explore the four basic strands of art: perception, creative expression/performance, historical and cultural heritage, and critical evaluation. These strands provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

**\*Art I****GRADE: 8****CREDIT: 1****OH84****PEIMS: #03500100**

Art I is a beginning art class covering perception, creative expression, art history, and aesthetic judgment. Student-created artwork will demonstrate, compare, and contrast the Elements of Art. Students will demonstrate proper use of various art media, compare and contrast different art styles and trends throughout history and apply aesthetic judgment in evaluating artwork. Students may need to provide some supplies.

**Beginning Band****GRADE: 6****CREDIT: 1****0664****PEIMS: #03154130**

This course is designed to teach fundamentals of musicianship, music reading, and instrumental performance to students who have never played a band instrument before. Band instruments include flute, clarinet, saxophone, trumpet, horn, trombone, euphonium, tuba, and percussion. Although it is highly recommended that students take beginning band in 6th grade, 7th and 8th grade students are welcome to join beginning band, but may have conflicts with athletics or lunch preventing them from playing the instrument they may want to play. The beginning band performs in 2-3 concerts during the year, takes a trip in the spring, and may perform in a local contest. Fees are associated with this course.

**Concert Band****GRADE: 7-8****CREDIT: 1****0764****PEIMS: #03154130**

This is the non-varsity competing ensemble composed of students who have completed beginning band. Placement is determined by audition and director recommendation. Concert Band will perform in 2-3 concerts a year, as well as perform in UIL Concert and Sightreading and Solo and Ensemble contests. This is a yearlong course. Fees are associated with this course.

**Symphonic Band****GRADE: 7-8****CREDIT: 1****0864****PEIMS: #03154130**

Our school's second varsity ensemble is composed of skilled 7th and 8th grade students who have a solid understanding of fundamentals and technique on their instrument. They have the same expectations as Wind Ensemble, but their music is one difficulty level lower. This is a yearlong course. Members are required to attend practices outside of school for 30-60 minutes a week and are strongly encouraged to practice their instrument at home a minimum of 180 minutes a week. Members are also required to participate in UIL Concert and Sightreading competition, Solo and Ensemble competition, and various other extra-curricular events. Membership in this group is determined by audition and director recommendation. Fees are associated with this course.

**Wind Ensemble****GRADE: 7-8****CREDIT: 1****07WE/08WE****PEIMS: #03154133**

Our school's second varsity ensemble is composed of skilled 7th and 8th grade students who have a solid understanding of fundamentals and technique on their instrument. They have the same expectations as Wind Ensemble, but their music is one difficulty level lower. This is a yearlong course. Members are required to attend practices outside of school for 30-60 minutes a week and are strongly encouraged to practice their instrument at home a minimum of 180 minutes a week. Members are also required to participate in UIL Concert and Sightreading competition, Solo and Ensemble competition, and various other extra-curricular events. Membership in this group is determined by audition and director recommendation. Fees are associated with this course.

**Introduction to Choir****GRADE: 6****Girls Intermediate Choir****GRADE: 7-8****Boys Intermediate Choir****GRADE: 7-8****CREDIT: 1****0660****PEIMS: #03154131****0760****PEIMS: #03154231****0860****PEIMS: #03154331**

This is a year-long course that explores choral music from a wide variety of cultures and time periods through study and performance. The core curriculum emphasizes the basics of vocal technique, sight-reading, music theory, and music history. Students will participate in after school concerts and UIL assessment. These performances are a major part of their grade, and after school rehearsals may be required.

**\*Technical Theatre I****GRADE: 8****CREDIT: 1****0H82****PEIMS: #03250500**

Students will learn stagecraft, design, theatre safety, scenery, properties, lighting, sound, costumes, makeup, public relations, and career opportunities and evaluate live performances.

**Introduction to Theatre****GRADE: 6****CREDIT: 1****0662****PEIMS: #03154140**

In this introductory theatre class, students will learn everything they need to be a successful performer. Throughout the year, students will become young actors and learn related skills such as public speaking, memorization, teamwork, playwriting, performance, pantomime, improvisation, creativity, critical thinking, and more. Students will participate in class plays, learn appropriate audience etiquette, and be better prepared for a future career in the Fine Arts.

**Theatre Arts****GRADE: 7****CREDIT: 1****0762****PEIMS: #03154240**

In this introductory theatre class, students will learn everything they need to be a successful performer. Throughout the year, students will become young actors and learn related skills such as public speaking, memorization, teamwork, playwriting, performance, pantomime, improvisation, creativity, critical thinking, and more! Students will participate in class plays, learn appropriate audience etiquette, and be better prepared for a future career in the Fine Arts.

**Advanced Theatre Arts****GRADE: 8****CREDIT: 1****0862****PEIMS: #03154340**

In this introductory theatre class, students will learn everything they need to be a successful performer. Throughout the year, students will become young actors and learn related skills such as public speaking, memorization, teamwork, playwriting, performance, pantomime, improvisation, creativity, critical thinking, and more! Students will participate in class plays, learn appropriate audience etiquette, and be better prepared for a future career in the Fine Arts.

## CTE Electives

**Introduction to Technology & Design****GRADE: 7****CREDIT: 0.5****0771****PEIMS: #03580100**

In this semester course, students are introduced to numerous digital mediums for design and art. The class covers elements of CAD, commercial art, illustration, fashion, storyboarding, and more. They will practice raster and vector 2D art, 3D art, and animation.

**\*Fundamentals of Computer Science****GRADE: 8****CREDIT: 1****0H53****PEIMS: #03580140**

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 involving coding, algorithms, and robotics.  
**COURSE NOTE:** Students earn one high school CTE credit upon passing the course for the year.

**\*Principles of Agriculture, Food, & Natural Resources****GRADE: 8****CREDIT: 1****0H54****PEIMS: #13000200**

This course will allow students to develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. To prepare for success, students need opportunities to learn, reinforce experience, apply, and transfer their knowledge and skills in a variety of settings.  
**COURSE NOTE:** Students earn one high school CTE credit upon passing the course for the year.

**\*Principles of Arts, Audio/Video Technology & Communications****GRADE: 8****CREDIT: 1****0H55****PEIMS: #13008200**

The goal of this course is for the student to understand arts, audio/video technology, and communications 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. Through project-based learning, students will learn elements of CAD, commercial art, illustration, fashion, storyboarding, and more.  
**COURSE NOTE:** Students earn one high school CTE credit upon passing the course for the year.

**\*Principles of Construction**

OH92

**GRADE: 8**

**PEIMS: #13004220**

**CREDIT: 1**

This course will provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools.

**COURSE NOTE:** Students earn one high school CTE credit upon passing the course for the year.

**General Electives**

**Yearbook**

0775/0875

**GRADE: 7-8**

**PEIMS: #83800758**

**CREDIT: 1**

This course focuses on mass communication and the skills required to conduct it well. Students are required to apply their skills to the processes of writing, designing and editing a school yearbook.

**Peer Buddies**

0785/0885

**GRADE: 7-8**

**PEIMS: #83800885**

**CREDIT: 1**

This course partners with age-appropriate peers in an integrated setting. Students will assist in planning and supporting modifications for students with developmental and physical disabilities. Application Required

**Power Math**

06PM

**GRADE: 6**

**PEIMS: #82100006**

**Power Math**

07PM

**GRADE: 7**

**PEIMS: #82920007**

**Power Math**

08PM

**GRADE: 8**

**PEIMS: #83100008**

**CREDIT: 1**

This course helps students build confidence and competence in math through focused work on number sense, computation, and problem-solving. Students will practice essential skills using models, visuals, and multiple strategies, and they will show their understanding through discussion and written explanations.

**Power Reading**

06PR

**GRADE: 6**

**PEIMS: #03273410**

**Power Reading**

07PR

**GRADE: 7**

**PEIMS: #03273420**

**Power Reading**

08PR

**GRADE: 8**

**PEIMS: #03273430**

**CREDIT: 1**

This course offers students opportunities to read with competence, confidence, and understanding through instruction and engagement in word recognition, vocabulary, fluency, and comprehension activities.

Students will read independent and instructional-level materials for varied purposes and respond to texts both orally and in writing.