2026-2027

Course Description

HANDBOOK

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EAGLE MOUNTAIN SAGINAW ISD
Fostering a Culture of Excellence

Dear EMS ISD Students and Parents:

We are proud to present the 2026-2027 Academic Course Planning Guide which includes graduation requirements, course descriptions, and other general information you may need to make informed decisions about your education career in EMS ISD.

The mission of Eagle Mountain-Saginaw Independent School District is to foster a culture of excellence that instills a passion for a lifetime of continuous achievement in every student. Creating a successful future for every student in our district is a result of the combined efforts of students, school personnel, and parents. Through the course selection process, you have the opportunity to create your own pathway of success by carefully selecting your classes since these choices will be a foundation for your future.

In EMS ISD, we recognize that every student is a unique individual with unique potential, and we encourage you to consider your own personal likes as well as your strengths and aspirations when choosing courses. We also encourage you to challenge yourself to best prepare for continued success as you move into a college environment in the near future. All students should consider taking advanced coursework including Advanced/AP classes, dual credit, OnRamps, and advanced certification eligible CTE courses. Course choices also should include consideration of the many career and technology classes and co-curricular courses including athletics and fine arts. With careful planning, students may graduate as an AP scholar, an industry-recognized certification, or with extensive college credits as a result of our robust dual credit offerings. Please review your options carefully, discuss these options with your parents, and ask questions of our counselors.

With strong academics as our focus, we understand that the best-prepared students are those who also are actively involved in their schools and community. Therefore, we encourage you to balance class loads as well as become involved in extra-curricular opportunities as an important component in your personal development in high school. Our goal is for all students to have a meaningful educational experience throughout their time in EMS ISD that inspires life-long learning and prepares them for future success in their chosen paths beyond graduation. Please contact your school counselor or a school administrator if you have any questions about the course selection process. I wish you success in your planning efforts.

Sincerely,

Jerry D. Hollingsworth, Ed.D.
Superintendent

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MISSION STATEMENT

THE MISSION OF EAGLE MOUNTAIN-SAGINAW INDEPENDENT SCHOOL DISTRICT IS TO FOSTER A CULTURE OF EXCELLENCE THAT INSTILLS A PASSION FOR A LIFETIME OF CONTINUOUS ACHIEVEMENT IN EVERY STUDENT.

GENERAL INFORMATION

ADVANCED ACADEMICS

Texas recognizes that a strong education is the cornerstone of our children's future. According to the Texas Education Agency, it is essential to provide students with every opportunity to excel academically through rigorous and challenging coursework. Colleges also value a demanding high school curriculum, as it plays a critical role in preparing students for success in higher education. In fact, a survey by the National Association for College Admission Counseling found that a student's performance in the most challenging available high school courses is the most important factor in college admissions decisions.

ADVANCED COURSES

Academic courses that include Advanced Placement (AP), Dual Credit, Tarleton Today, and OnRamps are collectively referred to as Advanced courses. These courses are available to students in grades 6–12 and are designed to explore curriculum with greater depth and complexity. They require additional study outside the classroom and demand strong time management skills. The focus is on helping students develop the skills and strategies needed to succeed in the most rigorous high school courses and in post-secondary education. Advanced courses are offered in English, mathematics, science, social studies, and other selected subjects.

ADVANCED PLACEMENT (AP)

Courses offered through the College Board's Advanced Placement (AP) program give Texas students the opportunity to engage in college-level coursework while still in high school. Depending on their performance on AP exams and the policies of the college or university they attend, students may earn college credit, skip introductory courses, enroll in advanced classes, or fulfill general education requirements.

Eagle Mountain-Saginaw ISD supports the College Board's belief that all students who are willing to take on the challenge of rigorous, college-level coursework should have the opportunity to participate in AP courses. Our high schools offer a wide range of AP classes designed to prepare students for the academic demands of college. These courses require a significant commitment, including time for class preparation, independent reading, lab work, and completion of assignments. Students enrolled in AP courses are also expected to take the corresponding AP exams.

(Note: Some colleges and universities may not recognize the value of a high school course labeled "AP" unless an AP exam score is submitted for that course.)

EAGLE MOUNTAIN-SAGINAW ISD OFFERS THE FOLLOWING AP COURSES:

English Language & Composition	Statistics	Human Geography	Psychology	Art – 2D Design
English Literature & Composition	Biology	World History	French Language	Art – 3D Design
Capstone Seminar	Chemistry	United States History	German Language	Art History
Capstone Research	Physics I	United States Government & Politics	Spanish Language	Music Theory
Precalculus	Physics II	Macroeconomics	Spanish Literature	Computer Science Principles
Calculus AB	Environmental Science	European History	Art – Studio Art	Computer Science A
Calculus BC		African American Studies		

CONCURRENT ENROLLMENT

Concurrent enrollment refers to a situation in which a high school student is enrolled in both high school and a college or university at the same time. To begin concurrent enrollment, the student must be accepted by the college or university and receive approval from a high school administrator.

Only the courses listed in this guide as Dual Credit will earn both high school and college credit. For more information, please contact your campus counseling department.

DUAL CREDIT

Students may enroll in academic and/or technical courses for college credit before graduating from high school. Upon successful completion of these courses, students earn both high school and college credit. Grades earned in dual credit courses are included in the calculation of grade point averages and class rank. Please refer to the Dual Credit Handbook for specific grading policies.

To qualify for dual credit enrollment, a student must:
- Obtain permission from their high school.
- Enroll at the college or university offering the course(s).
- Meet the institution's entrance requirements, including any required placement exams.

DUAL CREDIT WITH TARRANT COUNTY COLLEGE

HIGH SCHOOL COURSE EQUIVALENT	TCC COURSE NUMBER	COLLEGE HOURS	COURSE SITE
English III & IV	ENGL 1301, 1302 ENGL 2327, 2323	6 6	EMS Campuses, TCC NW Campus, Virtual
United States History	HIST 1301 & 1302	6	EMS Campuses, TCC NW Campus, Virtual
US Government	GOVT 2305	3	EMS Campuses, TCC NW Campus, Virtual
Economics	ECON 2301	3	EMS Campuses, TCC NW Campus, Virtual
Professional Communication	SPCH 1311	3	TCC Campus or Virtual
Algebra II	MATH 1314	3	TCC Campus or Virtual
Independent Study in Math	MATH 1324	3	TCC Campus or Virtual
Psychology	PSYCH 2301	3	TCC Campus or Virtual
Sociology	SOCIO 1301	3	TCC Campus or Virtual
American Sign Language I	SLNG 1401	4	TCC Campus or Virtual
American Sign Language II	SLNG 1402	4	TCC Campus or Virtual
Spanish III	SPAN 2311	3	TCC Campus or Virtual
Intro to Aircraft Tech & Aircraft Airframe Tech	Fall: AERM 1315, 1205 Spring: AERM 1310, 1208	5 5	TCC Alliance Campus
Practicum Aircraft Tech & Aircraft Mechanic	Fall: AERM 1314 Spring: AERM 1303	3 3	TCC Alliance Campus

Fire Protection Tech	Fall: FIRT 1301, 1329 Spring: FIRT 1307, 1338	6 6	TCC NW Campus
Greenhouse Operations & Agricultural Lab & Field	Fall: HALT 1301 Spring: AGCR 2418	3 4	TCC NW Campus
Horticulture & Adv. Plant and Soil Sci.	Fall: HALT 2308 Spring: HALT 2323	3 3	TCC NW Campus

CTE DUAL CREDIT/DUAL ENROLLMENT

The following dual credit and dual enrollment courses will be offered at the Hollenstein Career and Technology Center (HCTC) and taught by HCTC instructors who are fully credentialed through Tarrant County College (TCC) and/or Tarleton State University. Upon successful completion, students will earn both college credit—through TCC or Tarleton State University—and high school credit through Eagle Mountain-Saginaw ISD.

HIGH SCHOOL COURSE EQUIVALENT	HIGH SCHOOL CREDIT EARNED	TCC/TSU COURSE NUMBER	COLLEGE CREDIT EARNED	TCC OR TARLETON STATE
Networking & Security w/ Lab	1 (Fall Semester) 1 (Spring Semester)	CPMT 1403 ITNW 1309	4 3	TCC
Cybersecurity	1 (Fall Semester) 1 (Spring Semester)	ITNW 1425 ITSY 1300	4 3	TCC
Culinary Arts	1 (Fall Semester) 1 (Spring Semester)	CHEF 1301 CHEF 1305	3 3	TCC
Advanced Culinary Arts	1 (Fall Semester) 1 (Spring Semester)	HAMG 2301 -	3 -	TCC
Instructional Practices in Ed.	1 (Fall Semester) 1 (Spring Semester)	- EDUC 1301	- 3	TSU
Practicum in Education	1 (Fall Semester) 1 (Spring Semester)	- EDUC 2301	- 3	TSU
Adv. Animal Science	1 (Spring Semester)	ANSC 1319 ANSC 1119	3 1	TSU

ONRAMPS/DUAL ENROLLMENT

OnRamps is a dual enrollment program aligned with the high academic standards of The University of Texas at Austin. College credit is awarded through University Extension (UEX), a division of TEXAS Extended Campus. Although OnRamps courses mirror those taught to UT Austin's residential students, admission to the university is not required for participation. A university faculty member serves as the Instructor of Record and is responsible for evaluating each student's performance in the college-level course.

HIGH SCHOOL COURSE EQUIVALENT	COLLEGE COURSE(S)	COLLEGE HOURS	COURSE SITE
OnRamps College Algebra	MATH 1314	3	High School Campuses
OnRamps Precalculus	MATH 2313	3	High School Campuses
OnRamps Chemistry I	CHEM 1311 CHEM 1111	4	High School Campuses
OnRamps Chemistry II	CHEM 1312 CHEM 1112	4	High School Campuses

**Students assigned to ADC must check with the school counselor to see if continued enrollment is an option.*

TARLETON TODAY/DUAL ENROLLMENT

Tarleton Today is a dual enrollment opportunity designed to help Texas high school students get a head start on their college education while still completing their high school requirements. Through this program, students can earn college credit in multiple subject areas, all taught using university-level curriculum and standards. Students remain in their high school classrooms, where their teachers deliver the high school portion of the course. A Tarleton State University professor provides the college-level instruction, ensuring students experience the rigor and expectations of higher education. All course materials—including syllabi, textbooks, assignments, and grading criteria—mirror those used on Tarleton's campus.

HIGH SCHOOL COURSE EQUIVALENT	TARLETON COURSE NUMBER	COLLEGE HOURS	COURSE SITE
English III & IV	ENGL 1301 / 2326 ENGL 1302 / 2307*	6 6	High School Campuses
Algebra II	MATH 1314*	3	High School Campuses
Precalculus	MATH 2412+	4	High School Campuses
Anatomy & Physiology	BIOL 2401*	4	High School Campuses
Chemistry	CHEM 1311* CHEM 1111*	4	High School Campuses
Animal Science	ANSC 1319 ANSC 1119	4	HCTC
U.S. History	HIST 1301 HIST 1302	3 3	High School Campuses
U.S. Government	GOVT 2350+	3	High School Campuses
Personal Financial Literacy	BUSI 1307+	3	High School Campuses
Special Topics in Social Studies I	GOVT 2306+	3	High School Campuses
Professional Communications	COMM 1315	3	High School Campuses
Instructional Practices	EDUC 1301	3	HCTC
Practicum in Education & Training I	EDUC 2301	3	HCTC

* Course available in 2027-2028 school year
+ Course available in 2028-2029 school year

EMS ISD PREMIER PATHWAY

Premier Pathway is a district-wide initiative to partnership with Tarleton State University that allows high school students to earn up to 45 college credit hours through the Tarleton Today dual credit program. Students who complete the full sequence will be considered “Core Complete” by the time they graduate, meaning they’ve fulfilled the foundational 42-credit core curriculum required by Texas public universities – plus 3 additional credits for enhanced college readiness.

GRADE	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	ADDITIONAL REQUIRED COURSES
9th	Advanced English I	Advanced Algebra I or Advanced Geometry	Advanced Biology	Advanced World Geography	COMM 1315 (3) LOTE I PE/Athletics Elective
10th	Advanced English II	Advanced Geometry or MATH 1314 (3)	CHEM 1311/111 (4)	AP World History	LOTE II Elective Elective Elective
11th	ENGL 1301/2326 (6)	MATH 1314 (3) or MATH 2412 (4)	BIOL 2401 (4)	HIST 1301/1302 (6)	Elective Elective Elective Elective
12th	ENGL 1302/2307 (6)	MATH 2412 (4) or AP Math Course	4th Science	GOVT 2305 (3) and BUSI 1307 (3)	GOVT 2306 (3) Elective Elective Elective

Tarleton Today Core Courses

COMM 1315 – Public Speaking BUSI 1307 – Personal Finance BIOL 2401 – Anatomy & Physiology CHEM 1311 – College Chemistry I CHEM 1111 – College Chemistry Lab ENGL 1301 – Composition I ENGL 1302 – Composition II ENGL 2326 – American Literature	ENGL 2307 – Intro to Creative Writing GOVT 2305 – Federal Government GOVT 2306 – Texas Government HIST 1301 – U.S. History I HIST 1302 – U.S. History II MATH 1314 – College Algebra MATH 2412 – Precalculus	**Additional non-core courses:** ANSC 1319* - General Animal Science ANSC 1119* - General Animal Science Lab EDUC 1301 – Intro to Teaching Professions EDUC 2301 – Intro to Special Populations

During 9th and 10th grade, students in the program are required to take two core classes at the Advanced level in addition to Tarleton Today courses.

**Course can be taken in addition to or in place of the Tarleton Today Science offering.*

Texas CORE

The Texas Core Curriculum is a set of general education requirements mandated for all undergraduate students at public colleges and universities in Texas. Designed by the Texas Higher Education Coordinating Board and implemented in Fall 2014, its purpose is to ensure students develop essential knowledge and skills to succeed in college, careers, communities, and life.

Courses that fulfill each core component may vary by college or university. Whenever you take a course at Eagle Mountain-Saginaw ISD that aligns with the Texas Core Curriculum, you are potentially making progress toward your degree at any public institution of higher education in Texas. These institutions are required to accept the dual credit or dual enrollment courses you complete at Eagle Mountain-Saginaw ISD, provided they are part of the Texas Core.

Eagle Mountain-Saginaw ISD offers multiple pathways to earn Texas Core credits. Many Dual Credit, Tarleton Today, OnRamps, and Advanced Placement (AP) courses are included in the Core. When choosing advanced classes, it's important to pay close attention to the Core areas. Decisions about courses outside the Core should be based on the college you plan to attend, your intended degree, and your personal interests. Courses taken outside the Core may or may not apply to your degree plan. In some cases, non-Core classes can still count as electives or program-specific credits, but this depends on the institution and degree requirements.

Additional Notes on Advanced Placement (AP) Courses:

- AP courses may be better suited for some private institutions, even though they also prepare students for public colleges in Texas.
- A qualifying score of 3 or higher on an AP exam may result in college credit being granted and recorded on your college transcript.
- AP courses are designed by the College Board to demonstrate college readiness when a qualifying score is achieved.

GIFTED AND TALENTED

The EMS ISD Gifted and Talented (G/T) Program is designed to meet the needs of identified gifted students who demonstrate above-average ability in two areas, as defined by the Texas State Plan for the Gifted: (1) high general intellectual ability and (2) creative and productive thinking.

In Eagle Mountain-Saginaw ISD, secondary G/T students are served through Advanced and AP courses. In alignment with the Texas State Plan, these students regularly engage with intellectual peers and receive differentiated instruction that deepens and enriches the curriculum. A key strategy used is *clustering*, which places five or more G/T students in the same class. This approach allows students to benefit from both heterogeneous and homogeneous groupings. G/T cluster classes are not composed exclusively of G/T students. Teachers of these classes receive specialized training, including the required 30-hour foundational G/T training, annual 6-hour updates, and additional district-led professional development alongside other G/T educators.

G/T students are expected to enroll in at least one Advanced or AP course each year throughout middle and high school. If a student chooses not to take at least one such course in a given year, they must either enter furlough status or formally exit the program. While EMS ISD identifies general academic giftedness, we recognize that each student has unique strengths and interests. As students progress through middle and high school, it becomes increasingly important for them to focus on areas aligned with their passions and talents. Our goal is to support students in exploring a wide range of subjects and experiences as they grow and learn within Eagle Mountain-Saginaw ISD.

EXITING AN ADVANCED/AP COURSE

Requests to change schedules for Advanced or AP courses after the designated annual add/drop date are subject to the following process:

- Timing of Requests: Requests to exit an Advanced/AP course will not be considered until after the 10th instructional day of the course. This allows students time to adjust to the curriculum and work with their teacher.
- Request Window: Requests to exit a course may be submitted between the end of the 10th instructional day and the end of the first six weeks of the course. For second-semester courses, requests will be considered at the end of the first semester.
- Submission Requirements: Students must submit a written request to their counselor, including a valid explanation for the schedule change. The request must be approved by a parent or guardian.
- Review Process: Before a change is enacted, the student's academic history, attendance, and use of tutorials or interventions will be reviewed in conjunction with the reason for the request.
- Conference: A meeting will be held with the student, teacher, counselor, administrator or designee, and parent. During the conference, the following options will be discussed:
    1. Developing a Performance Improvement Plan: This plan may include alternative instructional strategies, attendance expectations, student effort, use of tutorials and interventions, and specific target dates for progress updates.
    2. Exiting the Course: If the student's academic history and committee assessment indicate that the student lacks the necessary skills for success and was inappropriately placed, the student may be moved to a more appropriate course.

The following reasons will not be considered valid for requesting a schedule change from an Advanced or AP course:

- Preference for a different teacher
- Desire for a different lunch period
- Wanting to be in classes with friends
- Unwillingness to complete classwork or required reading
- Enrolled in the course by choice but now wants to drop it because it is not needed for graduation
- Not earning an A or B in the course
- Concern about impact on GPA

AUTOMATIC COLLEGE ADMISSION (TOP 10% RULE)

In accordance with Texas Education Code (TEC), §51.803, a student is eligible for automatic admission to a Texas public college or university as an undergraduate student if the applicant earned a grade point average in the top 10 percent of the student's high school graduating class or in the percentage of qualified applicants that are anticipated to be offered admission to the University of Texas at Austin, and the applicant

1. earn the distinguished level of achievement under the Foundation High School Program; or
2. satisfy ACT's College Readiness Benchmarks on the ACT assessment or earn on the SAT assessment a score of at least 1500 out of 2400 or the equivalent.

High school rank for students seeking automatic admission to a general academic teaching institution is determined and reported as follows.

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

A student is considered to have satisfied the course requirements to the distinguished level of achievement under the Foundation High School Program if the student completed the portion of those programs that was available to the student but which the student was unable to complete because the courses were unavailable as a result of circumstances not within the student's control.

To qualify for automatic admission an applicant must:

1. Submit an application before the deadline established by the Texas college or university to which the student seeks admission; and
2. Provide a high school transcript or diploma that indicates whether the student has satisfied or is on schedule to satisfy the requirements of the distinguished level of achievement under the Foundation High School Program or the portion of those programs that was available to the student.

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

CLASS RANK AND GPA

Applicable to students who entered Grade 9 between the 2013–14 and 2025–26 school years:

- The district will include grades earned in all high school credit courses in the calculation of class rank, regardless of when the credit was earned—unless excluded below.
- The following grades will be excluded from class rank calculations:
    - Local credit courses
    - Physical education credits earned through alternative sources (e.g., Off-Campus PE)
    - Courses taken as Pass/Fail
    - Credit recovery courses completed through the district's online platform
    - Summer school courses
    - Transfer credits from non-accredited or international schools
    - Acceleration through AP exams
- Level 3 Courses: Eligible AP courses listed in the course description handbook will be categorized as Level 3 and will receive 10 extra points toward GPA.
- Level 2 Courses: Eligible Advanced courses, OnRamps, dual credit, and dual enrollment courses listed in the course description handbook will be categorized as Level 2 and will receive 5 extra points toward GPA.
- Level 1 Courses: All other eligible courses will be categorized as Level 1 and will receive no extra points toward GPA.
- Courses that are repeated after credit has already been granted will not be included in the student's GPA. These courses will be recorded as Audit for the semester grade only.

Applicable to students who entered Grade 9 in 2026-27 and beyond:

In accordance with Senate Bill 1191, the Texas Commissioner of Education is required to develop a standardized method for calculating high school grade point averages (GPAs). This method will assign additional, equal weight to academically rigorous courses, including:

- Honors courses
- Advanced Placement (AP) courses
- International Baccalaureate (IB) courses
- Tarleton Today and OnRamps dual enrollment courses
- Dual credit courses

Once the new GPA calculation method is released to school districts, it will be published here.

CLASSIFICATION CREDIT

Students are classified based on the number of high school credits earned and their years in high school, as determined at the beginning of the school year. Students who have earned enough credits to skip a grade may only do so if an early graduation application is on file with their school counselor.

Freshman	Promotion from 8th grade
Sophomore	5.5 to 11.5 credits
Junior	12 to 18.5 credits
Senior	19 plus credits

COLLEGE EXAMINATIONS

Many colleges and universities require entrance exams as part of the admissions process. Students planning to attend college are encouraged to take the following assessments. It is recommended that students complete English III and Algebra II before attempting any college entrance exam. Additionally, students should contact their college of choice to confirm specific placement and entrance exam requirements.

1. National Merit Scholarship Qualifying Test (PSAT/NMSQT): This exam helps sophomores and juniors assess their readiness for college-level work and begin planning for college. It is also used by some universities and industries for scholarship consideration. Scores from the junior-year PSAT are used to determine eligibility for the National Merit Scholarship Program.

2. ACT and/or SAT: These standardized exams are commonly used by colleges and universities for admissions and academic advising. Students should verify which test is required or preferred by the institution they plan to attend. Both exams are offered multiple times throughout the year at various testing locations. A registration fee is required for each exam and must be paid at the time of registration. Registration information is available online at: www.collegeboard.com (SAT) and www.act.org (ACT)

3. Texas Success Initiative Assessment 2.0 (TSIA2): Students attending Texas public colleges and universities must comply with the Texas Success Initiative (TSI), in effect since Fall 2003 (Texas Education Code §51.3062), to enroll in credit-bearing courses. The law requires all incoming college students to be assessed for college readiness in reading, writing, and mathematics—unless they qualify for an exemption. Students who do not meet the minimum passing standards on the institution's placement exam must enroll in a developmental education program designed to help them achieve college readiness.

OTHER TESTING

1. STAAR (State of Texas Assessments of Academic Readiness): The STAAR program includes End-of-Course (EOC) exams for students enrolled in specific high school credit courses. The required EOC exams are Algebra I, English I, English II, Biology, and U.S. History. To graduate, students must pass all five EOC exams. For testing dates and additional information, please visit the district's Educational Programs and Accountability webpage.

2. Advanced Placement (AP): AP exams give students the opportunity to earn college credit by examination at participating colleges and universities. For details on how credit is awarded, please visit www.collegeboard.com.

3. ASVAB (Armed Services Vocational Aptitude Battery): The ASVAB is available to students in grades 10–12. It measures a student's aptitudes and abilities and helps match them with potential careers in both civilian and military fields.

MAXIMUM ALLOWABLE COURSES

Students are limited to no more than eight courses per day during the school year. This limit does not include correspondence courses, online courses, or any other courses taken outside of the regular school day.

ADDITIONAL COURSE CREDIT OPTIONS

CREDIT BY EXAM FOR ACCELERATION: Students may earn credit for certain courses without prior instruction by taking a Credit by Exam for Acceleration. Prior approval must be obtained through the counseling office.
To earn credit, a student must:

- Score 80 or above on the exam.
- Meet all other eligibility requirements.

Testing fees may apply. For details on requirements and procedures, contact your counselor. Scores from the exam will be added to the student's Academic Achievement Record and used in calculating GPA, as outlined in Board Policy. For more information, visit the district's Educational Programs and Accountability webpage.

ADVANCED PLACEMENT (AP) FOR ACCELERATION: Students may also accelerate by taking an AP exam without prior instruction. Credit is awarded if the student scores a 3 or higher on a Board-approved AP exam offered in EMS ISD.

- The student will receive a "P" (Pass) on their grade history.
- This score is not included in GPA calculations.
- This Pass/Fail option does not count toward the 4-credit limit.

CREDIT BY EXAM FOR CREDIT RECOVERY: Students may recover credit for courses where credit was denied due to failing grades or excessive absences by taking a Credit by Exam for Credit Recovery. Prior approval must be obtained through the counseling office. To earn credit, a student must:

- Score 70 or above on the exam.
- Pay the required testing fee.

The student will receive a "P" (Pass) on their grade history. This score is not included in GPA calculations and does not count toward the 4-credit limit. For more information, contact your counselor.

CORRESPONDENCE COURSES: Students may enroll in correspondence courses with prior approval, using an application available in the counseling office.

- Students may take only one correspondence course at a time, unless special circumstances are approved by the principal.
- Students planning to graduate using correspondence coursework must meet additional requirements—see your counselor for details.

Grades earned in correspondence courses will be added to the student's transcript and recorded as the numerical grade issued by the institution offering the course.

CREDIT RECOVERY (CAPTURE): CAPTURE is offered as a class during the school day to help students successfully complete courses they previously attempted but did not pass. The program uses a self-paced, computer-based curriculum and requires a high level of self-discipline and motivation. Enrollment in CAPTURE is a privilege, not a right, and should be treated accordingly.

- Students will receive a Pass/Fail grade for any credit earned through CAPTURE.
- This Pass/Fail option does not count toward the 4-credit limit.
- Online courses, including CAPTURE, do not meet NCAA core course requirements.

EARLY GRADUATION

Early graduation may be approved by the principal or the principal's designee, based on a recommendation from the high school counselors. An Early Graduation Agreement must be signed and submitted before the start of the third year for students planning to graduate in three years, and before the start of the senior year for mid-year graduates.

Students intending to graduate in three years will only be promoted to the next grade level after completing the early graduation application process and earning a minimum of 19 credits. All students seeking early graduation must fulfill all graduation requirements.

GRADE REPORTING

A student must be present 90% of the days in each class during a semester. Numerical scores are used to report grades and a minimum grade average of 70 is required for receiving credit.

EOC GRADUATION REQUIREMENTS

Beginning with students who entered high school in the 2011–2012 school year, the State of Texas Assessments of Academic Readiness (STAAR™) replaced the Texas Assessment of Knowledge and Skills (TAKS). The STAAR program includes five end-of-course (EOC) assessments. Only senior students who have completed all graduation requirements may participate in the graduation ceremony.

In accordance with Senate Bill 673, passed by the 80th Texas Legislature, students receiving special education services who have not yet met the requirements of their Individualized Education Programs (IEPs) are allowed to participate in a graduation ceremony after completing four years of high school.

LOCAL CREDITS

Some courses offered are not among the state approved courses and will receive local credit. Local credits do not count as credit toward graduation or student GPA calculation.

EARLY RELEASE & LATE ARRIVAL

EMS ISD juniors and seniors who are on track for graduation and meet the following requirements may request a release period(s). Juniors are eligible for a maximum of two release periods. Seniors are eligible for a maximum of three release periods. Release periods must be scheduled in a combination of 1st period, 6th period, 7th period, and 8th period. Students may not have a release period between classes (e.g. 6th class, 7th release, 8th class).
Release Requirements:

- Juniors must have a minimum of 15 credits.
- Senior credit requirement
    - 19 credits = 1 release period
    - 20 credits = up to 2 release periods
    - 21 credits = up to 3 release periods
- College Career Military Readiness (CCMR) criterion met as defined by the Texas Education Agency (TEA).
- Reliable daily transportation.
- Parent/Guardian and School Counselor permission

Note: Principal discretion is available to approve unique situations for extenuating circumstances.

PREREQUISITES

In accordance with Texas Education Code (TEC) Chapter 74, Subchapter G, students may not enroll in a course that has a required prerequisite unless they have successfully completed the prerequisite course(s). However, an exception may be granted if a qualified individual—such as a teacher, administrator, or counselor familiar with the student's academic abilities—determines that the student is capable of succeeding in the course.

PARENT AND STUDENT INFORMATION REGARDING THE SCHEDULE CHANGE PROCESS

Master schedules are developed each spring in preparation for the upcoming school year. Student course selections play a key role in determining the number of teachers and class sections needed for each course. This process allows administrators to plan effectively and hire staff to support strong academic outcomes. When students are allowed to change schedules at random, it can lead to overcrowded classes and disrupt the balance of the master schedule. Schedule changes rarely affect just one course; they often create a ripple effect across multiple classes. That's why thoughtful and intentional course selections are essential and benefit everyone involved.

Thank you for being a vital part of our educational team as we work together to support academic excellence.

Course Selection

- Parent and student informational meetings will be held during the course selection period.
- Students will receive guidance throughout the course selection process.
- Students who do not complete the course selection process will have courses assigned by their counselor based on academic needs and graduation requirements.

Add/Drop Window

- Please check with your high school counselor for the specific add/drop schedule on your campus.
- Schedule changes during the school year will only be considered for the following reasons:
    - Graduation plan adjustments
    - Level changes (e.g., Advanced to on-level)
    - Computer or scheduling errors

PASS/FAIL OPTION

The Pass/Fail option outlined below applies to all current EMS ISD high school students.
By requesting a course under the Pass/Fail option, I acknowledge and understand the following:

- Pass/Fail request forms must be submitted to the counseling office no later than the 10th day of the first semester of the course.
- Once the Pass/Fail option is declared, I may not revert to the standard GPA format for that course after the deadline has passed.
- I am committed to performing well in the course.
- All Pass/Fail students will undergo a three-week performance review to ensure class expectations are met.
- The school reserves the right to remove me from the course at any time if I fail to complete assigned work. Removal may result in loss of credit.
- If I am removed from a Pass/Fail course due to noncompliance with these guidelines, I will forfeit the right to enroll in future courses under the Pass/Fail option.
- I understand that Pass/Fail may not be the best choice in all situations. I will consult with my counselor before making a final decision.
- I may enroll in no more than two Pass/Fail courses per semester.
- Courses required under any graduation plan cannot be taken as Pass/Fail. However, core content or required courses taken in excess of graduation requirements may be eligible.
- A maximum of four credits may be earned on a Pass/Fail basis.
- The following Pass/Fail options do not count toward the four-credit limit:
    - Off-Campus PE
    - PE substitutions from Band, Drill Team, or Color Guard
    - PE credit awarded from Dance
    - Acceleration through Advanced Placement exams
    - Credit recovery
    - Summer school
    - Transfer credits
    - Local credits

TRANSFER STUDENTS

Students transferring from out of state must meet all Texas graduation requirements to be eligible for a diploma from Eagle Mountain-Saginaw ISD. Students entering from another state or a state-accredited private school that uses letter grades instead of numerical grades will have their grades interpreted for class ranking and other academic purposes according to the chart below—unless the sending school provides documentation of the numerical equivalent for each letter grade.

Courses transferred for credit will be recorded as regular-level courses for GPA calculation purposes. To have a transferred course recognized as an advanced-level course for class ranking, the course must either:

- Be clearly identified as advanced-level on the transcript, or
- Be confirmed by the sending school as equivalent to an advanced-level course, as verified by the high school counselor.

Students moving into the district may receive advanced-level ranking points for transferred courses only if those courses are currently awarded advanced ranking points at EMS ISD high schools.

The following scale shall be used to convert grades of students transferring into the district with letter grades when a conversion is not provided by the previous school or district:

LETTER GRADE	NUMBER EQUIVALENT
A+	99
A	95
A-	92
B+	89
B	85
B-	82

LETTER GRADE	NUMBER EQUIVALENT
C+	79
C	75
C-	73
D+	72
D	71
D-	70
F	65

TRANSFER CREDIT

Graduation credits will be accepted from the following institutions:

- Accredited public schools
- State-accredited home school organizations
- Private or parochial schools accredited by an association recognized by the Texas Commissioner of Education

Grades from these institutions will be recorded numerically on student transcripts.

For students transferring from non-accredited public, private, home, parochial, or foreign schools, the district will validate courses through testing or other evidence to ensure that all Texas Essential Knowledge and Skills (TEKS) standards are met. Validated courses will be awarded Pass/Fail credit on the transcript.

Student placement may be determined using district-approved assessments or a committee review process. Arrangements for these exams must be made by the student after enrollment in an EMS ISD school. The numerical grade earned on the exam will be recorded on the transcript. To receive credit, a student must earn a minimum score of 70 or higher.

PHYSICAL EDUCATION CREDITS/SUBSTITUTIONS

All students are required to complete one unit of Physical Education (PE) for graduation. The following activities may be used to substitute for the required PE credit:

- Drill Team
- Marching Band
- Cheerleading
- Athletics
- JROTC
- Off-Campus Physical Education

Specific credit information for athletics, physical education, and fine arts substitutions is outlined below:

ATHLETICS

- Students may earn up to 4 state PE substitution credits through participation in athletics.

CHEERLEADING

- Students may earn up to 4 state PE substitution credits through participation in cheerleading.

DANCE

- Dance I satisfies the state Fine Arts graduation requirement.
- Students enrolled in Dance I will receive credit for both Dance/Fine Arts and Skill-Based Lifetime Activities/PE.
- Awarding of the Skill-Based Lifetime Activities credit depends on the teacher's certification in both physical education and fine arts and is subject to change.

DRILL TEAM

- Students may earn up to 4 Fine Arts credits and up to 1 PE credit (0.5 credit awarded each fall semester) through drill team participation.
- Students in their 3rd or 4th year of drill team who have not previously received PE substitution credit may still earn up to 1 PE credit (0.5 credit awarded in the fall semester only).

Drill Team Credit Breakdown:

- 1st Year: Dance I + 0.5 PE Substitution Credit (fall only)
- 2nd Year: Dance II + 0.5 PE Substitution Credit (fall only)
- 3rd Year: Dance III
- 4th Year: Dance IV

MARCHING BAND

- Students may earn up to 4 Fine Arts credits and up to 1 PE credit (0.5 credit awarded each fall semester) through participation in marching band.

Marching Band Credit Breakdown:

- 1st Time Taken – Music I Band plus 0.5 Physical Education Substitution credit (fall only)
- 2nd Time Taken – Music II Band plus 0.5 Physical Education Substitution credit (fall only)
- 3rd Time Taken – Music III Band
- 4th Time Taken – Music IV Band

Students in the 3rd or 4th year of band who have not previously been awarded physical education substitution credit may also accrue up to 1 physical education substitution credit toward graduation (0.5 credit awarded in the fall only).

PHYSICAL EDUCATION:

A student may not receive credit for a specific physical education course more than once. Students may earn a maximum of 4 state physical education credits through any combination of physical education courses and/or substitutions.

Partners in PE (PIP) is a success-oriented PE program featuring supervised peer tutors and individualized learning and instruction. The purpose of the program is to encourage physical activity, increase knowledge of health and fitness strategies, and assist in the acquisition of individual lifetime recreation activities and/or skills associated with team sports. If you are interested in participating in this course, please visit with your school counselor.

RESERVE OFFICER TRAINING CORPS I:

Students in JROTC I receive 1 physical education substitution credit for the course. JROTC I can be used to meet the state physical education requirements.

CAREER AND TECHNICAL EDUCATION (CTE)

The Eagle Mountain-Saginaw ISD Career and Technical Education (CTE) program provides students with learning opportunities that combine rigorous academic instruction with career-focused, hands-on experiences. Our goal is to develop lifelong learners who are well-prepared to reach their full potential in post-secondary education and to succeed in their chosen career paths. The primary purpose of the CTE program is to ensure that every student is equipped for continued learning, career achievement, and responsible citizenship.

Please note: Because these courses are only offered on the HCTC campus, students assigned to ADC must consult with their school counselor to determine whether continued enrollment in the course is an option.

CAREER & TECHNICAL EDUCATION PROGRAMS OF STUDY

Career & Technical Education (CTE) courses are offered at EMS ISD secondary campuses and at the Hollenstein Career & Technology Center (HCTC). These courses prepare students for success in 21st century careers through an innovative and forward-thinking approach to education. CTE provides a wide range of programs of study that combine rigorous academic coursework with a strong focus on career skill development through hands-on, applied learning experiences.

AGRICULTURE, FOOD, AND NATURAL RESOURCES

VETERINARY SCIENCE

GRADE	COURSE	CREDIT
9-10	Principles of Agriculture#	1.0
10-11	Small Animal# and Equine# or Livestock & Poultry Production#	1.0 1.0
11-12	Vet Science* and Adv. Animal Science*	1.0 1.0
12	Practicum in Agriculture*	2.0
Elanco Vet Med Applications; CVA		

PLANT SCIENCE

GRADE	COURSE	CREDIT
9-10	Principles of Agriculture#	1.0
9-10	Floral Design^R	1.0
11-12	Greenhouse Operations	2.0
12	Horticulture Science and Adv. Plant/Soil Science	1.0 1.0
Texas State Floral Knowledge Based		

ARCHITECTURE AND CONSTRUCTION

CONSTRUCTION/ELECTRICAL

GRADE	COURSE	CREDIT
9-10	Principles of Construction#	1.0
11-12	Architecture and Electrical Tech I#	2.0
12	Electrical Tech II#*	2.0
Electrical Apprentice Level 1		

ARTS, A/V TECHNOLOGY, AND COMMUNICATIONS

AUDIO/VIDEO PRODUCTION

GRADE	COURSE	CREDIT
9-10	Principles of A/V#	1.0
10-11	Audio/Video Production*	2.0
11-12	Video Production* or Digital Audio Tech*	2.0 2.0
Adobe Premiere Pro		

ANIMATION & VIDEO GAME DESIGN

GRADE	COURSE	CREDIT
9-10	Digital Media#	1.0
10-11	Animation & Video Game Design*	2.0
11-12	Adv. Animation* or Adv. Video Game Design*	2.0 2.0
Adobe Photoshop		

BUSINESS, MARKETING, AND FINANCE

FINANCE & INVESTING

GRADE	COURSE	CREDIT
9-10	Principles of Business, Marketing, and Finance	1.0
10-11	Money Matters	1.0
11-12	Stock Market Investing and Analysis	2.0
11-12	Business Investing and Management	2.0
Accounting Basics and SIE		

ENTREPRENEURSHIP

GRADE	COURSE	CREDIT
9-10	Principles of Business#	1.0
9-10	Digital Media	1.0
11	Entrepreneurship	1.0
12	Social Media Marketing and Advertising	0.5 0.5
Entrepreneurship & Small Business		

ADVERTISING & MARKETING

GRADE	COURSE	CREDIT
9	Principles of Business#	1.0
10	Marketing#	1.0
11	Sports Entertainment I and Sports Entertainment II	0.5 0.5
12	Social Media Marketing and Advertising	0.5 0.5
Entrepreneurship & Small Business		

EDUCATION AND TRAINING

EDUCATION

GRADE	COURSE	CREDIT
9	Principles of Education#	1.0
10	Child Development[R]	1.0
10-11	Instructional Practices*#	2.0
11-12	Practicum in Education I*	2.0
12	Practicum in Education II*	2.0
Educational Aide 1		

HEALTH SCIENCE: DIAGNOSTIC & THERAPEUTIC SERVICES

BIOMEDICAL SCIENCE

GRADE	COURSE	CREDIT
9	Principles of Health Sci #	1.0
10	Medical Terminology[R]	1.0
11-12	Anatomy & Physiology or Pathophysiology	1.0 1.0
11-12	Biomedical Research*	2.0

HEALTH SCIENCE

GRADE	COURSE	CREDIT
9	Principles of Health Science	1.0
10	Medical Terminology	1.0
11-12	Anatomy & Physiology	1.0
11-12	Pathophysiology	1.0

DIAG & THERAPEUTIC SERVICES OPTION 1

GRADE	COURSE	CREDIT
9	Principles of Health Sci[#]	1.0
10	Medical Terminology[R]	1.0
11	Health Science Theory*: Sports Medicine	2.0
12	Practicum in Health Science*: PCT, EMR, or PT	2.0
EKG Tech, Phlebotomy, Patient Care Tech, Emergency Medical Responder, Pharmacy Tech		

DIAG & THERAPEUTIC SERVICES OPTION 2

GRADE	COURSE	CREDIT
9	Principles of Health Sci[#]	1.0
10	Medical Terminology[R]	1.0
11-12	Anatomy & Physiology or Pathophysiology	1.0 1.0
12	Health Science Theory*: PT, Sports Med, PCT, or EMR	2.0
EKG Tech, Phlebotomy, Patient Care Tech, Emergency Medical Responder, Pharmacy Tech		

HOSPITALITY AND TOURISM

CULINARY ARTS

GRADE	COURSE	CREDIT
9-10	Intro to Culinary[#]	1.0
10-11	Culinary Arts*	2.0
11-12	Advanced Culinary Arts*	2.0
12	Practicum in Culinary*	2.0
Serv Safe Manager		

HUMAN SERVICES

FAMILY & COMMUNITY SERVICES

GRADE	COURSE	CREDIT
8-9	Prin. of Human Services	1.0
9-10	Dollars & Sense and Interpersonal Studies	0.5 0.5
10-11	Child Development	1.0
11-12	Counseling & Mental Health	1.0

COSMETOLOGY

GRADE	COURSE	CREDIT
11	Intro to Cosmetology* and Cosmetology I*	1.0 2.0
12	Cosmetology II*	3.0
Cosmetology Operator, Barbering		

INFORMATION TECHNOLOGY

NETWORKING & CYBERSECURITY

GRADE	COURSE	CREDIT
9-10	Principles of Information Tech	1.0
10-11	Networking Security & Lab*	2.0
11-12	Foundations of Cybersecurity*	2.0
CISCO RS-Tech, CCNA		

LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY

LAW ENFORCEMENT

GRADE	COURSE	CREDIT
9-10	Principles of Law#	1.0
11	Law Enforcement I	1.0
12	Law Enforcement II and Federal Law Enforcement	1.0 1.0
11-12	Forensic Science*R	1.0
911 Telecommunicator		

LEGAL STUDIES

GRADE	COURSE	CREDIT
9-10	Principles of Law#	1.0
10-11	Courts I	2.0
11-12	Courts II	2.0
11-12	Forensic Science*R	1.0

EMERGENCY SERVICES

GRADE	COURSE	CREDIT
9-10	Principles of Law#	1.0
11	Fire Fighter I	2.0
11	Anatomy & Physiology	1.0
12	Health Science Theory: EMR	2.0
Emergency Medical Responder, Phlebotomy		

MANUFACTURING

WELDING

GRADE	COURSE	CREDIT
9-10	Intro to Ag Welding#	1.0
11	Welding I	2.0
12	Welding II	2.0
AWS – API 1104, SMAW, GMAW, D1.1		

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS

ENGINEERING

GRADE	COURSE	CREDIT
8-9	Prin. of Applied Engineering#	1.0
10	Introduction to RoboticsR	1.0
10-12	Manufacturing & Engineering	2.0
11-12	Aerospace Engineering* or Drone Engineering*	2.0 2.0
12	Aviation Ground School*	2.0
Fusion 360, Certified Solidworks Associate		

TRANSPORTATION, DISTRIBUTION, AND LOGISTICS

AIRCRAFT MAINTENANCE

GRADE	COURSE	CREDIT
9-10	Intro. to Transportation[#]	0.5
11	Intro to Aircraft Tech and Aircraft Airframe Tech	3.0
12	Aircraft Powerplant Tech and Adv. Transportation Syst	3.0

AUTOMOTIVE

GRADE	COURSE	CREDIT
9-10	Intro. to Transportation[#]	0.5
10-11	Automotive Technology I*	2.0
11-12	Automotive Technology II*	2.0
12	Practicum in Automotive Tech*	2.0
ASE – Breaks, Steering & Suspension, Electrical, Engine Performance, Maintenance & Light Repair		

ACADEMIC PATHWAYS

SOCIAL STUDIES

GRADE	COURSE	CREDIT
9	World Geography or Human Geography	1.0 1.0
10	World History	1.0
11	U.S. History	1.0
12	U.S. Government & Economics	0.5 0.5
10-12	Social Studies Elective	1.0

WORLD LANGUAGE OPTION 1

GRADE	COURSE	CREDIT
8-12	Same World Language	4.0

WORLD LANGUAGE OPTION 2

GRADE	COURSE	CREDIT
8-12	World Language 1	2.0
8-12	World Language 2	2.0

FINE ARTS

GRADE	COURSE	CREDIT
9-12	Coherent Sequence of Fine Arts Courses	4.0

MULTIDISCIPLINARY: 4X4

GRADE	COURSE	CREDIT
9-12	English: Including Eng. IV	4.0
9-12	Mathematics	4.0
9-12	Science: Including Chem or Physics	4.0
9-12	Social Studies	4.0

STEM: MATHEMATICS

GRADE	COURSE	CREDIT
9-11	Algebra II	1.0
11-12	Advanced Math	2.0

MULTIDISCIPLINARY: AP/DUAL CREDIT

GRADE	COURSE	CREDIT
9-12	AP/Dual Credit: English, Math, Science, Social Studies, World Language, and Fine Arts	4.0

STEM: SCIENCE

GRADE	COURSE	CREDIT
10-12	Chemistry	1.0
10-12	Physics	1.0
10-12	Advanced Science	2.0

STEM: MATH & SCIENCE

GRADE	COURSE	CREDIT
9-11	Algebra II	1.0
10-12	Advanced Math	1.0
10-12	Chemistry	1.0
10-12	Physics	1.0
10-12	Advanced Science	1.0

GRADUATION REQUIREMENTS

FOR STUDENTS ENTERING HIGH SCHOOL 2022-2023 AND AFTER

EMS ISD Distinguished Level of Achievement Plan Includes One Endorsement	Endorsement Options	Performance Acknowledgements
English Language Arts • English I • English II • English III • Adv. English Mathematics • Algebra I • Geometry • Algebra II • Adv. Math Science • Biology • IPC, Chemistry, or Physics • Adv. Science • Adv. Science Social Studies • World Geography • World History • U.S. History • U.S. Government • Economics/Personal Financial Literacy World Language • Level I • Level II Fine Arts • 1 credit Physical Education • 1 credit Electives • 6 credits STAAR EOC: English I, English II, Algebra I, Biology, and U.S. History	STEM • Program of Study Completer • Mathematics: Alg II & 2 Adv. Math Courses • Science: Chem, Physics, & 2 Adv. Science Courses • Math/Science: Alg II, Chem, Physics, 1 Adv. Math Course, 1 Adv. Science Course Business & Industry • Program of Study Completer • 3 credits of Debate • 3 credits of Newspaper • 3 credits of Yearbook Public Services • Program of Study Completer • 4 credits of JROTC Arts & Humanities • Fine Arts • Social Studies • World Languages Multidisciplinary Studies • 4x4 to include English IV and Chem or Physics • Four credits in AP/Dual Credit from English, Math, Science, Social Studies, LOTE, and Fine Arts	Dual Credit • 12 college credit hours with a 3.0 GPA or better • Associate Degree Bilingualism/Biliteracy • ELA GPA of 80 or better and one of the following: ○ 3 LOTE credits in the same language with a 3.0 GPA or better ○ Pass a level IV LOTE class with an 80 or better ○ 3 or better on AP LOTE exam • ELL students must also: ○ Meet exit criteria for a bilingual or ESL program ○ Score Advanced High on TELPAS AP Exam • Score 3 or better College Entrance Exam • PSAT Commended Scholar • 1350 on SAT • 29 on ACT Business/Industry Certification • Earn Identified IBC

ENGLISH LANGUAGE ARTS

Course Name	Credits	GPA Level	Grade Level(s)	Prerequisite(s)
English I	1	1	9	None
Advanced English I / GT	1	2	9	See Suggested Guidelines
English I for Speakers of Other Languages (ESOL I)	1	1	9 – 12	LPAC Committee Placement
English II	1	1	10	None
Advanced English II / GT	1	2	10	See Suggested Guidelines
English II for Speakers of Other Languages (ESOL II)	1	1	10 – 12	LPAC Committee Placement
English III	1	1	11	None
AP English III / GT	1	3	11	See Suggested Guidelines
English III Dual Credit	1	2	11	TCC Admission Standards
TT English III	1	2	11 – 12	None
English IV*	1	1	12	None
AP English IV*	1	3	12	See Suggested Guidelines
English IV Dual Credit*	1	2	12	TCC Admission Standards
TT English IV*	1	2	12	None
AP Capstone Seminar*	1	3	10 – 12	H.S. Advanced/AP Course 10th grade requires counselor advisement & teacher approval
AP Capstone Research*	1	3	11-12	AP Capstone Seminar
Creative/Imaginative Writing	0.5	1	10-12	English I
Practical Writing Skills	1	1	9 – 12	LPAC or ARD Committee Placement
Reading 1	1	1	9 – 12	LPAC or ARD Committee Placement
Reading 2	1	1	10 – 12	Reading 1
Reading 3	1	1	11 – 12	Reading 2
English Language Development & Acquisition I (ELDA I)	1	1	9 – 12	LPAC Committee Decision
English Language Development & Acquisition II (ELDA II)	1	1	10 – 12	LPCA Committee Decision
English Prep Lab	1	1	10 – 12	Administration Approval

** Courses are considered foundation advanced courses which can fulfill the 4th year English requirement.*

Level 1: no extra points to GPA Level 2: 5 extra points to GPA Level 3: 10 extra points to GPA

Suggested Guidelines for Advanced/AP: Successful completion of English courses taken previously with an average of 80 or better.

ENGLISH/LANGUAGE ARTS RECOMMENDED SEQUENCE

HS Year 1	HS Year 2	HS Year 3	HS Year 4
English I	English II Advanced English II	English III Dual Credit English III AP English III AP Capstone Seminar	English IV Dual Credit English IV AP English IV AP Capstone Seminar AP Capstone Research Debate III Yearbook III Newspaper III
Advanced English I	Advanced English II	TT English III Dual Credit English III AP English III AP Capstone Seminar	TT English IV Dual Credit English IV AP English IV AP Capstone Seminar AP Capstone Research

These suggested guidelines are designed to aid the student in choosing the course in which he/she will be most successful.

ENGLISH I
Course: 1010
Grade Placement: 9
Prerequisite: None
Credit: 1
English I builds on students' prior knowledge and skills to strengthen their reading, writing, and oral communication abilities. Daily reading and writing are essential components of the course. Students read extensively across multiple genres—including short stories, dramas, novels, and poetry—from world literature. They study literary forms and terminology and explore how historical context influences literary works. Rigorous writing instruction focuses on developing clear thesis statements, logical arguments, and well-supported evidence. Students refine sentence structure, enhance paragraph development, and compose comprehensive essays with an emphasis on argumentation, research, and descriptive writing. The writing process includes drafting, revising, and editing, and is integrated with guided reading of fiction, nonfiction, drama, and poetry. The course emphasizes critical thinking, literary analysis, and the development of each student's individual writing style. To fulfill part of the graduation requirements, students must pass the STAAR End-of-Course (EOC) exam for English I.

ADVANCED ENGLISH I / GT
Course: 1015 / 1016
Grade Placement: 9
Prerequisite: See Suggested Guidelines
Credit: 1
Advanced English I emphasizes critical reading and writing. Students are required to complete multiple compositions, including a documented literary criticism research project. The course focuses on vocabulary development, language concepts, and the enhancement of critical thinking skills. Reading assignments involve analysis and interpretation of various literary genres, including plays, novels, epics, poetry, and mythology. Summer reading is required. Advanced students should expect to dedicate additional time outside of class for preparation, independent reading, and assignment completion. To meet graduation requirements, students must pass the STAAR End-of-Course (EOC) exam for English I.

ENGLISH I FOR SPEAKERS OF OTHER LANGUAGES
Course: 1061
Grade Placement: 9-12
Prerequisite: LPAC Committee Placement
Credit: 1
Enrollment is limited to non-native English speakers. ESOL I incorporates the essential skills and knowledge of English I, with additional emphasis on language acquisition. Placement in ESOL I is based on the student's English proficiency level and is determined by the Language Proficiency Assessment Committee (LPAC).

ENGLISH II
Course: 1020
Grade Placement: 10
Prerequisite: None
Credit: 1
English II builds on students' prior knowledge and skills to strengthen their reading, writing, and oral communication. Students read and write daily, engaging with a wide range of genres—including stories, dramas, novels, and poetry—from world literature. They learn literary forms and terminology and analyze how historical context may influence a literary work. The course places a strong emphasis on argumentative writing, including logical arguments, expressions of opinion, and personal writing such as responses to literature, reflective essays, and autobiographical narratives. Composition practice is integrated with guided reading of fiction, nonfiction, drama, and poetry. Students revise and edit their writing as part of the writing process. The curriculum focuses on developing critical thinking skills, literary analysis, and writing style. Students are required to pass the State of Texas Assessments of Academic Readiness (STAAR) End-of-Course (EOC) exam to fulfill part of their graduation requirements.

ADVANCED ENGLISH II / GT
Course: 1025 / 1026
Grade Placement: 10
Prerequisite: See Suggested Guidelines
Credit: 1
Advanced English II builds on the skills introduced in Advanced English I, with a focus on mastering English usage, essay writing, literary and stylistic analysis, and critical thinking. Students deepen their appreciation of classic literature through the study of various forms of world literature and explore the philosophical and literary movements of different historical periods. Key areas of emphasis include writing, language development, research, and literary concepts. Summer reading is required. Advanced students should expect to spend additional time on class preparation, outside reading, and assignment completion. Students enrolled in Advanced English II are required to pass the State of Texas Assessments of Academic Readiness (STAAR) End-of-Course (EOC) exam to fulfill part of their graduation requirements.

ENGLISH II FOR SPEAKERS OF OTHER LANGUAGES
Course: 1062
Grade Placement: 10-12
Prerequisite: LPAC Committee Placement
Credit: 1
Enrollment is limited to non-native English speakers. ESOL II incorporates the essential skills and knowledge of English II, with additional emphasis on language acquisition. Placement in ESOL II is based on the student's English proficiency level and is determined by the Language Proficiency Assessment Committee (LPAC).

ENGLISH III
Course: 1030
Grade Placement: 11
Prerequisite: None
Credit: 1
English III builds on students' prior knowledge and skills to strengthen their reading, writing, and oral communication. Students read and write daily, engaging with a wide range of genres from American and world

literature. They learn literary forms and terminology and analyze how historical context may influence a literary work. Writing assignments include informational, personal, literary, and argumentative texts. Students also develop practical writing skills by composing résumés, college and career essays, and professional correspondence. Research is integrated into the writing process, with an emphasis on revising and editing drafts for clarity and correct use of English conventions and mechanics. Students will also participate in SAT-style practice and assessments to enhance their reading, proofreading, writing, and language skills.

AP ENGLISH III / GT: AP LANGUAGE & COMPOSITION
Course: 1035 / 1036
Grade Placement: 11
Prerequisite: (Advanced English II Recommended) See suggested guidelines
Credit: 1
English III AP focuses on English language and composition, with a specific emphasis on rhetoric and persuasion. The course enables students to read complex texts with deep understanding and to write prose that demonstrates richness and complexity, suitable for communication with mature readers. Students primarily study American literature and nonfiction, developing critical thinking and analytical skills through extensive reading, discussion, and writing—including a documented research paper. Summer reading is required. AP students should expect to spend additional time on class preparation, outside reading, and assignment completion compared to students in regular classes. AP courses offer a learning experience comparable to most introductory college-level courses. Students are expected to take the Advanced Placement Exam in the spring.

TARLETON TODAY ENGLISH III: COMPOSITION I (FALL), AMERICAN LITERATURE (SPRING)
Course: 1033T / 1034T
Grade Placement: 11 – 12
Prerequisite: None
Credit: 1
Composition I (ENGL 1301) introduces students to a variety of different characteristics of writing for academic contexts. Students in English 1301 write about ideas, in particular responding analytically and critically to written sources. The course helps students become familiar with academic audiences, situations, purposes, genres, and some primary conventions (style, arrangement) of those genres. Moreover, students work to develop their own composing processes, particularly for ways of inventing ideas, planning, and revising their texts.

American Literature (ENGL 2326) introduces students to a variety of different characteristics of writing for academic contexts. Students in English 1301 write about ideas, in particular responding analytically and critically to written sources. The course helps students become familiar with academic audiences, situations, purposes, genres, and some primary conventions (style, arrangement) of those genres. Moreover, students work to develop their own composing processes, particularly for ways of inventing ideas, planning, and revising their texts.

ENGLISH III DUAL CREDIT: ENGLISH COMPOSITION I (FALL), ENGLISH COMPOSITION II (SPRING)
Course: 1033/1034
Grade Placement: 11
Prerequisite: TCC Admissions Standards
Credit: 1
English Composition I involves an intensive study and practice of writing processes, including invention, research, drafting, revision, and editing—both individually and collaboratively.
English Composition II focuses on the strategies and techniques for developing research-based expository and persuasive texts.
Emphasis is placed on effective and ethical rhetorical inquiry, incorporating both primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.
Students must register and pay for both courses and required textbooks through Tarrant County College.

ENGLISH IV
Course: 1040
Grade Placement: 12
Prerequisite: None
Credit: 1
English IV builds on students' prior knowledge and skills to strengthen their reading, writing, and oral language abilities. Students will read and write daily, engaging in intensive instruction that emphasizes a deep study of British and world literature. Composition work includes a variety of writing forms: informational, argumentative, personal, literary, research-based, and business writing. Students read extensively across multiple genres, learn literary forms and terminology, and analyze how historical context may influence a literary work. Students use a style guide to revise and edit their writing for clarity and correct usage of English conventions and mechanics. Additionally, students will participate in TSI-style practice and assessments to improve their reading, proofreading, writing, and language skills.

ENGLISH IV/COLLEGE PREP ENGLISH
Course: 1040CR
Grade Placement: 12
Prerequisite: Any student who has yet to meet TEA College Readiness benchmarks in English.
Credit: 2
The Texas College Bridge digital platform is integrated into the English IV curriculum to help ensure students are college and career ready. To successfully complete the Texas College Bridge program, students must pass Stages 1 and 2 with a score of 90% or higher, as well as pass the essay portion. Upon completion of the College Bridge curriculum, students will earn 1.0 high school credit for College Preparatory English. At the end of the school year, students who maintain a passing average will also earn 1.0 high school credit for English IV. To meet English entrance requirements at participating colleges and universities, students must submit their College Bridge Green Light certificate.

AP ENGLISH IV: AP LITERATURE AND COMPOSITION
Course: 1045
Grade Placement: 12
Prerequisite: (English III AP Recommended) See suggested guidelines
Credit: 1
English IV AP focuses on English and world literature, as well as advanced composition. The course enables students to read complex texts with deep understanding and to write prose that demonstrates richness and complexity, suitable for communication with mature readers. Students primarily study British and world literature, developing critical thinking and analytical skills through extensive reading, discussion, and writing. Summer reading is required. AP students should expect to dedicate more time to class preparation, outside reading, and assignment completion than is typically required in regular classes. AP courses offer a learning experience comparable to most introductory college-level courses. Students are expected to take the Advanced Placement Exam in the spring.

TARLETON TODAY ENGLISH IV: COMPOSITION I (FALL), AMERICAN LITERATURE (SPRING)
Course: 1043T/1044T
Grade Placement: 12
Prerequisite: None
Credit: 1
Composition I (ENGL 1301) introduces students to a variety of different characteristics of writing for academic contexts. Students in English 1301 write about ideas, in particular responding analytically and critically to written sources. The course helps students become familiar with academic audiences, situations, purposes, genres, and some primary conventions (style, arrangement) of those genres. Moreover, students work to develop their own composing processes, particularly for ways of inventing ideas, planning, and revising their texts.

American Literature (ENGL 2326) introduces students to a variety of different characteristics of writing for academic contexts. Students in English 1301 write about ideas, in particular responding analytically and

critically to written sources. The course helps students become familiar with academic audiences, situations, purposes, genres, and some primary conventions (style, arrangement) of those genres. Moreover, students work to develop their own composing processes, particularly for ways of inventing ideas, planning, and revising their texts.

TARLETON TODAY ENGLISH IV: ENGLISH COMPOSITION II (FALL), CREATIVE WRITING (SPRING)
COURSE AVAILABLE IN 2027-2028
Course: 1046T/1047T
Grade Placement: 12
Prerequisite: Tarleton Today English III
Credit: 1
Composition II (ENGL 1302) introduces students to research in academic contexts. Students address questions such as What is it for? What are its limitations? What are some of its shapes? How does one go about it? The course introduces students to a variety of research methods, systems of documentation, contemporary library resources, and research genres. Among other writing tasks for the course, each student is expected to carry out his/her own research study for possible publication in The Tarleton Freshman Writer.

Introduction to Creative Writing (ENGL 2307) is a practical experience in the techniques of imaginative writing. It may include fiction, nonfiction, poetry, screenwriting, or drama.

ENGLISH IV DUAL CREDIT: ENGLISH COMPOSITION I (FALL), ENGLISH COMPOSITION II (SPRING)
Course: 1043/1044
Grade Placement: 12
Prerequisite: TCC Admissions Standards
Credit: 1
English Composition I involves an intensive study and practice of writing processes, including invention, research, drafting, revision, and editing—both individually and collaboratively.
English Composition II focuses on the strategies and techniques for developing research-based expository and persuasive texts.
Emphasis is placed on effective and ethical rhetorical inquiry, incorporating both primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.
Students must register and pay for both courses and required textbooks through Tarrant County College.

ENGLISH IV DUAL CREDIT: AMERICAN LITERATURE TO 1865 (FALL), BRITISH LITERATURE SINCE 1800 (SPRING)
Course: 1046/1047
Grade Placement: 12
Prerequisite: TCC Admissions Standards and ENGL 1301, ENGL 1302
Credit: 1
This course offers a survey of American literature from the period of exploration and settlement through the Civil War. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts are selected from a diverse group of authors to reflect and reveal the evolving American experience and character. The course also includes a survey of British literature from the Romantic period to the present. Students will examine prose, poetry, drama, and fiction, considering each work within its historical and cultural framework. Texts are chosen from a wide range of authors and literary traditions. Students must register and pay for both the courses and required textbooks through Tarrant County College.

AP CAPSTONE SEMINAR
Course: 1050, 1050E3, 1050E4
Grade Placement: 10-12
Prerequisite: Advanced/AP experience or teacher approval, Students interested in enrolling as sophomores require counselor advisement and AP Capstone teacher approval.
Credit: 1

AP Seminar engages students in the investigation of real-world issues from multiple perspectives, encouraging them to gather and analyze information from a variety of sources to develop valid, evidence-based arguments. Through cross-curricular conversations, students explore the complexities of academic and real-world topics by examining divergent viewpoints. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations—both individually and collaboratively. This course helps students build critical thinking, communication, and research skills essential for college and career readiness. Students may earn English III, English IV, or elective credit for this course. Extra time is required for class preparation, outside reading, and assignment completion. AP courses offer a learning experience comparable to most introductory college courses. Students are expected to take the AP Seminar Exam in the spring for possible college credit.

AP CAPSTONE RESEARCH
Course: 1051, 1051E4
Grade Placement: 11-12
Prerequisite: AP Capstone Seminar
Credit: 1
AP Research is designed to help students cultivate the skills and discipline necessary to conduct independent research and produce a scholarly academic thesis. Students explore an academic topic, problem, or area of personal interest in depth. Through this exploration, they design, plan, and conduct a yearlong, mentored, research-based investigation to address a specific research question. Building on the skills developed in AP Seminar, students learn research methods, apply ethical research practices, and assess, analyze, and synthesize information to support their inquiry. The course culminates in a 5,000-word academic thesis paper and a presentation, performance, or exhibition, followed by an oral defense. Students may earn English IV or elective credit for this course. Extra time is required for class preparation, outside reading, and completion of assignments. AP courses offer a learning experience equivalent to most introductory college courses. Students are expected to take the AP Research Exam in the spring for possible college credit.

THE FOLLOWING COURSES ARE ELECTIVES OFFERED IN ENGLISH

CREATIVE/IMAGINATIVE WRITING
Course: 1070
Grade Placement: 10-12
Prerequisite: English I
Credit: 0.5
Students will produce a variety of creative writing pieces across different modes and genres. Their work will be published in a school or class literary magazine, providing opportunities for self-expression, collaboration, and presentation.

PRACTICAL WRITING SKILLS
Course: 1074
Grade Placement: 9-12
Prerequisite: LPAC or ARD Committee Placement
Credit: 1
Students will produce a variety of writing pieces across multiple modes and genres, based on TEKS-aligned concepts and elements of the writing process. They will publish and present their work, demonstrating growth in composition, organization, and communication skills.

READING 1 – 3
Course: 1071, 1072, 1073
Grade Placement: 9-11
Prerequisite: LPAC or ARD Committee Placement
Credit: 1
Students will read texts across various modes and genres aligned with TEKS standards. The course focuses on improving reading comprehension and overall proficiency.

ENGLISH PREP LAB 1 – 3: Independent Study in English 1 – 3
Course: 1063, 1064, 1065
Grade Placement: 10-12
Prerequisite: Lack of success on English EOC STAAR Tests
Credit: 1
This course is designed to help students develop the skills and understanding necessary to succeed on the English Language Arts STAAR End-of-Course (EOC) exam. Students who have tested and demonstrated areas in need of improvement in English Language Arts will be scheduled into this course. Passing the STAAR EOC exam is a requirement for high school graduation in Texas.

ENGLISH LANGUAGE DEVELOPMENT AND ACQUISITION I (ELDA I)
Course: 1066
Grade Placement: 9-12
Prerequisite: None
Credit: 1
This course is designed to provide instructional support for secondary-level recent immigrants with limited or no English proficiency. It must be taken alongside a co-requisite language arts course, with ESOL I and ESOL II being the recommended options. Students may take this course with a different co-requisite for a maximum of two credits. Placement in this course is determined by the Language Proficiency Assessment Committee (LPAC).

ENGLISH LANGUAGE DEVELOPMENT AND ACQUISITION II (ELDA II)
Course: 1067
Grade Placement: 10-12
Prerequisite: None
Credit: 1
This course is designed to provide instructional support for secondary-level recent immigrants with little or no English proficiency. It must be taken alongside a co-requisite language arts course, with ESOL I and ESOL II being the recommended options. Students may take this course with a different co-requisite for a maximum of two credits. Placement in this course is determined by the Language Proficiency Assessment Committee (LPAC).

MATHEMATICS

Course Name	Credits	GPA Level	Grade Level(s)	Prerequisite(s)
Algebra I	1	1	9	Grade 8 Mathematics
Advanced Algebra I / GT	1	2	9	See Suggested Guidelines
Geometry	1	1	9 – 10	Algebra I
Advanced Geometry / GT	1	2	9 – 10	Algebra I See Suggested Guidelines
Math Models with Applications	1	1	10 – 11	Algebra I
Algebraic Reasoning	1	1	10 – 11	Algebra I
Algebra II	1	1	10 – 12	Algebra I
Advanced Algebra II / GT	1	2	10 – 12	Algebra I See Suggested Guidelines
TT Algebra II	1	2	10 – 12	Algebra I See Suggested Guidelines
Algebra II Dual Credit	1	2	10 – 12	Algebra I & Geometry TCC Admission Standards
OnRamps College Algebra	1	2	10 – 12	Algebra I See Suggested Guidelines
Independent Study in Math Dual Credit*	1	2	11 – 12	Geometry & Algebra II TCC Admission Standards
Advanced Quantitative Reasoning*	1	2	11 – 12	Geometry & Algebra II
Precalculus*	1	1	11 – 12	Geometry & Algebra II
AP Precalculus*	1	3	11 – 12	Geometry & Algebra II See Suggested Guidelines
OnRamps Precalculus*	1	2	11 – 12	Geometry & Algebra II See Suggested Guidelines
AP Calculus AB*	1	3	12	Precalculus See Suggested Guidelines
AP Calculus BC*	1	3	12	Precalculus See Suggested Guidelines
AP Statistics*	1	3	11-12	Algebra II See Suggested Guidelines
AP Computer Science A*	2	3	10 – 12	Algebra I Advanced Computer Science or AP Computer Science Principles
College Prep Math*	1	1	12	Three Math Credits
Drone Engineering: Digital Electronics	1	1	11 – 12	Principles of Applied Engineering, Algebra I, & Geometry

* *Courses are considered foundation advanced courses which can fulfill the 3rd and/or 4th year math requirement.*

Level 1: no extra points to GPA Level 2: 5 extra points to GPA Level 3: 10 extra points to GPA

Suggested Guidelines for Advanced Courses: Successful completion of math courses taken previously with an average of 80 or better and passed STAAR.

MATHEMATICS RECOMMENDED SEQUENCE

8TH Grade	HS Year 1	HS Year 2	HS Year 3	HS Year 4
8th Grade Math	Algebra I	Geometry	Math Models Algebraic Reasoning	Algebra II
Advanced Algebra I	Geometry Adv. Geometry	Algebra II Adv. Algebra II OnRamps Alg. II Alg. II Dual Credit	Advanced Math*	Advanced Math*

These suggested guidelines are designed to aid the student in choosing the course in which he/she will be most successful.

All students are required to complete 4 years of math to include Algebra I, Geometry, and Algebra II. Course enrollment is subject to meeting prerequisite requirements.

ALGEBRA I
Course: 1210
Grade Placement: 9
Prerequisite: Grade 8 Math
Credit: 1
Algebra I builds on the mathematical knowledge and skills developed in Grades 6–8, which provide a foundation in linear relationships, number operations, and proportional reasoning. In this course, students study linear, quadratic, and exponential functions, including their transformations, equations, and associated solutions. They connect these functions and solutions to both mathematical and real-world contexts. Students use technology to collect and explore data and analyze statistical relationships. Additional topics include polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students also generate and solve linear systems with two equations and two variables and create new functions through transformations. Algebra I students are required to pass the State of Texas Assessments of Academic Readiness (STAAR) Algebra I End-of-Course (EOC) exam to fulfill part of the graduation requirements.

ADVANCED ALGEBRA I / GT
Course: 1215 / 1209
Grade Placement: 9
Prerequisite: Grade 8 Math (See Suggested Guidelines)
Credit: 1
Algebra I builds on the mathematical knowledge and skills developed in Grades 6–8, with a strong foundation in linear relationships, number operations, and proportional reasoning. In this course, students study linear, quadratic, and exponential functions, including their transformations, equations, and associated solutions. They connect functions and their solutions to both mathematical and real-world contexts. Students use technology to collect and analyze data and explore statistical relationships. Additional topics include polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students also generate and solve linear systems with two equations and two variables and create new functions through transformations. Advanced Algebra I students are expected to dedicate extra time to class preparation and assignment completion. They are also required to pass the State of Texas Assessments of Academic Readiness (STAAR) Algebra I End-of-Course (EOC) exam to fulfill part of the graduation requirements.

GEOMETRY
Course: 1220
Grade Placement: 9-10
Prerequisite: Algebra I
Credit: 1
Geometry builds on the mathematical knowledge and skills developed from Kindergarten through Grade 8 and Algebra I, strengthening students' reasoning abilities in geometric contexts. The course emphasizes precise terminology, symbolic representations, and the development of formal proofs. Students explore key concepts including coordinate and transformational geometry; logical arguments and constructions; proof and congruence; similarity, trigonometry, and related proofs; two- and three-dimensional figures; circles; and probability. They connect prior knowledge from Algebra I, create formal constructions using a straightedge and compass, and use deductive reasoning to justify, prove, and apply theorems about geometric figures. Students also apply proportional reasoning to solve problems and use theorems about circles to analyze relationships between special segments and angles. While the course primarily focuses on Euclidean geometry, students will also gain an understanding that non-Euclidean geometries exist. In response to the emphasis on probability and statistics in college and career readiness standards, probability concepts have been integrated into the curriculum to ensure students are adequately prepared for post-secondary education.

ADVANCED GEOMETRY / GT
Course: 1225 / 1226
Grade Placement: 9-10
Prerequisite: Algebra I (See Suggested Guidelines)
Credit: 1
Geometry builds on the mathematical knowledge and skills developed from Kindergarten through Grade 8 and Algebra I, strengthening students' reasoning abilities in geometric contexts. The course emphasizes precise terminology, symbolic representations, and the development of formal proofs. Students explore a wide range of concepts, including coordinate and transformational geometry; logical arguments and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. They connect prior knowledge from Algebra I, create formal constructions using a straightedge and compass, and use deductive reasoning to justify, prove, and apply theorems about geometric figures. Students also apply proportional reasoning and theorems to solve problems and analyze relationships between segments and angles in circles. While the course primarily focuses on Euclidean geometry, students will also gain an awareness that non-Euclidean geometries exist. In alignment with college and career readiness standards, probability concepts have been integrated into the curriculum to ensure students are adequately prepared for post-secondary education. In Advanced Geometry, calculator use is intentionally minimized to promote mathematical fluency and deeper conceptual understanding. Students should expect to spend additional time preparing for class and completing assignments. Those who require frequent calculator support may be better suited for on-level courses.

MATH MODELS WITH APPLICATIONS
Course: 1240
Grade Placement: 10-11
Prerequisite: Algebra I (may not be taken after Algebra II)
Credit: 1
Mathematical Models with Applications is designed to build on the mathematical knowledge and skills developed from Kindergarten through Grade 8 and Algebra I. This course provides a pathway for students to succeed in Algebra II and prepares them for a variety of post-secondary options. Students apply mathematics through real-world experiences in personal finance, science, engineering, fine arts, and the social sciences. They use algebraic, graphical, and geometric reasoning to recognize patterns and structures, model information, solve problems, and communicate solutions effectively. To solve problems, students select from a variety of tools—including physical objects, manipulatives, technology (such as graphing calculators, data collection devices, and computers), and paper-and-pencil methods—and apply techniques such as algebraic reasoning, geometric analysis, pattern recognition, and mental math.

ALGEBRAIC REASONING
Course: 1216
Grade Placement: 10-11
Prerequisite: Algebra I (may not be taken after Algebra II)
Credit: 1
Algebraic Reasoning continues the development of mathematical reasoning related to algebraic concepts and processes, deepening the foundation for future math courses. Students build on the knowledge and skills acquired through Algebra I and earlier mathematics instruction. The course prepares students for success in Algebra II by focusing on the study of linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. It is intended for students who have not yet completed Algebra II and who are not pursuing AP or dual-credit coursework in high school.

ALGEBRA II
Course: 1230
Grade Placement: 10-12
Prerequisite: Algebra I
Credit: 1
In Algebra II, students build on the mathematical knowledge and skills developed from Kindergarten through Grade 8 and Algebra I. The course expands students' understanding of quadratic and exponential functions, systems of equations, and introduces logarithmic, square root, cubic, cube root, absolute value, and rational functions, along with their related equations. Students explore connections between functions and their inverses, applying these relationships to both mathematical and real-world contexts. Additionally, the course extends students' knowledge of data analysis and both numeric and algebraic methods.

ADVANCED ALGEBRA II / GT
COURSE: 1235
Grade Placement: 10-12
Prerequisite: Algebra I (See Suggested Guidelines)
Credit: 1
In Advanced Algebra II, students build on the mathematical knowledge and skills developed in Kindergarten through Grade 8 and Algebra I. The course deepens understanding of quadratic and exponential functions, systems of equations, and introduces logarithmic, square root, cubic, cube root, absolute value, and rational functions, along with their related equations. Students explore connections between functions and their inverses, applying these concepts to both mathematical and real-world situations. Additionally, students extend their knowledge of data analysis and numeric and algebraic methods. Learning is inquiry-based, with a focus on constructing concepts, engaging in abstraction and generalization, and developing problem-solving and modeling skills. Advanced students are expected to dedicate extra time to class preparation and assignment completion. Calculator use is intentionally minimized to promote mathematical fluency and deeper conceptual understanding. This course prepares students for higher-level mathematics, where strong foundational skills and limited reliance on technology are essential. Students who require frequent calculator support may be better suited for on-level courses.

TARLETON TODAY ALGEBRA II
COURSE AVAILABLE 2027-2028
Course: 1235T
Grade Placement: 10-12
Prerequisite: Algebra I
Credit: 1
COURSE AVAILABLE 2027-2028
In-depth study and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices.

ALGEBRA II DUAL CREDIT
Course: 1236 (MATH 1314)
Grade Placement: 10-12
Prerequisite: Algebra I, Geometry, and TCC Admission Standards
Credit: 1
This course offers an in-depth study and application of polynomial, rational, radical, exponential, and logarithmic functions, as well as systems of equations using matrices. Additional topics may include sequences, series, probability, and conic sections. A computer software materials fee may be charged for some sections. This course fulfills the Algebra II requirement for the Distinguished Level of Achievement. However, it cannot be taken for high school credit after completing Algebra II or Advanced Algebra II. The course is offered through a local college, and all associated fees are determined by that institution.

ONRAMPS COLLEGE ALGEBRA
Course: 1247 (Texas Common Course Numbering System: MATH 1314)
Grade Placement: 10-11
Prerequisite: Algebra I (See Suggested Guidelines)
Credit: 1
This course offers advanced math students the opportunity to explore Algebra II topics in greater depth through inquiry-based learning. It is designed to prepare students for future success in OnRamps Precalculus and college-level STEM coursework. Students will construct mathematical concepts independently and engage in higher levels of abstraction, generalization, problem-solving, and modeling. Learning takes place in a collaborative environment under the guidance of both a University of Texas at Austin professor and the student's high school teacher. Students who meet the eligibility criteria may earn 3 college credit hours through UT Austin. Advanced students should expect to spend additional time preparing for class and completing assignments. Please note: a fee is associated with this course.

INDEPENDENT STUDY IN MATH DUAL CREDIT
Course: 1246 (MATH 1324)
Grade Placement: 10-12
Prerequisite: Geometry, Algebra II, TCC Admission Standards
Credit: 1
This course focuses on the application of common algebraic functions—including polynomial, exponential, logarithmic, and rational functions—to problems in business, economics, and the social sciences. Topics include the mathematics of finance (such as simple and compound interest and annuities), systems of linear equations, matrices, linear programming, and probability, including expected value. The course fulfills 3 hours of college mathematics credit but does not satisfy the Algebra II requirement for the Distinguished Level of Achievement. It is offered through a local college, and all associated fees are determined by that institution. Before enrolling, students should verify whether the course will be accepted by the post-secondary institution they plan to attend.

ADVANCED QUANTITATIVE REASONING
Course: 1244
Grade Placement: 11-12
Prerequisite: Geometry and Algebra II
Credit: 1
This mathematics course emphasizes statistics and financial applications, preparing students to use algebra, geometry, trigonometry, and discrete mathematics to model various situations and solve problems. It is designed for students pursuing college majors that are not math-intensive, technical training programs, or a wide range of career pathways.

PRECALCULUS
Course: 1250
Grade Placement: 11-12
Prerequisite: Geometry, Algebra II
Credit: 1
Precalculus serves as preparation for calculus, approaching topics through the lens of functions where appropriate. The course is designed to strengthen and deepen students' conceptual understanding and mathematical reasoning, particularly in modeling and solving both mathematical and real-world problems. Students systematically explore functions and their multiple representations. Through the study of Precalculus, students enhance their fluency in algebra and trigonometry and expand their ability to make connections and apply concepts at more advanced levels. The course encourages investigation and exploration of mathematical ideas, the development of multiple strategies for analyzing complex situations, and the use of technology to build understanding, connect representations, and support problem-solving.

AP PRECALCULUS
Course: 1251
Grade Placement: 11-12
Prerequisite: Geometry, Algebra II (See Suggested Guidelines)
Credit: 1
AP Precalculus is designed to prepare students for advanced mathematics courses by covering essential topics such as functions, complex numbers, and trigonometry. The course emphasizes problem-solving and analytical thinking, enabling students to apply mathematical concepts to real-world situations. By the end of the course, students will be well-prepared for calculus and other higher-level math courses. Students enrolled in this course are expected to register for and take the AP Precalculus Exam in the spring, which may qualify them for college credit.

TARLETON TODAY PRECALCULUS
COURSE AVAILABLE IN 2028-2029
Course: 1255T
Grade Placement: 11-12
Prerequisite: Geometry, Algebra II
Credit: 1
COURSE AVAILABLE 2028-2029
Continuation of the study of algebra with the addition of trigonometry and other topics for calculus readiness.

ONRAMPS PRECALCULUS
Course: 1260 (Texas Common Course Numbering System: MATH 2312)
Grade Placement: 11-12
Prerequisite: Geometry, Algebra II
Credit: 1
In this course, students deepen and extend their understanding of functions, graphs, and equations from previous mathematics courses to prepare for future study in a rigorous, university-level calculus course. Topics include functions and patterns; algebra and geometry; trigonometry; rates of change and limits; alternative coordinate systems; and sequences and series. Collaborative classroom activities focus on mathematical exploration, encouraging students to unpack definitions, construct logical arguments, apply problem-solving strategies, and make meaningful connections across concepts. Students have the opportunity to earn 3 credit hours of UT Austin credit, with feedback and assessment provided by UT Austin course staff. Advanced students should expect to spend additional time preparing for class and completing assignments. Please note: a fee is associated with this course.

AP CALCULUS AB
Course: 1265
Grade Placement: 12
Prerequisite: Precalculus (See Suggested Guidelines)
Credit: 1
This course focuses on developing students' understanding of calculus concepts while providing experience with methods and real-world applications. It emphasizes a multi-representational approach, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. The topics covered are roughly equivalent to those in a first-semester college calculus course and include limits, derivatives, integrals, and the Fundamental Theorem of Calculus. Students should expect to spend additional time preparing for class and completing assignments. Advanced Placement (AP) courses offer a learning experience comparable to that of most introductory college courses. Students enrolled in this course are expected to take the AP Calculus Exam in the spring, which may qualify them for college credit.

AP CALCULUS BC
Course: 1275
Grade Placement: 12
Prerequisite: Precalculus (See Suggested Guidelines)
Credit: 1
This course emphasizes conceptual understanding while providing students with experience in mathematical methods and applications. A multi-representational approach is used, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. The content is roughly equivalent to both first and second semester college calculus courses. It includes all topics covered in AP Calculus AB, along with the additional topic of sequences and series. Students should expect to spend extra time preparing for class and completing assignments. Advanced Placement (AP) courses offer a learning experience comparable to that of most introductory college courses. Students enrolled in this course are expected to take the AP Calculus Exam in the spring, which may qualify them for college credit.

AP STATISTICS
Course: 1285
Grade Placement: 11-12
Prerequisite: Algebra II (See Suggested Guidelines)
Credit: 1
This course introduces students to the major concepts and tools used to collect, analyze, and draw conclusions from data. It is equivalent to a one-semester, introductory, non-calculus-based college statistics course. AP students should expect to dedicate additional time for class preparation and completion of assignments. Advanced Placement (AP) courses offer a learning experience comparable to that of most college-level introductory courses. Students enrolled in this course are expected to take the AP Statistics Exam in the spring, which may qualify them for college credit.

AP COMPUTER SCIENCE A
Course: 5075
Grade Placement: 10-12
Prerequisite: Algebra 1 and Advanced Computer Science or AP Computer Science Principles
Credit: 2
Advanced Placement Computer Science is a college-level course designed to prepare students for the AP Computer Science Examination. It is recommended for college-bound students interested in majoring in computer science or other analytical fields. The course covers advanced programming techniques, file management, data structures, and an introduction to object-oriented programming. Java is the primary language used for programming assignments. The district expects students enrolled in this course to take the corresponding AP exam. Effective August 27, 2018 (43 TexReg 5529), this course may be credited as 1 mathematics credit and 1 LOTE (Languages Other Than English) credit. EMS ISD students receive 1 Math AP credit and 1 LOTE Pass/Fail credit.

DRONE ENGINEERING: DIGITAL ELECTRONICS AND ENGINEERING DESIGN AND PRESENTATION
Course: 5548 and 5559
Grade Placement: 11-12
Prerequisite: Principles of Applied Engineering, Algebra I, and Geometry; fee required
Credit: 1 each
Site: HCTC
This advanced course equips students with engineering skills to apply robotic design for both commercial and personal use. Through the design process, students integrate advanced academic knowledge with hands-on experience using software and hardware to build prototypes and test their designs. Students may also earn a Federal Aviation Administration (FAA) license as a commercial Small Unmanned Aerial System (sUAS) pilot. Additionally, students receive one math credit by completing the Digital Electronics course.

COLLEGE PREP MATH
Course: 1286
Grade Placement: 12
Prerequisite: Three years of high school mathematics courses including Algebra II
Credit: 1
This course helps students develop the skills, strategies, and reasoning necessary for success in mathematics, with an emphasis on effective communication and appropriate use of technology. Enrollment is reserved for students who require additional support to achieve college math readiness, as indicated by unsatisfactory performance on the TSI, SAT, or ACT. Topics covered include numeracy and the real number system; algebraic concepts, notation, and reasoning; quantitative relationships; mathematical models; problem solving; relations and functions; inequalities; algebraic expressions; and equations. While the focus is on linear and quadratic equations, the course also includes absolute value, polynomial, radical, and rational equations. This course does not meet NCAA requirements for a mathematics credit.

SCIENCE

Course Name	Credits	GPA Level	Grade Level(s)	Prerequisite(s)
Biology	1	1	9	None
Advanced Biology / GT	1	2	9	None
Integrated Physics & Chemistry (IPC)	1	1	9 – 10	Academic Advisement
Chemistry*	1	1	10 – 12	Biology and Algebra I
Advanced Chemistry / GT*	1	2	10 – 12	Biology and Algebra I
TT Chemistry	1	2	10 – 12	Biology and Algebra I
OnRamps Chemistry I*	1	2	10 – 12	Biology and Algebra I
Physics*	1	1	10 – 12	Algebra I and Concurrent Enrollment in 2nd Math
AP Physics I*	1	3	10 – 12	Geometry and Concurrent Enrollment in Algebra II
Astronomy*	1	1	11 – 12	Algebra I and IPC or Chemistry
Aquatic Science*	1	1	11 – 12	Biology and Chemistry or IPC
Environmental Science*	1	1	11 – 12	Biology and Chemistry or IPC
AP Biology*	1	3	10 – 12	Biology and Chemistry Approval Required to Take in 9th
AP Chemistry*	1	3	11 – 12	Biology, Chemistry and Algebra II
OnRamps Chemistry II*	1	2	11 – 12	OnRamps Chemistry I or AP Chemistry
AP Environmental Science*	1	3	11 – 12	Algebra I, Biology, and One Other Physical Science
AP Physics II*	1	3	11 – 12	AP Physics I or Physics & Concurrent Enrollment Precalculus
Introduction to Robotics*	1	1	10 – 12	Principles of Applied Engineering, Algebra I, and Biology
Aerospace Engineering: Scientific Research & Design and Engineering Design & Problem Solving*	2	1	11 – 12	Principles of Applied Engineering, Algebra II, Biology, and Chemistry, Physics, or IPC
Anatomy & Physiology*	1	1	11 – 12	Biology and a Second Science
Accelerated Anatomy & Physiology*	1	1	11 – 12	Biology and a Second Science
Pathophysiology*	1	1	11 – 12	Biology and Chemistry
Forensic Science Accelerated*	1	1	11 – 12	Biology and Chemistry
Veterinary Science: Advanced Animal Science*	1	1	11 – 12	Veterinary Science: Veterinary Science
Biomedical Research: Medical Microbiology and Biotechnology*	2	1	11 – 12	Principles of Health Science, Biology and Chemistry
Advanced Plant & Soil Science Dual Credit*	1	2	12	Greenhouse Operations, Agricultural Lab & Field Exp. TCC Admission Standards

** Courses are considered foundation advanced courses which can fulfill the 3rd and 4th year Science requirement.*

Level 1: no extra points to GPA Level 2: 5 extra points to GPA Level 3: 10 extra points to GPA

Suggested Guidelines for Advanced/AP: Successful completion of science courses taken previously with an average of 80 or better and passed STAAR.

SCIENCE RECOMMENDED SEQUENCE

HS Year 1	HS Year 2	HS Year 3	HS Year 4
Integrated Physics & Chemistry (IPC)	Biology	Advanced Science*	Advanced Science*
Biology	Chemistry*	Physics*	Advanced Science*
Advanced Biology	Advanced Chemistry* OnRamps Chemistry I* AP Physics I*	Advanced Chemistry* OnRamps Chemistry I* OnRamps Chemistry II* AP Physics I* AP Physics II*	Advanced Science*

These suggested guidelines are designed to aid the student in choosing the course in which he/she will be most successful.

Course enrollment is subject to meeting prerequisite requirements.

BIOLOGY
Course: 1310
Grade Placement: 9
Prerequisite: None
Credit: 1
Students in Biology explore the patterns, processes, and relationships of living organisms through four core concepts: biological structures, functions, and processes; mechanisms of genetics; biological evolution; and interdependence within environmental systems. Throughout the course, students ask questions, plan and conduct investigations, and explain phenomena using appropriate tools and models. They also identify problems and design solutions using engineering design practices. Recurring themes and concepts are examined to help students make meaningful connections across overarching ideas. Investigations emphasize accurate observation, data collection and analysis, and the safe handling of laboratory equipment and materials—both in the field and in the laboratory.

ADVANCED BIOLOGY / GT
Course: 1315 / 1316
Grade Placement: 9
Prerequisite: None
Credit: 1
Biology students explore patterns, processes, and relationships among living organisms through four core concepts: biological structures, functions, and processes; mechanisms of genetics; biological evolution; and interdependence within environmental systems. Students ask questions, plan and conduct investigations, and explain phenomena using appropriate tools and models. They also identify problems and design solutions using engineering design practices. Recurring themes and concepts are explored to help students make connections across broader scientific ideas. Investigations emphasize accurate observations, data collection and analysis, and the safe handling of laboratory equipment and materials in both field and lab settings. This course places a strong emphasis on laboratory experiences, processing complex data, and writing technical conclusions based on evidence.

INTEGRATED PHYSICS AND CHEMISTRY (IPC)
Course: 1390
Grade Placement: 9-10
Prerequisite: Academic Advisement
Credit: 1
Integrated Physics and Chemistry (IPC) is recommended for students who benefit from additional preparation before taking more advanced physics and chemistry courses. In IPC, students study a variety of topics including force, motion, energy, and matter as they relate to both physics and chemistry. Students will ask questions, plan and conduct investigations, and explain phenomena using appropriate tools and models. They will apply conceptual knowledge and collaborative skills to experimental design, implementation, and interpretation, building a strong foundation in scientific inquiry and problem-solving.

CHEMISTRY
Course: 1320
Grade Placement: 10-12
Prerequisite: Biology and Algebra I
Credit: 1
Chemistry students explore a wide range of topics, including the characteristics of matter, the use of the Periodic Table, the development of atomic theory, chemical bonding, stoichiometry, gas laws, solution chemistry, acid-base chemistry, thermochemistry, and nuclear chemistry. This laboratory-oriented course emphasizes the collection and analysis of both qualitative (observational) and quantitative (numerical) data. A conceptual approach is integrated with the mathematical skills needed to solve fundamental chemistry problems. Students also investigate how chemistry plays an essential role in everyday life, developing a deeper understanding of its real-world applications.

ADVANCED CHEMISTRY / GT
Course: 1325/1326
Grade Placement: 10-12
Prerequisite: Biology and Algebra I
Credit: 1
Chemistry students explore a wide range of topics, including the characteristics of matter, the use of the Periodic Table, the development of atomic theory, chemical bonding, stoichiometry, gas laws, solution chemistry, acid-base chemistry, thermochemistry, and nuclear chemistry. This laboratory-oriented course emphasizes the collection and analysis of both qualitative (observational) and quantitative (numerical) data. A conceptual approach is integrated with the mathematical skills necessary to solve fundamental chemistry problems. The course places strong emphasis on independent laboratory skills and the development of critical-thinking abilities.

TARLETON TODAY CHEMISTRY
Course: 1325T
Grade Placement: 10-12
Prerequisite: Biology and Algebra I
Credit: 1
COURSE AVAILABLE 2027-2028
Fundamental principles of chemistry for majors in the sciences, health sciences, and engineering; topics include measurements, fundamental properties of matter, states of matter, chemical reactions, chemical stoichiometry, periodicity of elemental properties, atomic structure, chemical bonding, molecular structure, solutions, properties of gases, and an introduction to thermodynamics and descriptive chemistry.

ONRAMPS CHEMISTRY I
Course: 1321 (Texas Common Course Numbering System: CHEM 1311, CHEM 1111)
Grade Placement:10-12
Prerequisite: Biology and Algebra I; fee required
Credit: 1

Principles of Chemistry I explores the nature of matter, energy, chemical reactions, and chemical thermodynamics. Throughout the course, students learn to think like scientists by examining the theoretical foundations of chemistry, forming intuitive explanations for how the world works, and supporting those explanations with quantitative evidence. The course emphasizes mastery and ownership of material to help students succeed in college-level science. The lab component, Introduction to Chemical Practices I, introduces students to modern experimental techniques and is designed to build foundational laboratory and analytical skills. Students experience curriculum developed by faculty at The University of Texas at Austin and have the opportunity to earn four hours of college credit, with feedback and assessment provided by UT instructors and staff. Please note that a course fee is required.

PHYSICS
Course: 1330
Grade Placement: 10-12
Prerequisite: Algebra I, Concurrent Enrollment in 2nd Math
Credit: 1
Physics students explore a range of topics including the laws of motion, changes within physical systems, conservation of energy and momentum, forces, wave characteristics and behavior, and electricity and magnetism. Throughout the course, students ask questions, plan and conduct investigations, and explain physical phenomena using appropriate tools and models. They apply conceptual knowledge and collaborative skills to experimental design, implementation, and interpretation, developing critical-thinking and problem-solving abilities through hands-on learning and scientific inquiry.

AP PHYSICS 1
Course: 1363
Grade Placement: 10-12
Prerequisite: Geometry, and concurrent enrollment in Algebra II or equivalent
Credit: 1
AP Physics 1 is equivalent to a first-semester, algebra-based college physics course and is designed to prepare students for the AP Physics 1 exam. The course covers Newtonian mechanics—including rotational dynamics and angular momentum—as well as work, energy, power, mechanical waves, and sound. It also introduces students to basic electric circuits. All content aligns with College Board standards. Students engage in in-depth descriptive and experimental laboratory activities throughout the course to reinforce conceptual understanding and scientific practices. As with all AP courses, students are expected to dedicate extra time to class preparation, outside reading, and assignment completion. AP Physics 1 provides a learning experience comparable to that of most introductory college physics courses. Students enrolled in this course are expected to take the Advanced Placement Exam in the spring.

ASTRONOMY
Course: 1327
Grade Placement: 11-12
Prerequisite: Algebra I and IPC or Chemistry
Credit: 1
Astronomy students explore patterns, processes, and relationships among astronomical objects in the universe. The course provides foundational knowledge of sun–Earth–Moon relationships, the solar system, the Milky Way galaxy, and the size and scale of the universe, while also examining the benefits and limitations of space exploration. Students conduct laboratory and field investigations to support their understanding of our place in space and time. They engage in scientific and engineering practices across disciplines, using critical thinking and problem-solving skills to make informed decisions based on evidence and observation.

AQUATIC SCIENCE
Course: 1385
Grade Placement: 11-12
Prerequisite: Biology and IPC or Chemistry
Credit: 1

Aquatic Science explores the interactions between biotic and abiotic components in aquatic environments, with a focus on both natural and human impacts on these systems. Students investigate freshwater and saltwater ecosystems and gain an understanding of how the properties of water and fluid dynamics influence aquatic life. Throughout the course, students will ask questions, plan and conduct investigations and observations of aquatic environments, collaborate with peers, and develop critical-thinking and problem-solving skills through hands-on learning experiences.

ENVIRONMENTAL SYSTEMS
Course: 1395
Grade Placement: 11-12
Prerequisite: Biology and IPC or Chemistry
Credit: 1
Environmental Systems introduces students to a variety of topics related to the interactions between living and nonliving components of the natural world. Students study biotic and abiotic factors in habitats, ecosystems, and biomes; the interrelationships among resources and environmental systems; the sources and flow of energy within these systems; and the relationship between carrying capacity and changes in populations and ecosystems. The course also explores natural environmental changes and the impact of human activities on the environment. Students will ask questions, plan and conduct investigations—particularly in aquatic environments—collaborate with peers, and develop critical-thinking and problem-solving skills through hands-on learning and observation.

AP BIOLOGY
Course: 1345
Grade Placement: 10-12 Recommended; 9th grade with prior teacher and counselor approval.
Prerequisite: Biology and Chemistry
Credit: 1
AP Biology shifts away from a traditional content-heavy approach and instead emphasizes enduring conceptual understandings supported by essential content. This instructional model allows students to spend less time on memorization and more time engaging in inquiry-based learning, helping them develop the reasoning skills necessary to participate in scientific practices throughout the course. Students build advanced inquiry and analytical skills, such as designing data collection plans, analyzing data, applying mathematical routines, and connecting concepts across different domains. The course is equivalent to a two-semester college-level introductory biology course and aligns with College Board standards. While this course may be taken by 9th-grade students, prior approval is required. Students should expect to dedicate extra time to class preparation, outside reading, and assignment completion. AP Biology offers a learning experience comparable to that of most introductory college biology courses, and students are expected to take the Advanced Placement Exam in the spring.

AP CHEMISTRY
Course: 1355
Grade Placement: 11-12
Prerequisite: Biology, Chemistry, and Algebra II
Credit: 1
AP Chemistry emphasizes a model of instruction that promotes deep, conceptual understanding supported by essential content. This approach allows students to focus less on memorization and more on inquiry-based learning, helping them develop the reasoning skills necessary to engage in scientific practices throughout their study of chemistry. Students build advanced inquiry and analytical skills, including designing data collection plans, analyzing data, applying mathematical routines, and connecting concepts across different domains. The course content is organized around core scientific principles, theories, and processes that govern chemical systems, aligning with the College Board's standards for AP Chemistry. This course is equivalent to a two-semester college-level chemistry course. Students should expect to spend additional time on class preparation, outside reading, and completing assignments. AP Chemistry offers a learning experience comparable to that of most introductory college chemistry courses, and students are expected to take the Advanced Placement Exam in the spring.

ONRAMPS CHEMISTRY II: SCIENTIFIC RESEARCH AND DESIGN
Course: 1322 (Texas Common Course Numbering System: CHEM 1312, CHEM 1112)
Grade Placement:11-12
Prerequisite: OnRamps Chemistry I or AP Chemistry; fee required
Credit: 1
Principles of Chemistry II builds on the thermodynamics concepts introduced in OnRamps Chemistry I, extending into chemical equilibria and kinetics with applications in water chemistry and electrochemistry. Students also gain insight into the material world through topics such as nuclear chemistry, battery technology, polymer chemistry, and applications in organic and biochemistry. The curriculum is developed by faculty at The University of Texas at Austin, and students have the opportunity to earn four hours of college credit, with feedback and assessment provided by UT instructors and staff. Please note that a course fee is required.

AP ENVIRONMENTAL SCIENCE
Course: 1305
Grade Placement: 11-12
Prerequisite: Algebra I, Biology and one other Physical Science
Credit: 1
AP Environmental Science is an interdisciplinary course that integrates biology, chemistry, earth science, and social sciences to analyze and address contemporary environmental issues. Students explore scientific principles, concepts, and methodologies needed to understand the interrelationships within the natural world. They learn to identify and analyze both natural and human-made environmental problems, evaluate the risks associated with these issues, and examine potential solutions for resolving or preventing them. The course is designed to prepare students for the Advanced Placement Exam, which they are expected to take in the spring. As with all AP courses, students should anticipate spending additional time on class preparation, outside reading, and completing assignments. AP Environmental Science offers a learning experience equivalent to that of most introductory college-level science courses.

AP PHYSICS 2
Course: 1364
Grade Placement: 11-12
Prerequisite: AP Physics 1 or Physics, and concurrent enrollment in Precalculus
Credit: 1
AP Physics 2 is equivalent to a second-semester, algebra-based college physics course and is designed to prepare students for the AP Physics 2 exam. The course covers key topics including fluid mechanics, thermodynamics, electricity and magnetism, optics, and atomic and nuclear physics. All content aligns with College Board standards. Students engage in a variety of in-depth laboratory activities throughout the course to reinforce conceptual understanding and scientific practices. As with all AP courses, students are expected to dedicate extra time to class preparation, outside reading, and assignment completion. AP Physics 2 provides a learning experience comparable to that of most second-semester college physics courses. Students enrolled in this course are expected to take the Advanced Placement Exam in the spring.

INTRODUCTION TO ROBOTICS: ENGINEERING SCIENCE
Course: 5549
Grade Placement: 10-12
Prerequisite: Principles of Applied Engineering, Algebra 1, Biology
Credit: 1
This course introduces students to key concepts and technologies they may encounter as they explore careers in engineering, robotics, and high-tech industries. Students will apply science, technology, engineering, and mathematics (STEM) principles to solve real-world challenges. The course incorporates VEX EDR robotics systems and utilizes multiple coding styles and programming languages. Additionally, this course satisfies a science credit requirement for students.

AEROSPACE ENGINEERING: SCIENTIFIC RESEARCH & DESIGN AND ENGINEERING DESIGN & PROBLEM SOLVING
Course: 5921/5922
Grade Placement: 11-12
Prerequisite: Principles of Applied Engineering, Algebra II, Biology, and Chemistry, Physics, or IPC; fee required
Credit: 1 each
Site: HCTC
Students learn the engineering principles essential to meet current aerospace demands. They may design, build, and operate unmanned aerial vehicles, including hypersonic boost gliders and high-performance rockets capable of reaching altitudes up to 5 miles at speeds of 970 mph. By enrolling in Scientific Research and Design, students earn one science credit.

ANATOMY AND PHYSIOLOGY
Course: 1371
Grade Placement: 11-12
Prerequisite: Biology and second science credit
Credit: 1
Anatomy and Physiology is a comprehensive study of the structures and functions of the human body. The course includes dissections and an in-depth examination of the organization of organs and organ systems. Students will apply critical thinking and scientific problem-solving skills as they conduct laboratory investigations. This course fulfills one science credit required for graduation.

ACCELERATED ANATOMY AND PHYSIOLOGY
Course: 1372
Grade Placement: 11-12
Prerequisite: Biology and second science credit
Credit: 1
Site: HCTC
Anatomy and Physiology is a comprehensive study of the structures and functions of the human body. The course includes dissections and an in-depth exploration of the organization of organs and organ systems. Students will apply critical thinking and scientific problem-solving skills as they conduct laboratory investigations. This course fulfills one science credit required for graduation. This course meets for two periods per day, allowing students to complete the year-long curriculum in one semester.

TARLETON TODAY ANATOMY AND PHYSIOLOGY
Course: 1371T
Grade Placement: 11-12
Prerequisite: Biology and second science credit
Credit: 1
COURSE AVAILABLE IN 2028-2029
Basic physiological principles and their applications in the study of the skeletal, muscular, and nervous systems are emphasized. Substantial microscopic observation required.

PATHOPHYSIOLOGY
Course: 5851
Grade Placement: 11-12
Prerequisite: Biology and Chemistry
Credit: 1
In this course, students will engage in laboratory investigations and fieldwork, apply scientific methods, and make informed decisions using critical thinking and problem-solving skills. The curriculum focuses on understanding disease processes and their effects on the human body, with an emphasis on disease prevention and treatment. Students will also learn to distinguish between normal and abnormal physiological functions. This course fulfills one science credit required for graduation. This course does not meet NCAA requirements for a science credit.

FORENSIC SCIENCE-ACCELERATED
Course: 5911
Grade Placement: 11-12
Prerequisite: Biology and Chemistry
Credit: 1
Site: HCTC
Forensic Science is a course that applies a structured, scientific approach to investigating crimes such as assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scenes, questioning and interviewing techniques, characteristics of criminal behavior, truth detection, and scientific methods used to solve crimes. This course meets for two periods per day, allowing students to complete the year-long curriculum in one semester. Forensic Science may be used to fulfill the fourth science credit requirement.

VETERINARY SCIENCE: ADVANCED ANIMAL SCIENCE
Course: 5242
Grade Placement: 11-12
Prerequisite: Veterinary Science: Veterinary Science
Credit: 1
Site: HCTC
This course covers topics related to veterinary practices for both large and small animal species. Students will gain knowledge and skills in career opportunities, entry requirements, and industry expectations. They will also explore the connections between human, scientific, and technological aspects of livestock production. Through field and laboratory experiences, students will apply scientific and technological principles of animal science. During the spring semester, students may choose to earn dual enrollment college credit through Tarleton Today.

BIOMEDICAL RESEARCH: MEDICAL MICROBIOLOGY AND BIOTECHNOLOGY
Course: 5842 and 5841
Grade Placement: 11-12
Prerequisite: Principles of Health Science, Biology, Chemistry
Credit: 2
Site: HCTC
In this course, students will apply advanced academic knowledge and skills to emerging fields within biomedical research, including agricultural, medical, regulatory, and forensic sciences. They will conduct laboratory investigations, apply scientific methods, and make informed decisions using critical thinking and scientific problem-solving. Topics of study include cell functions, nucleic acids, proteins, genetics, and the microbial world. Students will also explore both pathogenic and non-pathogenic microorganisms, drug-resistant microbes, and emerging diseases. Students will earn one credit in Medical Microbiology and one credit in Biotechnology I. This course may fulfill two science credits but does not meet NCAA requirements for a science credit.

ADVANCED PLANT AND SOIL SCIENCE DUAL CREDIT
Course: 5262 (HALT 2323)
Grade Placement: 12
Prerequisite: Greenhouse Operations, Agricultural Lab & Field Experience, and TCC Admission Standards
Credit: 1
Site: TCC Northwest
This course is designed to help students develop an understanding of common horticulture management practices related to food and ornamental plant production, while preparing them for careers in plant and soil sciences. Students will gain both academic and technical knowledge applicable to workplace settings in this field. Upon successful completion of the following TCC dual credit courses—Greenhouse Operations, Agricultural Lab and Field Experience, Horticulture, and Advanced Plant and Soil—students will be qualified through TCC to sit for the Texas Department of Agriculture Pesticide Applicator License exam.

SOCIAL STUDIES

Course Name	Credits	GPA Level	Grade Level(s)	Prerequisite(s)
World Geography	1	1	9	None
Advanced World Geography	1	2	9	See Suggested Guidelines
AP Human Geography / GT	1	3	9	See Suggested Guidelines
World History	1	1	10	None
AP World History / GT	1	3	10	See Suggested Guidelines
United States History	1	1	11	None
United States History Dual Credit	1	2	11	TCC Admission Standards
AP United States History / GT	1	3	11	See Suggested Guidelines
TT United States History	1	2	11	See Suggested Guidelines
United States Government	0.5	1	12	None
United States Government Dual Credit	0.5	2	12	TCC Admission Standards
AP United States Government and Politics	0.5	3	12	See Suggested Guidelines
TT United States Government	0.5	2	12	See Suggested Guidelines
Economics	0.5	1	12	None
Personal Financial Literacy & Economics	0.5	1	12	None
Principles of Economics Dual Credit	0.5	2	12	TCC Admission Standards
AP Economics: Macroeconomics	0.5	3	12	See Suggested Guidelines
TT Personal Financial Literacy	0.5	2	12	See Suggested Guidelines
AP European History	1	2	10 – 12	See Suggested Guidelines
Psychology	0.5	1	11 – 12	None
Dual Credit Psychology	1	2	11 – 12	TCC Admission Standards
AP Psychology/Social Studies Research Methods	1	3	11 – 12	See Suggested Guidelines
Sociology	0.5	1	11 – 12	None
Dual Credit Sociology	0.5	2	11 – 12	TCC Admission Standards
Special Topics in Social Studies I & II	0.5	1	12	Administration Approval
Personal Financial Literacy	0.5	1	10 – 12	None

Level 1: no extra points to GPA Level 2: 5 extra points to GPA Level 3: 10 extra points to GPA

Suggested Guidelines for Advanced/AP: Successful completion of English courses taken previously with an average of 80 or better and passed STAAR.

SOCIAL STUDIES RECOMMENDED SEQUENCE

HS Year 1	HS Year 2	HS Year 3	HS Year 4
World Geography	World History	U.S. History	Government And Economics
Adv. World Geography AP Human Geography	AP World History	U.S. History Dual Credit AP U.S. History OnRamps U.S. History	Government Dual Credit AP Government and Economics Dual Credit AP Economics

These suggested guidelines are designed to aid the student in choosing the course in which he/she will be most successful.

Course enrollment is subject to meeting prerequisite requirements.

World Geography
Course: 1410
Grade Placement: 9
Prerequisite: None
Credit: 1
World Geography Studies explores people, places, and environments at local, regional, national, and global scales through spatial and ecological perspectives. Students examine how geography has influenced historical and contemporary events, with a particular emphasis on current global issues. The course focuses on physical processes that shape patterns in the natural environment, including major landforms, climates, and ecosystems and their interrelationships. Students study the political, economic, and social processes that shape cultural patterns across regions, types and patterns of settlement, global population distribution and movement, and the concept of region. They analyze how location affects economic activities within various economic systems and identify the processes that influence political divisions around the world. Students also evaluate how differing perspectives impact the development of public policies. Additionally, students compare cultural components that shape regional characteristics and assess the impact of technology and human modifications on the physical environment. Problem-solving and decision-making skills are emphasized as students ask and answer geographic questions. To meet graduation requirements, World Geography students must complete instruction on proper interaction with peace officers, in accordance with Title 19 of the Texas Administrative Code (TAC) §74.5.

ADVANCED WORLD GEOGRAPHY
Course: 1415
Grade Placement: 9
Prerequisite: See Suggested Guidelines
Credit: 1
Advanced World Geography Studies provides students with an in-depth examination of people, places, and environments at local, regional, national, and global scales, using spatial and ecological perspectives. The course emphasizes the influence of geography on both historical and contemporary events, with a focus on current global issues. Students explore physical processes that shape patterns in the natural environment, including the characteristics and interrelationships of major landforms, climates, and ecosystems. They also study the political, economic, and social processes that shape cultural patterns across regions, types and patterns of settlement, population distribution and movement, and the concept of region. The course includes analysis of how location influences economic activities within different economic systems and how political divisions are formed and influenced by varying perspectives. Students compare cultural components that shape regional characteristics and evaluate the impact of technology and human modifications on the physical environment. Critical-thinking, problem-solving, and decision-making skills are emphasized as students ask and answer geographic questions. They read and interpret primary and secondary sources, refine writing and research skills, and may develop creative projects related to course topics. This course also helps prepare students for the rigor of the Advanced Academics program by fostering sustained academic habits necessary

for success in college. To meet graduation requirements, students will complete instruction on proper interaction with peace officers, in accordance with Title 19 of the Texas Administrative Code (TAC) §74.5.

AP HUMAN GEOGRAPHY / GT
Course: 1475 / 1476
Grade Placement: 9
Prerequisite: See Suggested Guidelines
Credit: 1
AP Human Geography fulfills the state graduation requirement for World Geography and introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and modification of Earth's surface. Students apply spatial concepts and landscape analysis to examine the organization of societies and the environmental consequences of human activity. They also learn about the tools and methods geographers use in research and real-world applications. Students should expect to spend additional time on class preparation, outside reading, and completing assignments. AP courses offer a learning experience equivalent to that of most introductory college-level courses, and students enrolled in AP Human Geography are expected to take the Advanced Placement Exam in the spring. To meet graduation requirements, AP Human Geography students will also complete the required instruction on proper interaction with peace officers, in accordance with Title 19 of the Texas Administrative Code (TAC) §74.5.

WORLD HISTORY
Course: 1420
Grade Placement: 10
Prerequisite: None
Credit: 1
World History Studies is a comprehensive survey of human history. Given the vast scope of world history and the time limitations of the school year, the course emphasizes essential concepts and skills that can be applied across various eras, events, and individuals within the course standards. The primary focus is on significant people, events, and issues from ancient times to the present. Students identify traditional historical reference points and analyze key developments in Western civilization as well as in other global civilizations. They evaluate the causes and effects of political and economic imperialism and major political revolutions since the 17th century. The course also explores the impact of geographic factors on historical events and examines the origins of contemporary economic systems. Students analyze the evolution of constitutional governments and the influence of ideas found in historic documents. They trace the development of important legal and political concepts and examine the history and impact of major religious and philosophical traditions. Additionally, students explore the connections between scientific and technological advancements and the growth of industrial economies. Throughout the course, students engage in historical inquiry by researching, interpreting, and using multiple sources of evidence, applying critical-thinking skills to understand and explain the past from multiple perspectives and within historical context.

AP WORLD HISTORY / GT
Course: 1425 / 1426
Grade Placement: 10
Prerequisite: See Suggested Guidelines
Credit: 1
AP World History fulfills the state graduation requirement for World History and guides students through the study of cultural, economic, political, and social developments that have shaped the world from approximately 1200 CE to the present. Students develop and apply the skills and methods used by historians, including analyzing primary and secondary sources, constructing historical arguments, making comparisons, and reasoning through contextualization, causation, and continuity and change over time. The course is structured around five major themes that help students make connections across historical developments in different regions and time periods. These themes include the interaction between humans and the environment; the development and interaction of cultures; state-building, expansion, and conflict; the creation and interaction of economic systems; and the development and transformation of social structures. Students should expect to spend additional time preparing for class, completing outside reading, and working on assignments. AP

courses offer a learning experience comparable to that of introductory college-level courses, and students enrolled in AP World History are expected to take the Advanced Placement Exam in the spring.

UNITED STATES HISTORY (SINCE 1877)
Course: 1430
Grade Placement: 11
Prerequisite: None
Credit: 1
United States History Studies Since 1877 is the second part of a two-year study that begins in Grade 8. In this course, students examine the history of the United States from 1877 to the present. The curriculum is grounded in the founding documents of the U.S. government, which serve as a framework for understanding the nation's heritage. The course focuses on political, economic, and social events and issues related to industrialization, urbanization, major wars, domestic and foreign policies, and reform movements—including civil rights. Students analyze the impact of geographic factors on key events and eras, exploring their causes and effects. They also examine constitutional issues and their influence on American society, evaluate the dynamic relationship among the three branches of the federal government, and analyze efforts to expand democratic participation. In addition, students explore the connection between the arts, popular culture, and the historical periods in which they were created. They assess the impact of technological innovations on American life and apply critical-thinking skills using a variety of primary and secondary sources. Through this analysis, students learn to interpret the past using multiple perspectives and historical context. To meet graduation requirements, students must pass the State of Texas Assessments of Academic Readiness (STAAR) U.S. History End-of-Course (EOC) exam.

TARLETON TODAY UNITED STATES HISTORY: UNITED STATES HISTORY I (FALL), UNITED STATES HISTORY II (SPRING)
Course: 1433T/1434T
Grade Placement: 11
Prerequisite: See Suggested Guidelines
Credit: 1
United States History I (HIST 1301) is a survey course covering U.S. history from the first European contacts through the end of the Reconstruction period. It provides a broad overview of the political, cultural, social, and economic developments that have shaped the American character.
United States History II (HIST 1302) continues the survey from the end of Reconstruction to the present, emphasizing the key developments that contributed to the growth of modern America. Together, HIST 1301 and HIST 1302 fulfill the legislative requirement for two semesters of United States history.

UNITED STATES HISTORY DUAL CREDIT
Course: 1433/1434
Grade Placement: 11
Prerequisite: TCC Admissions Standards
Credit: 1
Students will earn both high school and college credit upon successful completion of this course. It is a college-level class designed for highly motivated students who are ready to engage in college coursework while still in high school. The first semester explores the development of the American nation from its origins through the end of Reconstruction, while the second semester continues from Reconstruction to the present day. Students enrolled in U.S. History Dual Credit must pass the State of Texas Assessments of Academic Readiness (STAAR) U.S. History End-of-Course (EOC) exam to fulfill part of the graduation requirements. Additionally, students are required to register and pay for the course and textbooks through Tarrant County College, Northwest Campus.

AP UNITED STATES HISTORY / GT
Course: 1435 / 1437
Grade Placement: 11
Prerequisite: See Suggested Guidelines
Credit: 1

AP United States History fulfills the state graduation requirement and guides students through the investigation of significant events, individuals, developments, and processes across nine historical periods, spanning from approximately 1491 to the present. Throughout the course, students develop and apply the skills and methods used by historians, such as analyzing primary and secondary sources, constructing historical arguments, making comparisons, and reasoning through contextualization, causation, and continuity and change over time. The curriculum is organized around seven overarching themes that help students draw connections between historical developments across different times and places. These themes include American and national identity, migration and settlement, politics and power, work, exchange, and technology, America's role in the world, geography and the environment, and culture and society. Students should expect to spend additional time preparing for class, completing outside reading, and working on assignments. AP courses offer a learning experience comparable to that of introductory college-level courses, and students enrolled in AP U.S. History are expected to take the Advanced Placement Exam in the spring. In addition to the AP exam, students must pass the State of Texas Assessments of Academic Readiness (STAAR) U.S. History End-of-Course (EOC) exam to meet graduation requirements.

UNITED STATES GOVERNMENT
Course: 1440
Grade Placement: 12
Prerequisite: None
Credit: .5
United States Government focuses on the principles and beliefs upon which the nation was founded, as well as the structure, functions, and powers of government at the national, state, and local levels. This course serves as the culmination of civic and governmental concepts studied from kindergarten through required secondary courses. Students explore major political ideas and historical forms of government, with a significant emphasis on the U.S. Constitution—its foundational principles and the system of government it established. Key concepts such as republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights are analyzed. Students also compare the U.S. system of government with other political systems around the world. The course examines the role of government in the U.S. free enterprise system and the strategic importance of geographic locations to the United States. Students analyze the influence of individuals, political parties, interest groups, and the media on the American political system. They evaluate the importance of voluntary civic participation in a constitutional republic and study the rights guaranteed by the U.S. Constitution. Additionally, students explore the relationship between government policies and American culture, identify examples of policies that promote scientific research, and apply critical-thinking skills to create a product addressing a contemporary government issue.

UNITED STATES GOVERNMENT DUAL CREDIT
Course: 1443 (GOVT 2305)
Grade Placement: 12
Prerequisite: TCC Admissions Standards
Credit: .5
Students will earn both high school and college credit upon successful completion of this course. It is a college-level class designed for highly motivated students who are prepared to take on college coursework while still in high school. The course covers the United States constitutional and governmental systems. Students must register and pay for the course and required textbooks through Tarrant County College, Northwest Campus.

AP UNITED STATES GOVERNMENT AND POLITICS
Course: 1445
Grade Placement: 12
Prerequisite: See Suggested Guidelines
Credit: .5
AP United States Government and Politics fulfills the state graduation requirement for U.S. Government and introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that shape the political culture of the United States. The course explores significant political concepts and themes, helping students apply disciplinary reasoning to assess the causes and consequences of political events and interpret data to develop evidence-based arguments. Students enrolled in this AP course should expect to dedicate

additional time to class preparation, outside reading, and assignment completion. AP courses offer a learning experience comparable to that of introductory college-level courses. Students taking AP U.S. Government and Politics are expected to take the Advanced Placement Exam in the spring.

TARLETON TODAY UNITED STATES GOVERNMENT: FEDERAL GOVERNMENT
Course: 1443T
Grade Placement: 12
Prerequisite: See Suggested Guidelines
Credit: .5
COURSE AVAILABLE IN 2028-2029
This course covers the origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights.

ECONOMICS WITH EMPHASIS ON THE FREE ENTERPRISE SYSTEM AND ITS BENEFITS
Course: 1460
Grade Placement: 12
Prerequisite: None
Credit: .5
Economics with an Emphasis on the Free Enterprise System and Its Benefits serves as the culmination of economic concepts studied from kindergarten through required secondary courses. The course focuses on fundamental principles related to the production, consumption, and distribution of goods and services—addressing the issue of scarcity—within the United States and in comparison with other countries around the world. Students analyze the interaction of supply, demand, and price, and explore concepts such as specialization, international trade, economic growth, key economic indicators, and monetary and fiscal policy. They examine the roles of the Federal Reserve System, financial institutions, government, and businesses in a free enterprise system. The course also covers types of business ownership and market structures. In addition, students receive instruction in personal financial literacy. They apply critical-thinking skills to evaluate the costs and benefits of various economic issues using economic concepts.

PERSONAL FINANCIAL LITERACY AND ECONOMICS
Course: 1461
Grade Placement: 12
Prerequisite: None
Credit: .5
Economics with Emphasis on the Free Enterprise System and Its Benefits / Personal Financial Literacy serves as the culmination of economic concepts studied from kindergarten through required secondary courses. The course focuses on fundamental principles related to the production, consumption, and distribution of goods and services—addressing the problem of scarcity—within the context of the U.S. economy and in comparison with other global economic systems. Students analyze the interaction of supply, demand, and price, and investigate concepts such as specialization, international trade, economic growth, key economic indicators, and both monetary and fiscal policy. The roles of the Federal Reserve System, financial institutions, government, and businesses in a free enterprise system are explored, along with types of business ownership and market structures. In addition, the course integrates Personal Financial Literacy, equipping students with the knowledge and skills to make informed financial decisions that support financial security and personal responsibility. Students apply critical-thinking and problem-solving skills to analyze decisions related to earning and spending, saving and investing, credit and borrowing, insurance and protection, and planning for college or postsecondary education and training. A key component of the course is conducting cost-benefit analyses for spending and investment decisions. Students evaluate the necessity and value of purchases or investments compared to alternatives, consider total acquisition costs—especially in the context of financing options—and examine how investment growth and interest on debt impact long-term wealth-building.

PRINCIPLES OF MACROECONOMICS DUAL CREDIT
Course: 1463 (ECON 2301)
Grade Placement: 12
Prerequisite: TCC Admissions Standards
Credit: .5
This is a college-level course designed for highly motivated students who are prepared to take college coursework while still in high school. Upon successful completion, students will earn both high school and college credit. The course emphasizes key concepts in the U.S. economy, including the economizing problem, demand and supply theory, national income accounting, business fluctuations, fiscal policy, and monetary policy. Students will engage in rigorous study and analysis of these topics to develop a deeper understanding of macroeconomic principles. Students must register and pay for the course and required textbooks through Tarrant County College, Northwest Campus.

AP ECONOMICS: MACROECONOMICS
Course: 1465
Grade Placement: 12
Prerequisite: See Suggested Guidelines
Credit: .5
AP Economics (Macroeconomics) meets the state graduation requirement for Economics and focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on national income and price-level determination, while also developing students' understanding of economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to analyze, describe, and explain economic concepts using graphs, charts, and data. Throughout the course, they apply critical-thinking skills and engage with real-world economic issues using the tools and methods of economists. Additional time outside of class is required for AP students to complete readings, assignments, and prepare for class. AP courses offer a learning experience equivalent to that of most introductory college-level courses. Students enrolled in AP Economics are expected to take the Advanced Placement Exam in the spring.

PERSONAL FINANCIAL LITERACY
Course: 1466
Grade Placement: 12
Prerequisite: None
Credit: .5
Beginning with the freshman class of the 2026–2027 school year, Personal Financial Literacy will replace Economics as a required course for high school graduation in Texas. The Personal Financial Literacy course is designed to help students become financially responsible citizens by developing the ability to make informed decisions that support financial security and independence. Students will apply critical-thinking and problem-solving skills to analyze decisions related to earning and spending, saving and investing, credit and borrowing, insurance and protection, and planning for college or postsecondary education and training. A key component of the course is conducting cost-benefit analyses for spending and investment decisions. Students evaluate the necessity and value of purchases or investments compared to alternatives, consider total acquisition costs—especially in the context of financing options—and examine how investment growth and interest on debt impact long-term wealth-building. This standalone course ensures focused instruction in personal finance, separating it from the previously combined economics and financial literacy curriculum. Students will still have the option to take Economics as part of their social studies credits, but it will no longer be a mandatory graduation requirement.

TARLETON TODAY PERSONAL FINANCIAL LITERACY: PERSONAL FINANCE
Course: 1463T
Grade Placement: 12
Prerequisite: See Suggested Guidelines
Credit: .5
COURSE AVAILABLE IN 2028-2029

Personal and family accounts, budgets and budgetary control, bank accounts, charge accounts, borrowing, investing, insurance, standards of living, renting or home ownership, and wills and trust plans.

THE FOLLOWING COURSES ARE ELECTIVES OFFERED IN SOCIAL STUDIES

AP EUROPEAN HISTORY
Course: 1455
Grade Placement: 10-12
Prerequisite: See Suggested Guidelines
Credit: 1
AP European History requires students to investigate significant events, individuals, developments, and processes across four historical periods, spanning from approximately 1450 to the present. Students develop and apply the same skills, practices, and methods used by historians, including analyzing primary and secondary sources, constructing historical arguments, making comparisons, and reasoning through contextualization, causation, and continuity and change over time. The course is organized around six themes that help students make connections across different time periods and regions: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity. Additional time outside of class is required for AP students to complete readings, assignments, and prepare for class. AP courses offer a learning experience equivalent to that of most introductory college-level courses. Students enrolled in AP European History are expected to take the Advanced Placement Exam in the spring.

AP AFRICAN AMERICAN STUDIES: ETHNIC STUDIES – AFRICAN AMERICAN STUDIES
Course: 1405
Grade Placement: 10-12
Prerequisite: See Suggested Guidelines
Credit: 1
AP African American Studies is an interdisciplinary course that examines the diversity of African American experience through direct encounters with rich and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. The AP African American Studies framework is organized by four thematic units that follow a chronological sequence across the course. Throughout theca unit, students build interdisciplinary analytical skills through deep encounters with a wide range of sources. Students enrolled in AP African American Studies are expected to take the Advanced Placement Exam in the spring.

PSYCHOLOGY
Course: 1480
Grade Placement: 11-12
Prerequisite: None (Course contains mature content)
Credit: .5
Psychology, an elective course, introduces students to the scientific study of behavior and mental processes. Students examine the full scope of psychology as a discipline, including its historical foundations, research methodologies, and key areas such as human development, motivation, emotion, sensation and perception, personality development, cognition, learning, intelligence, biological foundations, mental health, and social psychology.

AP PSYCHOLOGY / SOCIAL STUDIES RESEARCH METHODS
Course: 1485/1495
Grade Placement: 11-12
Prerequisite: See Suggested Guidelines
Credit: 1
AP Psychology introduces students to the systematic and scientific study of human behavior and mental processes. As they explore the psychologists and studies that have shaped the field, students apply psychological theories, key concepts, and phenomena related to topics such as 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. Throughout the course, students use psychological research methods—including ethical considerations—as they apply the scientific method, evaluate claims and evidence, and effectively communicate ideas. Social Studies Research Methods must be taken during the fall semester prior to enrollment in AP Psychology. Additional time outside of class is required for AP students to complete readings, assignments, and class preparation. AP courses offer a learning experience equivalent to that of most college-level introductory courses. Students enrolled in AP Psychology are expected to take the Advanced Placement Exam in the spring.

SOCIOLOGY
Course: 1490
Grade Placement: 11-12
Prerequisite: None
Credit: .5
Sociology, an elective course, is an introductory study of social behavior and the organization of human society. The course explores the development of sociology as a social science by examining research methods and strategies that help students understand how individuals relate to society and an ever-changing world. Students also learn about the importance and role of culture, social structure, socialization, and social change in contemporary society.

SPECIAL TOPICS IN SOCIAL STUDIES I & II
Course: 1498 / 1499
Grade Placement: 12
Prerequisite: Administrative Recommendation
Credit: .5 per course
Special Topics in Social Studies I (U.S. History) provides students with the opportunity to deepen their understanding of the historical, political, geographic, multicultural, and social forces that have shaped their lives and the world around them. Students apply social science knowledge and skills to analyze complex issues using rational and logical approaches, while recognizing and appreciating diverse human perspectives. Additionally, U.S. History students are required to pass the State of Texas Assessments of Academic Readiness (STAAR) End-of-Course (EOC) U.S. History exam to fulfill part of the graduation requirements.

SPECIAL TOPICS IN SOCIAL STUDIES: OLD TESTAMENT & NEW TESTAMENT
Course: 1470
Grade Placement: 10-12
Prerequisite: None
Credit: .5
This elective course focuses on the content, history, literary style, and structure of the Hebrew Scriptures (Old Testament) and New Testament. Students will use primary and secondary sources, technology, and critical-thinking skills in an objective, academically focused course that requires strong analytical abilities.

SPECIAL EDUCATION COURSE OFFERINGS

The following Special Education Courses align with the High School Foundation Graduation Program. All students receiving special education services will have access to the general curriculum and to the Texas Essential Knowledge and Skills (TEKS). Curriculum may be accommodated, Basic, or reflect prerequisite skills (alternate standards) based upon the individual needs of the student as determined by the Admission, Review, and Dismissal committee. All special education courses taken earn credits toward meeting state requirements for high school completion.

FOUR YEAR BASIC COURSE SEQUENCE

Subject Area	Freshman	Sophomore	Junior	Senior
Basic English*	English I	English II	English III	English IV
Basic Math*	Algebra I	Geometry	Math Models with Applications or Algebraic Reasoning	Algebra II
Basic Science**	Integrated Physics & Chemistry (IPC)	Biology	Advanced Science	Advanced
Basic Social Studies**	World Geography	World History	U.S. History	U.S. Government & Economics
Language Other Than English (LOTE)	Two credits of the same world language. ARD committee may determine state approved substitutions are appropriate on an individual basis.			
Fine Arts	One Credit of Fine Arts			
Physical Education	One Credit of Physical Education			
Electives	Students receiving basic instruction in a core academic area have access to all general education electives.			
Basic Electives	Career Preparation Basic is taught by a SPED teacher and assigned as appropriate by the ARD committee.		Career Preparation I (VAC)	Career Preparation II (VAC)

**Courses offered as both resource and co-teach*
***Courses offered as co-teach and itinerant only*

ENGLISH

ENGLISH I BASIC
Course: 1018
Grade Placement: 9
Prerequisite: ARD decision
Credit: 1
English I (Basic) uses a curriculum designed to meet the individual learning needs of students, as determined by the ARD committee. Students engage in daily reading and writing activities that build on prior knowledge and skills to strengthen their reading, writing, and oral language abilities. Throughout the course, students read extensively across multiple genres—including stories, dramas, novels, and poetry—from world literature. They learn literary forms and terms and explore how historical context may influence a literary work. Writing instruction emphasizes organizing logical arguments, developing clear thesis, and supporting ideas with evidence. Students focus on sentence structure, paragraph development, and composing comprehensive papers in various modes, including argument, research, and description. Composition practice is integrated

with guided reading of fiction, nonfiction, drama, and poetry. Students revise and edit their writing as part of the writing process, with attention to clarity and correct use of conventions and mechanics. The course also emphasizes critical thinking, literary analysis, and the development of individual writing styles. Course content and emphasis may vary based on the individual needs of each student. Additionally, English I students are required to pass the State of Texas Assessments of Academic Readiness (STAAR) End-of-Course (EOC) exam to fulfill part of the graduation requirements.

ENGLISH II BASIC
Course: 1028
Grade Placement: 10
Prerequisite: English I, ARD decision
Credit: 1
English II (Basic) uses a curriculum designed to meet the individual learning needs of students, as determined by the ARD committee. Students read and write daily to strengthen their literacy skills through consistent practice and engagement. Throughout the course, students read extensively across multiple genres—including stories, dramas, novels, and poetry—from world literature. They learn literary forms and terms and explore how historical context may influence a literary work. Writing instruction emphasizes argumentative forms, including logical arguments, expressions of opinion, and personal writing such as responses to literature, reflective essays, and autobiographical narratives. Composition practice is integrated with guided reading of fiction, nonfiction, drama, and poetry. Students revise and edit their writing as part of the writing process, focusing on clarity and correct use of conventions and mechanics. The course also emphasizes critical thinking, literary analysis, and the development of individual writing styles. Course content and emphasis may vary based on the individual needs of each student. Additionally, English II students are required to pass the State of Texas Assessments of Academic Readiness (STAAR) End-of-Course (EOC) exam to fulfill part of the graduation requirements.

ENGLISH III BASIC
Course: 1038
Grade Placement: 11
Prerequisite: English II, ARD decision
Credit: 1
English III (Basic) uses a curriculum designed to meet the individual learning needs of students, as determined by the ARD committee. Students read and write daily, building on prior knowledge to strengthen their literacy skills. Throughout the course, students read extensively across multiple genres from American and world literature. They learn literary forms and terms and explore how historical context may influence a literary work. Writing instruction includes a variety of forms such as informational, personal, literary, and argumentative texts. Students also write résumés, college and career essays, and professional correspondence, and engage in research while revising and editing drafts for clarity and correct use of English conventions and mechanics. To support college readiness, students participate in SAT-style practice and assessments to improve their reading, proofreading, writing, and language skills. Course content and emphasis may vary based on the individual needs of each student.

ENGLISH IV BASIC
Course: 1048
Grade Placement: 12
Prerequisite: English III, ARD decision
Credit: 1
English IV (Basic) uses a curriculum designed to meet the individual learning needs of students, as determined by the ARD committee. Students engage in activities that build upon their prior knowledge and skills to strengthen reading, writing, and oral language abilities. Daily reading and writing are emphasized throughout the course. Instruction includes an in-depth study of British and world literature, with students reading extensively across multiple genres. They learn literary forms and terms and explore how historical context may influence a literary work. Composition work includes a variety of writing forms such as informational, argumentative, personal, literary, research, and business writing. Students use a style guide to revise and edit their work for clarity and correct use of conventions and mechanics in written English. The course also includes

TSI-style practice and assessments to help students improve their reading, proofreading, writing, and language skills in preparation for post-secondary education. Course content and emphasis may vary based on the individual needs of each student.

MATHEMATICS

ALGEBRA I BASIC

Course: 1218
Grade Placement: 9
Prerequisite: ARD decision
Credit: 1
Algebra I (Basic) uses a curriculum designed to meet the individual learning needs of students, as determined by the ARD committee. In this course, students build on mathematical knowledge and skills developed in Grades 6–8, which provide a foundation in linear relationships, number operations, and proportional reasoning. Students study linear, quadratic, and exponential functions, along with their transformations, equations, and associated solutions. They explore connections between functions and their solutions in both mathematical and real-world contexts. The course also includes the use of technology to collect and analyze data and examine statistical relationships. Additional topics include polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students generate and solve linear systems involving two equations and two variables, and create new functions through transformations. Course content and emphasis may vary based on the individual needs of each student. Additionally, Algebra I students are required to pass the State of Texas Assessments of Academic Readiness (STAAR) End-of-Course (EOC) Algebra I exam to fulfill part of the graduation requirements.

GEOMETRY BASIC

Course: 1228
Grade Placement: 10
Prerequisite: Algebra I, ARD decision
Credit: 1
Geometry (Basic) uses a curriculum tailored to meet the individual learning needs of students, as determined by the ARD committee. In this course, students build upon mathematical knowledge and skills developed from Kindergarten through Grade 8 and Algebra I, strengthening their reasoning abilities in geometric contexts. Students begin to use more precise terminology, symbolic representations, and develop formal proofs. Key concepts include coordinate and transformational geometry, logical arguments and constructions, proof and congruence, similarity and trigonometry, two- and three-dimensional figures, circles, and probability. Students connect prior knowledge from Algebra I, create formal constructions using a straightedge and compass, and apply deductive reasoning to justify, prove, and apply theorems related to geometric figures. They also use proportional reasoning to solve problems and apply theorems about circles to determine relationships between segments and angles. Although the course primarily focuses on Euclidean geometry, students will gain an awareness that non-Euclidean geometries also exist. In alignment with college and career readiness standards, topics in probability have been added to ensure students are exposed to these concepts before pursuing post-secondary education. Course content and emphasis may vary based on the individual needs of each student.

MATH MODELS WITH APPLICATIONS BASIC

Course: 1241
Grade Placement: 11
Prerequisite: Algebra I, ARD decision
Credit: 1
Mathematical Models with Applications (Basic) is designed to build upon the mathematical knowledge and skills developed from Kindergarten through Grade 8 and Algebra I. Using both basic and accommodated curricula tailored to meet individual learning needs—as determined by the ARD committee—this course provides a pathway for students to succeed in Algebra II and prepares them for a variety of post-secondary options. Students learn to apply mathematics through real-world experiences in areas such as personal

finance, science, engineering, fine arts, and social sciences. They use algebraic, graphical, and geometric reasoning to recognize patterns and structures, model information, solve problems, and communicate solutions effectively. To solve problems, students select from a range of tools and methods, including physical objects, manipulatives, technology (such as graphing calculators, data collection devices, and computers), paper and pencil, algebraic techniques, geometric reasoning, pattern recognition, and mental math. Course content and emphasis may vary based on the individual needs of each student.

ALGEBRAIC REASONING BASIC
Course: 1214
Grade Placement: 11
Prerequisite: Algebra I, ARD decision
Credit: 1
Algebraic Reasoning (Basic) continues the development of mathematical reasoning related to algebraic concepts and processes, strengthening the foundation for future math courses. Using both basic and accommodated curricula tailored to meet individual learning needs—as determined by the ARD committee—students build on the knowledge and skills acquired in Algebra I. This course prepares students for success in Algebra II by focusing on the study of linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. It is designed for students who have not yet completed Algebra II and who are not pursuing an Advanced Placement (AP) or dual-credit mathematics pathway in high school. Course content and emphasis may vary based on the individual needs of each student.

ALGEBRA II BASIC
Course: 1238
Grade Placement: 12
Prerequisite: Algebra I, ARD decision
Credit: 1
Algebra II (Basic) builds upon the mathematical knowledge and skills acquired from Kindergarten through Grade 8 and Algebra I. Using both basic and accommodated curricula tailored to meet individual learning needs—as determined by the ARD committee—students expand their understanding of quadratic and exponential functions, as well as systems of equations. The course also includes the study of logarithmic, square root, cubic, cube root, absolute value, and rational functions, along with their related equations. Students explore the connections between functions and their inverses, and apply these relationships to both mathematical and real-world situations. In addition, students extend their knowledge of data analysis and strengthen their numeric and algebraic problem-solving skills. Course content and emphasis may vary based on the individual needs of each student.

SCIENCE

INTEGRATED PHYSICS AND CHEMISTRY (IPC): CO-TEACH / ITINERANT
Course: 1390C / 1390E
Grade Placement: 9-10
Prerequisite: ARD decision
Credit: 1
IPC (Integrated Physics and Chemistry) Basic is recommended for students who need additional preparation before taking Chemistry and/or Physics. This course integrates key concepts from both disciplines, with a strong emphasis on calculations in topics such as motion, waves, energy transformation, properties of matter, changes in matter, and solution chemistry. Course content and emphasis may vary based on the individual needs of each student. IPC does not qualify for the STEM endorsement. According to Texas high school graduation requirements, IPC must be taken prior to enrollment in Chemistry and/or Physics. Campus advisement is strongly recommended to ensure appropriate course sequencing.

BIOLOGY: CO-TEACH / ITINERANT
Course: 1310C / 1310E
Grade Placement: 9-10
Prerequisite: ARD decision
Credit: 1
Biology (Basic) is the study of the structure, growth, and function of life systems in organisms. Using both basic and accommodated curricula tailored to meet individual learning needs—as determined by the ARD committee—students explore a wide range of topics. These include the structure and function of cells and viruses, growth and development of organisms, cells, tissues, and organs, nucleic acids and genetics, biological evolution, taxonomy, metabolism and energy transfer in living organisms, living systems, homeostasis, ecosystems, and the relationship between plants and the environment.
Student investigations emphasize accurate observation, data collection and analysis, and the safe handling of laboratory equipment and materials in both field and lab settings. Throughout the course, students develop a conceptual understanding of biological principles and explore how biology is connected to everyday life. Course content and emphasis may vary based on the individual needs of each student. Additionally, Biology students are required to pass the State of Texas Assessments of Academic Readiness (STAAR) End-of-Course (EOC) Biology exam to fulfill part of the graduation requirements.

CHEMISTRY: CO-TEACH / ITINERANT
Course: 1320C / 1320E
Grade Placement: 10-12
Prerequisite: Biology and Algebra I, ARD decision
Credit: 1
Chemistry (Basic) is the study of the structure, composition, and behavior of matter. Using both basic and accommodated curricula tailored to meet individual learning needs—as determined by the ARD committee—this laboratory-oriented course emphasizes the development of skills in gathering and analyzing both qualitative (observational) and quantitative (numerical) data. Students explore key topics such as chemical nomenclature, chemical reactions, stoichiometry, gas behavior, atomic history and structure, chemical bonding, nuclear fission and fusion, and acid-base theories. A conceptual understanding is paired with the mathematical skills necessary to solve fundamental chemistry problems. Throughout the course, students investigate how chemistry is an integral part of everyday life. Course content and emphasis may vary based on the individual needs of each student.

PHYSICS: CO-TEACH / ITINERANT
Course: 1330C / 1330E
Grade Placement: 10-12
Prerequisite: Algebra I and concurrent enrollment in 2nd math, ARD decision
Credit: 1
Physics is the study of matter, energy, and their interactions. Using both basic and accommodated curricula tailored to meet individual learning needs—as determined by the ARD committee—this course covers fundamental concepts including the laws of motion, forces, energy and momentum, thermodynamics, waves, and nuclear phenomena. Students engage in laboratory and field investigations, emphasizing accurate observation, data collection and analysis, and the safe handling of laboratory equipment. Throughout the course, students acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, collaborate with classmates, and develop critical-thinking skills. Course content and emphasis may vary based on the individual needs of each student.

ASTRONOMY: CO-TEACH / ITINERANT
Course: 1372C / 1372E
Grade Placement: 11-12
Prerequisite: Biology and 1 Physical Science, ARD decision
Credit: 1
Astronomy introduces students to the study of the universe and its components. Throughout the course, students conduct laboratory and field investigations, apply scientific processes, and make informed decisions using critical thinking and scientific problem-solving skills. They explore a wide range of topics, including

astronomy in civilization, patterns and objects in the sky, our place in space, the moon, reasons for the seasons, planets, the sun, stars, galaxies, cosmology, and space exploration. Students who successfully complete the course will gain knowledge within a conceptual framework, conduct observations of the sky, collaborate with peers, and develop strong critical-thinking skills. Opportunities for nighttime or early morning sky observations may be provided to enhance learning. Course content and emphasis may vary based on the individual needs of each student.

AQUATIC SCIENCE: CO-TEACH / ITINERANT
Course: 1385C 1385E
Grade Placement: 11-12
Prerequisite: Biology, Chemistry or IPC, ARD decision
Credit: 1
Aquatic Science provides students with an understanding and awareness of both freshwater and saltwater systems. Topics of study include aquatic ecosystems and their habitats, energy sources and flow within aquatic environments, adaptations of aquatic organisms, watersheds, geological phenomena, and fluid dynamics. Students engage in field and laboratory investigations, collecting complex quantitative and qualitative data and drawing conclusions through data analysis. The course emphasizes the development of independent laboratory skills and critical thinking. Students also explore a variety of current issues related to society and human impact on aquatic environments, including cultural perspectives and the balance of nature. Course content and emphasis may vary based on the individual needs of each student.

ENVIRONMENTAL SYSTEMS: CO-TEACH / ITINERANT
Course: 1395C / 1395E
Grade Placement: 11-12
Prerequisite: Biology, Chemistry or IPC, ARD decision
Credit: 1
Environmental Systems is a course focused on the study of the environment, with an emphasis on ecology and natural resources. Using both basic and accommodated curricula tailored to meet individual learning needs—as determined by the ARD committee—students explore topics such as local environmental systems, sources and flow of energy, the relationship between carrying capacity and changes in population and ecosystems, and environmental changes. Students examine a variety of current issues related to people and society, including cultural perspectives and the balance of nature. The course emphasizes understanding how ecological principles apply to real-world environmental challenges and encourages students to think critically about the interactions between humans and the natural world. Course content and emphasis may vary based on the individual needs of each student.

SOCIAL STUDIES

WORLD GEOGRAPHY: CO-TEACH / ITINERANT
Course: 1410C / 1410E
Grade Placement: 9
Prerequisite: ARD decision
Credit: 1
World Geography Studies explores people, places, and environments at local, regional, national, and international scales through spatial and ecological perspectives. Using both basic and accommodated curricula tailored to meet individual learning needs—as determined by the ARD committee—students examine how geography influences historical and contemporary events, with a focus on current global issues.
A significant portion of the course centers on physical processes that shape patterns in the physical environment; the characteristics and interrelationships of major landforms, climates, and ecosystems; and the political, economic, and social processes that shape cultural patterns across regions. Students study types and patterns of settlement, the distribution and movement of the world's population, and the relationships among people, places, and environments, including the concept of region. Students analyze how location influences economic activities within different economic systems. They identify the processes that shape political divisions

across the globe and evaluate how differing perspectives influence the development of public policies. The course also includes comparisons of cultural components and their influence on regional characteristics, as well as analysis of the impact of technology and human modifications on the physical environment. Throughout the course, students apply problem-solving and decision-making skills to ask and answer geographic questions. Course content and emphasis may vary based on the individual needs of each student. Additionally, World Geography students are required to complete instruction on proper interaction with peace officers, in accordance with Title 19 of the Texas Administrative Code (TAC) §74.5, to fulfill part of the graduation requirements.

WORLD HISTORY CO-TEACH / ITINERANT
Course: 1420C / 1420E
Grade Placement: 10
Prerequisite: ARD decision
Credit: 1
World History Studies is a survey course that explores the history of humankind. Given the vast scope of world history and the time limitations of the school year, the course emphasizes essential concepts and skills that can be applied across various eras, events, and individuals, as outlined in subsection (c) of this section. Using both basic and accommodated curricula tailored to meet individual learning needs—as determined by the ARD committee—the course places major emphasis on the study of significant people, events, and issues from ancient times to the present. Students identify traditional historical points of reference and analyze key developments in Western civilization as well as in other global civilizations. Students evaluate the causes and effects of political and economic imperialism and major political revolutions since the 17th century. They examine the influence of geographic factors on historical events and identify the origins of contemporary economic systems. The course also includes analysis of the evolution of constitutional governments and the historical documents that shaped them. Students trace the development of important legal and political concepts and explore the history and impact of major religious and philosophical traditions. They analyze the connections between scientific and technological advancements and the growth of industrial economies. Through the process of historical inquiry, students research, interpret, and use multiple sources of evidence, considering various perspectives and historical contexts. Course content and emphasis may vary based on the individual needs of each student.

UNITED STATES HISTORY (SINCE 1877): CO-TEACH / ITINERANT
Course: 1430C / 1430E
Grade Placement: 11
Prerequisite: ARD decision
Credit: 1
United States History Studies Since 1877 (Basic) is the second part of a two-year study that begins in Grade 8. In this course, students examine the history of the United States from 1877 to the present. Using both basic and accommodated curricula designed to meet individual learning needs—as determined by the ARD committee—the course content is grounded in the founding documents of the U.S. government, which provide a framework for understanding the nation's heritage. Historical content focuses on key political, economic, and social events and issues, including industrialization, urbanization, major wars, domestic and foreign policies, and reform movements such as civil rights. Students explore the impact of geographic factors on significant events and eras, analyzing their causes and effects. The course also addresses constitutional issues and their influence on American society. Students evaluate the dynamic relationship among the three branches of the federal government and analyze efforts to expand democratic participation. They explore the connection between the arts, popular culture, and the historical periods in which they were created, and assess the impact of technological innovations on American life. Students apply critical-thinking skills and engage with a variety of primary and secondary sources to understand and interpret the past. They learn to consider multiple perspectives and historical context in their analysis. Course content and emphasis may vary based on the individual needs of each student. Additionally, students enrolled in U.S. History are required to pass the State of Texas Assessments of Academic Readiness (STAAR) End-of-Course (EOC) U.S. History exam to fulfill part of the graduation requirements.

UNITED STATES GOVERNMENT: CO-TEACH / ITINERANT
Course: 1440C / 1440E
Grade Placement: 12
Prerequisite: ARD decision
Credit: .5
United States Government focuses on the foundational principles and beliefs upon which the nation was established, as well as the structure, functions, and powers of government at the national, state, and local levels. This course serves as the culmination of civic and governmental concepts studied from kindergarten through required secondary coursework. Using both basic and accommodated curricula tailored to meet individual learning needs as determined by the ARD committee, students explore major political ideas and historical forms of government. A central emphasis is placed on the U.S. Constitution—its core principles, ideas, and the governmental framework it established. Students analyze key concepts such as republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights. They also compare the U.S. system of government with other political systems around the world. The course includes an examination of the government's role in the U.S. free enterprise system and the strategic importance of geographic locations to the nation. Students investigate the influence of individuals, political parties, interest groups, and the media on the American political system. They evaluate the significance of voluntary civic participation in a constitutional republic and analyze the rights guaranteed by the U.S. Constitution. Additionally, students explore the relationship between government policies and American culture. They identify examples of policies that promote scientific research and apply critical-thinking skills to develop a product addressing a contemporary government issue. Course content and emphasis may vary based on the individual needs of each student.

PERSONAL FINANCIAL LITERACY AND ECONOMICS: CO-TEACH / ITINERANT
Course: 1461C / 1461E
Grade Placement: 12
Prerequisite: ARD decision
Credit: .5
Beginning with the freshman class of the 2026–2027 school year, Personal Financial Literacy and Economics will replace Economics with Emphasis on the Free Enterprise System and Its Benefits as the required half-credit course for high school graduation in Texas. This course is designed to meet the individual learning needs of students through basic and accommodated instruction, as determined by the ARD committee.
The course builds upon economic concepts studied from Kindergarten through Grade 12 and integrates personal financial literacy with foundational microeconomic and macroeconomic principles. Students explore key topics such as production, consumption, and distribution of goods and services, the problem of scarcity, and comparisons between the U.S. economy and other global systems. They analyze supply, demand, pricing, specialization, international trade, economic growth, and fiscal and monetary policy. The roles of government, financial institutions, and business ownership types are also examined. In addition, the course embeds comprehensive instruction in personal financial literacy. Students apply critical thinking and problem-solving skills to decisions involving earning and spending, saving and investing, credit and borrowing, insurance and protection, and planning for college and postsecondary education. They conduct cost-benefit analyses to evaluate purchases and investments, assess financing options, and understand how interest and investment growth impact long-term wealth-building. Course content and emphasis may vary depending on each student’s individual learning needs.

PERSONAL FINANCIAL LITERACY: CO-TEACH/ITINERANT
Course: 1466C / 1446E
Grade Placement: 12
Prerequisite: None
Credit: .5
Beginning with the freshman class of the 2026–2027 school year, Personal Financial Literacy and Economics will replace Economics with Emphasis on the Free Enterprise System and Its Benefits as the required half-credit course for high school graduation in Texas. The Personal Financial Literacy and Economics course is designed to equip students with the knowledge and skills needed to make sound, informed financial decisions. It emphasizes personal financial responsibility and prepares students to lead financially secure lives. Students

will apply critical thinking and problem-solving skills to analyze decisions related to earning and spending, saving and investing, credit and borrowing, insurance and protection, and planning for college and postsecondary education or training. The course includes instruction on conducting cost-benefit analyses for spending and investment decisions. Students evaluate the necessity and value of purchases or investments, compare alternatives, and consider the total cost of acquisition—especially in the context of financing options. They also examine how investment growth and interest on debt affect long-term wealth-building.

ELECTIVES

CAREER PREPARATION I & II BASIC (VAC)
Course: 6630, 6640
Grade Placement: 11-12
Prerequisite: ARD decision
Credit: 2-3
Career Preparation I and II Basic provide students with opportunities to participate in a learning experience that combines classroom instruction with paid employment in business and industry, aligned with the implementation of the student's Individualized Education Program (IEP) as determined by the ARD committee. Students are taught essential employability skills, including job-specific skills related to their training station, job interview techniques, communication skills, and portfolio development. To remain enrolled in the course, students must be employed a minimum of 15 hours per week at an approved job site and must provide their own transportation. Continuous employment is required; failure to maintain employment will result in removal from the course and placement in other elective classes to complete the student's schedule. Extenuating circumstances will be reviewed on an individual basis. Career Preparation is scheduled as a work period during the school day. This course does not count as an advanced course for endorsements and should only be selected after the ARD committee determines that the district's regular career and technology courses are not appropriate for meeting the student's individual needs.

SOCIAL SKILLS BASIC
Course: 6675
Grade Placement: 9-12
Prerequisite: ARD decision; BIP
Credit: 1
Social Skills Basic provides students with opportunities to develop and generalize the interpersonal and functional skills necessary to increase independence across various school settings.

FOUR YEAR ALTERNATE COURSE SEQUENCE
(LIFE SKILLS AND STRUCTURED INSTRUCTION)

Subject Area	Freshman	Sophomore	Junior	Senior
Alternate English	English I	English II	English III	English IV
Alternate Math	Algebra I	Geometry	Math Models with Applications or Algebraic Reasoning	Algebra II
Alternate Science	Integrated Physics & Chemistry (IPC)	Biology	Advanced Science	Advanced
Alternate Social Studies	World Geography	World History	U.S. History	U.S. Government & Economics
Language Other Than English (LOTE)			General Employability Skills I	General Employability Skills II
Fine Arts	Fine Arts Elective			
Physical Education	Lifetime Fitness and Wellness Pursuits	Skills Based Lifetime Activities		
Electives		Open Elective	Open Elective	Open Elective
Local Credit	Activities for Transitions Success I	Activities for Transition Success II	Activities for Transition Success III	Activities for Transition Success IV

ENGLISH

ENGLISH I ALTERNATE
Course: 1019
Grade Placement: 9
Prerequisite: ARD decision
Credit: 1
This course is designed to meet the individual learning needs of students by focusing on recommended prerequisite skills for grade-level English I, as outlined in the Texas Essential Knowledge and Skills (TEKS). The course emphasizes foundational skills in integrated language arts, including language and writing, literature and reading, speaking and listening, and viewing and representing. Course content and emphasis may vary depending on each student's individual learning needs. Students enrolled in English I Alternate are required to participate in the State of Texas Assessments of Academic Readiness Alternate 2 (STAAR-Alt II) end-of-course exam to fulfill part of the graduation requirements.

ENGLISH II ALTERNATE
Course: 1029
Grade Placement: 10
Prerequisite: English I Alternate, ARD decision
Credit: 1
This course is designed to meet the individual learning needs of students by focusing on recommended prerequisite skills for grade-level English II, as outlined in the Texas Essential Knowledge and Skills (TEKS). The course emphasizes integrated language arts instruction, including language and writing, literature and reading, speaking and listening, and viewing and representing.

Students continue to develop study strategies and apply critical thinking skills across various contexts. Course content and emphasis may vary depending on each student's individual learning needs. Students enrolled in English II Alternate are required to participate in the State of Texas Assessments of Academic Readiness Alternate 2 (STAAR-Alt II) end-of-course exam to fulfill part of the graduation requirements.

ENGLISH III ALTERNATE
Course: 1039
Grade Placement: 11
Prerequisite: English II Alternate, ARD decision
Credit: 1
This course is designed to meet the individual learning needs of students by focusing on recommended prerequisite skills for grade-level English III, as outlined in the Texas Essential Knowledge and Skills (TEKS). The course emphasizes integrated language arts instruction, including language and writing, literature and reading, speaking and listening, and viewing and representing. Students continue to refine their communication skills and regularly plan, draft, and complete written compositions, with a focus on business writing. American and world literature serve as sources for critical thinking and literary analysis. Students also present and critique oral communications and Graphic Design & Illustration products. Continued development of study strategies and critical thinking skills is emphasized throughout the course. Course content and emphasis may vary depending on each student's individual learning needs.

ENGLISH IV ALTERNATE
Course: 1049
Grade Placement: 12
Prerequisite: English III Alternate, ARD decision
Credit: 1
This course is designed to meet the individual learning needs of students by focusing on recommended prerequisite skills for grade-level English IV, as outlined in the Texas Essential Knowledge and Skills (TEKS). The course emphasizes integrated language arts instruction, including language and writing, literature and reading, speaking and listening, and viewing and representing. Students continue to refine their communication skills and regularly plan, draft, and complete written compositions, with a particular focus on business writing. American and world literature serve as sources for critical thinking and literary analysis. Students also continue to develop study strategies and apply critical thinking skills across various contexts. Course content and emphasis may vary depending on each student's individual learning needs.

MATHEMATICS

ALGEBRA I ALTERNATE
Course: 1219
Grade Placement: 9
Prerequisite: ARD decision
Credit: 1
This course is designed to meet the individual learning needs of students by focusing on prerequisite skills for grade-level Algebra I, as outlined in the Texas Essential Knowledge and Skills (TEKS) and determined by the ARD committee. In Algebra I Alternate, students build on prior mathematical experiences by deepening their understanding of relations and functions. They expand their knowledge of linear and quadratic functions and apply exponential functions to model and solve problems using real-world data. Course content and emphasis may vary depending on each student's individual learning needs. Students enrolled in Algebra I Alternate are required to participate in the State of Texas Assessments of Academic Readiness Alternate 2 (STAAR-Alt II) end-of-course exam to fulfill part of the graduation requirements.

GEOMETRY ALTERNATE
Course: 1229
Grade Placement: 10
Prerequisite: Algebra I Alternate, ARD decision
Credit: 1
This course is designed to meet the individual learning needs of students by focusing on prerequisite skills for grade-level Geometry, as outlined in the Texas Essential Knowledge and Skills (TEKS) and determined by the ARD committee. Students develop proficiency in representing geometric concepts through various methods, including coordinates, networks, and transformations. These approaches support multiple strategies for solving geometric problems and help connect geometric interpretations to broader contexts. Students learn to recognize and flexibly use different representations, enhancing their ability to apply geometry in diverse situations. Instruction is guided by the geometry content strands: Geometric Structure, Geometric Patterns, Dimensionality and the Geometry of Location, Congruence and the Geometry of Size, and Similarity and the Geometry of Shape. Course content and emphasis may vary depending on each student's individual learning needs.

MATH MODELS WITH APPLICATIONS ALTERNATE
Course: 1242
Grade Placement: 11
Prerequisite: Algebra I Alternate, ARD decision
Credit: 1
This course is designed to meet the individual learning needs of students by focusing on prerequisite skills for grade-level Mathematical Models with Applications, as outlined in the Texas Essential Knowledge and Skills (TEKS) and determined by the ARD committee. Building on the foundations of K–8 mathematics and Algebra I Alternate, this course expands students' understanding through individualized mathematical experiences. Students apply mathematical methods to model and solve real-world problems involving money, data, probability, patterns, music, design, and science. They use a variety of representations, tools, and technologies to connect modeling techniques with core mathematical concepts and to solve applied problems. Course content and emphasis may vary depending on each student's individual learning needs.

ALGEBRA II ALTERNATE
Course: 1239
Grade Placement: 12
Prerequisite: ARD decision
Credit: 1
This course is designed to meet the individual learning needs of students by focusing on prerequisite skills for grade-level Algebra II, as outlined in the Texas Essential Knowledge and Skills (TEKS) and determined by the ARD committee. In Algebra II Alternate, students build on prior mathematical experiences by deepening their understanding of relations and functions. They expand their knowledge of linear and quadratic functions and apply exponential functions to model and solve problems using real-world data. Course content and emphasis may vary depending on each student's individual learning needs.

SCIENCE

INTEGRATED PHYSICS AND CHEMISTRY ALTERNATE
Course: 1392
Grade Placement: 9
Prerequisite: ARD decision
Credit: 1
This course is designed to meet the individual learning needs of students by focusing on prerequisite skills for grade-level Integrated Physics and Chemistry (IPC), as outlined in the Texas Essential Knowledge and Skills (TEKS) and determined by the ARD committee. In Integrated Physics and Chemistry Alternate, students engage in field and laboratory investigations, apply scientific methods, and use critical thinking and problem-solving skills to make informed decisions.

The course integrates key concepts from both physics and chemistry, including force, motion, energy, and matter. Course content and emphasis may vary depending on each student's individual learning needs. variation in course content/emphasis may occur depending on the individual learning needs of the student.

BIOLOGY ALTERNATE
Course: 1319
Grade Placement: 10
Prerequisite: ARD decision
Credit: 1
This course is designed to meet the individual learning needs of students by focusing on prerequisite skills for grade-level Biology, as outlined in the Texas Essential Knowledge and Skills (TEKS) and determined by the ARD committee. The curriculum may include topics such as cell structure and function, scientific processes, and foundational concepts in biochemistry, genetics, microbiology, taxonomy, botany, physiology, and zoology. Course content and emphasis may vary by campus to accommodate individual student needs. Students enrolled in Biology Alternate are required to participate in the State of Texas Assessments of Academic Readiness Alternate 2 (STAAR-Alt II) end-of-course exam to fulfill part of the graduation requirements.

ENVIRONMENTAL SYSTEMS ALTERNATE
Course: 1396
Grade Placement: 11
Prerequisite: Biology Alternate, IPC Alternate, ARD decision
Credit: 1
This course is designed to meet the individual learning needs of students by focusing on prerequisite skills for grade-level Environmental Systems, as outlined in the Texas Essential Knowledge and Skills (TEKS) and determined by the ARD committee. The course emphasizes the study of environmental science, with a focus on ecology and natural resources. Topics include local environmental systems, sources and energy flow, the relationship between carrying capacity and changes in population and ecosystems, and environmental changes. Students will explore current issues related to people and society, including cultural perspectives and the balance of nature. Instruction includes the use of critical thinking and technology-based activities to support learning. Course content and emphasis may vary depending on each student's individual learning needs.

AQUATIC SCIENCE ALTERNATE
Course: 1387
Grade Placement: 12
Prerequisite: Biology Alt, IPC Alt., Environ. Science Alt, ARD decision
Credit: 1
This course is designed to meet the individual learning needs of students by focusing on prerequisite skills for grade-level Aquatic Science, as outlined in the Texas Essential Knowledge and Skills (TEKS) and determined by the ARD committee. Aquatic Science provides students with an understanding and awareness of both freshwater and saltwater systems. Topics include aquatic habitats, environmental cycles, adaptations of aquatic organisms, watersheds, geological phenomena, and fluid dynamics. Students engage in field and laboratory investigations, collect data, and draw conclusions through data analysis. The course also explores current issues related to human impact on aquatic environments and encourages students to think critically about societal questions involving water systems. Course content and emphasis may vary depending on each student's individual learning needs.

SOCIAL STUDIES

WORLD GEOGRAPHY ALTERNATE
Course: 1419
Grade Placement: 9
Prerequisite: ARD decision
Credit: 1
This course is designed to meet the individual learning needs of students by focusing on prerequisite skills for grade-level World Geography, as outlined in the Texas Essential Knowledge and Skills (TEKS) and determined by the ARD committee. Students explore the interaction between people, cultures, and their physical environments across the world's major regions. Topics include the location of natural resources, geographic boundaries, landforms, economic development, language, settlement patterns, and the relationships among cultures and nations within the context of global development. Instruction incorporates critical thinking and technology-based activities to help students understand how geographic events and trends influence the United States and its citizens. Course content and emphasis may vary depending on each student's individual learning needs.

WORLD HISTORY ALTERNATE
Course: 1429
Grade Placement: 10
Prerequisite: World Geography Alt., ARD decision
Credit: 1
This course is designed to meet the individual learning needs of students by focusing on prerequisite skills for grade-level World History, as outlined in the Texas Essential Knowledge and Skills (TEKS) and determined by the ARD committee. The curriculum explores the historical development of human societies from ancient times to the present, with emphasis on major events, influential world leaders, economic and political institutions, technological innovations, and the philosophical and religious beliefs that have shaped the modern world. Course content and emphasis may vary depending on the individual learning needs of each student.

UNITED STATES HISTORY (SINCE 1877) ALTERNATE
Course: 1439
Grade Placement: 11
Prerequisite: World History Alt., ARD decision
Credit: 1
This course is designed to meet the individual learning needs of students by focusing on prerequisite skills for grade-level U.S. History, as outlined in the Texas Essential Knowledge and Skills (TEKS) and determined by the ARD committee. The curriculum covers U.S. history from Reconstruction to the present, with an emphasis on major themes and events, influential leaders, economic and political institutions, technological innovations, and the philosophies that continue to shape the nation. Students will also explore concepts of personal responsibility and citizenship, particularly as they relate to employability and contributing to a business, community, or organization. Course content and emphasis may vary by campus to accommodate individual learning needs. Students enrolled in U.S. History Alternate are required to participate in the State of Texas Assessments of Academic Readiness Alternate 2 (STAAR-Alt II) end-of-course exam to fulfill part of the graduation requirements.

UNITED STATES GOVERNMENT ALTERNATE
Course: 1449
Grade Placement: 12
Prerequisite: U.S. History Alt., ARD decision
Credit: .5
This course is designed to meet the individual learning needs of students by focusing on prerequisite skills for grade-level Government, as outlined in the Texas Essential Knowledge and Skills (TEKS) and determined by the ARD committee. The course emphasizes understanding individual rights, privileges, and responsibilities within school, community, and employment settings. Key concepts include voting, laws and consequences of unlawful behavior, honesty, integrity, community volunteerism, and adherence to rules and regulations.

Students also learn how to be safe and productive in various community environments, including the workplace. Course content and emphasis may vary based on each student's specific learning needs.

ECONOMICS WITH EMPHASIS ON THE FREE ENTERPRISE SYSTEM AND ITS BENEFITS ALTERNATE
Course: 1469
Grade Placement: 12
Prerequisite: U.S. History Alt, ARD decision
Credit: .5
This course is designed to meet the individual learning needs of students by focusing on prerequisite skills for grade-level Economics, with an emphasis on the Free Enterprise System as outlined in the Texas Essential Knowledge and Skills (TEKS) and determined by the ARD committee. Instruction centers on basic economic principles related to the production, consumption, and distribution of goods and services, including the concept of scarcity in the United States and comparisons with other global economies. Students also explore personal responsibility in the context of employability and becoming productive, contributing members of a business, community, or organization. Course content and emphasis may vary based on each student's individual learning needs.

PERSONAL FINANCIAL LITERACY ALTERNATE
Course: 1467
Grade Placement: 12
Prerequisite: None
Credit: .5
Beginning with the freshman class of the 2026–2027 school year, Personal Financial Literacy will replace Economics as a required half-credit course for high school graduation in Texas. The Personal Financial Literacy course is designed to help students make informed financial decisions and lead financially secure lives. It emphasizes personal financial responsibility and requires students to apply critical thinking and problem-solving skills to real-world financial scenarios. Topics include earning and spending, saving and investing, credit and borrowing, insurance and protection, and planning for college or postsecondary education and training. Students will also learn to conduct cost-benefit analyses for spending and investment decisions, evaluate the necessity and value of purchases, and understand the total cost of acquisition—especially in the context of financing options. The course explores how investment growth and interest on debt impact long-term wealth-building.

ALTERNATE ELECTIVES

SOCIAL SKILLS ALTERNATE
Course: 6676
Grade Placement: 9-12
Prerequisite: ARD decision
Credit: 1
Social Skills Alternate provides students with opportunities to develop and generalize the interpersonal and functional skills necessary for increased independence across school settings.

ACTIVITIES FOR TRANSITION SUCCESS I, II, III, IV
Course: 6410, 6411, 6412, 6413
Grade Placement: 9-12
Prerequisite: ARD decision
I, II, III, IV: 1 Local Credit each
This course integrates domestic, recreational, leisure, school, and community domains to support students in learning and applying daily living skills. Activities are designed to promote a successful transition to adulthood and increase independence. Students will explore areas such as cooking, safety, leisure, household chores, personal responsibilities, budgeting, time management, first aid, and communication. Personal safety and responsibility are emphasized in relation to caring for oneself, others, and pets. Additional topics include health care, transportation, telephone skills, and recreational activities, all within the context of developing skills for active participation in school and community life.

Activities for Transition Success I
Emphasizes daily routines, schedules, and community access within the school setting.

Activities for Transition Success II
Focuses on personal safety, responsibility, and continued development of community access skills in the school setting.

Activities for Transition Success III
Centers on domestic skills essential for independent living.

Activities for Transition Success IV
Highlights life choices, personal needs, employment readiness, and community access in a variety of real-world settings.

PHYSICAL EDUCATION & LANGUAGE OTHER THAN ENGLISH (LOTE)

LIFETIME FITNESS AND WELLNESS PURSUITS ALTERNATE
Course: 6401
Grade Placement: 9
Prerequisite: ARD decision
Credit: 1
The purpose of this course is to motivate students to pursue lifelong personal fitness through alternative physical activities, with an emphasis on the health-related components of fitness. Instructional units focus on foundational skills for basic conditioning, the benefits of weight training, proper nutrition, and the assessment of individual fitness levels.

SKILL-BASED LIFETIME ACTIVITIES ALTERNATE
Course: 6402
Grade Placement: 10
Prerequisite: ARD decision
Credit: 1
Students in this course are expected to participate in a wide range of individual and team sports that can be enjoyed throughout their lives. The course emphasizes the development of health-related fitness, as well as an appreciation for teamwork and fair play. Students will learn the skills, rules, and regulations necessary for active participation. The instructional focus is on the lifelong benefits of engaging in physical activity.

LIFETIME RECREATION AND OUTDOOR PURSUITS ALTERNATE
Course: 6403
Grade Placement: 11
Prerequisite: ARD decision
Credit: 1
Lifetime Recreation and Outdoor Pursuits Alternate focuses on a variety of movement-based activities that promote and encourage health-related fitness. Students enrolled in this course will gain skills and knowledge through alternate cardiovascular exercises such as jogging, power walking, step aerobics, and circuit training.

GENERAL EMPLOYABILITY SKILLS I ALTERNATE
Course: 6610
Grade Placement: 11
Prerequisite: ARD decision
Credit: 1
This course is designed to provide students with opportunities to develop the pre-vocational skills necessary for employment. Through hands-on experiences in classroom settings, students will build work-related skills such as working independently, tolerating interruptions, receiving corrective feedback, sustaining attention,

asking for help when needed, performing unfamiliar tasks, following instructions, adapting to changes in routine, and correcting errors. This course may be used as a substitute for LOTE I.

GENERAL EMPLOYABILITY SKILLS II ALTERNATE
Course: 6620
Grade Placement: 12
Prerequisite: Gen. Employability Skills Alt. I, ARD decision
Credit: 1
This course is designed to help students develop essential pre-vocational skills for future employment. Through hands-on experiences in classroom, school, and community settings, students will practice working independently, managing interruptions, receiving and responding to corrective feedback, sustaining attention, asking for help when needed, performing unfamiliar tasks, following instructions, adapting to changes in routine, and identifying and correcting errors. Building on the skills learned in GESA-I, the course provides authentic opportunities to apply these competencies in real-world environments. It may be used as a substitute for LOTE II.

ADULT TRANSITION (AIMS)

To be eligible for the AIMS program, students must have completed the requirements for high school graduation under the High School Foundation Program and demonstrate a need for instruction related to postsecondary goals, as documented in their Individualized Education Program (IEP).

ADULT TRANSITION (AIMS)
Course: 6677
Prerequisites: High school completion, 18-21 years old, ARD decision
Credit: 0
Achieving Independence to Maximize Success (AIMS) is a program designed for adult students who need transition support to increase access to employment and community involvement. Students may follow either the Community Path or the Career Path, receiving individualized instruction as outlined in their IEP. Participants gain real-life experience in both simulated and authentic environments to develop skills that support post-secondary outcomes. The AIMS program does not follow a traditional 7-hour school day. Each participant has an individualized schedule based on their IEP and transition needs, as determined by the ARD committee.

PREPARING ACADEMICALLY FOR TOMORROW'S HIGHER SUCCESS (PATHS)

Course Name	Credits	GPA Level	Grade Level(s)	Prerequisite(s)
PATHS I	1	1	9	District Admissions Process
PATHS II	1	1	10	District Admissions Process or PATHS I
PATHS III	1	1	11	PATHS II
PATHS IV	1	1	12	PATHS III

PATHS I
Course: 1891
Grade Placement: 9
Prerequisite: District Application/Admissions Process
Credit: 1
Preparing Academically for Tomorrow's Higher Success (PATHS) is an academic elective course designed to develop college-level skills and prepare students for college and career readiness. This Level 1 course focuses on building foundational skills essential for future success, including critical thinking, problem-solving, and effective communication. Students will engage in tasks and projects that promote intellectual curiosity, dependability, and emotional resilience, while encouraging deeper levels of thinking and reasoning across core content areas. PATHS students are expected to maintain enrollment in an Advanced Academic course.

PATHS II
Course: 1892
Grade Placement: 10
Prerequisite: District Application/Admissions Process or PATHS I
Credit: 1
Preparing Academically for Tomorrow's Higher Success (PATHS) is an academic elective course designed to develop college-level skills and prepare students for success in both college and career pathways. The second year of the program builds on the foundation established in PATHS I, further enhancing students' abilities in critical thinking, problem-solving, and communication. Students will engage in more complex tasks and projects that demand a high level of intellectual curiosity and perseverance. The course also introduces advanced time management and ethical decision-making skills. PATHS students are expected to maintain enrollment in an Advanced Academic course.

PATHS III
Course: 1893
Grade Placement: 11
Prerequisite: PATHS II
Credit: 1
Preparing Academically for Tomorrow's Higher Success (PATHS) is an academic elective course designed to develop college-level skills and prepare students for success in both college and career settings. This course builds on previous learning by advancing students' readiness through a focus on specialized skills. Students will complete projects that require advanced critical thinking, problem-solving, and effective communication. The course also emphasizes the development of personal and interpersonal skills, including teamwork and leadership. PATHS students are expected to maintain enrollment in an Advanced Academic course.

PATHS IV
Course: 1894
Grade Placement: 12
Prerequisite: PATHS III
Credit: 1
Preparing Academically for Tomorrow's Higher Success (PATHS) is an academic elective course designed to develop college readiness skills and prepare students for success in both college and career pathways. As a capstone course, PATHS challenges students to apply the skills they have built throughout previous levels, with a focus on real-world applications and the transition to postsecondary education or the workforce. Students will engage in comprehensive projects that require ethical decision-making, advanced time management, and a high level of intellectual curiosity and perseverance. PATHS students are expected to maintain enrollment in an Advanced Academic course.

ATHLETICS

Boys Sports	Girls Sports
Baseball: 3101, 3102, 3103, 3104	Basketball: 3075, 3076, 3077, 3078
Basketball: 3061, 3062, 3063, 3064	Cross Country: 3201, 3202, 3203, 3204
Cross Country: 3201, 3202, 3203, 3204	Golf: 3191, 3192, 3193, 3194
Football: 3051, 3052, 3053, 3054	Gymnastics: 3151, 3152, 3153, 3154
Golf: 3191, 3192, 3193, 3194	Power Lifting: 3141, 3142, 3143, 3144
Gymnastics: 3141, 3142, 3143, 3144	Soccer: 3091, 3092, 3093, 3094
Power Lifting: 3141, 3142, 3143, 3144	Softball: 3111, 3112, 3113, 3114
Soccer: 3081, 3082, 3083, 3084	Swimming: 3211, 3212, 3213, 3214
Swimming: 3211, 3212, 3213, 3114	Tennis: 3121, 3122, 3123, 3124
Tennis: 3121, 3122, 3123, 3124	Track: 3201, 3202, 3203, 3204
Track: 3201, 3202, 3203, 3204	Volleyball: 3071, 3072, 3073, 3074
Wrestling: 3221, 3222, 3223, 3224	Wrestling: 3221, 3222, 3223, 3224
Trainer: See the Campus Athletic Trainer for approval.	

HIGH SCHOOL ATHLETICS
Grade Placement: 9-12
Course: Various (see your counselor)
Prerequisite: Coach Approval
Credit: .5 per semester

Athletics provide students with the opportunity to refine their athletic abilities and compete against peers from other schools. Participation in athletics fosters self-discipline, cooperation, leadership, responsibility, self-control, and teamwork. A physical examination must be on file prior to participation. Students may earn up to four credits for participation in athletics.

Students who do not make a team must remain enrolled in the scheduled athletics course until the end of the semester. All schedule change requests must be submitted within the first 10 days of the course.

Ninth-grade athletics serve as an introduction to UIL competitive sports at the high school level. The program focuses on developing a positive attitude, improving athletic ability, and using athletics to support academic success. During the class period, students work to become better individuals and athletes, with sport-specific skill practice occurring after school. Students may earn up to four credits for participation in athletics.

Enrollment Requirements: All necessary paperwork must be completed and submitted before the end of the student's eighth-grade year. A physical examination must be on file prior to participation. Interested students should contact their counselor for more information.

CAREER AND TECHNICAL EDUCATION: AGRICULTURE, FOOD, AND NATURAL RESOURCE

Course Name	Credits	GPA Level	Grade Level(s)	Prerequisite(s)
Principles of Agriculture, Food, and Natural Resources	1	1	9 – 12	None
Equine Science	0.5	1	9 – 12	Principles of Agriculture, Food, and Natural Resources*
Small Animal Management	0.5	1	9 – 12	Principles of Agriculture, Food, and Natural Resources*
Floral Design	1	1	9 – 12	None
Livestock and Poultry Production	1	1	9 – 12	Principles of Agriculture, Food, and Natural Resources*
Veterinary Science: Veterinary Science & Advanced Animal Science	2	1	11 – 12	Principles of Agriculture & Equine Sci./Small Animal Mgmt. or Livestock Production
Plant Science I: Greenhouse Operations & Agricultural Lab and Field Experience Dual Credit	2	2	11 -12	Principles of Agriculture & Equine Sci./Small Animal Mgmt. or Livestock Production TCC Admission Standards
Practicum in Agriculture, Food, and Natural Resources: Veterinary Science	2	1	12	Veterinary Science: Veterinary Science & Advanced Animal Science
Plant Science II: Horticulture & Advanced Plant and Soil Science Dual Credit	2	2	12	Plant Science I: Greenhouse Operations & Agricultural Lab and Field Experience Dual Credit TCC Admissions Standards

*Recommended Prerequisite

Level 1: no extra points to GPA Level 2: 5 extra points to GPA Level 3: 10 extra points to GPA

PRINCIPLES OF AGRICULTURE, FOOD, AND NATURAL RESOURCES
Course: 5211
Grade Placement: 9-12
Prerequisite: None
Credit: 1
Site: BHS, CTHS, EMHS, SHS
This course is designed to prepare students for careers in agriculture, food, and natural resources, and introduces the fundamentals of global agriculture.

EQUINE SCIENCE
Course: 5240
Grade Placement: 9-12
Prerequisite: Principles of Agriculture, Food, and Natural Resources (recommended)
Credit: .5
Site: BHS, CTHS, EMHS, SHS
This course develops students' knowledge and skills related to the selection, nutrition, reproduction, health, and management of horses, donkeys, and mules.

SMALL ANIMAL MANAGEMENT
Course: 5234
Grade Placement: 9-12
Prerequisite: Principles of Agriculture, Food, and Natural Resources (recommended)
Credit: .5
Site: BHS, CTHS, EMHS, SHS
This course prepares students for careers in the field of animal science by emphasizing the responsible care and management of various small animals. Students will learn safe practices and techniques for working with small animals, gaining both practical skills and foundational knowledge essential for the industry.

FLORAL DESIGN
Course: 5295
Grade Placement: 9-12
Prerequisite: None
Credit: 1
Site: BHS, CTHS, EMHS, SHS
This course introduces students to the basic techniques of floral design. It is project-based, with a variety of large and small assignments used to assess student progress. The curriculum includes hands-on activities and industry-relevant techniques commonly used in the floral design field. This course also fulfills a fine arts graduation requirement.

LIVESTOCK AND POULTRY PRODUCTION
Course: 5231
Grade Placement: 9-12
Prerequisite: Principles of Agriculture, Food, and Natural Resources (recommended)
Credit: 1
Site: BHS, CTHS, EMHS, SHS
This course is designed to prepare students for careers in the field of animal science. Animal species covered may include, but are not limited to, beef cattle, dairy cattle, swine, sheep, goats, and poultry.

VETERINARY SCIENCE: VETERINARY SCIENCE & ADVANCED ANIMAL SCIENCE
Course: 5241 and 5242
Grade Placement: 11-12
Prerequisite: Principles of Agriculture, Food, and Natural Resources, and Small Animal Management/ Equine Science, or Livestock Production
Credit: 1 each
Site: HCTC
This course covers topics related to veterinary practices for both large and small animal species. Students will gain knowledge and skills in career opportunities, entry requirements, and industry expectations. They will also explore the connections between human, scientific, and technological aspects of livestock production. Through field and laboratory experiences, students will apply scientific and technological principles of animal science. During the spring semester, students may choose to earn dual enrollment college credit through Tarleton Today.

PLANT SCIENCE I: GREENHOUSE OPERATIONS & AGRICULTURAL LAB AND FIELD EXPERIENCE DUAL CREDIT
Course: 5263 (HALT 1301, AGCR 2418)
Grade Placement: 11-12
Prerequisite: Principles of Agriculture, Food, and Natural Resources and TCC dual credit enrollment; Students will need to have availability in their schedule for afternoon classes at TCC Northwest. Students must provide their own transportation to TCC.
Credit: 2
Site: TCC Northwest
This course is designed to help students develop an understanding of common horticulture management practices related to food and ornamental plant production.

PRACTICUM IN AGRICULTURE, FOOD, AND NATURAL RESOURCES: VETERINARY SCIENCE
Course: 5243
Grade Placement: 12
Prerequisite: Veterinary Medical Applications and Advanced Animal Science
Credit: 2
Site: Practicum job/clinic site
This course is designed to provide students with supervised, hands-on experience in applying the knowledge and skills necessary to take the Certified Veterinary Assistant exam. Students will train both in the classroom and at animal clinics to prepare for certification. They will demonstrate professional dress and appearance, interpersonal communication, and technical skills at their practicum sites. Students are responsible for providing their own transportation to practicum locations.

PLANT SCIENCE II: HORTICULURE & ADVANCED PLANT AND SOIL SCIENCE DUAL CREDIT
Course: 5261 (HALT 2308) and 5262 (HALT 2323)
Grade Placement: 12
Prerequisite: Plant Science I: Greenhouse Operations & Agricultural Lab and Field Experience, TCC dual credit enrollment. Students will need to have availability in their schedule for afternoon classes at TCC Northwest. Students must provide their own transportation to TCC.
Credit: 2
Site: TCC Northwest
This course is designed to help students develop an understanding of common horticulture management practices related to food and ornamental plant production, while preparing them for careers in plant and soil sciences. Students will gain both academic and technical knowledge applicable to workplace settings in this field. Upon successful completion of the following TCC dual credit courses—Greenhouse Operations, Agricultural Lab and Field Experience, Horticulture, and Advanced Plant and Soil—students will be qualified through TCC to sit for the Texas Department of Agriculture Pesticide Applicator License exam.

CAREER AND TECHNICAL EDUCATION: ARCHITECTURE AND CONSTRUCTION

Course Name	Credits	GPA Level	Grade Level(s)	Prerequisite(s)
Principles of Construction	1	1	9 – 12	None
Electrical Tech I: Principles of Architecture & Electrical Technology I	2	1	11 – 12	Principles of Construction
Electrical Technology II	2	1	12	Electrical Tech I

*Recommended Prerequisite

PRINCIPLES OF CONSTRUCTION
Course: 5564
Grade Placement: 9-12
Prerequisite: None
Credit: 1
Site: BHS, CTHS, EMHS, SHS
This course provides an introduction for students interested in construction or skilled trades. Emphasis is placed on construction safety and the proper use of hand and power tools. The course also focuses on developing communication and employability skills essential for securing jobs in the industry. Successful completion of the 10-hour Occupational Safety and Health Administration (OSHA) Construction Training exam is a required prerequisite for continuing in the course. Students who do not pass the exam by the end of the first six weeks will be removed from the course and placed in another elective.

ELECTRICAL TECH I: PRINCIPLES OF ARCHITECTURE & ELECTRICAL TECHNOLOGY I
Course: 5561 and 5565
Grade Placement: 11-12
Prerequisite: Principles of Construction
Credit: 2
Site: HCTC
Students will follow the Independent Electrical Contractors (IEC) curriculum of Fort Worth/Tarrant County, gaining knowledge and skills in safety, electrical theory, tools, codes, and the installation of electrical equipment. Topics include alternating and direct current motors, conductor installation, electrical service setup, and lighting installation. Upon successful completion, students will earn their first-year Electrical Apprentice Certification and receive 148 hours of classroom instruction toward the IEC four-year apprenticeship program.

ELECTRICAL TECHNOLOGY II
Course: 5566
Grade Placement: 12
Prerequisite: Principles of Construction (recommended)
Credit: 2
Site: HCTC
Students will follow the Independent Electrical Contractors (IEC) curriculum of Fort Worth/Tarrant County, gaining knowledge and skills in safety, electrical theory, tools, codes, and the installation of electrical equipment. Topics include alternating and direct current motors, conductor installation, electrical service setup, and lighting installation. Upon successful completion, students will earn their first-year Electrical Apprentice Certification and receive 148 hours of classroom instruction toward the IEC four-year apprenticeship program.

CAREER AND TECHNICAL EDUCATION: ARTS, A/V TECHNOLOGY, AND COMMUNICATION

Course Name	Credits	GPA Level	Grade Level(s)	Prerequisite(s)
Digital Media	1	1	9 – 12	None
Principles of Audio/Video Production	1	1	9 – 12	None
Animation & Video Game Design	2	1	10 – 12	Digital Media*
Audio/Video Production	2	1	11 – 12	Principles of A/V Production
Advanced Video Game Design: Digital Art and Animation & 3D Modeling and Animation	2	1	11 – 12	Animation & Video Game Design
Advanced Audio Production: Digital Audio Technology I & II	2	1	11 – 12	Audio/Video Production
Advanced Animation: Animation II & Lab	2	1	12	Animation & Video Game Design
Advanced Video Production	2	1	12	Audio/Video Production

*Recommended Prerequisite

DIGITAL MEDIA
Course: 5041
Grade Placement: 9-12
Prerequisite: None
Credit: 1
Site: BHS, CTHS, EMHS, SHS
In this course, students will analyze and evaluate current and emerging technologies while designing and developing multimedia projects that address customer needs and solve real-world problems. They will also apply personal and interpersonal skills to prepare for success in a rapidly evolving workplace environment.

PRINCIPLES OF AUDIO/VIDEO PRODUCTION
Course: 5078
Grade Placement: 9-12
Prerequisite: None
Credit: 1
Site: BHS, CTHS, EMHS, SHS
In the Principles of Audio/Video Production course, students will develop foundational skills in audio and video production. Through both team-based and individual projects, they will enhance their technical knowledge while also improving communication, interpersonal, and presentation skills.

ANIMATION AND VIDEO GAME DESIGN
Course: 5042 and 5043
Grade Placement: 10-12
Prerequisite: Digital Media
Credit: 1 each
Site: HCTC
Do you love to draw and create art? Are you inspired by Pixar movies and console video games? The animation program at the Hollenstein Career and Technology Center is the perfect place for talented artists and storytellers to jump-start their college or professional careers. You'll begin by learning traditional animation techniques using digital tablets and professional software, then advance to 3D modeling and animation with

the same tools used in major film and game studios. You can even earn certifications in Adobe and Autodesk programs, giving your résumé a competitive edge after graduation. Enroll in animation and get ready to create!

AUDIO/VIDEO PRODUCTION 1
Course: 5081
Grade Placement: 11-12
Prerequisite: Principles of Audio/Video Production; fee required
Credit: 2
Site: HCTC
Students will learn the technology and techniques needed to create and manage professional-level video presentations. The course emphasizes all stages of production: pre-production (including scriptwriting, storyboarding, shot planning, and tool selection), production (covering cameras, lighting, sets, and direction), and post-production (such as editing, master creation, and delivery). Students will use short documentaries and hands-on exercises to build and demonstrate mastery.

ADVANCED VIDEO GAME DESIGN: DIGITAL ARTS AND ANIMATION & 3D MODELING AND ANIMATION
Course: 5044 and 5045
Grade Placement: 11-12
Prerequisite: Animation and Video Game Design
Credit: 1 each
Site: HCTC
Advanced Video Game Design 1 introduces students to computer-generated imagery within a virtual three-dimensional (3D) environment. Advanced Video Game Design 2 explores applications across various career fields, including criminal justice, crime scene investigation, legal processes, construction, architecture, engineering, design, and the film and gaming industries. Students will create 3D models of real-world objects while developing skills across six key strands: creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision making; digital citizenship; and technology operations and concepts.

ADVANCED AUDIO PRODUCTION: DIGITAL AUDIO TECHNOLOGY I & II
Course: 5083 and 5084
Grade Placement: 11-12
Prerequisite: Audio/Video Production 1; fee required.
Credit: 1 each
Site: HCTC
Digital Audio Technology is designed for students interested in audio production careers, including audio for radio and television broadcasting, video and film, animation and game design, music production, and live sound. The course provides opportunities to develop a wide range of relevant skills.

ADVANCED ANIMATION: ANIMATION II & LAB
Course: 5086
Grade Placement: 12
Prerequisite: Animation 1 and Lab; fee required
Credit: 2
Site: HCTC
Do you love to draw and create art? Are you inspired by Pixar movies and console video games? The animation program at the Hollenstein Career and Technology Center is the ideal place for talented artists and storytellers to jump-start their college or professional careers. You'll begin by learning traditional animation techniques using digital tablets and professional software, then progress to 3D modeling and animation with the same tools used in major film and game studios. You can even earn certifications in Adobe and Autodesk programs, giving your résumé a competitive edge after graduation. Enroll in animation and get ready to bring your creations to life!

ADVANCED VIDEO PRODUCTION: VIDEO PRODUCTION 2 & LAB
Course: 5082
Grade Placement: 12
Prerequisite: Audio/Video Production 1 and Lab; fee required.
Credit: 2
Site: HCTC
In addition to developing advanced knowledge and skills essential for success in the Arts, Audio/Video Technology, and Communications career cluster, students will gain a deeper understanding of the industry, with emphasis on pre-production, production, and post-production activities in audio and video..

CAREER AND TECHNICAL EDUCATION: BUSINESS, MARKETING, AND FINANCE

Course Name	Credits	GPA Level	Grade Level(s)	Prerequisite(s)
Foundations of Business Communications and Technologies	1	1	8 – 12	None
Principles of Business, Marketing, and Finance	1	1	9 – 12	None
Money Matters	1	1	9 – 12	None
Accounting I	1	1	10 – 12	Principles of Business, Business Information Management I, or Money Matters
Marketing	1	1	10 – 12	Principles of Business
Sports and Entertainment Marketing I	0.5	1	10 – 12	Principles of Business*
Sports and Entertainment Marketing II	0.5	1	10 – 12	Sports and Entertainment Marketing I
Advertising	0.5	1	10 – 12	Principles of Business*
Social Media Marketing	0.5	1	10 – 12	Principles of Business & Sports and Entertainment Marketing II*
Entrepreneurship	1	1	11 – 12	Principles of Business & Business Information Management I
Stock Market Investing and Analysis: Securities & Investments/Financial Analysis	2	1	11-12	Money Matters*
Business Investing and Management: Financial Mathematics/Business Management	2	1	11-12	Money Matters*

*Recommended Prerequisites

FOUNDATIONS OF BUSINESS COMMUNICATIONS AND TECHNOLOGY
Course: 5141
Grade Placement: 8-12
Prerequisite: None
Credit: 1
Site: BHS, CTHS, EMHS, SHS
This course develops technology skills applicable to both personal and professional contexts. The course focuses on word processing, spreadsheets, databases, telecommunications, desktop publishing, presentation management, networking, operating systems, and emerging technologies, while also building intermediate-level proficiency.

PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE
Course: 5111
Grade Placement: 9-12
Prerequisite: None
Credit: 1
Site: BHS, CTHS, EMHS, SHS
This introductory course provides students with foundational knowledge and skills in economic systems and private enterprise, the impact of global business, marketing of goods and services, advertising strategies, and product pricing. Students will also analyze the sales process and explore principles of financial management.

MONEY MATTERS
Course: 5152
Grade Placement: 9-12
Prerequisite: None
Credit: 1
Site: BHS, CTHS, EMHS, SHS
This course is designed to provide students with a strong foundation in accounting principles. Students will learn how business transactions are recorded and how accountants use the double-entry system (debits and credits) to track these transactions. The curriculum then covers the complete accounting cycle, including recording transactions, preparing financial statements, and closing the books for small, single-owner service and merchandising businesses. This course also prepares students for post-secondary accounting studies.

ACCOUNTING I
Course: 5121
Grade Placement: 10-12
Prerequisite: Principles of Business, Marketing, and Finance, Business Information Management or Money Matters
Credit: 1
Site: BHS, CTHS, EMHS, SHS
This course is designed to provide students with a strong foundation in accounting principles. Students will learn how business transactions are recorded and how accountants use the double-entry system (debits and credits) to track these transactions. The curriculum then covers the complete accounting cycle, including recording transactions, preparing financial statements, and closing the books for small, single-owner service and merchandising businesses. This course also prepares students for post-secondary accounting studies.

MARKETING
Course: 5117
Grade Placement: 10 – 12
Prerequisite: Principles of Business, Marketing, and Finance
Credit: 1
Site: BHS, CTHS, EMHS, SHS
Marketing explores the seven core functions of marketing. Students will demonstrate their understanding of key marketing concepts through hands-on projects, including conducting research, developing a promotional plan, delivering a sales presentation, and introducing a new product or service idea.

SPORTS AND ENTERTAINMENT MARKETING I
Course: 5112
Grade Placement: 10-12
Prerequisite: Principles of Business, Marketing and Finance (recommended)
Credit: .5
Site: BHS, CTHS, EMHS, SHS
Sports and Entertainment Marketing is a unique and innovative course designed for students interested in the sports and entertainment industries. The course emphasizes the application of fundamental marketing concepts and provides an introduction to the structure and dynamics of these industries. Students will develop critical thinking, decision-making, and communication skills through real-world applications. They will be prepared to handle specific tasks related to both sports and entertainment marketing. This course offers students a competitive edge when pursuing marketing or sports management degrees at the collegiate level. Guest speakers, case studies, field trips, and computer-integrated activities are incorporated to enhance the learning experience.

SPORTS AND ENTERTAINMENT MARKETING II
Course: 5115
Grade Placement: 10 – 12
Prerequisite: Sports and Entertainment Marketing I
Credit: .5
Site: BHS, CTHS, EMHS, SHS
This advanced marketing course builds on students' prior knowledge of sports and entertainment marketing. Students will demonstrate a deep understanding of advanced marketing concepts and strategies as they apply to the sports and entertainment industries. Through the study of key components such as branding, sponsorships, and endorsements, students will develop promotional plans and create marketing materials for major industry events.

ADVERTISING
Course: 5156
Grade Placement: 10 – 12
Prerequisite: Principles of Business, Marketing and Finance (recommended)
Credit: .5
Site: BHS, CTHS, EMHS, SHS
Advertising is designed as a comprehensive introduction to the principles and practices of the advertising industry. Students will gain an understanding of current advertising techniques, including those used in print and broadcast media. The course explores the social, ethical, and legal aspects of advertising, as well as its historical influences, strategic approaches, media decision-making processes, and integrated marketing communications. Students will also learn how various communication tools are used to reach target audiences and increase consumer awareness.

SOCIAL MEDIA MARKETING
Course: 5116
Grade Placement: 10 – 12
Prerequisite: Principles of Business, Marketing, and Finance & Sports and Entertainment Marketing II (recommended)
Credit: .5
Site: BHS, CTHS, EMHS, SHS
Explore the rise of social media as a powerful marketing tool across all industries. Learn how effective marketing campaigns integrate social media tools to enhance overall strategy and drive results. Discover why leveraging social media is a valuable skill for marketing professionals and how to apply these skills within the industry. You'll also learn how to use social media to build customer engagement and achieve marketing goals. The course covers how to select the right platforms to reach your target audience and how to monitor and measure the success of your marketing efforts.

ENTREPRENEURSHIP
Course: 5113
Grade Placement: 11-12
Prerequisite: Principles of Business, Marketing and Finance & Business Information Management I
Credit: 1
Site: BHS, CTHS, EMHS, SHS
In this course, you will learn the foundational skills needed to plan and launch your own business. Do you have what it takes to start a business? Do you have an idea but need the tools to bring it to life? This course will provide you with the core knowledge and strategies to help you succeed. You will explore the characteristics of successful entrepreneurs and learn about self-employment, along with basic economic concepts related to small businesses, such as competition and production. The course will also guide you through the steps of starting a business—including developing a business plan, crafting a mission and vision, attracting investors, and marketing your company.

STOCK MARKET INVESTING AND ANALYSIS: SECURITIES & INVESTMENTS (FALL) AND FINANCIAL ANALYSIS (SPING)
Course: 5162 and 5163
Grade Placement: 11-12
Prerequisite: Algebra I, Money Matters (recommended)
Credits: 2
Site: HCTC
In this course, students will explore the laws and regulations that govern business operations and transactions within the securities industry. They will apply knowledge and technical skills across economic, financial, technological, international, social, and ethical aspects of business to become informed consumers, effective employees, and future entrepreneurs. Students will also develop analytical skills by evaluating the financial performance of multiple businesses, interpreting results for stakeholders, and presenting strategic recommendations for improvement.

BUSINESS INVESTING AND MANAGEMENT: FINANCIAL MATHEMATICS (FALL) AND BUSINESS MANAGEMENT (SPRING)
Course: 5164 and 5161
Grade Placement: 11-12
Prerequisite: Algebra I, Money Matters (recommended)
Credits: 2
Site: HCTC
Business Investing and Management equips students with the skills needed to make informed financial decisions in both personal and business contexts. Students will explore core business functions such as planning, organizing, leading, and effective collaboration. The course emphasizes managing financial resources and business operations to achieve success. Additionally, students will examine how these principles apply to stock market investing and financial analysis.

CAREER AND TECHNICAL EDUCATION: EDUCATION AND TRAINING

Course Name	Credits	GPA Level	Grade Level(s)	Prerequisite(s)
Principles of Education and Training	1	1	9 – 12	None
Instructional Practices	2	1 or 2	10 – 12	Principles of Education and Training
Child Development	1	1	10 – 12	Principles of Human Services or Principles of Education and Training
Practicum in Education and Training I	2	1 or 2	11 – 12	Instructional Practices
Practicum in Education and Training II	2	1	12	Practicum in Education and Training I

Level 1: no extra points to GPA Level 2: 5 extra points to GPA Level 3: 10 extra points to GPA

PRINCIPLES OF EDUCATION AND TRAINING
Course: 5331
Grade Placement: 9-12
Prerequisite: None
Credit: 1
Site: BHS, CTHS, EMHS, SHS
This course introduces students to careers within the Education and Training career cluster, including teaching, coaching, program directing, training, educational counseling, and educational administration. Students will create an educational and career plan aligned with this pathway and begin developing a professional portfolio, which will be expanded throughout the Education and Training course sequence.

INSTRUCTIONAL PRACTICES
Course: 5332
Grade Placement: 10-12
Prerequisite: Principles of Education and Training; Child Development (recommended); enrollment form
Credit: 2
Site: HCTC
In this course, students will develop the knowledge, skills, and experiences needed to pursue careers within the Education and Training career cluster. Topics may include child development theories, learning activities, program management, curriculum planning, teaching strategies, and leadership development.
Students gain hands-on experience through field placements at partner schools during assigned class time. Placement rotations allow students to explore a variety of educational roles, grade levels, subject areas, and student ability groups. Throughout the course sequence, students will continue building a professional career portfolio. A uniform fee of no more than $25.00 may apply. Students may also choose to earn dual enrollment college credit through Tarleton Today.

CHILD DEVELOPMENT
Course: 5330
Grade Placement: 10-12
Prerequisite: Principles of Human Services or Principles of Education and Training
Credit: 1
Site: BHS, CTHS, EMHS, SHS
This course introduces students to the principles of child growth and development, from the prenatal stage through school-age children. It equips students with essential child development skills to support the healthy growth and well-being of children. Students will apply these skills while exploring careers related to child care and education.

PRACTICUM IN EDUCATION AND TRAINING I
Course: 5333
Grade Placement: 11-12
Prerequisite: Instructional Practices, enrollment form, and provide own transportation
Credit: 2
Site: HCTC (plus assigned elementary/middle school)
Students are assigned to a field-based internship that provides the opportunity to apply knowledge and skills gained in previous courses within an assigned elementary or middle school classroom. They will plan and deliver instruction and work collaboratively with their assigned teacher four days a week. A uniform fee of no more than $25.00 may apply. Students may also choose to earn dual enrollment college credit through Tarleton Today.

PRACTICUM IN EDUCATION AND TRAINING II
Course: 5334
Grade Placement: 12
Prerequisite: Practicum in Education and Training 1 and provide own transportation
Credit: 2
Site: HCTC (plus assigned elementary/middle school)
This is the final course in the Education and Training career cluster and serves as an extension of the Practicum in Education and Training I course. Students are assigned to a year-long, field-based internship where they will apply the knowledge and skills gained in previous courses within an assigned elementary or middle school classroom. They will plan and deliver instruction, as well as collaborate with their assigned teacher four days a week. A uniform fee of no more than $25.00 may apply.

CAREER AND TECHNICAL EDUCATION: HEALTH SCIENCE

Course Name	Credits	GPA Level	Grade Level(s)	Prerequisite(s)
Principles of Health Science	1	1	9 – 12	None
Medical Terminology	1	1	10 – 12	Biology* & Principles of Health Science*
Anatomy and Physiology	1	1	11 – 12	Biology & Second Science Credit
Anatomy and Physiology Advanced	1	1	11 – 12	Biology & Second Science Credit
Accelerated Anatomy and Physiology	1	1	11-12	Biology & Second Science Credit
Pathophysiology	1	1	11 – 12	Biology & Chemistry
Biomedical Research: Medical Microbiology & Biotechnology I	2	1	11 – 12	Principles of Health Science, Biology, Chemistry, & Medical Terminology*
Sports Medicine: Health Science Theory	2	1	11 – 12	Principles of Health Science & Medical Terminology* or Anatomy and Physiology
Patient Care Technician (PCT): Health Science Theory or Practicum in Health Science	2	1	12	Principles of Health Science & Medical Terminology* or Anatomy and Physiology*
Emergency Medical Responder (EMR): Health Science Theory or Practicum in Health Science	2	1	12	Principles of Health Science & Medical Terminology* or Anatomy and Physiology* & TCC Admission Standards
Pharmacy Technician: Health Science Theory or Practicum in Health Science	2	1	12	Principles of Health Science, Advanced Math Course*, Chemistry*

*Recommended Prerequisite

PRINCIPLES OF HEALTH SCIENCE
Course: 5861
Grade Placement: 9-12
Prerequisite: None
Credit: 1
Site: BHS, CTHS, EMHS, SHS
This course provides an overview of the five pathways within the healthcare industry: therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development. To pursue a career in health science, students will develop critical thinking, problem-solving, and effective communication skills. The course emphasizes how these five pathways function both independently and collaboratively to deliver quality healthcare.

MEDICAL TERMINOLOGY
Course: 5811
Grade Placement: 10-12
Prerequisite: Biology ((recommended) Principles of Health Science (recommended)
Credit: 1
Site: BHS, CTHS, EMHS, SHS
This course introduces students to medical terminology, including prefixes, suffixes, word roots, combining forms, singular and plural forms, medical abbreviations, and acronyms. Students will develop a strong understanding of medical vocabulary related to medical procedures, human anatomy and physiology, and pathophysiology.

ANATOMY AND PHYSIOLOGY
Course: 1371
Grade Placement: 11-12
Prerequisite: Biology and a second science credit
Credit: 1
Site: BHS, CTHS, EMHS, SHS
Anatomy and Physiology is a comprehensive study of the structures and functions of the human body. The course includes dissections and an in-depth examination of the organization of organs and organ systems. Students will apply critical thinking and scientific problem-solving skills as they conduct laboratory investigations. This course fulfills one science credit required for graduation.

ACCELERATED ANATOMY AND PHYSIOLOGY
Course: 1372
Grade Placement: 11-12
Prerequisite: Biology and a second science credit
Credit: 1 (two consecutive class periods)
Site: HCTC
Anatomy and Physiology is a comprehensive study of the structures and functions of the human body. The course includes dissections and an in-depth exploration of the organization of organs and organ systems. Students will apply critical thinking and scientific problem-solving skills as they conduct laboratory investigations. This course fulfills one science credit required for graduation. This course meets for two periods per day, allowing students to complete the year-long curriculum in one semester.

PATHOPHYSIOLOGY
Course: 5851
Grade Placement: 11-12
Prerequisite: Biology and Chemistry
Credit: 1
Site: BHS, CTHS, EMHS, SHS
In this course, students will engage in laboratory investigations and fieldwork, apply scientific methods, and make informed decisions using critical thinking and problem-solving skills. The curriculum focuses on understanding disease processes and their effects on the human body, with an emphasis on disease prevention and treatment. Students will also learn to distinguish between normal and abnormal physiological functions. This course fulfills one science credit required for graduation. This course does not meet NCAA requirements for a science credit.

BIOMEDICAL RESEARCH: MEDICAL MICROBIOLOGY AND BIOTECHNOLOGY I
Course: 5841 and 5842
Grade Placement: 11-12
Prerequisite: Principles of Health Science, Biology, Chemistry; Medical Terminology (recommended)
Credit: 2
Site: HCTC
In this course, students will apply advanced academic knowledge and skills to emerging fields within biomedical research, including agricultural, medical, regulatory, and forensic sciences. They will conduct

laboratory investigations, apply scientific methods, and make informed decisions using critical thinking and scientific problem-solving. Topics of study include cell functions, nucleic acids, proteins, genetics, and the microbial world. Students will also explore both pathogenic and non-pathogenic microorganisms, drug-resistant microbes, and emerging diseases. Students will earn one credit in Medical Microbiology and one credit in Biotechnology I. This course may fulfill two science credits but does not meet NCAA requirements for a science credit.

HEALTH SCIENCE THEORY

SPORTS MEDICINE
Course: 5872
Grade Placement: 11-12
Prerequisite: Principles of Health Science, Biology; Medical Terminology or Anatomy and Physiology (recommended)
Credit: 2
Site: HCTC
This course is designed to teach students the prevention, recognition, treatment, and rehabilitation of athletic injuries and illnesses. Students will also learn various techniques including taping, bracing, splinting, and First Aid/CPR.

PATIENT CARE TECHNICIAN (PCT)
Course: 5868
Grade Placement: 12
Prerequisite: Principles of Health Science, Biology; Anatomy and Physiology (recommended).
fee and uniform required.
Credit: 2
Site: HCTC
The Patient Care Technician (PCT) program prepares students to work alongside doctors, nurses, and other healthcare professionals to provide direct patient care in a variety of clinical settings. Throughout the program, students will develop a broad range of skills and knowledge necessary for high-quality patient assessment and care. These skills include patient comfort and safety, electrocardiography (EKGs), lab sample collection, and phlebotomy (blood draws). Students enrolled in the PCT program are required to take the PCT certification exam and must sit for two of the three certification exams offered through the course. Scrubs and additional exam-related fees are required. This course is intended for 12th-grade students who have not completed Health Science Theory: Sports Medicine (5872).

Emergency Medical Responder (EMR) Dual Credit
Course: 5869 (EMSP 1501, EMSP 1160)
Grade Placement: 12
Prerequisite: Principles of Health Science, Biology, and TCC Admission Standards, Medical Terminology or Anatomy and Physiology ((recommended); fee and uniform required.
Credit: 2
Site: HCTC
The Emergency Medical Responder (EMR) course introduces students to the fundamentals of emergency prehospital care. Students will learn to identify normal anatomical conditions to better recognize abnormalities in sick or injured individuals. The course challenges students to think critically, respond quickly, and develop strong leadership and teamwork skills. Upon successful completion of the classroom (didactic) portion, the top 15 students—selected based on grades, attendance, and behavior—will have the opportunity to enroll in the Tarrant County College (TCC) spring clinical portion. This includes ride-alongs with 911 emergency response units and shifts in hospital emergency departments. Students who complete the full course and are at least 18 years old upon graduation will be eligible to take the National Registry Exam to become certified Emergency Medical Responders (EMRs). Note: Students must be enrolled in TCC for this course. The required textbook costs approximately $150. This course is intended for 12th-grade students who have not completed Health Science Theory: Sports Medicine (5872).

PHARMACY TECHNICIAN
Course: 5870
Grade Placement: 12
Prerequisite: Principles of Health Science, Biology; advanced math course and chemistry (recommended). fee required ~$100.
Credit: 2
Site: HCTC
The Pharmacy Technician program is designed to equip students with the knowledge, technical skills, and professional work habits needed for entry-level positions in the pharmacy field or related areas. Our instructional approach encourages active student participation through group discussions, projects, laboratory work, simulations, demonstrations, field trips, guest speakers, and lectures. The course places strong emphasis on ethics, accountability, professionalism, and a commitment to lifelong personal and professional growth. Upon successful completion, students are eligible to take the Pharmacy Technician Certification Exam (PTCE) to become Certified Pharmacy Technicians. This course is ideal for students interested in careers such as Pharmacy Technician, Pharmacist, Clinical Researcher, Pharmaceutical Sales Representative, or other pharmacology-related professions. Note: This course is intended for 12th-grade students who have not completed Health Science Theory: Sports Medicine (5872).

PRACTICUM IN HEALTH SCIENCE

PATIENT CARE TECHNICIAN (PCT)
Course: 5863
Grade Placement: 12
Prerequisite: Health Science Theory World Health Research or Health Science Theory Sports Medicine, Biology; Medical Terminology or Anatomy and Physiology (rec), fee and uniform required.
Credit: 2
Site: HCTC
The Patient Care Technician (PCT) program prepares students to work alongside doctors, nurses, and other healthcare professionals to provide direct patient care in a variety of clinical settings. Throughout the program, students will develop a broad range of skills and knowledge necessary to deliver high-quality patient assessment and care. These skills include patient comfort and safety, electrocardiography (EKG), lab sample collection, and phlebotomy (blood draws). Students enrolled in the PCT program are required to take the PCT certification exam. Additionally, they must sit for two of the three certification exams offered through the course. Scrubs and exam-related fees are required. This course is intended for 12th-grade students who have completed Health Science Theory: Sports Medicine (5872).

EMERGENCY MEDICAL RESPONDER (EMR) DUAL CREDIT
Course: 5864 (EMSP 1501, EMSP 1160)
Grade Placement: 12
Prerequisite: Health Science Theory World Health Research or Health Science Theory Sports Medicine, Biology: TCC Admission Standards, Medical Terminology or Anatomy and Physiology (recommended); fee and uniform required.
Credit: 2
Site: HCTC
The Emergency Medical Responder (EMR) course introduces students to the fundamentals of emergency prehospital care. Students will learn to recognize normal anatomical conditions in order to identify abnormalities in sick or injured individuals. The course challenges students to think critically, respond quickly, and develop strong leadership and teamwork skills. Upon successful completion of the classroom (didactic) portion, the top 15 students—selected based on grades, attendance, and behavior—will have the opportunity to enroll in the Tarrant County College (TCC) spring clinical portion. This includes ride-alongs with 911 emergency response units and shifts in hospital emergency departments. Students who complete the entire course and are at least 18 years old upon graduation will be eligible to take the National Registry Exam to become certified Emergency Medical Responders (EMRs). Note: Students must be enrolled in TCC for this course. The required textbook costs approximately $150. This course is intended for 12th-grade students who have completed Health Science Theory: Sports Medicine (5872).

PHARMACY TECHNICIAN
Course: 5865
Grade Placement: 12
Prerequisite: Health Science Theory World Health Research or Health Science Theory Sports Medicine, Biology: upper-level math and chemistry (recommended); fee required ~$100
Credit: 2
Site: HCTC
The Pharmacy Technician program is designed to equip students with the knowledge, technical skills, and professional habits needed for entry-level positions in the pharmacy field or related areas. The course encourages active participation through group discussions, projects, laboratory work, simulations, demonstrations, field trips, guest speakers, and lectures. Emphasis is placed on ethics, accountability, professionalism, and a commitment to lifelong personal and professional development. Upon successful completion, students are eligible to take the Pharmacy Technician Certification Exam (PTCE) to become Certified Pharmacy Technicians. This course is especially beneficial for students interested in careers such as Pharmacy Technician, Pharmacist, Clinical Researcher, Pharmaceutical Sales Representative, or other pharmacology-related professions. It is intended for 12th-grade students who have completed Health Science Theory: Sports Medicine (5872).

SPORTS MEDICINE
Course: 5866
Grade Placement: 11-12
Prerequisite: Principles of Health Science, Biology; Medical Terminology or Anatomy and Physiology (recommended)
Credit: 2
Site: HCTC
This course is designed to teach students the prevention, recognition, treatment, and rehabilitation of athletic injuries and illnesses. Students will also learn various techniques including taping, bracing, splinting, and First Aid/CPR.

CAREER AND TECHNICAL EDUCATION: HOSPITALITY AND TOURISM

Course Name	Credits	GPA Level	Grade Level(s)	Prerequisite(s)
Introduction to Culinary Arts	1	1	9 – 12	None
Culinary Arts Dual Credit (Optional)	2	1 or 2	10 – 12	Introduction to Culinary Arts TCC Admission Standards
Advanced Culinary Arts Dual Credit (Optional)	2	1 or 2	11 – 12	Culinary Arts TCC Admission Standards
Practicum in Culinary Arts	2	1	11 – 12	Advanced Culinary Arts

Level 1: no extra points to GPA Level 2: 5 extra points to GPA Level 3: 10 extra points to GPA

INTRODUCTION TO CULINARY ARTS
Course: 5375
Grade Placement: 9-12
Prerequisite: None
Credit: 1
Site: BHS, CTHS, EMHS, SHS
This course introduces students to the food service industry, with a focus on the fundamentals of planning, organizing, staffing, directing, and controlling various food service operations. Additional emphasis is placed on teamwork and exploring career opportunities within the industry.

CULINARY ARTS DUAL CREDIT (OPTIONAL)
Course: 5374 (CHEF 1301, CHEF 1305)
Grade Placement: 10-12
Prerequisite: Introduction to Culinary Arts; uniform and fee required. If taking course as dual credit, student must meet TCC requirements.
Credit: 2
Site: HCTC
Culinary Arts begins with the fundamentals and principles of cooking and the science of baking. The course includes instruction in hospitality management, production skills, and an introduction to the history of the culinary arts. Students learn basic techniques used in professional kitchens and practice “from scratch” cooking. They will also work toward earning both Texas and national certifications in safety and sanitation—essential credentials for employment in any professional kitchen. The program emphasizes a strong foundation in work ethic, professionalism, and teamwork to support students' continued growth in the field.

ADVANCED CULINARY ARTS DUAL CREDIT (OPTIONAL)
Course: 5376 (HAMG 2301)
Grade Placement: 11-12
Prerequisite: Culinary Arts; uniform and fee required. If taking course as dual credit, student must meet.
TCC requirements.
Credit: 2
Site: HCTC
Advanced Culinary Arts builds on foundational culinary knowledge with a focus on advanced techniques and banquet-style production. Students will engage in real-world simulations and gain business insight through experiences with The Bistro and on-site catering events. Emphasis is placed on teamwork, planning, and preparation—key components for success in the culinary industry.

PRACTICUM IN CULINARY ARTS
Course: 5377
Grade Placement: 12
Prerequisite: Advanced Culinary Arts; uniform and fee and transportation to job site is required
Credit: 2
Site: Practicum job site
Students will gain hands-on experience in the culinary industry while being mentored by industry professionals and their instructor. Students must provide their own transportation to job sites. Uniforms may be required, depending on the specific requirements of each location.

CAREER AND TECHNICAL EDUCATION: HUMAN SERVICES

Course Name	Credits	GPA Level	Grade Level(s)	Prerequisite(s)
Principles of Human Services	1	1	8 – 12	None
Interpersonal Studies	0.5	1	9 – 12	Principles of Human Services
Dollars and Sense	0.5	1	9 – 12	Principles of Human Services
Counseling and Mental Health	1	1	11 – 12	Principles of Human Services
Cosmetology I: Introduction to Cosmetology & Cosmetology I	3	1	11	Provide Own Transportation & Supply and TDLR Fee
Cosmetology II	3	1	12	Cosmetology I: Introduction to Cosmetology & Cosmetology I

PRINCIPLES OF HUMAN SERVICES
Course: 5371
Grade Placement: 8-12
Prerequisite: None
Credit: 1
Site: BHS, CTHS, EMHS, SHS, CMS, EWMS, HMS, MCMS, PVMS, WMS
This course allows students to explore careers within the Human Services career cluster, including counseling and mental health, early childhood development, family and community services, and personal care services.

INTERPERSONAL STUDIES
Course: 5405
Grade Placement: 9-12
Prerequisite: Principles of Human Services
Credit: .5
Site: BHS, CTHS, EMHS, SHS
This course examines how relationships between individuals and among family members significantly impact quality of life. Students will apply knowledge and skills in family studies and human development to enhance personal growth, foster healthy relationships, promote family wellness, manage multiple adult roles, and explore careers in counseling and mental health services.

DOLLARS AND SENSE
Course: 5139
Grade Placement: 9-12
Prerequisite: Principles of Human Services
Credit: .5
Site: BHS, CTHS, EMHS, SHS
Dollars and Sense focuses on consumer practices and responsibilities, money management strategies, decision-making skills, the impact of technology, and preparation for careers in human services.

COUNSELING AND MENTAL HEALTH
Course: 5281
Grade Placement: 11-12
Prerequisite: Principles of Human Services
Credit: 1
Site: BHS, CTHS, EMHS, SHS
This course is designed to help students develop the knowledge and skills necessary to pursue a career in counseling and mental health through simulated environments. Course content focuses on career opportunities in the field, effective communication techniques, characteristics of various mental illnesses, and the use of technology in professional practice. Students are expected to apply their understanding of ethical and legal responsibilities, recognize professional limitations, and consider the implications of their actions.

COSMETOLOGY I: INTRODUCTION TO COSMETOLOGY & COSMETOLOGY I
Course: 5618 and 5619
Grade Placement: 11
Prerequisite: Students must provide their own transportation; supply fee and Texas Department of Licensing and Regulation (TDLR) fee; uniform required
Credit: 3 total credits
Site: HCTC
This two-year licensing program provides students with career-specific training for entry-level employment in cosmetology. Instruction includes hair coloring, cutting, shampooing, styling, makeup application, facials, permanent waving, chemical relaxing, manicures, and pedicures—all while adhering to state safety and sanitation requirements.

COSMETOLOGY II
Course: 5621
Grade Placement: 12
Prerequisite: Cosmetology I: Introduction to Cosmetology and Cosmetology I. Students must provide their own transportation; Lab and state exam fee; uniform required
Credit: 3
Site: HCTC
In the second year of the program, students continue developing the knowledge and skills necessary for a career in cosmetology and preparation for the Texas State Board of Cosmetology Licensing Exam. Students are required to sit for the state certification exam to complete the course.

CAREER AND TECHNICAL EDUCATION: INFORMATION TECHNOLOGY

Course Name	Credits	GPA Level	Grade Level(s)	Prerequisite(s)
Principles of Information Technology	1	1	9 – 12	None
Networking and Security with Lab Dual Credit (Optional)	2	1 or 2	10 – 12	Principles of Information Technology
Cybersecurity: Foundations of Cybersecurity & Cybersecurity Capstone Dual Credit (Optional)	2	1 or 2	12	Networking and Security with Lab

Level 1: no extra points to GPA Level 2: 5 extra points to GPA Level 3: 10 extra points to GPA

PRINCIPLES OF INFORMATION TECHNOLOGY
Course: 5096
Grade Placement: 9-12
Prerequisite: None
Credit: 1
Site: BHS, CTHS, EMHS, SHS
In this course, students will develop computer literacy skills to adapt to emerging technologies used in the global marketplace. They will explore a variety of careers in information technology, such as Computer Technician, Software Engineer, and Network Administrator. Hands-on labs will include building a computer, installing Windows, and networking computers. In addition, students will learn essential interpersonal skills to prepare for a rapidly evolving workplace environment

NETWORKING AND SECURITY WITH LAB DUAL CREDIT (OPTIONAL)
Course: 5092 or 5092DC (ITNW 1425, ITSY 1300)
Grade Placement: 11-12
Prerequisite: Computer Maintenance and Lab; provide own transportation to site; fee required. If taking course as dual credit, student must meet TCC requirements.
Credit: 2 and optional TCC dual credit
Site: HCTC
This course continues the study of networking technologies in a high-tech learning environment, providing students with the knowledge and hands-on experience needed to enter the workforce or pursue further education in the computer networking field. Students will work in a lab setting to prepare for industry certifications and will have the opportunity to shadow computer technicians at sites within the school district. Students must provide their own transportation to shadowing locations.

CYBERSECURITY: FOUNDATIONS OF CYBERSECURITY & CYBERSECURITY CAPSTONE DUAL CREDIT (OPTIONAL)
Course: 5061/5062
Grade Placement: 11-12
Prerequisite: Networking and Security with Lab
Credit: 1
Site: HCTC
This course explores advanced concepts in cybersecurity, with a focus on ethics, laws, and operational practices. Students will examine current trends in cyberattacks, threats, and vulnerabilities, and will develop security policies to help mitigate risks. The skills gained in this course prepare students for further study and pursuit of industry certifications. A variety of cybersecurity courses are available to students interested in this field, and **Cybersecurity Capstone** may serve as the culminating course in the program of study.

CAREER AND TECHNICAL EDUCATION: LAW AND PUBLIC SERVICE

Course Name	Credits	GPA Level	Grade Level(s)	Prerequisite(s)
Principles of Law, Public Safety, Corrections, and Security	1	1	9 – 12	None
Law Enforcement I	1	1	10 – 12	Principles of Law, Public Safety, Corrections, and Security
Courts I: Court Systems and Practices & Business Law	2	1	10 – 12	Principles of Law, Public Safety, Corrections, and Security
Courts II: Legal Research and Writing & Advanced Legal Systems and Professions	2	1	11 – 12	Courts I: Court Systems and Practices & Business Law
Forensic Science Accelerated	1	1	11 – 12	Biology and Chemistry
Advanced Law Enforcement: Law Enforcement II & Federal Law Enforcement and Protective Services	2	1	12	Law Enforcement I
Fire Protection Technology I Dual Credit	2	2	11 – 12	Principles of Law, Public Safety, Corrections, and Security TCC Admission Standards

Level 1: no extra points to GPA Level 2: 5 extra points to GPA Level 3: 10 extra points to GPA

PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY
Course: 5910
Grade Placement: 9-12
Prerequisite: None
Credit: 1
Site: BHS, CTHS, EMHS, SHS
This course introduces students to careers 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 fire and emergency response agencies. The course provides an overview of essential knowledge and skills, including ethics, the origins of law, constitutionality, jurisdiction, courtroom procedures, and the responsibilities of first responders—preparing students for careers in law enforcement, fire services, security, and corrections.

LAW ENFORCEMENT I
Course: 5913
Grade Placement: 10-12
Prerequisite: Principles of Law, Public Safety, Corrections and Security
Credit: 1
Site: BHS, CTHS, EMHS, SHS
This course provides an overview of the history, organization, and functions of local, state, and federal law enforcement agencies. It covers the role of constitutional law, the structure of the U.S. legal system, criminal law, law enforcement terminology, and the classification and elements of crimes.

COURTS I: COURT SYSTEMS AND PRACTICES & BUSINESS LAW
Course: 5915 and 5190
Grade Placement: 10-12
Prerequisite: Principles of Law, Public Safety, Corrections, and Security
Credit: 2
Site: HCTC
This course provides an overview of the federal and state court systems. It examines the roles of judicial officers and outlines the trial process—from pretrial procedures through sentencing and appeals. Students will also study the types and rules of evidence. Emphasis is placed on trial advocacy and practical courtroom procedures.

COURTS II: LEGAL RESEARCH AND WRITING & ADVANCED COURT SYSTEMS
Course: 5915L and 5920
Grade Placement: 11 - 12
Prerequisite: Courts 1
Credit: 2
Site: HCTC
Courts II provides students with a foundational understanding of the U.S. legal system. Building on prior instruction in constitutional law and the structure of American courts, this course offers insight into the practical application of legal principles, including civil and criminal procedures. Students will gain hands-on experience with various legal professions and develop an understanding of the attorney-client relationship, confidentiality, discovery, pretrial motions, jury selection, opening statements, direct and cross-examinations, proper use of objections, rules of evidence, and closing arguments.

FORENSIC SCIENCE ACCELERATED
Course: 5911
Grade Placement: 11-12
Prerequisite: Biology and Chemistry
Credit: 1 (two consecutive class periods)
Site: HCTC
Forensic Science is a course that applies a structured, scientific approach to investigating crimes such as assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scenes, questioning and interviewing techniques, characteristics of criminal behavior, truth detection, and scientific methods used to solve crimes. This course meets for two periods per day, allowing students to complete the year-long curriculum in one semester. Forensic Science may be used to fulfill the fourth science credit requirement.

ADVANCED LAW ENFORCEMENT: LAW ENFORCEMENT II & FEDERAL LAW ENFORCEMENT AND PROTECTIVE SERVICES
Course: 5914 and 5914L
Grade Placement: 12
Prerequisite: Law Enforcement I and Correctional Services; fee and uniform required
Credit: 1 each
Site: HCTC
Law Enforcement provides students with the knowledge and skills necessary to prepare for a career in public safety. The course covers ethical and legal responsibilities, the operation of police and emergency telecommunications equipment, and procedures for courtroom testimony. Students will also be prepared for multiple law enforcement certifications.

FIRE PROTECTION TECHNOLOGY 1 DUAL CREDIT
Course: 5918 (FIRT 1301, FIRT1329, FIRT 1307, FIRT 1338)
Grade Placement: 11-12
Prerequisite: Principles of Law, Public Safety, Corrections, and Security and Transportation and TCC admissions
Credit: 2
Site: TCC Northwest
Fire Protection Technology I introduces students to firefighter safety and professional development. Students will examine the rules and regulations of the Texas Commission on Fire Protection, proper incident reporting and recordkeeping, the correct use of personal protective equipment, and the principles of fire safety. Students must register and pay for course materials and textbooks through Tarrant County College – Northwest Campus.

CAREER AND TECHNICAL EDUCATION: MANUFACTURING

Course Name	Credits	GPA Level	Grade Level(s)	Prerequisite(s)
Introduction to Agricultural Welding	1	1	9 – 12	None
Agricultural Welding I	2	1	11-12	Introduction to Agricultural Welding, OSHA Certification
Welding I	2	1	11 – 12	Introduction to Welding
Agricultural Welding II	2	1	12	Agricultural Welding I
Welding II	2	1	12	Welding I, AWS Level 1 Certification

INTRODUCTION TO AGRICULTURAL WELDING
Course: 5212
Grade Placement: 9-12
Prerequisite: None
Credit: 1
Site: BHS, CTHS, EMHS, SHS
This course introduces students to welding technology with a focus on basic laboratory principles and operating procedures. Students will learn the three primary welding processes and explore topics such as industrial safety and health practices, the use of hand and power tools, measurement techniques, welding power sources, career opportunities in welding, and an introduction to welding codes and standards. The course emphasizes the integration of academic and technical skills. Successful completion of the 10-hour Occupational Safety and Health Administration (OSHA) Manufacturing Training Exam is a required prerequisite for continuing in the course. Students who do not pass the exam by the end of the first six weeks will be removed from the course and placed in another elective.

AGRICULTURAL WELDING I: AGRICULTURAL STRUCTURES DESIGN & FABRICATION AND AGRICULTURAL EQUIPMENT DESIGN & FABRICATION
Course: 5213 / 5214
Grade Placement: 11-12
Prerequisite: Introduction to Agricultural Welding and 10-hour OHSA certification; Algebra 1 (recommended) fee and uniform required.
Credit: 2
Site: HCTC
Welding equips students with the knowledge, skills, and technologies required for employment in metal fabrication and related systems. Students will develop and apply welding techniques as part of their personal and career development. This course promotes the integration of academic and technical skills and prepares students for the American Welding Society Level 1 Certification.

WELDING I
Course: 5524
Grade Placement: 11-12
Prerequisite: Introduction to Welding and 10-hour OHSA certification; Algebra 1 (recommended) fee and uniform required.
Credit: 2
Site: HCTC
Welding provides students with the knowledge, skills, and technologies necessary for employment in metal fabrication and related industries. Students will develop and apply welding techniques as part of their personal

and career development. This course emphasizes the integration of academic and technical skills and prepares students for the American Welding Society Level 1 Certification.

AGRICULTURAL WELDING II: PRACTICUM IN AGRICULTURE
Course: 5216
Grade Placement: 12
Prerequisite: Agricultural Welding I and successful completion of American Welding Society (AWS) Level 1 certification; fee and uniform required. If taking course as dual credit, student must meet TCC requirements.
Credit: 2
Site: HCTC
Agricultural Welding II builds upon the knowledge and skills developed in Welding I, advancing students' expertise in welding techniques with a focus on personal and career development. This course prepares students for the American Welding Society Level 2 Certification, equipping them with industry-relevant competencies for agricultural and welding-related careers.

WELDING II
Course: 5525
Grade Placement: 12
Prerequisite: Welding 1 and successful completion of American Welding Society (AWS) Level 1 certification; fee and uniform required. If taking course as dual credit, student must meet TCC requirements.
Credit: 2
Site: HCTC
Welding II builds upon the knowledge and skills acquired in Welding 1, advancing students' understanding of welding techniques as they relate to both personal growth and career development. This course prepares students for the American Welding Society Level 2 Certification, equipping them with the competencies needed for professional success in the welding industry.

CAREER AND TECHNICAL EDUCATION: SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS

Course Name	Credits	GPA Level	Grade Level(s)	Prerequisite(s)
Principles of Applied Engineering	1	1	8 – 12	None
Introduction to Robotics	1	1	10 – 12	Algebra I, Biology, & Principles of Applied Engineering
Mechanical Engineering: Manufacturing Engineering I & Manufacturing Engineering II	2	1	10 – 12	Algebra I & Principles of Applied Engineering
Aerospace Engineering: Scientific Research and Design & Engineering Design and Problem Solving	2	1	11 – 12	Principles of Applied Engineering, & Chemistry, Physics, or IPC & Algebra II*
Drone Engineering: Digital Electronics & Engineering Design and Presentation	2	1	11 – 12	Principles of Applied Engineering, Algebra I, & Geometry
Aviation Ground School: Practicum in STEM	2	1	12	Aerospace Engineering or Drone Engineering

*Recommended Prerequisite

PRINCIPLES OF APPLIED ENGINEERING
Course: 5551
Grade Placement: 8-12
Prerequisite: None
Credit: 1
Site: BHS, CTHS, EMHS, SHS, CMS, EWMS, HMS, MCMS, PVMS, WMS
This introductory course in the engineering program introduces students to technical drawing, including computer-aided design (CAD) software, design concepts and processes, and product construction. The course is project-based and incorporates basic building skills to explore topics such as design, structural integrity, electricity, and aerodynamics.

INTRODUCTION TO ROBOTICS
Course: 5549
Grade Placement: 10-12
Prerequisite: Principles of Applied Engineering, Algebra 1, Biology
Credit: 1
Site: BHS, CTHS, EMHS, SHS
This course introduces students to key concepts and technologies they may encounter as they explore careers in engineering, robotics, and high-tech industries. Students will apply science, technology, engineering, and mathematics (STEM) principles to solve real-world challenges. The course incorporates VEX EDR robotics systems and utilizes multiple coding styles and programming languages. Additionally, this course satisfies a science credit requirement for students.

MECHANICAL ENGINEERING: MANUFACTURING ENGINEERING I & II
Course: 5526 and 5526B
Grade Placement: 10-12
Prerequisite: Principles of Applied Engineering and Algebra I; fee and uniform required
Credit: 2
Site: HCTC
In Manufacturing Engineering 1 and 2, students will develop knowledge and skills related to the application, design, production, and evaluation of products, services, and systems within the context of manufacturing.

These courses prepare students for success in the global economy by enabling them to apply academic concepts to real-world manufacturing challenges. Through the study of manufacturing engineering, students will reinforce, apply, and transfer their academic learning to a variety of engaging and relevant activities, problems, and settings.

AEROSPACE ENGINEERING: SCIENTIFIC RESEARCH AND DESIGN & ENGINEERING DESIGN AND PROBLEM SOLVING
Course: 5921/5922
Grade Placement: 11-12
Prerequisite: Principles of Applied Engineering, Algebra II (rec), Chemistry, Physics, Biology, or IPC; fee required
Credit: 1 each
Site: HCTC
Students learn the engineering principles essential to meet current aerospace demands. They may design, build, and operate unmanned aerial vehicles, including hypersonic boost gliders and high-performance rockets capable of reaching altitudes up to 5 miles at speeds of 970 mph. By enrolling in Scientific Research and Design, students earn one science credit.

DRONE ENGINEERING: DIGITAL ELECTRONICS & ENGINEERING DESIGN AND PRESENTATION
Course: 5548 and 5552
Grade Placement: 11-12
Prerequisite: Principles of Applied Engineering, Algebra I, and Geometry
Credit: 1 each
Site: HCTC
This advanced course equips students with engineering skills to apply robotic design for both commercial and personal use. Through the design process, students integrate advanced academic knowledge with hands-on experience using software and hardware to build prototypes and test their designs. Students may also earn a Federal Aviation Administration (FAA) license as a commercial Small Unmanned Aerial System (sUAS) pilot. Additionally, students receive one math credit by completing the Digital Electronics course.

AVIATION GROUND SCHOOL: PRACTICUM IN STEM
Course: 5923
Grade Placement: 12
Prerequisite: Aerospace Engineering or Drone Engineering
Credit: 2
Site: HCTC
This course is designed to deepen students' interest in all aspects of aviation while preparing them to take the formal ground school exam required for the Federal Aviation Administration (FAA) Airman Knowledge Test, a prerequisite for obtaining a private pilot’s license. The course’s rigor challenges students with complex concepts in aeronautics, engineering, meteorology, aviation management, and decision-making. Rules, regulations, and the discipline required for aviation are emphasized throughout. Students gain a comprehensive understanding of flight—even without piloting a real aircraft—through lessons in navigation, weather science, mathematical fuel and load planning, and the importance of physical and mental well-being in flight preparation and piloting.

CAREER AND TECHNICAL EDUCATION: TRANSPORTATION, DISTRIBUTION, AND LOGISTICS

Course Name	Credits	GPA Level	Grade Level(s)	Prerequisite(s)
Introduction to Transportation Technology	0.5	1	9 – 12	None
Automotive Technology I	2	1	10 – 12	Introduction to Transportation & 10-hour OSHA certification
Automotive Technology II	2	1	11 – 12	Automotive Technology I
Practicum in Automotive Technology	2	1	12	Automotive Technology II
Aircraft Tech I: Introduction to Aircraft Technology & Aircraft Airframe Technology Dual Credit	3	2	11 – 12	Introduction to Transportation TCC Admission Standards Transportation to TCC Alliance
Aircraft Tech II: Aircraft Powerplant Technology and Advanced Transportation Systems Lab Dual Credit	3	2	12	Aircraft Tech I TCC Admission Standards Transportation to TCC Alliance

Level 1: no extra points to GPA Level 2: 5 extra points to GPA Level 3: 10 extra points to GPA

INTRODUCTION TO TRANSPORTATION TECHNOLOGY
Course: 5631
Grade Placement: 9-12
Prerequisite: None
Credit: .5
Site: BHS, CTHS, EMHS, SHS
This course explores automobiles, alternative forms of transportation, and the infrastructure that supports them. Students will use models, simulations, and computer-aided design (CAD) to investigate various modes of transportation. Much of the coursework will involve project-based investigations. As part of the curriculum, students will complete the 10-hour OSHA certification.

AUTOMOTIVE TECHNOLOGY I: MAINTENANCE AND LIGHT REPAIR
Course: 5633
Grade Placement: 10-12
Prerequisite: Introduction to Transportation Technology; uniform and class fee required.
Credit: 2
Automotive Technology courses introduce students to the knowledge and skills necessary for the repair, maintenance, and diagnosis of motor vehicles. The goal of the program is to prepare students to earn their Automotive Service Excellence (A.S.E.) certifications and pursue entry-level employment in the automotive industry. In addition to technical training, students will also develop life skills that support success after graduation.

AUTOMOTIVE TECHNOLOGY II: AUTOMOTIVE SERVICE
Course: 5634
Grade Placement: 11-12
Prerequisite: Automotive Technology 1; uniform and class fee required.
Credit: 2
Site: HCTC
Automotive Technology courses introduce students to the knowledge and skills required for the repair, maintenance, and diagnosis of motor vehicles. The primary goal of the program is to prepare students for successful completion of the Automotive Service Excellence (A.S.E.) certification exams and for entry-level

employment in the automotive industry. In addition to technical training, students will also develop essential life skills to support their success after graduation.

PRACTICUM IN AUTOMOTIVE TECHNOLOGY
Course: 5637
Grade Placement: 12
Prerequisite: Automotive Technology 2; student required to obtain job in automotive industry; transportation to job site is required
Credit: 2
Site: Job Site
Students will gain hands-on experience in the automotive industry while being mentored by both industry professionals and their instructor. Students must provide their own transportation to the job site. Uniforms may be required, depending on the specific requirements of the job site.

AIRCRAFT TECH I: INTRODUCTION TO AIRCRAFT TECHNOLOGY & AIRCRAFT AIRFRAME TECHNOLOGY DUAL CREDIT
Course: 5635 (AERM 1315, AERM 1205, AERM 1310, AERM 1208)
Grade Placement: 11-12
Prerequisite: TCC Admission Standards, Introduction to Transportation Technology and must provide own transportation to TCC Northwest Campus/Alliance Airport
Credit: 3
Site: TCC Northwest/Alliance Airport
Advanced Aircraft Technology is designed to provide job-specific training for entry-level employment in the highly technical field of aircraft mechanics. Instruction covers aircraft electrical and electronic systems, as well as the service and repair of hydraulic systems, engines, airframes, and rigging. This dual credit course is offered at the Tarrant County College Northwest Campus. Successful completion of both semesters earns students 12 hours of college credit. Students must register and pay for tuition and textbooks through Tarrant County College, Northwest Campus.

AIRCRAFT TECH II: AIRCRAFT POWERPLANT TECHNOLOGY & ADVANCED TRANSPORTATION SYSTEMS LAB DUAL CREDIT
Course: 5636 (AERM 1314, AERM 1303)
Grade Placement: 12
Prerequisite: Intro to Aircraft Technology and Aircraft Airframes Technology, TCC Admission Standards and must provide own transportation to Tarrant County College Northwest Campus/Alliance Airport
Credit: 3
Site: TCC Northwest/Alliance Airport
Students must register and pay for the courses and books through Tarrant County College, Northwest Campus.

FINE ARTS: ART

Course Name	Credits	GPA Level	Grade Level(s)	Prerequisite(s)
Art I	1	1	8 – 12	None
Advanced Art I	1	2	8 – 11	None
Art II Drawing	1	1	9 – 12	Art I
Advanced Art II Drawing	1	1	9 – 12	Advanced Art I or Teacher Recommendation
Art II Photography	1	1	9 – 12	Art I
Art II Sculpture	1	1	9 – 12	Art I
Advanced Art III Drawing	1	2	10 – 12	Art II Drawing or Teacher Recommendation
Advanced Art III Design	1	2	10 – 12	Art II Drawing or Teacher Recommendation
Advanced Art III Photography	1	2	10 – 12	Art II Photography or Teacher Recommendation
Advanced Art III Sculpture	1	2	10 – 12	Art II Sculpture or Teacher Recommendation
Advanced Art III Jewelry	1	2	11 – 12	Art II Sculpture or Art II Drawing or Teacher Recommendation
AP Art History	1	3	10 – 12	None
AP Drawing: Art IV Studio Art Portfolio	1	3	11 – 12	Art III Drawing or Teacher Approval
AP 2D Art and Design: Art IV 2D Design Portfolio	1	3	11 – 12	Art III Drawing, Art III Photography, or Teacher Approval
AP 3D Art and Design: Art IV 3D Design Portfolio	1	3	11 – 12	Art III Sculpture or Teacher Approval

A materials and supplies fee is assessed for all high school visual arts courses.

Level 1: no extra points to GPA Level 2: 5 extra points to GPA Level 3: 10 extra points to GPA

ART I
Course: 2010
Grade Placement: 8-12
Prerequisite: None
Credit: 1
The first semester of Art I introduces students to drawing and color theory through the study of the elements and principles of design. Drawing instruction follows a sequential approach, with an emphasis on developing value skills. Color studies will include, but are not limited to, the use of water-based paints. The second semester builds on these foundational skills and expands into painting, printmaking, sculpture, and ceramics. Printmaking will focus on relief techniques; sculpture will involve additive construction; and ceramics will include hand-building methods such as pinch, coil, and slab. Throughout both semesters, students will study historical and contemporary masterpieces as part of each unit. Art I serves as the foundation for all other art courses, and successful completion is required for enrollment in Art II or higher-level courses.

ADVANCED ART I
Course: 2015
Grade Placement: 8-11
Prerequisite: Teacher Recommendation
Credit: 1
The Advanced Art I curriculum follows College Board guidelines for the AP General and Drawing Portfolio. This course offers enriched learning opportunities beyond those in the regular Art I class by extending the state's essential knowledge and skills through focused study in drawing and color theory during the first semester. Students also begin preparing for the expectations of the AP Portfolio Examination. In the second semester, the curriculum expands to include painting, printmaking, sculpture, and ceramics, providing a well-rounded foundation in advanced visual arts.

Art II Drawing
Course: 2020
Grade Placement: 9-12
Prerequisite: Art 1
Credit: 1
The first semester of Art II Drawing continues the sequential study of drawing and colored media. Students will complete formal compositions in realistic, abstract, and non-objective styles, with each unit incorporating art history and appreciation. In the second semester, students will build on these foundational skills through projects in painting, printmaking, and three-dimensional studies. Sculpture and ceramics will further develop skills introduced in Art I, with continued integration of art history and appreciation throughout the course.

ADVANCED ART II DRAWING
Course: 2025
Grade Placement: 9-12
Prerequisite: Advanced Art 1 or Teacher Recommendation
Credit: 1
Advanced Art II: Drawing is designed to build upon and expand the curriculum of Art I and Advanced Art I. This course follows College Board guidelines for the AP General and Drawing Portfolios, preparing students for college-level work in visual arts. Students will apply the elements and principles of art with greater proficiency than typically expected in Art II, while making connections to art history and criticism through their creative work. Emphasis is placed on developing advanced skills in drawing and color theory. Throughout the year, students will review AP exam requirements, and in the second semester, they will extend their learning through more rigorous projects in painting, printmaking, sculpture, and ceramics. Advanced Art II is an honors-level course recommended for students seriously considering a career in visual arts.

ART II PHOTOGRAPHY
Course: 2050
Grade Placement: 9-12
Prerequisite: Art I
Credit: 1
In this course, students will strengthen their artistic skills through the study of design and composition, with a focus on both film and digital photography. They will learn to compose photographs artistically, develop film, and print their images. The course emphasizes artistic awareness, critical thinking, imaginative expression, appreciation of art culture, and aesthetic judgment.

ART II SCULPTURE
Course: 2071
Grade Placement: 9-12
Prerequisite: Art I
Credit: 1
Sculpture II focuses on both objective and nonobjective three-dimensional assignments. Each project incorporates construction skills and classical sculptural techniques as essential components. Students will work with a variety of media, including wood and clay, to explore and express sculptural concepts.

ADVANCED ART III DRAWING
Course: 2035
Grade Placement: 10-12
Prerequisite: Advanced Art II or Teacher Recommendation
Credit: 1
Advanced Art III is a studio-based course designed for college-bound and career-oriented students with a strong interest in the visual arts. Intended for talented students seeking college-level study while in high school, the course emphasizes advanced techniques in drawing and painting, as well as two-dimensional and three-dimensional design and color theory. Computer-manipulated artwork is also incorporated into the curriculum. Students will compile portfolios that meet current College Board requirements.

ADVANCED ART III DESIGN
Course: 2053
Grade Placement: 10-12
Prerequisite: Advanced Art II or Teacher Recommendation
Credit: 1
This course introduces students to a broad range of two-dimensional design concepts and is intended to help them develop specific skills that support the creation of an AP Design Portfolio. Students are expected to demonstrate proficiency in 2D design using a variety of art forms, which may include graphic design, typography, digital imaging, photography, collage, fabric design, weaving, illustration, painting, and printmaking.

ADVANCED ART III PHOTOGRAPHY
Course: 2055
Grade Placement: 10-12
Prerequisite: Art II Photography
Credit: 1
In this course, students will further develop their artistic skills through the study of design and composition in photography. Emphasis is placed on artistic awareness, critical thinking, imaginative expression, appreciation of art culture, and aesthetic judgment.

ADVANCED ART III SCULPTURE
Course: 2075
Grade Placement: 10-12
Prerequisite: Art II Sculpture
Credit: 1
This third-year course offers an in-depth study of sculpture and challenges students with advanced-level projects. Students will develop a personal artistic style and demonstrate effective use of selected sculptural media to solve complex three-dimensional design problems and assignments.

ADVANCED ART III JEWELRY
Course: 2074
Grade Placement: 10-12
Prerequisite: Art II Sculpture or Art II Drawing
Credit: 1
The Art of Glass is an upper-level high school art course that introduces students to the dynamic and expressive world of glass art. Students will explore both two-dimensional and three-dimensional aspects of glasswork, blending traditional craftsmanship with creative design. The course includes hands-on experiences in techniques such as warm glass fusing and slumping, stained glass design and assembly, etching and painting on glass surfaces, and jewelry-making through wire wrapping and soldering. Through these methods, students will build technical skills while fostering artistic innovation and personal expression using the versatile medium of glass.

AP ART HISTORY
Course: 2085
Grade Placement: 10-12
Prerequisite: None
Credit: 1
Advanced Placement Art History is equivalent to an introductory university-level art history course. Students will take the AP Art History Exam, administered by the College Board in May. Many colleges and universities offer advanced placement and/or college credit to students who perform successfully on the exam. All students enrolled in this course are expected to take the AP Exam in the spring.

AP DRAWING: ART IV STUDIO ART PORTFOLIO
Course: 2045
Grade Placement: 11-12
Prerequisite: Advanced Art III Drawing and/or Teacher Approval
Credit: 1
In this course, students will explore a broad range of drawing concepts and media. Topics include light and shadow, line quality, form rendering, composition, surface manipulation, and the illusion of depth. These elements will be studied through various two-dimensional media. All students are required to submit a portfolio for Advanced Placement review.

AP 2D ART AND DESIGN: ART IV 2D DESIGN PORTFOLIO
Course: 2065
Grade Placement: 11-12
Prerequisite: Advanced Art III Drawing or Advanced Art III Photo or Teacher Approval
Credit: 1
In this course, students will explore two-dimensional design concepts. Design involves intentional decision-making in applying the elements and principles of art in a cohesive and expressive manner. Students are expected to demonstrate mastery of 2D design through a variety of media and processes, including—but not limited to—graphic design, digital imaging, photography, collage, fabric design, weaving, illustration, painting, and printmaking. All students are required to submit a portfolio for Advanced Placement review.

AP 3D ART AND DESIGN: ART IV 3D DESIGN PORTFOLIO
Course: 2076
Grade Placement: 11-12
Prerequisite: Art II Sculpture and Advanced Art III Sculpture and/or Teacher Approval
Credit: 1
In AP Studio Art: 3D Design, students explore sculptural concepts and address three-dimensional design challenges. The course emphasizes purposeful decision-making in applying the elements and principles of art in an integrated and expressive way. Students are expected to demonstrate mastery of 3D design through various approaches, including—but not limited to—figurative and nonfigurative sculpture, architectural models, metalwork, ceramics, and fiber arts. All students are required to submit a portfolio for Advanced Placement review.

FINE ARTS: DANCE

Course Name	Credits	GPA Level	Grade Level(s)	Prerequisite(s)
Dance I/Skill Based Lifetime Activities	2	1	9 – 12	None
Dance II	1	1	10 – 12	None
Dance/Drill Team I – IV	1	1	9 – 12	Competitive Tryout
Dance Composition/Improvisation I & II	1	1	11 – 12	Successful Completion of Dance II Teacher Approval

DANCE I/SKILL BASED LIFETIME ACTIVITIES
Course: 3310
Grade Placement: 9-12
Prerequisite: None
Credit: 2
Dance I introduces students to a variety of dance styles, including ballet, lyrical, jazz, hip hop, and more. In addition to learning routines and movement combinations, students will study the fundamentals, techniques, vocabulary, and history associated with each style. Creativity and self-expression are encouraged through individual and group choreography projects. The course includes both physical and written components. Beginning with the 2022–23 school year, the Texas Essential Knowledge and Skills (TEKS) for Skill-Based Lifetime Activities is embedded in the Dance I curriculum, allowing students to earn physical education credit upon successful completion of each semester. A grade of "P" (Passing) will be recorded on the student's transcript for this component. Please note: awarding of aerobic activity credit depends on the teacher's certification in both physical education and fine arts and is subject to change. A course fee applies.

DANCE II
Course: 3320
Grade Placement: 10-12
Prerequisite: Dance 1 and Teacher Approval
Credit: 1
Dance II builds upon the foundational skills developed in Dance I, introducing students to more advanced techniques and challenging elements. This intermediate to advanced-level course is designed for students who already possess knowledge of dance theory, technique, terminology, and core movement principles.

DANCE/DRILL TEAM I - IV
Course: 3331, 3332, 3333, 3334
Grade Placement: 9-12
Prerequisite: Competitive Tryout
Credit: 1 each
Dance Team is a precision dance and drill team that performs at athletic events, as well as school and community functions. The team specializes in various styles, including jazz, high kick, precision pom, hip hop, lyrical, and modern dance. Members travel and compete at regional, state, and national levels. Membership is determined through spring auditions. Students who participate in the dance/drill team earn 0.5 PE Substitution credit for Drill Team in the fall, and up to 1 full credit for extracurricular (after-school) participation. Please note: a course fee is required.

DANCE COMPOSITION/IMPROVISATION I & II
Course: 3351, 3352
Grade Placement: 11-12
Prerequisite: Successful completion of Dance II and Teacher Approval
Credit: 1
Dance Composition/Improvisation introduces students to the fundamentals of dance composition and choreography. Through structured exercises and improvisation, students will learn to generate, explore, and refine movement, ultimately developing the skills to create original dances.

FINE ARTS: CHOIR AND BAND

Course Name	Credits	GPA Level	Grade Level(s)	Prerequisite(s)
Treble or Tenor/Bass Choir I	1	1	9 – 12	None
Treble or Tenor/Bass Choir II – IV	1	1	10 – 12	Audition Only
Vocal Ensemble I – IV	1	1	9 – 12	Concurrent Enrollment in Choir I – IV and Director Approval
Band I – IV	1	1	9 – 12	Previous Band Experience
Jazz Ensemble I – IV	1	1	9 – 12	Concurrent Enrollment in Band or Director Approval
Color Guard I – IV	1	1	9 – 12	Audition Only
AP Music Theory	1	3	11 – 12	Strong Background in Music Theory, Concurrent Enrollment in Band/Choir, or Teacher Approval

Level 1: no extra points to GPA Level 2: 5 extra points to GPA Level 3: 10 extra points to GPA

CHORAL MUSIC

TREBLE CHOIR I OR TENOR/BASS CHOIR I
Course: 2211/2221
Grade Placement: 9-12
Prerequisite: None
Credit: 1
This training choir is designed for students with little to no prior choral experience. The course covers the basics of choral singing, music theory, and fundamental musical concepts. Students are encouraged to audition for a performing choir at the end of the course. Please note that a course fee applies

TREBLE CHOIR II-IV OR TENOR/BASS CHOIR II-IV
Course: 2212/2222, 2213/2223, 2214/2224
Grade Placement: 10-12
Prerequisite: Audition Only
Credit: 1 each
These choir classes emphasize choral singing, music theory, listening skills, and performance. The repertoire includes traditional choral works as well as music from various style periods and genres. Students in grades 9 through 12 are placed into different classes based on achievement level, determined by audition. Classes may consist of all male, all female, or mixed voices, depending on the number and distribution of available vocal parts. Performing groups include Treble Choir, Men's Choir, Select Women's Choir, and Varsity Mixed Choir. These ensembles may participate in UIL competitions. Attendance at concert performances is required. Please note that a course fee applies.

VOCAL ENSEMBLE I-IV
Course: 2251, 2252, 2253, 2254
Grade Placement: 9-12
Prerequisite: Concurrent Enrollment in a Choir Course, Audition and Director Approval
Credit: 1 each
These choir classes emphasize choral singing, music theory, listening skills, and performance. The repertoire includes traditional choral music as well as selections from various style periods and genres. Students in grades 9 through 12 are placed into different classes based on achievement level, determined by audition. Classes may consist of all male, all female, or mixed voices, depending on the number and distribution of available vocal parts. Performing groups include Treble Choir, Men's Choir, Select Women's Choir, and Varsity

Mixed Choir. These ensembles may participate in UIL competitions. Attendance at concert performances is required. Please note that a course fee applies.

INSTRUMENTAL MUSIC

BAND I-IV
Course: 2311, 2312, 2313, 2314
Grade Placement: 9-12
Prerequisite: Previous Year's Band Experience
Credit: 1 each
Band students have the opportunity to further develop their instrumental skills and deepen their musical understanding while preparing specific performance programs throughout the year. Enrollment in band promotes mental and physical discipline, teamwork, cultural enrichment, and the ability to make informed musical judgments through critical listening. Students will participate in both the marching band and a concert band ensemble, as assigned by the Director of Bands. Students should have been enrolled in band at their previous school during the prior year. Attendance at all rehearsals and performances is mandatory. Marching band students also earn 0.5 PE substitution credit each fall semester, with up to 1 full credit available for extracurricular (after-school) participation. Please note that a course fee is required.

JAZZ ENSEMBLE I-IV
Course: 2351, 2352, 2353, 2354
Grade Placement: 9-12
Prerequisite: Concurrent Enrollment in a Band Course or Teacher Approval
Credit: 1 each
Students in Jazz Ensemble perform a variety of jazz literature, including traditional swing, Latin, and rock/funk styles. They will be introduced to and perform basic improvisation, both individually and as part of the ensemble. The Jazz Ensemble presents several concerts, competes in festivals, and performs at civic events throughout the year. Attendance at all rehearsals and performances is mandatory. Membership requires a high level of musical skill and personal discipline. Students playing traditional jazz instruments (saxophone, trumpet, trombone, and percussion) must also be enrolled in a Band class. Students playing non-traditional instruments (piano, guitar, and bass) must receive director approval before enrolling. Please note that a course fee is required.

COLOR GUARD I-IV
Course: 2341, 2342, 2343, 2344
Grade Placement: 9-12
Prerequisite: Audition only
Credit: 1
Activities in this course include preparation and rehearsals for marching band performances, individual performances, festivals, school events, and Winter Guard competitions. Each completed fall semester of marching band fulfills one semester of the required PE credit; two fall semesters are needed to earn one full credit. Please note that a course fee is required.

MUSIC THEORY AP
Course: 2375
Grade Placement: 11-12
Prerequisite: Strong Background in Music Theory; Concurrent Enrollment in Band or Choir.
Credit: 1
This course introduces students to the essential components and functions of written music. Topics include basic musical elements, principles of melody writing, harmonic functions, and various musical textures, all of which contribute to the structure of music. Designed to prepare students for the music theory curriculum of an undergraduate music degree, the course also provides opportunities for students to create, understand, and enhance their own musical compositions. Students should have a basic ability to read music and possess

foundational performance skills in voice or an instrument prior to enrollment. Students enrolled in AP Music Theory are expected to take the Advanced Placement Exam.

FINE ARTS: THEATRE

Course Name	Credits	GPA Level	Grade Level(s)	Prerequisite(s)
Theatre Arts I	1	1	9 – 12	None
Theatre Arts II – IV	1	1	10 – 12	Previous Year of Theatre
Technical Theatre I	1	1	9 – 12	None
Technical Theatre II – IV	1	1	10 – 12	Previous Year of Tech Theatre
Theatre Production I – IV	1	1	9 – 12	Director Approval
Musical Theatre I – III	1	1	9 – 12	Director Approval

THEATRE ARTS I
Course: 2110
Grade Placement: 9-12
Prerequisite: None
Credit: 1
This introductory course is designed for beginning theatre students and offers an opportunity to explore the world of theatre through units on theatre history, voice and diction, pantomime, improvisation, and play structure. Students will analyze scripts, write original monologues, perform duet scenes, learn basic characterization techniques, and become familiar with essential stage terminology. Students who participated in Theatre in 8th grade and have completed an audition or interview may be placed in Theatre Arts I Select with teacher approval.

THEATRE ARTS II
Course: 2120
Grade Placement: 10-12
Prerequisite: Theatre Arts I and Teacher Approval
Credit: 1
This intermediate course builds on the training from Theatre I by offering more advanced instruction in script analysis, acting theories, playwriting, and directing techniques. Students also explore advanced characterization in both classical and contemporary styles.

THEATRE ARTS III/IV
Course: 2140/2150
Grade Placement: 11-12
Prerequisite: Theatre Arts II or III and Teacher Approval
Credit: 1 each
These courses are designed for dedicated theatre students who wish to advance their acting skills. They are intended for advanced students pursuing opportunities in university theatre programs, community theatre, or careers in theatre, radio/TV, or film. Students will explore acting theories commonly taught in colleges and universities, perform original productions, and complete a unit focused on improving college audition techniques and portfolio development.

TECHNICAL THEATRE I
Course: 2131
Grade Placement: 9-12
Prerequisite: None
Credit: 1
In this elective course, students focus on concepts and skills related to theatre production. Topics include properties, lighting, costumes, makeup, sound, and stagecraft techniques. The course also emphasizes

aesthetic growth through the appreciation of theatrical events. Students will construct sets and manage the technical aspects of both dramatic and musical performances at the school. Attendance at some evening events is required.

TECHNICAL THEATRE II-IV
Course: 2132, 2133, 2134
Grade Placement: 10-12
Prerequisite: Teacher Approval
Credit: 1 each
These courses are designed for theatre students interested in working behind the scenes of a production. Hands-on training is provided in areas such as set design and construction, set painting, stage lighting and design, stage makeup techniques, prop construction, house management, publicity design, and stage management. Students in these classes are responsible for the technical elements of all theatre productions, as well as supporting other performance groups on campus and in the community.

THEATRE PRODUCTION I-IV
Course: 2161, 2162, 2163, 2164
Grade Placement: 9-12
Prerequisite: Teacher Approval
Credit: 1 each
Students may earn credit for Theatre Production by participating in theatrical events such as the fall play, annual musical, and UIL One-Act Play competition. Students must provide their own transportation, and attendance at after-school and evening rehearsals is required. Participation in public performances is mandatory.

MUSICAL THEATRE I - III
Course: 2165, 2166, 2167
Grade Placement: 9-12
Prerequisite: Teacher Approval
In this course, students develop the skills necessary to become triple threat performers—proficient in singing, acting, and dancing. They gain a comprehensive understanding of the process involved in creating a musical production, from its inception to final performances. Students also explore the history and significance of American musical theatre and stage productions. After-school participation is required, and rehearsals are mandatory.

HEALTH AND PHYSICAL EDUCATION

Course Name	Credits	GPA Level	Grade Level(s)	Prerequisite(s)
Health Education	0.5	1	9 – 12	None
Dance I / Skill Based Lifetime Activities	1	1	9 – 12	None
Lifetime Fitness and Wellness Pursuits	1	1	9 – 12	None
Lifetime Recreation and Outdoor Pursuits	1	1	9 – 12	None
Skill Based Lifetime Activities	1	1	9 – 12	None
Partner in PE: Lifetime Fitness and Wellness Pursuits	1	1	9 – 12	Application and Teacher Approval
Beginning Gymnastics	1	1	9 – 12	None

HEALTH EDUCATION
Course: 1810
Grade Placement: 8-12
Prerequisite: None
Credit: .5
This course helps students develop an understanding of the attitudes and habits that support healthy living. Health Education equips students with the skills needed to become health-literate adults. Through problem-solving, research, goal-setting, and communication activities, students learn to protect their own health and contribute to the well-being of their community.

DANCE I / SKILL-BASED LIFETIME ACTIVITIES
Course: 3310
Grade Placement: 9-12
Prerequisite: Students Must Register for Dance I
Credit: 2 (1 Physical Education + 1 Fine Art)
Students enrolled in Dance I also receive credit for Skill-Based Lifetime Activities. These activities focus on a variety of movements that promote and support health-related fitness. Students will gain skills and knowledge in cardiovascular exercises such as jogging, power walking, step aerobics, and circuit training.

LIFETIME FITNESS AND WELLNESS PURSUITS
Course: 3011/3021
Grade Placement: 9-12
Prerequisite: None
Credit: 1
This course is designed to motivate students to pursue lifelong personal fitness, with an emphasis on the health-related components of physical fitness. Instructional units focus on basic conditioning, the benefits of weight training, proper nutrition, and the assessment of individual fitness levels.

LIFETIME RECREATION AND OUTDOOR PURSUITS
Course: 3014
Grade Placement: 9-12
Prerequisite: None
Credit: 1
This course applies movement principles to help students demonstrate competency in two or more outdoor activities, such as hiking, camping, fishing, and orienteering. Students will also develop new motor skills and gain an understanding of how lifelong physical activities contribute to overall health and well-being.

SKILL-BASED LIFETIME ACTIVITIES
Course: 3012
Grade Placement: 9-12
Prerequisite: None
Credit: 1
In this course, students participate in a variety of individual and team sports that can be enjoyed throughout life. The curriculum emphasizes the development of health-related fitness, teamwork, and fair play. Students learn the skills, rules, and regulations necessary for active participation. The primary focus is on the lifelong benefits of regular physical activity.

PARTNERS IN PE (PIP) – LIFETIME FITNESS AND WELLNESS PURSUITS
Course: 3390
Grade Placement: 9-12
Prerequisite: Application and Teacher Approval
Credit: 1
Partners in PE is a success-oriented physical education program that features supervised peer tutors and individualized instruction. The program encourages physical activity, promotes health and fitness knowledge, and supports the development of lifelong recreational skills and/or team sport abilities. If you are interested in participating, please see your counselor.

BEGINNING GYMNASTIC
Course: 3141-44 (Boys) 3151-54 (Girls)
Grade Placement: 9-12
Prerequisite: None
Credit: 1
This course introduces students to the fundamental skills of gymnastics. Instructional units focus on basic flips, handstands, body strength, and other core elements of the sport. No prior gymnastics experience is required. Boys' and girls' gymnastics classes are conducted separately and are not co-ed.

PRIVATE OR COMMERCIALLY SPONSORED PHYSICAL ACTIVITY
Students may earn up to 4 physical education credits by documenting 80 hours of participation in approved private or commercially sponsored programs conducted on or off campus. For each semester, a maximum of 0.5 credit may be awarded upon submission of 80 supervised hours, verified by an approved and trained instructor. Prior approval is required.

COMMUNICATIONS

Course Name	Credits	GPA Level	Grade Level(s)	Prerequisite(s)
Professional Communications	0.5	1	9 – 12	None
TT Public Speaking	1	2	9	None
Professional Communications Dual Credit	0.5	2	9 – 12	TCC Admission Standards
Debate I	1	1	9 – 12	None
Debate II	1	1	10 – 12	Debate I
Debate III	1	1	11 – 12	Debate II
Oral Interpretation I	1	1	10 – 12	Teacher Approval
Oral Interpretation II	1	1	11 – 12	Oral Interpretation I & Teacher Approval
Oral Interpretation III	1	1	12	Oral Interpretation II & Teacher Approval

Level 1: no extra points to GPA Level 2: 5 extra points to GPA Level 3: 10 extra points to GPA

PROFESSIONAL COMMUNICATIONS
Course: 5088
Grade Placement: 9-12
Prerequisite: None
Credit: .5
Professional Communications integrates written, oral, and visual communication within a career-focused environment. Students will develop and expand skills in writing, reading, editing, speaking, listening, applying software applications, manipulating computer graphics, and conducting Internet research.

TARLETON TODAY PUBLIC SPEAKING: COLLEGE READINESS & STUDY SKILLS (FALL), PROFESSIONAL COMMUNICATIONS (SPRING)
Course: 1080T / 5088T
Grade Placement: 9
Prerequisite: None
Credit: 1
An introduction to the principles and practice of presentational communication. Methods of topic analysis, research, evidence evaluation, organization, and delivery are covered and assignments require critical thinking skills, teamwork, and personal responsibility. Students participate in several classroom presentations. Emphasis is placed on college and career readiness skills and a successful transition to post-secondary education. This course will receive additional weight toward GPA as a dual credit course.

DEBATE I, II, III
Course: 1101, 1102, 1103
Grade Placement: 9-12
Prerequisite: None
Credit: 1 each
This course focuses on argumentation and debate strategies. Students will engage in debates on the current national topic as well as various social issues, developing skills in organization, critical thinking, and performance under pressure. Core communication skills—reading, writing, listening, speaking, and analyzing—may be tested through competitive debate. Strong reading and writing abilities are recommended. Participation in individual speaking and debate contests is strongly encouraged.

In Debate II, students will study specific debate formats and forums, along with the processes of logic and critical thinking. Competitive debate provides opportunities to practice written and oral argumentation, as well as listening, speaking, and analytical skills.
Debate III continues the development of previously studied debate topics and requires participation in individual speaking and debate contests.

ORAL INTERPRETATION I, II, III
Course: 1120, 1121, 1122
Grade Placement: 10-12
Prerequisite: Teacher Approval/Audition
Credit: 1 each
In this course, students study the oral reading and performance of literary texts as a form of communication art. They will select, research, analyze, adapt, interpret, and perform literature, focusing on the intellectual, emotional, sensory, and aesthetic dimensions of each work in an effort to fully capture the author's intent. Individual and group performances will be presented and evaluated. Participation in competitive events may require time outside of regular school hours.

JOURNALISM

Course Name	Credits	GPA Level	Grade Level(s)	Prerequisite(s)
Journalism	1	1	9 – 12	None
Photojournalism	0.5	1	9 – 12	None
Advanced Journalism: Newspaper I – III	1	1	10 – 12	Journalism
Yearbook I: Commercial Photography I	1	1	10 – 12	Journalism or Digital Media
Yearbook II: Commercial Photography II	1	1	11 – 12	Yearbook I
Yearbook III: Graphic Design and Illustration I	1	1	12	Yearbook II

JOURNALISM
Course: 1130
Grade Placement: 9-12
Prerequisite: None
Credit: 1
This course introduces students to the history and fundamentals of journalism, including editing, layout, and publishing. Areas of study focus on general news writing, with an emphasis on producing newsletters and newspapers.

PHOTOJOURNALISM
Course: 1160
Grade Placement: 9-12
Prerequisite: None
Credit: .5
In Photojournalism, students learn to communicate through various formats for diverse audiences and purposes. They are expected to plan, interpret, and critique visual representations with careful attention to publication standards. Students become analytical consumers of media and technology to strengthen their communication skills. The course also covers legal and ethical considerations in photography. Technology, visual media, and electronic tools are used to support learning as students create, refine, and produce effective visual content. Students will further develop their journalistic skills and produce photographs for publication.

ADVANCED JOURNALISM: YEARBOOK/NEWSPAPER I - III
Course: 1151, 1152, 1153 / 1141, 1142, 1143
Grade Placement: 10-12
Prerequisite: Journalism or Digital Media and Teacher Approval
Credit: 1
This course examines the methods and processes involved in producing journalistic content, including the school yearbook and newspaper. Students may specialize in a specific area or take on multiple roles, gaining experience as writers, photographers, layout editors, copy editors, and/or managing editors. Students are expected to enter the course with knowledge of journalistic writing style, basic photography skills, and a foundational understanding of computer use.

LANGUAGES OTHER THAN ENGLISH (LOTE)

Course Name	Credits	GPA Level	Grade Level(s)	Prerequisite(s)
American Sign Language I	1	1	9 – 12	None
American Sign Language II	1	1	10 – 12	American Sign Language I
American Sign Language III	1	1	11 – 12	American Sign Language II
American Sign Language IV	1	1	12	American Sign Language III
American Sign Language I Dual Credit	1	2	9 – 12	TCC Admission Standards
American Sign Language II Dual Credit	1	2	10 – 12	American Sign Language I Dual Credit & TCC Admission Standards
French I	1	1	9 – 12	None
French II	1	1	10 – 12	French I
Advanced French II	1	2	10 – 12	French I
Advanced French III	1	2	11 – 12	French II
AP French Language & Culture	1	3	12	French III
German I	1	1	9 – 12	None
German II	1	1	10 – 12	German I
Advanced German II	1	2	10 – 12	German I
Advanced German III	1	2	11 – 12	German II
AP German Language & Culture	1	3	12	German III
Spanish I	1	1	8 – 12	None
Spanish II	1	1	9 – 12	Spanish I
Advanced Spanish II	1	2	9 – 12	Spanish I
Spanish for Native Speakers I & II	2	1 & 2	9 – 12	Placement Exam or Teacher Approval
Advanced Spanish III	1	2	10 – 12	Spanish II
AP Spanish Language & Culture	1	3	11 – 12	Spanish III
Advanced Spanish V for Spanish Speakers	1	2	9	8th Grade Spanish for Native Speakers
AP Spanish Literature & Culture	1	3	10 – 12	AP Spanish Language & Culture
Spanish III Dual Credit	1	2	10 – 12	Spanish II TCC Admission Standards
Special Topics in Language and Culture	1	1	10 – 12	Placement by LOTE Committee
Special Topics in Languages and Culture Foreign Exchange	1	1	11 – 12	German III Completion/Enrollment

Advanced Computer Science	1	2	9 – 12	Algebra I
AP Computer Science Principles	1	3	10 – 12	Algebra I
AP Computer Science A	2	3	10 – 12	Advanced Computer Science or AP Computer Science Principles

Level 1: no extra points to GPA Level 2: 5 extra points to GPA Level 3: 10 extra points to GPA

AMERICAN SIGN LANGUAGE I
Course: 1930
Grade Placement: 9-12
Prerequisite: None
Credit: 1
American Sign Language I introduces students to the language and to American Deaf culture. The course emphasizes both receptive and expressive communication skills. Students also explore the interrelationship between languages and develop a deeper appreciation for the Deaf community and its culture.

AMERICAN SIGN LANGUAGE II
Course: 1940
Grade Placement: 10-12
Prerequisite: American Sign Language I
Credit: 1
American Sign Language II allows students to continue developing their receptive and expressive skills while expanding their vocabulary and understanding of grammatical structures. In addition to language development, students further explore Deaf culture.

AMERICAN SIGN LANGUAGE III
Course: 1950
Grade Placement: 11-12
Prerequisite: American Sign Language II
Credit: 1
American Sign Language III is a course in which students continue developing their receptive and expressive skills by incorporating additional grammatical features, such as location classifiers, quantifiers, and spatial agreement.

AMERICAN SIGN LANGUAGE IV
Course: 1960
Grade Placement: 12
Prerequisite: American Sign Language III
Credit: 1
American Sign Language IV offers students the opportunity to study ASL poetry and literature, along with Deaf history, culture, and community. Students enhance their signing fluency through active engagement with the Deaf community and explore career paths that utilize ASL skills.

FRENCH I
Course: 1610
Grade Placement: 9-12
Prerequisite: None
Credit: 1
This course provides an introduction to the basic structure and vocabulary of the French language. It emphasizes pronunciation, speaking, and grammar through both oral and written exercises. Special focus is given to the development of foundational vocabulary. Additionally, students will be introduced to aspects of French culture.

FRENCH II
Course: 1620
Grade Placement: 10-12
Prerequisite: French I
Credit: 1
French II builds on the foundational skills acquired in French I. Students will review basic vocabulary and grammatical structures while continuing to develop their speaking, listening, reading, and writing abilities. Language practice is conducted within a cultural context to enhance both linguistic proficiency and cultural understanding.

ADVANCED FRENCH II
Course: 1625
Grade Placement: 10-12
Prerequisite: French I
Credit: 1
Advanced French II builds on the foundational skills acquired in French I. Students continue to develop their speaking, listening, reading, and writing abilities while expanding their vocabulary and grammar knowledge in a culturally rich and contextualized environment. The course also introduces students to AP-level writing and literature, preparing them for success in Advanced French III.

ADVANCED FRENCH III
Course: 1635
Grade Placement: 11-12
Prerequisite: French II
Credit: 1
Advanced French III builds on the skills acquired in French I and II. Students will review foundational vocabulary and grammatical structures while continuing to develop more advanced speaking, listening, reading, and writing skills through active use of the language in the classroom. The course introduces students to French literature and places a strong emphasis on communicative proficiency. Students who excel in this course may pursue advanced placement testing for the opportunity to earn college credit.

AP FRENCH LANGUAGE & CULTURE
Course: 1645
Grade Placement: 12
Prerequisite: French III
Credit: 1
AP French Language and Culture is designed to provide students with a learning experience equivalent to an introductory college-level course. The course offers students opportunities to demonstrate proficiency in French across six key learning objectives, which span the three modes of communication: interpersonal, interpretive, and presentational. These objectives include spoken and written interpersonal communication, interpretive communication using audio, visual, and print materials, and both spoken and written presentational communication. Students deepen their understanding of French-speaking cultures through the study of history, literature, art, music, and current events. They also make comparisons between languages and cultures and apply their language skills in real-life contexts. French is spoken almost exclusively in the classroom to promote immersion and fluency. As with all AP courses, students are expected to dedicate extra time to class preparation, outside reading, and assignment completion. This rigorous academic experience mirrors that of most college introductory courses. Students enrolled in AP French Language and Culture are expected to take the AP Exam in the spring.

GERMAN I
Course: 1710
Grade Placement: 9-12
Prerequisite: None
Credit: 1
German I is designed as an introduction to the basic structure and vocabulary of the German language. The course emphasizes pronunciation, speaking, and grammar through oral and written exercises, with a strong focus on building foundational vocabulary. Students are also introduced to German culture to enhance their understanding of the language in context.

GERMAN II
Course: 1720
Grade Placement: 10-12
Prerequisite: German I
Credit: 1
German II builds on the foundational skills acquired in German I. Students will review basic vocabulary and grammatical structures while continuing to develop their speaking, listening, reading, and writing abilities. Language practice is conducted within a cultural context to enhance both linguistic proficiency and cultural understanding.

ADVANCED GERMAN II
Course: 1725
Grade Placement: 10-12
Prerequisite: German I
Credit: 1
Advanced German II expands on the skills acquired in German I. Students continue to develop their speaking, listening, reading, and writing abilities while learning thematic vocabulary and more advanced grammar concepts in a culturally rich and contextualized environment. The course also introduces students to AP-level writing and literature, preparing them for success in Advanced German III.

ADVANCED GERMAN III
Course: 1735
Grade Placement: 11-12
Prerequisite: German II
Credit: 1
Advanced German III builds on the skills acquired in German I and II. Students will review foundational vocabulary and grammatical structures while continuing to develop more advanced speaking, listening, reading, and writing skills through active use of the language in the classroom. The course introduces students to German literature and places a strong emphasis on communicative proficiency. Students who excel in this course may pursue advanced placement testing for the opportunity to earn college credit.

AP GERMAN LANGUAGE & CULTURE
Course: 1745
Grade Placement: 12
Prerequisite: German III
Credit: 1
AP German Language and Culture engages students in the exploration of German-speaking cultures in both contemporary and historical contexts. The course fosters an appreciation for cultural products—both tangible (such as tools, books, and music) and intangible (such as laws, customs, and institutions)—as well as cultural practices and perspectives, including the values, attitudes, and beliefs that shape them. Grounded in the three modes of communication—interpersonal, interpretive, and presentational—as defined by the *Standards for Foreign Language Learning in the 21st Century*, the course takes a holistic approach to language proficiency. It emphasizes the interconnectedness of comprehension, vocabulary usage, language control, communication strategies, and cultural awareness, with the goal of promoting both fluency and accuracy in German. The course is conducted almost entirely in the target language. Students are expected to dedicate extra time to

class preparation, outside reading, and assignment completion. As with all AP courses, this class provides a rigorous academic experience comparable to college-level coursework. Students enrolled in AP German Language and Culture are expected to take the AP Exam in the spring.

SPANISH I
Course: 1510
Grade Placement: 8-12
Prerequisite: None
Credit: 1
Spanish I is designed as an introduction to the basic structure and vocabulary of the Spanish language. The course emphasizes pronunciation, speaking, and grammar through both oral and written exercises, with a strong focus on building foundational vocabulary. Students are also introduced to Hispanic culture to provide context and deepen their understanding of the language.

SPANISH II
Course: 1520
Grade Placement: 9-12
Prerequisite: Spanish I
Credit: 1
Spanish II builds on the foundational skills acquired in Spanish I. Students will review basic vocabulary and grammatical structures while continuing to develop their speaking, listening, reading, and writing abilities. Language practice is conducted within a cultural context to deepen understanding and promote meaningful communication.

ADVANCED SPANISH II
Course: 1525
Grade Placement: 9-12
Prerequisite: Spanish I
Credit: 1
Advanced Spanish II builds on the foundational skills acquired in Spanish I. Students continue to develop their speaking, listening, reading, and writing abilities while expanding their vocabulary and deepening their understanding of grammar concepts in a culturally rich and contextualized environment. The course also introduces students to AP-level writing and literature, preparing them for success in Advanced Spanish III.

ADVANCED SPANISH III
Course: 1535
Grade Placement: 10-12
Prerequisites: Spanish II
Credit: 1
Advanced Spanish III builds on the skills acquired in Spanish I and II. Students will review vocabulary and grammatical structures from previous courses while developing more advanced speaking, listening, reading, and writing skills through active use of the language in the classroom. The course introduces students to Spanish literature and places a strong emphasis on communicative proficiency. Students who excel in this course may pursue advanced placement testing for the opportunity to earn college credit.

SPANISH FOR NATIVE SPEAKERS I & II
Course: 1561 and 1562
Grade Placement: 9-10
Prerequisite: Placement Exam
Credit: 2
Spanish for Heritage Speakers is designed for students who demonstrate, through a placement test, strong listening and speaking skills in Spanish but need additional support in reading, writing, and understanding language conventions. The course is conducted almost entirely in Spanish to promote immersion and fluency. The second semester of this course counts as a Level 2 LOTE credit and adds 5 points to the student’s GPA.

AP SPANISH LANGUAGE & CULTURE
Course: 1545
Grade Placement: 11-12
Prerequisite: Spanish III
Credit: 1
AP Spanish Language and Culture is designed to offer students a learning experience equivalent to an introductory college-level course. Throughout the course, students demonstrate proficiency in Spanish across a range of learning objectives that span the three modes of communication: interpersonal, interpretive, and presentational. These objectives include spoken and written interpersonal communication, interpretive communication using audio, visual, and print materials, and both spoken and written presentational communication. In addition to language development, students deepen their understanding of Spanish-speaking cultures by studying history, literature, art, music, and current events. This interdisciplinary approach helps students make meaningful connections between their learning in the Spanish classroom, other academic subjects, and their everyday lives. Spanish is spoken almost exclusively in the classroom to support full immersion. Students should expect to dedicate extra time to class preparation, outside reading, and completing assignments. As with all AP courses, this class provides a rigorous academic experience comparable to college-level coursework. Students enrolled in AP Spanish Language and Culture are expected to take the AP Exam in the spring.

ADVANCED SPANISH V SPANISH LITERATURE FOR SPANISH SPEAKERS
Course: 1565
Grade Placement: 9
Prerequisite: AP Spanish for Native Speakers (8th Grade)
Credit: 1
Advanced Spanish V is an accelerated course designed for heritage speakers as an introduction to the AP Spanish Literature and Culture course. Students are introduced to the formal study of a representative selection of literary texts from Peninsular and Latin American authors. In addition, they will further explore the five C's—communication, culture, connections, comparisons, and communities—at an advanced proficiency level. Through projects, literature, intensified oral practice, and the study of grammatical structures, students will expand their vocabulary and enhance their sophistication in using the target language—all within the context of real-world applications.

AP SPANISH LITERATURE & CULTURE
Course: 1555
Grade Placement: 10-12
Prerequisite: AP Spanish Language & Culture
Credit: 1
AP Spanish Literature and Culture is designed to provide students with a learning experience equivalent to an introductory college-level course in Spanish literature. The course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. Students will demonstrate proficiency in Spanish across the three modes of communication—interpersonal, interpretive, and presentational—and engage with the five goal areas outlined in the Standards for Foreign Language Learning in the 21st Century: communication, cultures, connections, comparisons, and communities. The course emphasizes the development of critical reading and analytical writing skills while encouraging students to reflect on the diverse voices and cultures represented in Spanish-language literature. Extra time is required for class preparation, outside reading, and completion of assignments. AP courses offer a rigorous academic experience comparable to most college introductory courses. Students enrolled in AP Spanish Literature and Culture are expected to take the AP Exam in the spring.

SPECIAL TOPICS IN LANGUAGE AND CULTURE
Course: 1505
Grade Placement: 10-12
Prerequisite: Placement by LOTE Exit Committee
Credit: 1
Students will demonstrate novice-level communication skills as required in a Level 1 LOTE (Languages Other Than English) course. They will also develop a deeper understanding of other cultures, make interdisciplinary connections, draw comparisons between languages and cultures, and engage effectively in global communities.

SPECIAL TOPICS IN LANGUAGES AND CULTURE FOREIGN EXCHANGE
Course: 1506
Grade Placement: 11-12
Prerequisite: Completion of or enrollment in German III
Credit: 1
This course is designed for students who have completed or are currently enrolled in German III. As part of the German American Partnership Program (GAPP), students travel to Germany with a group of 10–20 German III classmates and an EMS ISD German teacher for a three-week immersion experience.

COMPUTER SCIENCE

Course Name	Credits	GPA Level	Grade Level(s)	Prerequisite(s)
Advanced Computer Science	1	2	9 – 12	Algebra I
AP Computer Science Principles	1	3	10 – 12	Algebra I
AP Computer Science A	2	3	10 – 12	Advanced Computer Science or AP Computer Science Principles

Level 1: no extra points to GPA Level 2: 5 extra points to GPA Level 3: 10 extra points to GPA

ADVANCED COMPUTER SCIENCE: COMPUTER SCIENCE I
Course: 5070
Grade Placement: 9-12
Prerequisite: Algebra I
Credit: 1
Advanced Computer Science fosters students' creativity and innovation by providing opportunities to design, implement, and present meaningful programs using a variety of media. Students gain a deeper understanding of computer science principles through the study of technology operations, systems, and core concepts. This course may count as a LOTE (Languages Other Than English) credit.

AP COMPUTER SCIENCE PRINCIPLES
Course: 5072
Grade Placement: 10-12
Prerequisite: Algebra I
Credit: 1
Computer Science Principles is designed to be equivalent to a first-semester introductory college computing course. Students are introduced to the core concepts of computer science, with an emphasis on computational thinking and understanding how computing impacts the world. The course helps students develop a broad range of skills, including effective communication and collaboration. Technology topics covered include creativity, abstraction, data and information, algorithms, programming, the Internet, and global impact. This course may count as a LOTE (Languages Other Than English) credit.

AP COMPUTER SCIENCE A
Course: 5075A/5075B
Grade Placement: 10-12
Prerequisite: Algebra 1 and Advanced Computer Science or AP Computer Science Principles recommended
Credit: 2
Advanced Placement Computer Science is a college-level course designed to prepare students for the AP Computer Science Examination. It is recommended for college-bound students interested in majoring in computer science or other analytical fields. The course covers advanced programming techniques, file management, data structures, and an introduction to object-oriented programming. Java is the primary language used for programming assignments. The district expects students enrolled in this course to take the corresponding AP exam. Effective August 27, 2018 (43 TexReg 5529), this course may be credited as 1 mathematics credit and 1 LOTE (Languages Other Than English) credit. EMS ISD students receive 1 Math AP credit and 1 LOTE Pass/Fail credit.

MILITARY SCIENCE: JROTC

Course Name	Credits	GPA Level	Grade Level(s)	Prerequisite(s)
Junior Reserve Officer Training Corps I	1	1	9 – 12	None
Junior Reserve Officer Training Corps II	1	1	10 – 12	JROTC I
Junior Reserve Officer Training Corps III	1	1	11 – 12	JROTC II
Junior Reserve Officer Training Corps IV	1	1	12	JROTC III

JUNIOR RESERVE OFFICER TRAINING CORPS I
Course: 3380
Prerequisite: None
Grade Placement: 9-12
Credit: 1
Site: SHS
JROTC I is the introductory course for all new cadets. Students focus on becoming effective cadet followers while learning basic Air Force JROTC customs and courtesies, dress and appearance standards, and drill fundamentals. Enrollment in this course provides physical education substitution credit.

JUNIOR RESERVE OFFICER TRAINING CORPS II
Course: 8012
Prerequisite: JROTC I
Grade Placement: 10-12
Credit: 1
Site: SHS
JROTC II is designed for second year cadets. These students will generally help train new cadets, lead smaller extracurricular teams or clubs, or manage a specific functional area within the cadet corps.

JUNIOR RESERVE OFFICER TRAINING CORPS III
Course: 8013
Prerequisite: ROTC II
Grade Placement: 11-12
Credit: 1
Site: SHS
JROTC III is designed for third-year students. These junior and senior cadets focus on leading larger groups and managing programs that impact the entire Cadet Group.

JUNIOR RESERVE OFFICER TRAINING CORPS IV
Course: 8014
Prerequisite: ROTC III
Grade Placement: 12
Credit: 1
Site: SHS
JROTC IV is designed for fourth-year students. These senior cadets have completed the full JROTC program and are typically responsible for overseeing all cadet activities. In addition to their leadership roles, fourth-year cadets may be assigned special corps projects or serve as instructor aides.

JUNIOR RESERVE OFFICER TRAINING CORPS (JROTC) PROGRAM OVERVIEW

Air Force JROTC (AFJROTC) offers a one- to four-year elective course designed to “develop citizens of character dedicated to serving their nation and community.” The program combines traditional classroom instruction with military-style training techniques to help students—referred to as *cadets*—grow in personal responsibility, self-discipline, and leadership.

Participation in AFJROTC does not require a military service commitment. However, cadets who choose to enlist after graduation may qualify for early promotions.

Cadets in all grade levels are required to wear the AFJROTC uniform once a week. Uniforms are issued after cadets demonstrate the ability to meet basic Air Force grooming standards (e.g., haircuts, shaving, and appropriate use of cosmetics). Dress and appearance guidelines are detailed in Air Force Instruction 36-2903. Failure to maintain these standards may result in failing grades and dismissal from the program.

Each semester, cadets study topics in Aerospace Science, Leadership Education, and Wellness. While the specific Aerospace Science subject rotates annually, it may include the history of flight, space exploration, or global cultural studies. Leadership Education focuses on citizenship development through instruction in Air Force customs and traditions, drill and ceremony (marching), and life/career skills. The Wellness component includes weekly physical training (PT) sessions designed to encourage a healthy, active lifestyle. Students enrolled in JROTC I receive physical education substitution credit.

The rotating curriculum allows students to take JROTC courses for up to four years without repeating content. Classes often include cadets from all grade levels, giving experienced students opportunities to apply and refine their leadership skills. The primary distinction between JROTC I, II, III, and IV lies in the increasing leadership responsibilities assigned to cadets as they advance. The ultimate goal of the program is to establish a cadet-run corps that serves its members, the school, and the broader community.

PEER ASSISTANCE LEADERSHIP (PAL)

Course Name	Credits	GPA Level	Grade Level(s)	Prerequisite(s)
Peer Assistance and Leadership I	1	1	11 – 12	Application / Teacher Approval
Peer Assistant and Leadership II	1	1	12	PAL I

PEER ASSISTANCE & LEADERSHIP I (PAL I)
Course: 1825
Grade Placement: 11-12
Prerequisite: Application or Teacher Approval
Credit: 1 (Double Block Class)
This course provides selected students with the opportunity to receive training as peer facilitators, working with younger students either on their own campus or from feeder middle and elementary schools. PAL students will develop skills that enable them to support younger students in having a positive and productive school experience.

PEER ASSISTANCE & LEADERSHIP II (PAL II)
Course: 1826
Grade Placement: 12
Prerequisite: PAL
Credit: 1 (Double Block Class)
This course offers selected students the opportunity to further develop their skills as peer facilitators, working with younger students either on their own campus or from feeder middle and elementary schools. PAL 2 students will build upon the skills acquired in PAL 1, applying them to support younger students in having a positive and productive school experience.

PUBLIC NOTIFICATION OF NONDISCRIMINATION IN EDUCATION FOR ALL CHILDREN WITH DISABILITIES

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) requires that Eagle Mountain-Saginaw Independent School District not discriminate on the basis of handicap in any district program or activity. The district will identify, evaluate and provide an appropriate public education to students who are handicapped under Section 504, including homeless children.

La Sección 504 de la Ley de Rehabilitación, de 1973, y la Ley de Americanos con Impedimentos (ADA) requieren que el DISTRITO ESCOLAR INDEPENDIENTE de EAGLE MOUNTAIN-SAGINAW no discrimine basándose en impedimentos, en ningún programa o actividad del distrito. El distrito identificará, evaluará y ofrecerá una educación pública adecuada a los estudiantes con impedimento, de acuerdo con la Sección 504, incluyendo a los niños sin hogar.

It is the policy of Eagle Mountain-Saginaw ISD not to discriminate on the basis of race, color, national origin, sex or handicap, in its Career and Technical (vocational) programs, services or activities as required by Title VI of the civil rights act of 1964, as amended: Title IX of the education amendments of 1972: and section 504 of the rehabilitation act of 1973, as amended.