



SECONDARY ACADEMIC ADVISEMENT BULLETIN 2026–2027

Preparing Students for Future Success



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Message to Students:

The Academic Advisement Bulletin was developed to assist in planning your high school program. Course offerings, including curriculum expectations and graduation requirements for various high school program options, are outlined in the bulletin. Graduation requirements as well as your own individual needs should be considered as you select your semester and yearly courses. Select your courses carefully since schedule changes may be limited. The Weslaco ISD Board of Trustees, administrators, counselors, and teachers want your high school experience to be rewarding and enjoyable.



WELCOME TO WESLACO ISD

Parents and Students,

Weslaco ISD provides this Academic Advisement Bulletin as a graduation planning tool for parents and students to plan and prepare for a successful four-year high school career. Counselors and CCMR staff are available at each high school to assist with the selection of an individual graduation program — a plan that is unique to each student, shaped by their abilities, interests, and future career goals.

WISD's academic counselors are committed to making a student's journey through high school as smooth as possible. The district offers a wide range of courses to accommodate all students, with pathways designed to prepare each student for the college and career of their choice. Should changes affecting a student's graduation plan occur, our counselors will guide students on how to stay on track. To minimize the impact of an unforeseen change, we encourage every student to select a diverse and challenging academic program that prepares them for success beyond high school.

This bulletin lists the courses our high schools make available to students; not all listed courses are scheduled every year. Course selection is a collaborative responsibility shared by the student, parents/guardians, and school staff. WISD offers multiple high school programs of study such as university/college preparatory, Advanced Placement (AP), dual credit/dual enrollment, and career preparatory (CTE) pathways so that every student can build a course of study suited to their goals.

The purpose of this bulletin is to highlight WISD policies, rules, and regulations that apply to secondary students, and to provide detailed information about the courses offered. Most importantly, it gives you the information you need to plan your path to high school graduation and to be accepted into, and succeed at, the college and career of your choice.

As you plan, look ahead at the classes needed to meet graduation requirements. Many of these classes have prerequisite courses that must be taken in the freshman, sophomore, or junior year. A student who reaches senior year without those prerequisites may be unable to take the higher-level courses that follow and may not have the credits needed to graduate on time. Your counselor and teachers are here to help you select the right classes each year, so that you graduate well prepared for the college and career of your choice. Please take the time to explore this bulletin, and don't hesitate to reach out to our staff. We're here to help every student find the right path toward their future goals.

Notice of Nondiscrimination

Weslaco Independent School District is committed to providing an educational and work environment free from discrimination and harassment. The District does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, or any other legally protected status in its educational programs, services, activities, career and technical education programs, or employment practices.

Weslaco ISD complies with applicable federal and state laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973. The District ensures that all students and employees have equal access to educational opportunities, programs, and services.

Questions regarding compliance with these laws or concerns related to discrimination may be directed to the appropriate coordinator

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JULY 2026						
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WESLACO

INDEPENDENT SCHOOL DISTRICT

2026 2027

BELL SCHEDULE

□ Elementary	7:45 am—3:15 pm (450 mins)
□ Middle School	8:00 am—4:05 pm (485 mins)
□ High School	8:30 am—4:15 pm (465 mins)

INSTRUCTIONAL DAYS-175

SEMESTER 1	83 days	First day of School: Aug. 10, 2026
1st Six Weeks	Aug. 10—Sept. 24	32 days
2nd Six Weeks	Sept. 28—Nov. 5	27 days
3rd Six Weeks	Nov. 9—Dec. 17	24 days
SEMESTER 2	92 days	Last day of School: May 26, 2027
4th Six Weeks	Jan. 5—Feb. 19	31 days
5th Six Weeks	Feb. 22—Apr. 9	28 days
6th Six Weeks	Apr. 12—May 26	33 days
ADSYSchool Day: May 27, 2027		

TOTAL INSTRUCTIONAL MINUTES

•Elementary	78,750	•High School	81,375
•Middle School	84,875		

STUDENT/STAFF HOLIDAYS

•Weather Day	September 4, 2026
•Labor Day	September 7, 2026
•Weather Day	October 9, 2026
•Indigenous Day	October 12, 2026
•Thanksgiving Break	November 23—27, 2026
•Winter Break	December 21, 2026—January 1, 2027
•Weather Days	February 12 & 15, 2027
•Spring Break	March 15—19, 2027
•Easter Break	March 26 & 29, 2027

PROFESSIONAL DEVELOPMENT

•July 29, 2026	New Teacher Orientation & Luncheon
•August 3—5, 2026	•January 4, 2027
•August 4, 2026 Convocation	•February 1, 2027
•September 25, 2026	
•November 6, 2026	

STAFF WORK DAYS

•August 6 & 7, 2026	•May 28, 2027
•December 18, 2026	

GRADUATIONS

•CCDC	May 24, 2027
•SPG	May 25, 2027
•WHS	May 26, 2027
•WEHS	May 27, 2027

STATE TESTING DAYS

•November 30 -December 11, 2026
•February 16—March 26, 2027
•April 5—30, 2027

JANUARY 2027						
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FEBRUARY 2027						
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JUNE 2027						
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Dr. Richard Rivera, Superintendent of Schools



OUR MISSION

WISD delivers a complete educational experience grounded in **creativity, synergy, problem-solving, and critical thinking** that develops **lifelong learners, confident leaders, and engaged citizens.**

OUR VISION

Weslaco ISD **inspires** and **empowers** all students to reach their **full, unique potential** so that each **thrives in** and contributes to our **global community.**

SECONDARY SCHOOL DIRECTORY



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SECTION I: GENERAL INFORMATION

Success in middle and high school requires planning and lots of hard work. This section of the Academic Advisement Bulletin is intended to answer many of the questions students and their parents have about planning for graduation and the rules and procedures followed by schools in Weslaco ISD.

Academic & Career Planning

Academic and career planning is an ongoing process in Weslaco ISD. Through a comprehensive Tier 1 Guidance Curriculum, students in Pre-K through Grade 12 receive instruction in social-emotional learning (SEL), college, career, and military readiness, and character development.

Throughout their school years, students participate in career awareness activities, interest inventories, and career exploration lessons that help them connect their interests and strengths to future educational and career opportunities. Students also learn about postsecondary education options, graduation requirements, endorsements, and financial planning for college.

Beginning in 5th grade, students complete career interest inventories and are introduced to the concept of endorsements. During middle school, students continue career exploration, complete additional career assessments, and begin planning their high school coursework. In 8th grade, students select courses based on their intended endorsement.

The prescribed graduation plan for all Weslaco ISD students is the Foundation High School Program with the Distinguished Level of Achievement. Students declare one or more endorsements upon entering 9th grade, and an endorsement is required to earn the Distinguished Level of Achievement.

Families: Your Role Matters

Parents and families play an important role in helping students plan for high school, college, careers, and life after graduation. Families are encouraged to:

- Review this course catalog and discuss course selections and future goals with their student.
- Understand graduation requirements and monitor progress toward graduation.
- Work with the student's assigned school counselor to develop and update the student's graduation and postsecondary plan.
- Encourage enrollment in rigorous coursework, including Honors, Pre-AP, Advanced Placement (AP), Dual Credit, and languages other than English, when appropriate.
- Help students explore college, career, military, and workforce opportunities that align with their interests and goals.
- Support participation in extracurricular activities, clubs, organizations, athletics, fine arts, and leadership opportunities, which contribute to academic and personal success.
- Stay engaged by reviewing academic progress and maintaining regular communication with teachers and school counselors.



Understanding House Bill 5 (HB5)

House Bill 5 (HB5), passed by the Texas Legislature in 2013, restructured high school graduation requirements around a single Foundation High School Program (FHSP) rather than the prior multiple plan system. HB5 applies to all students entering 9th grade in the 2014–2015 school year and thereafter, and its goals were to:

- Reduce the total number of required state end-of-course assessments
- Give students a more flexible, personalized course of study tied to postsecondary goals
- Create five endorsement areas so students can pursue a focused sequence of courses in a career or academic interest area
- Preserve a rigorous Distinguished Level of Achievement pathway tied to top class rank recognition and certain scholarship/admission benefits
- Strengthen the connection between high school coursework and college, career, and military readiness

A student entering Grade 9 is enrolled in the Foundation High School Program and selects an endorsement as part of the personal graduation planning process. A student may decline to pursue an endorsement after 10th grade with parent/guardian consent, though doing so limits the student to the 22-Credit Foundation plan.

Personal Graduation Plan (PGP)

Beginning in middle school, each student receives support in planning for high school, college, and career goals through a Personal Graduation Plan. Under Texas Education Code §28.02121, a school counselor or administrator reviews graduation plan options including the Distinguished Level of Achievement and each available endorsement

with every student entering 9th grade and their parent/guardian, who confirm and sign the plan by the end of the school year. Students may amend their plan over time as their interests and goals evolve; parents are notified in writing of any changes. Please contact your campus counselor if you have any questions.

Graduation Requirements Overview

- **Foundation High School Program (FHSP)** — 22 Credits — the baseline required of every student
- **FHSP + Endorsement** — 26 Credits — Foundation credits plus a focused sequence of courses in one of five endorsement areas
- **FHSP + Endorsement + Distinguished Level of Achievement** — 26 Credits — Foundation and Endorsement credits, with a 4th math credit that must include Algebra II, a 4th science credit, and completion of at least one endorsement.

Algebra II Completion: Senate Bill 232

The 86th Texas Legislature, Regular Session, 2019, passed SB 232, requiring school districts to notify parents/guardians of students in grades 9–12 that the Foundation High School Program does not require completion of Algebra II for graduation.

Students who do not complete Algebra II may not be eligible for:

- Automatic college admission
- Certain financial aid opportunities, including:
 - TEXAS Grant Program (Subchapter M, Chapter 56)
 - TEXAS Educational Opportunity Grant Program (Subchapter P, Chapter 56)

This notification requirement is effective beginning with the 2019–2020 school year.



Standardized Testing

Standardized tests are administered periodically to all students to evaluate knowledge gained over a given period and to assess the effectiveness of the curriculum. The Texas Education Agency has established times at which tests are given and WISD provides guidelines for using the results.

For all other students, the following state-mandated tests apply:

Any sixth, seventh, or eighth-grade student taking a high-school level course for which there is a STAAR End-of-course (EOC) assessment must take that specific EOC assessment. High School students must show mastery in STAAR EOC assessments for English I, English II, Algebra I, Biology, and U.S. History.

Grade Six:

STAAR (State of Texas Assessment of Academic Readiness), STAAR-Alternate 2: Math and Reading/Language Arts
TELPAS for EB students

Grade Seven:

STAAR, STAAR-Alternate 2: Math, Reading/Language Arts
TELPAS for EB students

Grade Eight:

STAAR, STAAR-Alternate 2: Math, Reading/Language Arts,
Social Studies and Science
TELPAS for EB students
TSIA2 (Recommended for students taking advanced classes and students attending Early College HS next year)

Grade Nine:

TELPAS for EB students

Grade 10:

TELPAS for EB students
Preliminary Scholastic Aptitude Test (PSAT); Texas Success Initiative Assessment (TSIA2)

Grade 11:

TELPAS for EB students
Preliminary Scholastic Aptitude Test (PSAT)
TSIA2, ACT, or SAT: Recommended

Grade 12:

TELPAS for EB students
TSIA2, ACT, or SAT: Recommended

**Testing requirements may change based on TEA guidance.*

Note: The SST (Student Success Tool) will fully replace STAAR for grades 3-8 starting in the 2027-2028 school year. SST features three assessments per school year: Beginning-of-Year (BOY), Middle-of-Year (MOY), and End-of-Year. The STAAR English II end-of-course (EOC) assessment will be officially eliminated beginning with the 2027–28 school year. This change is part of the state's transition to the new Student Success Tool (SST) under House Bill 8. The elimination removes both the testing administration and the graduation requirement, but it applies based on a student's graduation timeline. Class of 2026 and Class of 2027: Students in these classes are still required to take and pass the English II STAAR exam to fulfill their high school graduation requirements. Class of 2028 and Beyond: Students in these cohorts are entirely exempt from the English II EOC assessment and its graduation requirement

TSIA2 is a statewide college readiness assessment used by Texas public colleges and universities. Many students take the TSIA2 while in high school to prepare for dual Credit courses or college enrollment.

Accelerated Instruction Requirement (House Bill 1416)

House Bill 1416, passed by the 88th Texas Legislature (2023), updated the accelerated instruction requirements originally established by House Bill 4545. Under Texas Education Code (TEC) §28.0211, students who do not achieve Approaches Grade Level or higher on a STAAR Grades 3–8 assessment, or who do not meet the passing standard on a STAAR End-of-Course (EOC) assessment (English I, English II, Algebra I, Biology, or U.S. History), are eligible for supplemental accelerated instruction. Eligible students receive accelerated instruction under Texas Education Code §28.0211, which may include:

- 15 or 30 hours of supplemental instruction based on STAAR performance
- Instruction during, before, or after school, or in the summer
- Support in up to two subjects, prioritizing reading/language arts and math
- Small-group instruction, generally limited to four students
- An Accelerated Education Plan after two consecutive years of not passing the same subject
- Parents will be notified and, under HB 1416, may request modifications or decline services after reviewing their benefits.

These requirements do not apply to STAAR Alternate 2 students, students using an approved substitute EOC assessment, or students otherwise exempt by law or TEA rules.

Endorsements

Under the Texas Foundation High School Program (FHSP), students have the opportunity to earn one or more endorsements. An endorsement is a planned sequence of courses that allows students to explore a particular area of interest while preparing for college, military service, or a career.

Students typically select an endorsement during 8th grade as they prepare to enter high school. The student's Personal Graduation Plan (PGP) is updated to reflect this choice. Students may change their endorsement with the assistance of a school counselor if their interests or goals change. A student may also earn more than one endorsement by completing the required coursework. The five endorsement options offered by WISD include:

 STEM (Science, Technology, Engineering, and Mathematics) Prepares students for careers in the fields of science, technology, engineering, and mathematics.	 PUBLIC SERVICE Prepares students for careers in education, law enforcement, health services, and other community services.	 BUSINESS & INDUSTRY Prepares students for careers in business management, finance, marketing, IT, and other in-demand industries.	 ARTS & HUMANITIES Prepares students for careers in fine arts, performing arts, languages, design, and other humanities fields.	 MULTIDISCIPLINARY STUDIES Allows students to combine courses from multiple areas of interest to create a pathway that is unique to them.
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Please note that all five endorsements may or may not be offered on your campus, and not all college and career pathways may be available. Contact your school for specific information.

Graduation Plans for Cohorts 2027, 2028 and 2029

Requirement	Foundation High School Program	+Endorsement */+ Distinguished Level
English 4 Credits	- English I, English II, English III - Advanced English	Complete all Foundation HS Program Credits + one endorsement
Mathematics 3 Credits (Foundation)	- Two Credits: Algebra I, Geometry - One additional credit: Group A or Group B	+1 Credit: Advanced Math (Group B)/College Prep Math (TEC 28.014) <i>Distinguished: must include Algebra II</i>
Science 3 Credits (Foundation)	- One Credit: Biology I or AP Biology - One Credit: Group A lab science - One Credit: Group A or B	+1 Credit: Advanced Science (Group B)
Social Studies 3 Credits	- World History or AP World History (1 cr) - U.S. History or AP US History or US Hist CC - U.S. Govt. (½) + Economics (½), or Personal Financial Literacy & Economics	-
LOTE 2 Credits	- Two levels of the same foreign language - or two credits of computer programming language	-
Physical Education 1 Credit	- Lifetime Fitness & Wellness Pursuits - Skill-Based Lifetime Activities - Lifetime Recreation & Outdoor Pursuits - or PE Substitution (Band, Athletics, JROTC etc.)	-
Health 0.5 Credit	Health, Principles of Health Science, or Health Science Theory	—
Speech 0.5 Credit	Professional Communication, Communication Applications, or Independent Study in Speech	—
Tech Applications 1.0 Credit	Computer Science I, II, III •AP Computer Science Principles •Fundamental of Computer Science •Animation I and II •Business Information Mgmt. I & II •Foundations of Business Communication and Technologies • Business Communication and Technologies •Digital Art and Animation •Digital Media •Digital Design and Media Production •Digital Communications in the 21st Century •Web Design or Web Communication •Telecommunications Networking •Principles of Information Tech. •Game Programming and Design •Foundations of Cybersecurity •3D Modeling and Animation •Web Game Development •Video Game Design •Independent Study in Technology App.	—
Fine Arts 1.0 Credit	Art, Dance, Music, Theatre, Music Theatre, Technical Theatre (I–IV); Floral Design; Digital Art & Animation	—
Electives	3.0 Credits (Foundation only)	+2 additional elective credits required for Endorsement plans
TOTAL Credits	22 Credits	26 Credits (Endorsement or Distinguished Level)

Graduation Plans for Cohort 2030 and beyond

**Students who will enter 9th grade in the 2026–2027 school year and beyond expected to graduate in 2030 and beyond.*

Requirement:	Foundation High School Program	+Endorsement */+ Distinguished Level
English 4 Credits	- English I, English II, English III - Advanced English	Complete all Foundation HS Program Credits + one endorsement
Mathematics 3 Credits (Foundation)	- Two Credits: Algebra I, Geometry - One additional Credit: Group A or Group B	+1 Credit: Advanced Math (Group B)/College Prep Math (TEC 28.014) <i>Distinguished: must include Algebra II</i>
Science 3 Credits (Foundation)	- One Credit: Biology I or AP Biology - One Credit: Group A lab science - One Credit: Group A or B	+1 Credit: Advanced Science (Group B)
Social Studies 3 Credits	- World History or AP World History (1 cr) - U.S. History or AP US History or US Hist CC - Personal Financial Literacy (½) + U.S. Govt. (½)	—
LOTE 2 Credits	- Two levels of the same foreign language - or two credits of computer programming language	—
Physical Education 1 Credit	- Lifetime Fitness & Wellness Pursuits - Skill-Based Lifetime Activities - Lifetime Recreation & Outdoor Pursuits - or PE Substitution (Band, Athletics, JROTC, etc.)	—
Health 0.5 Credit	Health, Principles of Health Science, or Health Science Theory	—
Speech 0.5 Credit	Professional Communication, Communication Applications, or Independent Study in Speech	—
Fine Arts 1.0 Credit	Art, Dance, Music, Theatre, Music Theatre, Technical Theatre (I–IV); Floral Design; Digital Art & Animation	—
Electives	4.0 Credits (Foundation only)	+2 additional elective credits required for Endorsement plan
TOTAL Credits	22 Credits	26 Credits (Endorsement or Distinguished Level)

Additional Credit Options for Math and Science: Group A/Group B Course Options

Mathematics-Group A (1 additional credit)

- Mathematical Models with Applications
- Mathematical Applications in Agriculture, Food, and Natural Resources
- Digital Electronics
- Applied Mathematics for Technical Professionals
- Financial Mathematics
- Accounting II
- Manufacturing Engineering Technology II
- Robotics II

Science-Group A (lab- based, 1 credit)

- Integrated Physics and Chemistry
- Chemistry
- AP Chemistry
- Physics
- OnRamps Physics 1
- AP Physics 1: Algebra-Based

Mathematics-Group B (1 additional credit)

- Algebra II
- Pre-Calculus
- Advanced Quantitative Reasoning
- Independent Study in Mathematics
- Discrete Mathematics for Problem Solving
- Algebraic Reasoning
- Statistics
- AP Statistics
- AP Pre Calculus
- OnRamps Pre Calculus
- AP Calculus AB
- AP Calculus BC
- AP Computer Science A
- Engineering Mathematics
- Discrete Mathematics for Computer Science
- Statistics and Business Decision Making
- Mathematics for Medical Professionals

Science-Group B (lab- based, additional credit)

- Chemistry / AP Chemistry / OnRamps Chemistry
- Physics / AP Physics 1: Algebra-Based
- OnRamps Physics 1 / OnRamps Physics 2
- Aquatic Science
- Astronomy
- Earth Systems Science
- Environmental Systems
- Specialized Topics in Science
- AP Environmental Science
- Advanced Animal Science
- Advanced Plant and Soil Science
- Anatomy and Physiology
- Medical Microbiology
- Pathophysiology
- Food Science
- Forensic Science
- Biotechnology I & II
- Physics for Engineering
- Scientific Research and Design
- Engineering Design and Problem Solving
- Engineering Science

Gifted and Talented (GT)

Weslaco ISD Gifted and Talented students are given opportunities to work together as a group, individually, and with other students. Gifted services are administered according to age and grade.

The middle school G/T services offer curriculum differentiation through inclusion services in content areas. In addition, GT services can be rendered through credit by examination, Pre-AP, and advanced courses for high school credit.

High school students must enroll in one or more advanced-level courses each year to remain identified as G/T. GT services offer a curriculum differentiated through inclusion services in content areas. Advanced-level courses include Honors, Pre-AP, Advanced Placement (AP), OnRamps, and dual enrollment courses.

Students can be nominated for GT Identification and Assessment by the student, parent, teacher, counselor, administrator, community member, etc. If a student meets district requirements for identification, they will enter the GT Program and receive GT services.

Credit by examination through the University of Texas at Austin is also offered for 1st-11th grade before instruction within the district window for request and assessment. For students who wish to accelerate a grade level through credit by exam, an 80 must be earned in each content area for advancement. Parents can contact the Advanced Academics Department at (956) 969-6714 for more information.



FlexPath: Virtual/Hybrid High School Option

FlexPath at Weslaco ISD is a flexible new program for 9th grade that helps students stay on track for graduation through synchronous and asynchronous learning, offering credit recovery, EOC exam support, and a great option for students balancing school with work. For more information, contact (956) 969-6742.

Pregnancy Related Services

Pregnant and parenting students may receive instructional support during pregnancy, medical confinement, and the six-week postpartum period. For information about PRS, contact the school nurse or Student Support Services at (956) 969-6918.

Section 504

Section 504 protects students with physical or mental impairments that substantially limit a major life activity and ensures equal access to educational opportunities. Contact the campus 504 Coordinator for eligibility and service information.

Special Education and Related Services

Special education and related services are specifically designed instructional services developed to support students with disabilities within the general education curriculum. The intent of the support services is to enable all students with disabilities to make progress in the general education curriculum, to participate in extracurricular and nonacademic activities, and to be educated and participate with non-disabled peers in the public school system. WISD is committed to meeting the needs of students who have cognitive, physical, emotional, or learning differences. Each campus utilizes a child study team that meets to discuss and recommend intervention strategies through general education programming. Students who are referred for special education support and services must participate in an evaluation process with formal notice and consent from parents. If evaluation information shows eligibility for special education support and services, an Admission, Review, and Dismissal (ARD) committee develops an appropriate educational program for each student.

An ARD committee includes:

- The student and their parent;
- District representative;
- Evaluation representative;
- At least one of the student's general education teachers;
- A special education teacher (the child's disability may require a teacher certified in a specific area, such as visual or auditory impairment);
- Related services provider if required;
- Language Proficiency Assessment Committee representative if required;
- Career and Technical Education representative if CTE is being considered for the student.



The program developed by the ARD Committee is referred to as an Individualized Education Program (IEP). The IEP

is implemented in the least restrictive environment appropriate for the student. The student and parents have legal rights under the Individuals with Disabilities Education Act (IDEA) that are outlined in the Procedural Safeguards. Parents also receive information from TEA in the booklet, "A Guide to the Admission, Review, and Dismissal Process." Information about these rights is provided and explained to parents and/or adult students at least once per year, and:

- When a student is initially referred for evaluation;
- When requested by parent;
- At the initial filing of a due process hearing.

Graduation Requirements for Students Receiving Special Education Services, *Texas Administrative Code 89.1070*

Students receiving special education services are expected to work toward graduation through the Foundation High School Program, as appropriate, based on their individual needs and goals.

Special education services generally end when a student:

- Graduates and receives a regular high school diploma; or
- Reaches the maximum age of eligibility for services under state law.

A student who has not reached his or her 22nd birthday on September 1 of a school year remains eligible to receive special education services through the end of that school year unless the student graduates earlier. Graduation with a regular high school diploma constitutes a change in placement and ends eligibility for special education services.

A student receiving special education services may graduate and earn a regular high school diploma when the Admission, Review, and Dismissal (ARD) Committee determines that the student has successfully completed the graduation requirements identified in the student's Individualized Education Program (IEP) and applicable state graduation requirements.

The ARD Committee is responsible for determining:

- The appropriate graduation plan for the student;
- Whether the student will complete the required curriculum with or without instructional accommodations or modifications, as permitted by law;
- Which state assessments, if any, are required for graduation, consistent with state assessment requirements and the student's IEP; and
- When the student has met all graduation requirements.

Certificate of Attendance

In accordance with Texas law, a student receiving special education services who has completed four years of high school but has not yet completed the requirements of the student's IEP may be awarded a Certificate of Attendance.

A student receiving a Certificate of Attendance:

- May participate in one high school graduation ceremony with his or her graduating class;
- Remains eligible to receive special education services until the student earns a regular high school diploma or reaches the maximum age of eligibility; and
- May receive a regular high school diploma after completing all graduation requirements established in the student's IEP.

Distinguished Level of Achievement and Endorsements

Under Senate Bill 568 (89th Texas Legislature), a student receiving special education services may earn the Distinguished Level of Achievement and/or one or more endorsements under the Foundation High School Program.

A student may qualify by:

Without Curriculum Modifications

- Completing all applicable graduation and endorsement requirements without curriculum modifications, under the same requirements as students receiving general education services.

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With Curriculum Modifications

- Completing the graduation and endorsement requirements as modified in the student's IEP, provided that:
 1. The student successfully completes the modified curriculum requirements;
 2. The ARD Committee determines that the modified curriculum is sufficiently rigorous for the Distinguished Level of Achievement and/or endorsement sought; and
 3. The ARD Committee documents this determination in the student's IEP.

Parents and students are encouraged to work closely with the ARD Committee and school counselor to review graduation options, endorsement opportunities, and postsecondary transition planning throughout the student's high school years.

EXTRACURRICULAR ACTIVITIES AND UNIVERSITY INTERSCHOLASTIC LEAGUE (UIL)

UIL Academics & Music



Weslaco ISD students have the opportunity to participate in a variety of University Interscholastic League (UIL) academic competitions. These events extend learning beyond the classroom by allowing students to apply their knowledge, strengthen academic skills, and compete in subjects that align with their interests and coursework. Participation in UIL helps students develop leadership, teamwork, critical thinking, and communication skills while representing their campus in academic competition. Each high school may offer different UIL academic events based on student interest and campus participation. Students interested in competing should speak with their school counselor or campus UIL coordinator to learn about the events available on their campus and how to get involved.

Extracurricular Activities and University Interscholastic League (UIL) activities that support course work include, but are not limited to the following: language clubs, journalism, debate, theater arts, band, orchestra, choir, and career clubs.

Complete contest rules, event descriptions, and eligibility requirements are available in the UIL Constitution and Contest Rules, which is updated annually and can be found on the UIL website: <https://www.uil texas.org/>.

UIL Athletics

Weslaco ISD students have the opportunity to participate in a variety of athletic programs that promote teamwork, leadership, discipline, sportsmanship, and personal growth. Through University Interscholastic League (UIL) sports, student-athletes represent their campuses while developing skills both on and off the field. Student-athletes must meet academic eligibility requirements established by UIL and Weslaco ISD. Students should work with their coaches, counselors, and families to ensure course selections support graduation requirements and athletic participation.

High school sports include football, volleyball, cross-country, golf, tennis, swimming, basketball, baseball, softball, wrestling, soccer, boys and girls powerlifting, and track and field. Middle school sports include football, volleyball, basketball, track and field, baseball, softball, and tennis. Sixth-grade students are not eligible to participate in UIL activities.

UIL Enrollment Requirement: Students must be enrolled in classes for at least four hours per day to be considered a full-time student (19 TAC §129.21[h]). Students with block schedules, dual credit, or other approved schedules must average four hours of class time per day over a five-day school week.



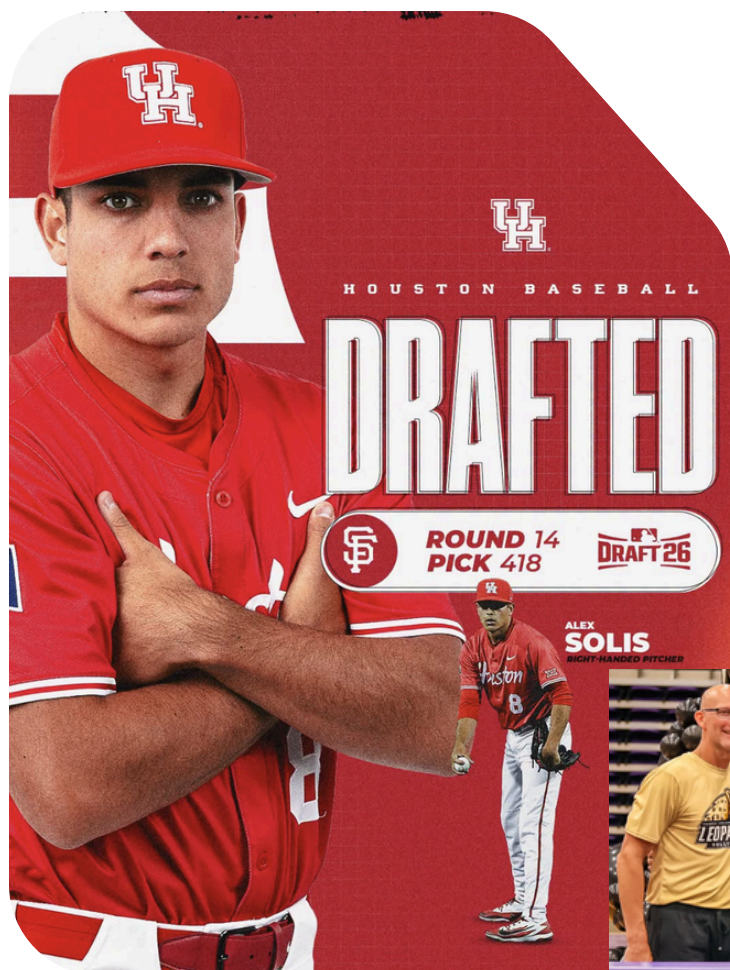
UIL Extracurricular Eligibility

Students participating in extracurricular activities governed by the Texas Education Code, the University Interscholastic League (UIL), or district policy must meet all academic eligibility requirements. A student who receives a grade below 70 in a non-exempt course at the end of a grading period becomes ineligible to participate in competitions or public performances for a minimum of three school weeks. Eligibility is reviewed at the end of each three-week evaluation period and may be reinstated when the student is passing all non-exempt courses.

Certain advanced courses, including designated Advanced Placement (AP), honors, and dual credit course in the subject areas of English language arts, mathematics, science, social studies, economics, or a language other than English, may be exempt from the "No Pass, No Play" provisions as allowed by Texas law. Students receiving special education services are subject to eligibility requirements based on their Individualized Education Program (IEP), as determined by the Admission, Review, and Dismissal (ARD) Committee.

For complete information regarding extracurricular eligibility, students and parents should refer to the [Weslaco ISD Student Handbook](#), the [Weslaco ISD Extracurricular Handbook](#), and applicable Texas Education Code, UIL, and district policies.

NCAA College Athletics Eligibility



Students who plan to compete in college athletics should be aware of the National Collegiate Athletic Association (NCAA) academic requirements throughout their high school career (grades 9–12).

Beginning in their junior year, student-athletes should submit required information to the NCAA Eligibility Center and ensure they are meeting academic and eligibility guidelines.

For more information, visit the [NCAA Eligibility Center website](#) or contact your coach, counselor, CCMR Team, or registrar for assistance with college athletics eligibility requirements.





SECTION II: GRADUATING FROM HIGH SCHOOL

Weslaco Independent School District's curriculum is designed to meet the needs of students preparing for college, career, military, and citizenship in the community. WISD offers a full range of courses, advanced academic courses, and a comprehensive array of Career and Technical Education programs. All WISD students are expected to prepare for college, career, or military. In addition to the core academic programs, each high school also offers a variety of extracurricular and co-curricular programs for students. High school students can perform in a marching band, star in a dramatic production, participate in Folklorico dancing, or edit a newspaper. They can compete in volleyball or football, or any of a dozen other sports, and every campus has numerous clubs and organizations students can join for fun and education.

Browse through the course offerings in this guide to identify electives or programs that interest you. Counselors are available to help students identify courses to take, but students should discuss their goals and interests with parents as well.



Graduation Requirements

For all students who entered high school beginning in the 2022-2023 school year, the graduation program includes four parts. Families may find more information [visiting the TEA Graduation Toolkit](#).

- A 22-Credit foundation program, which is the core of the new Texas high school diploma
- Five endorsement options that allow students to focus on a related series of courses
- A higher performance category called the Distinguished Level of Achievement
- Performance Acknowledgments that note outstanding achievement

Course Selection & Schedule Changes

Each academic year students select courses for the upcoming school year. Course selections should be based on graduation requirements, endorsement and Program of Study goals, career interests, postsecondary plans, and course prerequisites.

Students may request course changes through their current school counselor before the last day of enrollment. After the first day of school, schedule changes require campus principal approval. No schedule changes will be made after the third week of school.

Class Schedule

All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day. Exceptions may be made occasionally by the campus principal for students in grades 9-12 who meet specific criteria and receive parental consent to enroll in less than a full-day's schedule.

WISD Endorsement Options

Students will be able to earn one or more endorsements as part of their graduation requirements. Endorsements are a series of courses grouped by career interest. To earn an endorsement, students must complete the Foundation High School Program requirements and the specific course requirements established by the Texas Education Agency (TEA) for the selected endorsement. This includes earning a fourth credit in mathematics, a fourth credit in science, and the additional elective credits required for the endorsement.

Please note that all five endorsements may or may not be offered on your campus, and not all college and career pathways may be available. Contact your school for specific information.



ARTS & HUMANITIES

Complete ONE of the following:

- Two levels each in two languages other than English or four levels in the same language
- Courses from one or two fine arts (music, theatre, art, or dance)
- English electives not included in the business & industry endorsement
- Five Social Studies courses



MULTIDISCIPLINARY

Complete ONE of the following:

- 4 credits each of English, math, social studies and science, including English 4 and chemistry and/or physics (4x4)
- 4 advanced courses from within one endorsement area or among endorsement areas that are not in a coherent sequence
- 4 AP or dual enrollment credits in English, math, science, social studies, economics, LOTE or fine arts



BUSINESS & INDUSTRY

Sequence of courses in ONE of the following: Accounting, Agriculture Technology & Mechanical Systems, Animal Science, Cosmetology, Culinary Arts, Digital Communications, Graphic Design & Interactive Media, Plant Science, Welding, Arts & Audio-Video Technology, Business Management & Administration, English electives in - Speaking, Debate, and Journalism, Information Technology, Hospitality & Tourism, Manufacturing, Marketing, Transportation.

***If the mathematics and science requirements for the STEM endorsement are not met, the following programs are approved Business and Industry programs: Cybersecurity, Engineering Foundations and Programming and Software Development*

SCIENCE, TECHNOLOGY, ENGINEERING, & MATH (STEM)

Sequence of courses in ONE of the following or combination of course from no more than TWO areas: CTE STEM courses **OR** completing Algebra II, chemistry, and physics or Physics for Engineering



PUBLIC SERVICE

Sequence of courses in ONE of the following: Family & Community Services, Law/Public Safety, Legal Studies, Diagnostic and Therapeutic Services, Teaching & Training, Junior Reserve Officer Training Corps (JROTC)



Class Weight and Class Rank

Weslaco ISD calculates class rank using weighted numerical grades earned in eligible high school credit courses in English, Mathematics, Science, and Social Studies, unless otherwise excluded by district policy. Eligible transfer courses are weighted according to the District's weighted grade system when an equivalent course is offered by WISD. Failing grades are included in class rank calculations. Only eligible courses identified by the District are calculated in the GPA for class rank for the Class of 2023 and beyond, as outlined in EIC (Local) Policy. The following courses are excluded from class rank calculations:

- Distance learning courses not assigned or approved by the District
- Dual credit courses outside of eligible core areas (English, mathematics, science, and social studies)
- Self-paced courses
- Pass/fail courses
- Credit by examination courses

Eligible courses are categorized into three weighted tiers:

Tier I: AP & Eligible Dual Credit: 1.25- College-level courses that provide advanced academic instruction and may offer opportunities for college credit through AP exams or dual credit coursework. 1.25

Tier II: Pre-AP & Honors: 1.10 - Rigorous courses designed to develop advanced skills in critical thinking, reading, writing, and preparation for higher-level coursework.

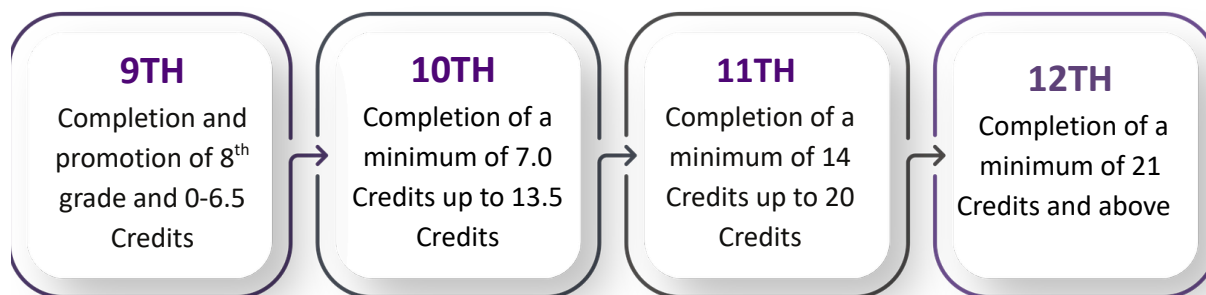
Tier III: Regular Courses: 1.00 - Courses that follow the Texas Essential Knowledge and Skills (TEKS) and state-required curriculum.

Grading Scale

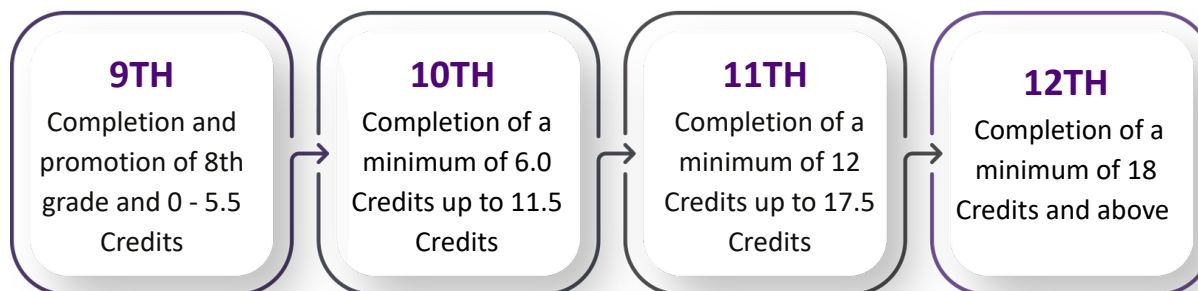
Weslaco ISD uses a standard grading scale to measure student achievement and academic progress. Grades reflect student performance, mastery of course content, and completion of assigned coursework. Students and families are encouraged to monitor academic progress regularly through the district's student information system and communicate with teachers regarding questions or support needs.

Grade Classification

Class of 2027-2029



Class of 2030 and beyond



Ways to Earn High School Credit

In addition to regular enrollment in classes at the high schools, the following credit accrual opportunities are available:

Extended Day: Several high school courses are offered through self-paced programs such as Edmentum. Courses are offered to make up credits in English, Math, Social Studies, and Science.

Summer School: Students may earn high school credit for approved courses taken by correspondence from various colleges and universities. Students need counselor approval. Courses are offered each summer to make up credit in English, Math, Science, Social Studies, and Technology Applications. Limited courses for advancement may be available. When available, students may enroll in approved distance learning courses through the internet or interactive video.

Credit by Examination: Credit by exam for acceleration is offered during a testing window at secondary campuses in the fall and spring. Specific dates and information may be obtained through your counselor or registrar.

College Courses: Students enrolled in college courses at a high school or college campus while still enrolled in high school may receive college credit in addition to high school credit for the course. Approval must be secured before the student can enroll in the course. Students either must be TSI exempt or pass the TSI. See your counselor or CCMR Team for details.

Dual Enrollment: Students enrolled in dual enrollment courses receive both college and high school credit.

Middle School Courses for High School Credit: Students taking Spanish I and/or CTE courses that count for HS credit will be given credit only if they pass the course. The grade will be excluded from G.P.A. and ranking calculations. Academic core class grades will be included in G.P.A. and ranking calculations.

Credit Recovery Program

Edmentum is a self-paced online program that allows eligible students to recover credits required for graduation. Students complete TEKS-aligned coursework and assessments with support and progress monitoring from certified teachers. Coursework may be completed during the school day or at other campus-designated times. Students must receive counselor and administrative approval. Students interested in enrolling must speak to their campus counselor and obtain approval from campus administration. Students may be considered for enrollment if they:

- Need to repeat a course previously failed.
- Need additional credits to graduate on time.
- Are over-age for their current grade classification.
- Require credit recovery or remediation in a specific course.
- Meet any additional district or campus eligibility requirements.

When enrollment is limited, priority may be given to students who are closest to meeting graduation requirements. Credit recovery courses satisfy graduation requirements but are not included in GPA calculations. Available courses vary based on the district's current Edmentum catalog and are subject to change.

Grading System

A student entering the District from a non-accredited public, private, or parochial school, including home schools, shall be placed initially at the discretion of the principal, pending observation by classroom teachers, guidance personnel, and the principal (FD Local Policy). Criteria for placement may include:

- Scores on achievement tests, which may be administered by appropriate District personnel.
- Recommendation of the sending school.
- Prior academic record.
- Chronological age and social and emotional development of the student.
- Other criteria deemed appropriate by the principal.

When students transfer to WISD from a school that gives letter grades, a uniform grading system for translating letter grades is used in all secondary schools. The alphanumeric chart is:

Letter Grade	Academic Meaning	Percentage Range
A+	Excellent	98
A		95
A-		93
B+		88
B	Good	85
B-		83
C+		78
C	Fair	75
C-		73
D	Failing	69 or below

(EIC Local Policy)

A transfer grade of a 69 or below transferred as a passing grade, will be converted to a 70.

This grading system also applies to dual credit courses. Students may request a numerical grade from the college instructor before enrolling; however, instructors are not required to provide one. If approved, the numerical grade must be sent to the high school registrar and will replace WISD's letter-grade conversion.

If a transfer district provides its own conversion scale, that scale will be used. Transfer Pass/Fail grades are converted to 70 for Pass and 60 for Fail and are not included in GPA calculations.

Transfer of Courses and Grades

Weslaco ISD honors credits awarded by Texas public school districts and charter schools, including high school courses completed prior to grade 9, in accordance with 19 TAC §74.26(a)(1).

Credits earned from non-Texas public schools (including private, out-of-state, or out-of-country schools) will be evaluated for transfer. Credit may be awarded when course content aligns with the Texas Essential Knowledge and Skills (TEKS). The District may require students to demonstrate mastery of course content or provide additional verification as outlined in FD (Local) Policy.

Transfer grades will be awarded according to district guidelines. The principal will make the final determination regarding course category or weighting when needed.

Classification of Students Entering from Outside of the District

Students transferring from an accredited school must provide records of prior enrollment and will initially be placed at the grade level previously reached. Placement for grades 9–12 is based on credits earned and the student's original ninth-grade entry year. Accreditation must be recognized by TEA, another state agency, or the Commissioner of Education. (FD Local)



Transcripts

A transcript is the official record of a student's high school coursework, grades, STAAR scores, and graduation information. The transcript will indicate the graduation plan seal earned by the student (Foundation, Foundation with Endorsements, or Distinguished Level of Achievement) once all requirements have been completed and the student has graduated. Students may request official or unofficial transcripts. Official transcripts are securely sent directly to schools, colleges, universities, employers, or other approved recipients through the Texas Records Exchange (TREx) system. Transcript records may include:

- Courses and grades earned at a Weslaco ISD high school campus
- High school credit courses completed in middle school
- Approved transfer grades from U.S. schools
- Approved international transfer grades for recent immigrants or foreign exchange students

State of Texas High School Diploma

After the completion of all graduation requirements, students receive a high school diploma. All students receive the same diploma. Differences in graduation plans are reflected in the student transcript.

Early Graduation Opportunities

Students who complete all graduation requirements, including required coursework and assessments, may be eligible to graduate in fewer than four years. Parents may request early graduation, and requests will be considered in accordance with district policy. Before being reclassified as a senior (Grade 12), students seeking early graduation must:

- Meet the minimum credit requirements for grade-level reclassification.
- Be on track to be CCMR complete
- Pass EOC exams or be eligible for IGC
- Demonstrate a plan to complete all graduation requirements.
- Submit a completed Early Graduation Intent Form with all required signatures no later than the 2nd week of school at the start of their Junior year.

Students are ranked within their respective graduating class based on their grade classification. Students interested in early graduation should contact their school counselor or registrar to begin the planning process.

Texas First Early High School Completion Program

The Texas First Diploma Program allows an eligible student to graduate early with the Distinguished Level of Achievement and receive a scholarship (equivalent to the TEXAS Grant amount) for one or two semesters at any Texas public institution of higher education. General eligibility includes:



- Texas residency
- FAFSA (or TASFA) completion
- At least 22 high school credits and a final GPA equivalent to 3.0 or higher
- Additional academic requirements, including college-readiness test scores, STAAR exam participation, and demonstrated subject mastery

The scholarship does not guarantee automatic college admission and must be used within the first academic year following graduation. As of September 2023, the Texas First Scholarship is usable at any Texas public institution of higher education (expanded by SB 2294, 88th Legislature, from an original list of 10 universities).

Students interested in learning more about eligibility requirements should speak with their school counselor or the CCMR Team, or visit the Texas First Early High School Completion Program webpage for additional information.

Financial Aid Graduation Requirement

To graduate, each student must complete and submit a FAFSA or TASFA during their graduating year or submit a signed Financial Aid Application Opt-Out Form. Contact your counselor or CCMR staff for assistance.

Top 10% Graduation Ruling

For two school years following graduation, a district student who graduates as valedictorian or in the top 10 percent of their class is eligible for automatic admission into four-year public universities and colleges in Texas if the student also meets one of the following requirements:

- Completes the distinguished level of achievement under the Foundation Graduation Program. This requires completing at least one endorsement AND Algebra II as one of the four required mathematics credits. [See Foundation Graduation Program]; OR
- Achieves a score on a qualifying college entrance examination. For the 2026–2027 school year, THECB has designated the ACT and SAT as qualifying examinations with the following scores: ACT — all four College Readiness Benchmarks must be satisfied: English 18, Mathematics 22, Reading 22, Science 23; SAT — achieve the THECB-designated equivalent score on the current 1600-point scale. Contact the school counselor or CCMR Staff to confirm the current SAT qualifying score.

Individual Graduation Committee

An Individual Graduation Committee may determine that an eligible student qualifies for a Texas high school diploma after not passing no more than two required STAAR EOC assessments. To qualify, a student must:

- Be classified as an 11th- or 12th-grade student
- Complete all required graduation coursework
- Attempt all required STAAR EOC assessments and fail no more than two

For students receiving special education services, the ARD committee determines applicable EOC assessment requirements. Students entering high school before 2011–2012 should refer to 19 TAC §74.1027.

Local Graduation Honors

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank in accordance with the EIC (LOCAL) policy and administrative regulations by using grades available at the time of the calculation at the end of the fall semester of the senior year. Students will be recognized using the Latin Honors System.

Latin Honors:

- Summa Cum Laude: 100+ (no rounding)
- Magna Cum Laude: 95-99 (no rounding)
- Cum Laude: 90-94 (no rounding)

For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognition and shall not restrict class rank for the purpose of automatic admission under state law. [See EIC (LEGAL)] Students must complete the Foundation with Endorsement or Distinguished Level of Achievement Plan to be eligible for Honor recognition.



Graduation Ceremony and Recognitions

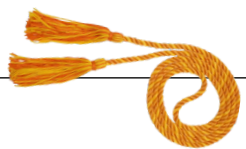
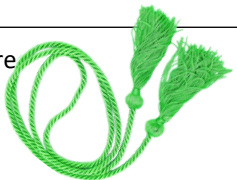
A student who successfully completes all graduation requirements except for required end-of-course assessment instruments may be issued a Certificate of Coursework Completion. The district may allow a student receiving a Certificate of Coursework Completion to participate in a graduation ceremony with students receiving high school diplomas, in accordance with FMH(LEGAL) Policy.

Weslaco ISD recognizes students who demonstrate academic achievement, leadership, and participation in approved programs through designated graduation distinctions. To earn a district-recognized distinction, students must meet all requirements established by Weslaco ISD, including applicable coursework, assessments, and program criteria.

Only distinctions awarded through Weslaco ISD-approved programs will be recognized as part of district graduation recognition. External honors, awards, certifications, or distinctions must receive prior approval from the campus principal to be considered for recognition. Students and families should work with their campus counselor to review graduation requirements, available distinctions, and eligibility criteria.

Graduation Distinctions

Students may choose to work towards higher levels of academic performance and graduate with one or both high school degree enhancements. The two Enhancements are: 1.) Performance Acknowledgements and 2.) Distinguished Level of Achievement. To meet the criteria for enhancements, students must satisfy the following performance measures:

Award	Requirements
Distinguished Level of Achievement (DLA) → Purple Cord	Required for top 10% • 4 Credits in Math, which must include Alg. 2 • 4 Credits in Science • Remaining curriculum requirements • Successful completion of an endorsement 
Honor Graduate → Yellow Stole → Yellow Tassel	Final GPA of 90 average or higher (no rounding) 
 Performance Acknowledgements → Silver Cord	• Bilingual Biliteracy: completing all English language arts requirements (with an 80+ avg. (ENG classes) AND a 3rd year of LOTE (with an 80+ in LOTE classes) or a score of 3 or higher on an AP exam in a language other than English + TELPAS Adv. High as an exit criteria (previous EB students only) OR • Dual Credit: Completing 12 Credit hours of Texas core curriculum dual enrollment courses with a B or higher OR • Advanced Placement (AP): Pass any AP Exam 3 + or higher OR • Complete an Associate's degree OR • Earn a total score of at least 1350 on the SAT OR • Earning a combined critical reading and mathematics score of at least 410 on the evidenced based reading section and 520 on the mathematics section of the SAT OR • Earning a composite score on the ACT examination of 29 (excluding the writing subscore) • Earn a score on PSAT/NMSQT® that qualifies the student for recognition as a commended scholar or higher by the National Merit Scholarship Corporation OR • Earn a state OR nationally OR internationally recognized business and industry certification OR license
 CTE Acknowledgement → Orange/Blue/Red Cord	• Earn an industry certification plus Completer (three or more courses for four or more credits, including one level three or level four course in the same program of study) in an aligned program of study ** Cord will be distributed by CTE personnel. 
UT OnRamps Acknowledgement → Orange	• Maintain "College-Ready" Eligibility • Successfully Complete the Course Sequence • Earn the College Credit (or Pass the College Course)
CCMR Graduate → Lime Green Cord	Student must complete at least 1 College, Career, or Military Readiness Measure • Score of 3+ on any AP Exam • Meet college readiness score on TSIA2, ACT or SAT • Earn 3 hours of college Credit in English or Math • Earn 9 hours of college Credit in any subject, including CTE • Earn an Associate's Degree • Successfully complete an ONRAMPS course and qualify for at least 3 university hours • Earn an industry certification plus Completer (three or more courses for four or more credits, including one level three or level four course in the same program of study) in an aligned program of study • IEP students who graduate with an advanced diploma and/or workforce readiness • Successfully complete a college prep course offered by a partnership between a district and higher education institution as required from HB5 
RGV Lead Acknowledgement → Red, White and Blue Cord	• Complete an Endorsement Pathway • Participate in Work-Based Learning • Maintain Academic Performance 



SECTION III: ADVANCED ACADEMIC OPPORTUNITIES

WISD provides multiple opportunities to earn college credit through College Board Advanced Placement (AP) exams, dual credit courses with South Texas College (STC), University of Texas Rio Grande Valley (UTRGV) and UT OnRamps courses. For information on eligibility and enrollment, students should contact their school counselor or the CCMR Team. Qualified students must complete enrollment paperwork, which may vary by program or institution, and should confirm how credit will apply to both high school and college transcripts.

Advanced Placement Entry Procedure

WISD has an open enrollment policy regarding Pre-Advanced Placement and Advanced Placement (AP) courses. Advanced Placement courses are equivalent to college-level courses. Pre-Advanced Placement is preparation for Advanced Placement courses, and instructional practices include acceleration and alignment to the AP curriculum. Students wishing to take college courses independently must obtain prior approval from the head counselor and principal. Without approval, credit will not be accepted toward WISD graduation requirements.

Pre-AP and Honors

Pre-AP or honors courses are designed to teach students study skills and learning strategies. Pre-AP courses are available to all students in all WISD middle and high schools.

Courses vary from campus to campus based on course demand. These courses build on the strengths of students and prepare them to experience success in advanced courses.

AP Course Offerings

AP courses offer high school students the opportunity to take college level coursework, building a strong academic foundation and skills for college success. Students enrolled

in an AP course are generally expected to take the corresponding AP exam. AP courses are available in the following areas:

- English: English Language and Composition, English Literature and Composition
- World Language: Spanish Language and Culture, Spanish Literature and Culture
- History & Social Science: World History, US History, Macroeconomics, US Government and Politics
- Science: Biology, Chemistry, Environmental Science, Physics
- Mathematics: Calculus AB, Calculus BC, Statistics, Computer Science A, Computer Science Principles
- Arts: Studio Art: 2-D Design, Studio Art: 3-D Design, Drawing

AP course offerings may vary from year to year based on factors such as student interest, enrollment, staffing, and scheduling. Students should consult with their school counselor for current AP course offerings.



Advanced Placement Exit Procedure

A student may be removed from a Pre-AP/AP course if one of the following occurs: (1) following a parent conference, (2) the campus intervention plan is not followed, (3) the student's grade is below 65 at the end of the first six weeks, or (4) the student's grade remains below 70 for two consecutive six weeks. Students who continue to earn grades below 70 may be exited from the AP course at any time.

Dual Credit Entry Procedure

Weslaco ISD partners with South Texas College (STC), University of Texas at Austin (UT), and The University of Texas Rio Grande Valley (UTRGV) to provide students with a variety of Dual Credit opportunities. Students interested in participating should meet with their high school counselor to review eligibility requirements, course options, application deadlines, and registration procedures. Because program requirements and course offerings may change, students should consult their counselor each year for the most current information.

Satisfactory Academic Progress (SAP)

Satisfactory Academic Progress (SAP) toward completing their college program. Although dual credit and dual enrollment students typically do not receive federal financial aid while in high school, their academic performance may affect future financial aid eligibility once they enroll in college. While SAP policies vary by college or university, they generally require students to:

- Maintain a minimum cumulative GPA (typically 2.0 or higher).
- Complete a required percentage of attempted coursework (commonly 67%).
- Complete their degree or certificate within the institution's maximum time frame.
- Students should review the SAP policy of the college or university they plan to attend, as requirements and appeal procedures vary by institution.

Dual Credit Exit Procedure

Students requesting to withdraw from a dual credit course must first meet with their school counselor and/or CCMR team. The student must follow the withdraw procedures from enrolled institutions. Students should consult with their counselor and/or CCMR team before withdrawing, as it may affect both high school graduation requirements and college transcripts.



Dual Credit Programs Available

STC Dual Credit



STC offers a wide variety of academic transfer and workforce courses that allow students to begin working toward a college certificate or degree before graduating from high school.

Students must meet the eligibility requirements established by the current agreement between Weslaco ISD and STC, including applicable academic and college readiness standards. Under the current partnership, eligible students may enroll in approved STC dual credit courses without paying tuition. Students may be responsible for certain course-related expenses, such as textbooks, instructional materials, or other required fees.

UT OnRamps Dual Credit



The OnRamps program from The University of Texas at Austin provides eligible students with access to rigorous college-level coursework while remaining enrolled in high school. OnRamps courses are hybrid courses taught by qualified high school teachers in partnership with UT Austin professors using curriculum developed by the university, allowing students to experience the expectations of college-level learning.

Students who meet program requirements have the opportunity to earn high school credit and may also earn college credit from UT Austin. Eligibility, course availability, and college credit requirements are established through the current partnership between Weslaco ISD and UT Austin.

UTRGV Dual Credit



Students interested in enrolling in UTRGV dual credit courses must meet the eligibility requirements established by the current agreement between Weslaco ISD and UTRGV, which may include grade-level, academic, and college readiness requirements.

Under the current partnership agreement, eligible students may enroll in approved UTRGV dual credit courses without paying tuition. However, students may be responsible for certain costs, including textbooks, instructional materials, transportation, laboratory fees, parking permits, identification cards, or other course-related expenses, unless otherwise provided by the district or university.

Choosing the Right Dual Credit Path

Choosing the right college credit opportunity is an important part of high school planning. While all three options allow students to earn college credit, they differ in eligibility, instruction, grading, and transferability. Review the comparison below and speak with your school counselor and CCMR Team to determine the best fit.

	UT OnRamps	STC/UTRGV Dual Credit	Advanced Placement (AP)
Classroom Design	Flipped Classroom Model Allows Students to earn HS and potentially earn college credit (if accepted by the student) while still in high school.	Students earn HS and college credit after successfully completing the course.	Students earn college credit while taking a HS course following the College Board AP curriculum.
Earning College Credit	2 separate grades: HS grade given by the high school teacher based on completion of identified assignments. College grade from UT is based on college assignments graded by the UT professor. The student can accept the credit and it will reflect on the college transcript.	2 separate grades: HS credit given with completion of the course. College credit is awarded automatically upon successful completion of the course	HS credit given with succesful completion of the course. College credit earned if the student scores a 3 or higher on the College Board AP exam.
Instructor Type	Course is taught online by a UT professor. HS teacher trained by UT serves as a mentor to students to complete assignments.	Course may be taught online, in person by a college instructors or HS teachers who serve as adjunct professors.	Course is taught by HS teacher trained by College Board.
TSIA	NOT REQUIRED	Student must be TSIA complete for the subject area required for the course.	NOT REQUIRED
College Credit	Guaranteed to be accepted at any public university and some private universities in Texas. Check individual college for course compatibility .		College Credit earned only if student passes AP exam. Accepted throughout the nation. Check College Board for individual college Credit eligibilty.
GPA	ALL WEIGHTED THE SAME		

Early College High School (ECHS)

The Early College High School is an innovative high school program designed to give students who are traditionally underrepresented in college an opportunity to earn both a high school diploma and up to 60 college credit hours. ECHS programs provide:

- Tuition-free dual credit coursework
- Rigorous, college-level instruction through a structured pathway
- Academic, social, and advising supports to increase college readiness and persistence
- A seamless transition toward postsecondary completion and credential attainment

Students are identified through an interest and application process. Interest forms are released annually at the beginning of the spring semester of a student's 8th grade year.

South Texas College Dual Enrollment Academies

The Dual Credit Program with South Texas College (STC) allows eligible high school students to earn college credit while still enrolled in high school. Students must meet college readiness requirements and admission criteria established by the Texas Higher Education Coordinating Board and STC. Courses may be taken in place of, or in addition to, the student's regular high school schedule. Dual credit courses offered at high school sites are provided at no cost to students. STC representatives visit high schools throughout students' 9th and 10th grade years to provide information and support. A yearly parent information meeting is also held each fall to explain program expectations, eligibility, and enrollment steps. Students must apply for dual credit during their sophomore year, the programs available are:

- Dual Enrollment Medical Science Academy (DEMSA)
- Dual Enrollment Engineering Academy (DEEA)
- Dual Enrollment Criminal Justice Academy (DECJA)
- Dual Enrollment Business Administration Academy (DEBAA)
- Dual Enrollment Psychological Science Academy (DEPSA)

For more information visit [South Texas College Dual Academies website](#) or reach out to your campus counselor or CCMR staff.

Texas Direct Transfer Pathway

Texas Direct provides a seamless pathway from a Texas public two-year college to a public four-year institution. Because some WISD students graduate from high school with an associate degree through dual credit, understanding this pathway is important when planning their next steps. Students who complete the Texas Core Curriculum and an approved Field of Study may earn a Texas Direct Transfer Degree, allowing eligible courses to transfer as a block toward their selected major. Students should work with their counselor and college advisor to ensure their coursework aligns with their intended degree plan.

Top Five Percent for University of Texas at Austin

State law (SB 175, 81st Legislature) permits UT Austin to limit automatic admissions to 75 percent of its enrollment capacity for incoming resident freshmen, with the specific percentage threshold set and announced by UT Austin each year. UT Austin has confirmed it will automatically admit students who rank in the top 5% of their high school graduating class. Students not admitted through automatic admission will be considered through UT Austin's holistic review process, which evaluates GPA, essays, extracurricular activities, and other factors.



SECTION IV: COURSE DESCRIPTIONS

ENGLISH

All courses are included in the GPA unless marked with an asterisk (*)

ENGLISH I Course Codes: EN0130/03220100

Credit: 1.0

Grade Level: 9th

Prerequisite: NONE

Students enrolled in English I continue to increase and refine their communication skills. Students are expected to plan, draft, and complete written compositions on a regular basis. Students practice all forms of writing. An emphasis is placed on organizing logical arguments with clearly expressed related definitions, theses, and evidence. Students write to persuade and to report and describe. Students read extensively in multiple genres from world literature such as reading selected stories, dramas, novels, and poetry originally written in English or translated to English from oriental, classical Greek, European, African, South American, and North American cultures.

ENGLISH I Pre AP Course Codes: EN0180/03220100 Credit: 1.0

Grade Level: 9th

Prerequisite: NONE

Students enrolled in English I PreAP continue to increase and refine their communication skills. Students are expected to plan, draft, and complete written compositions on a regular basis at faster pace and with more rigor. Students practice all forms of writing. An emphasis is placed on organizing logical arguments with clearly expressed related definitions, theses, and evidence. Students write to persuade and to report and describe. Students read extensively in multiple genres from world literature such as reading selected stories, dramas, novels, and poetry originally written in English or translated to English from oriental, classical Greek, European, African, South American, and North American cultures. This course follows the PreAP curriculum to prepare students for AP courses.

ENGLISH II - Course Codes: EN0230/03220200

Credit: 1.0

Grade Level: 10th

Prerequisite: NONE

Students enrolled in English II continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. In English II, students practice all forms of writing. An emphasis is placed on persuasive forms of writing such as logical arguments, expressions of opinion, and personal forms of writing. These personal forms of writing may include a response to literature, a reflective essay, or an autobiographical narrative. English II students read extensively in multiple genres from world literature such as reading selected stories, dramas, novels, and poetry originally written in English or translated to English from oriental, classical Greek, European, African, South American, and North American cultures.

ENGLISH II Pre AP- Course Codes: EN0280/03220200

Credit: 1.0

Grade Level: 10th

Prerequisite: NONE

This accelerated course prepares students for future AP English courses through advanced study of literature, composition, and rhetoric. Students analyze diverse texts across genres, develop sophisticated essay-writing skills, and strengthen vocabulary and research abilities, including MLA citation. The course moves at a faster pace and greater depth than on-level English II, requiring independent reading and consistent outside work.

ENGLISH III - Course Codes: EN0330/03220300

Credit: 1.0

Grade Level : 11th

Prerequisite (Recommended): completion of English I, II

Students enrolled in English III continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. In English III, students practice all forms of writing. An emphasis is placed on business forms of writing such as the report, the business memo, the narrative of a procedure, the summary or abstract, and the résumé. English III students read extensively in multiple genres from American literature and other world literature. Periods from American literature may include the pre-colonial period, colonial and revolutionary periods, romanticism and idealism, realism and naturalism, early 20th century, and late 20th century.

ENGLISH IV Course Codes: EN0430/03220400

Credit: 1.0

Grade Level: 12th

Prerequisite (Recommended): Completion of English I, II, and III

Students enrolled in English IV continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. In English IV, students are expected to write in a variety of forms, including business, personal, literary, and persuasive texts. English IV students read extensively in multiple genres from British literature and other world literature. Periods from British literature may include the old English period, medieval period, English renaissance, 17th century, 18th century, romantic period, Victorian period, and modern and postmodern period.

ENGLISH I for Speakers of Other Languages-Course Codes: EE1120/03200600 Credit: 1.0

Grade Level: 9th

Prerequisite: Beginner or intermediate proficiency in English

Recommended corequisite: English Language Development and Acquisition (ELDA1).

This is an intensive reading and writing course for recent immigrants whose native language is not English, and takes students from an intermediate to an advanced level of English proficiency. It is built on high-interest thematic content while reinforcing both vocabulary development and grammatical structures.

ENGLISH II for Speakers of Other Languages-Course Codes: EE1220/03200700 Credit: 1.0

Grade Level: 10th

Prerequisite: Beginner or intermediate proficiency in English.

Recommended corequisite: English Language Development and Acquisition (ELDA2)

This is an intensive reading and writing course for recent immigrants whose native language is not English, and takes students from an intermediate to an advanced level of English proficiency. It is built on high-interest thematic content while reinforcing both vocabulary development and grammatical structures.

INDEPENDENT STUDY IN ENGLISH-Course Codes: EI10U0 /03221800

Credit: .5-1.0

Grade Levels: 12th

Prerequisite (Recommended): Completion of English I, II, III, IV

This course focuses on a specialized area of study such as the work of a particular author or genre. Students are expected to read and write in multiple forms for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written compositions on a regular basis and carefully examine their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. If the course is being taken as a requirement for the Distinguished Achievement Program, a student research/product must be presented before a panel of professionals or approved by the student's mentor.

AP ENGLISH LANGUAGE AND COMPOSITION-Course Codes: EN0390/A3220100 Credit: 1.0

Grade Level: 10th & 11th

Prerequisite (Recommended): English II

This is a College Board Advanced Placement course, which may be taken in the junior year in place of English III or in the senior year in place of English IV. Students fulfill all TEKS requirements for those courses as well as complete more rigorous coursework, which prepares them for the College Board examination in May. This is considered a college level course, and students may obtain college credit depending on their AP exam score and university requirements.

AP ENGLISH LITERATURE AND COMPOSITION-Course Codes: EN0490/A3220200 Credit: 1.0 Grade Level: 11th & 12th

Prerequisite (Recommended): English III or Advanced Placement (AP) English Language and Composition.

This is a College Board Advanced Placement course, which may be taken in the senior year in place of English IV. Students fulfill all TEKS requirements for that course as well as complete more rigorous coursework, which prepares them for the College Board examination in May. It is considered a college level course, and students may obtain college credit depending on their AP exam score and university requirements.

READING I, II, III-Course Codes: ER0130, ER0230, ER0330 /03270700, 03270800, 03270900

Credit: 1.0

Prerequisite: NONE

Reading I, II, III offers students instruction in word recognition and comprehension strategies and vocabulary to ensure that high school students have an opportunity to read with competence, confidence, and understanding. Students are given opportunities to locate information in varied sources, to read critically, to evaluate sources, and to draw supportable conclusions. Students learn how various texts are organized and how authors choose language for effect. All of these strategies are applied in texts that cross the subject fields.

PRACTICAL WRITING SKILLS-Course Codes: EW1030/03221300**Credit .5-1.0****Prerequisite: NONE**

The study of writing allows high school students to earn one-half to one credit while developing skills necessary for composing business letters and requests for information, as well as for completing job applications and résumés. This course emphasizes skill in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar, and the effective use of vocabulary. Students are expected to understand the recursive nature of the writing process.

RESEARCH AND TECHNICAL WRITING-Course Codes: EW5030 / 03221100**Credit .5-1.0****Prerequisite: NONE**

This rigorous composition course asks high school students to skillfully research a topic or a variety of topics and present that information through a variety of media. Students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop and apply criteria for effective writing, and set their own goals as writers.

COMMUNICATION APPLICATIONS-Course Codes: VS10U5,VS10U6 / 03241400**Credit .5****Grade Level: 9th-12th****Prerequisite: None**

Students enrolled in Communication Applications will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.

JOURNALISM-Course Codes: VJ0130/03230100**Credit: .5-1.0****Grade Level 10th-12th****Prerequisite: NONE**

Students enrolled in Journalism write in a variety of forms for a variety of audiences and purposes. Students will become analytical consumers of media and technology to enhance their communication skills. Students enrolled in Journalism will learn journalistic traditions, research self-selected topics, write journalistic texts, and learn the principles of publishing.

PHOTOJOURNALISM-Course Codes: VJ1030/03230800**Credit .5-1.0****Grade Level 10th-12th****Prerequisite: NONE**

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

ADVANCED JOURNALISM I, II,III Course Codes: VJ0230-VJ0430 NEWSPAPER / VY0130-VY0330 YEARBOOK**NP=03230110,03230120,03230130 YB:03230140, 03230150,03230160****Credit:1.0****Grade Level 10th-12th****Prerequisite: NONE**

Students may enroll in up to three levels of newspaper, yearbook or literary magazine courses. Students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. Students will apply their skills in producing the school paper, yearbook or magazine.

COLLEGE PREPARATORY COURSE IN ENGLISH-COURSE CODE: ECP430/CP110109**Credit: 1.0****Grade Level: 12th****Prerequisite: English I, II, III and PASS ALL Corresponding English End-of-Course Exams**

This course is designed for 12th-grade students who have not yet demonstrated college readiness in reading and writing. Students will develop and intensely practice the advanced reading, academic writing, and critical thinking skills required for success in entry-level, credit-bearing college courses. The curriculum focuses on synthesizing complex informational and literary texts, formulating evidence-backed arguments, mastering mechanics and usage, and conducting academic research. Successful completion of this course satisfies the TSI literacy requirement at partnering institutions of higher education.

Grade Level: 12th

Prerequisite: 12th grade students who have taken the TSI Assessment, SAT, or ACT and have not met a "college-ready" score in English

Texas College Bridge English is a personalized, self-paced online course designed for 12th grade students who have not yet met a college-ready benchmark in English on the SAT, ACT, or TSIA2. Upon graduation, successful completion allows students to earn a TSI exemption at partnering colleges and universities across the state. Students earn high school credit for CPC English - Texas College Bridge.

SOCIAL STUDIES

All courses are included in the GPA unless marked with an asterisk (*)

WORLD GEOGRAPHY - Course Codes: HR1030/03320100**Credit: 1.0****Grade Level: 9th****Prerequisite: NONE**

In World Geography, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. A significant portion of the course centers around physical and social processes, including environmental, economic systems, cultural patterns, and political processes. Students use problem-solving and decision-making skills to ask and answer geographic questions.

WORLD GEOGRAPHY HONORS- Course Codes: HR10H0/03320100**Credit: 1.0****Grade Level: 9th****Prerequisite: NONE**

In World Geography Honors, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. A significant portion of the course centers around physical and social processes, including environmental, economic systems, cultural patterns, and political processes. Students use problem-solving and decision-making skills to ask and answer geographic questions. Emphasis will be on developing study skills for the student to be successful in an Advanced Placement social studies class. This class will follow a format that emphasizes a more analytical approach using document-based questions, advanced writing and spatial analysis.

WORLD HISTORY - Course Codes: HW1030/03340400**Credit: 1.0****Grade Level:****10th****Prerequisite: NONE**

Students will cover the history of the World from prehistoric times to the present. The students will study the social, economic, political, and religious forces that have shaped the world for five thousand years and the inventions, arts and wars that resulted from these events. High-level thinking and writing skills are emphasized.

WORLD HISTORY HONORS - Course Codes: HW10H0/03340400**Credit: 1.0****Grade Level: 10th****Prerequisite: NONE**

This advanced course provides an overview of the history of humankind from 8000 BC to the present. This course includes the same elements of World History; however, this class is intended to challenge the ability and meet the needs of academically talented, college-bound students. Students explore an interdisciplinary view of the development of past and present cultures through the interpretation, evaluation and analysis of historical and literary materials. Emphasis will be on developing study skills for the student to be successful in an Advanced Placement social studies class.

WORLD HISTORY AP - Course Codes: HW1090/A3370100 Credit: 1.0**Grade Level: 10th****Prerequisite: NONE**

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.

US HISTORY - Course Codes: HU1030/03340100**Credit: 1.0****Grade Level: 11th****Prerequisite: NONE**

Students will learn the history of the United States from 1876 (period following reconstruction) to the present, covering political, social, and economic trends in national events and the United States involvement in world affairs. Higher-level thinking and writing skills are emphasized.

U.S. HISTORY AP - Course Codes: HU1090/A3340100 Credit: 1.0**Grade Level: 11th****Prerequisite: NONE**

This course is designed to provide a college-level experience and preparation for the Advanced Placement Exam. An emphasis is placed on interpreting documents, mastering a significant body of factual information, and writing critical essays. Topics include life and thought in colonial America, revolutionary ideology, constitutional development, Jeffersonian and Jacksonian democracy, nineteenth-century reform movements, and Manifest Destiny. Other topics include the Civil War and Reconstruction, immigration, industrialism, Populism, Progressivism, World War I, the Jazz Age, the Great Depression, the New Deal, World War II, the Cold War, the post-Cold War era, and the United States at the beginning of the twenty-first century. This course will fulfill the United States history graduation requirement.

US HISTORY OnRamps - Course Codes: HUR1U0/03340100**Credit: 1.0****Grade Level: 11th****Prerequisite: NONE**

US History OnRamps is a dual credit course offered in partnership with The University of Texas at Austin, allowing students to earn college credit while completing their high school U.S. History requirement. The course examines the history of the United States from 1876 to the present, covering political, social, and economic trends and the nation's role in world affairs, with an emphasis on college-level reading, writing, and analytical skills. Students engage with UT Austin's curriculum, online coursework, and instructor training, supported by a locally trained high school teacher. Successful completion of required assessments may earn students transferable college credit. This course fulfills the United States history graduation requirement.

US HISTORY Dual Credit - Course Codes: HU10U0/03340100**Credit: 1.0****Grade Level: 11th****Prerequisite: Meet TSIA2 college readiness standard for ELAR & other required dual course prerequisites.**

This dual credit course, offered in partnership with South Texas College, allows students to earn both high school and college credit. Students examine the history of the United States from 1876 to the present, covering major political, social, and economic developments and the nation's role in world affairs, with an emphasis on college-level reading, writing, and analytical skills. The course follows South Texas College's curriculum and grading standards, offering students a head start on college-level coursework and credit that may transfer to participating universities

U.S. GOVERNMENT - Course Codes: HG1035/HG1036/03330100**Credit: .5****Grade Level: 11th - 12th****Prerequisite: NONE**

In United States Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. This course is the culmination of the civic literacy growth of students. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems.

U.S. GOVERNMENT and POLITICS AP - Course Codes: HG1095/HG1096/A03330100 Credit: .5 Grade Level: 11th- 12th

Prerequisite: NONE

Advanced Placement Government and Politics will give students an analytical perspective on government and politics in the United States. The course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. The program prepares students for the Advanced Placement United States Government Test by making demands upon them equivalent to those made by full-year introductory college courses.

U.S. GOVERNMENT Dual Credit- Course Codes: HG10U5/HG10U6/03330100 Credit: .5 Grade Level: 11th- 12th

Prerequisite: Meet TSIA2 college readiness standard for ELAR & other required dual course prerequisites.

This dual credit course, offered in partnership with South Texas College, allows students to earn both high school and college credit. Students examine the origin and structure of American national government, the U.S. Constitution, the rights and responsibilities of citizens, and the roles of the three branches of government, with an emphasis on college-level reading, writing, and critical analysis of political systems and processes. The course follows South Texas College's curriculum and grading standards, offering students a head start on college-level coursework and credit that may transfer to participating universities. This course fulfills the United States government graduation requirement.

U.S. GOVERNMENT OnRamps- Course Codes: HGR1U5/HGR1U6/03330100 Credit: .5 Grade Level: 11th- 12th

Prerequisite: U.S. History (or concurrently enrolled)

US Government OnRamps is a dual credit course offered in partnership with The University of Texas at Austin, allowing students to earn college credit while completing their high school government requirement. The course introduces the founding principles of American self-government, preparing students to take an active role in civic life. Students explore their rights and responsibilities as citizens, including the right to vote and run for office, and examine the core texts and key events that shaped the founding and evolution of American government. Using a Flipped Learning model, students engage with primary sources and instructional videos outside of class to build understanding before applying it in the classroom. Successful completion of required assessments may earn students transferable college credit.

ECONOMICS with Emphasis on the Free Enterprise System and Its Benefits - Course Codes: HE1035/HE1036/03310300

Credit: .5

Grade Level: 11th- 12th

Prerequisite: NONE

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

ECONOMICS (Macroeconomics) AP - Course Codes: HE1095/HE1096/A03310200 Credit: .5 Grade Level: 11th- 12th

Prerequisite: NONE

Advanced Placement Economics (Macroeconomics) is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price determination, and develops the students' familiarity with economic performance measures, economic growth, and international economics. The program prepares students for the Advanced Placement Economics Test by making demands upon them equivalent to those made by full-year introductory college courses.

PSYCHOLOGY Dual Credit - Course Codes: HP10U5/6/03350100 Credit: .5 Grade Level: 11th - 12th

Prerequisite: Meet TSIA2 college readiness standard for ELAR & other required dual course prerequisites.

This dual credit course, offered in partnership with South Texas College, allows students to earn both high school and college credit. Students explore the scientific study of human behavior and mental processes, including topics such as biological bases of behavior, cognition, learning, development, personality, and psychological disorders. Emphasis is placed on research methods, critical thinking, and applying psychological concepts to real-world situations. The course follows South Texas College's curriculum and grading standards, offering students a head start on college-level coursework and credit that may transfer to participating universities.

SOCIOLOGY Dual Credit - Course Codes: HO10U5/6/03370100 Credit: .5 Grade Level: 11th- 12th

Prerequisite: Meet TSIA2 college readiness standard for ELAR & other required dual course prerequisites.

This dual credit course, offered in partnership with South Texas College, allows students to earn both high school and college credit. Students examine the structure and function of society, including topics such as culture, socialization, social institutions, social stratification, group behavior, and social change. Emphasis is placed on research methods, critical thinking, and applying sociological concepts to understand human relationships and social issues. The course follows South Texas College's curriculum and grading standards, offering students a head start on college-level coursework and credit that may transfer to participating universities.

PERSONAL FINANCIAL LITERACY and ECONOMICS-Course Codes:HE3035/6/03380083 Credit: .5 Grade Level:11th-12th

Prerequisite:None

The Personal Financial Literacy and Economics Course emphasizes the economic way of thinking, which serves as a framework for the personal financial decision-making opportunities introduced in the course. Students will demonstrate the ability to anticipate and address financial challenges as these challenges occur over their lifetime. In addition, students are introduced to common economic and personal financial planning terms and concepts. As a result of learning objective concepts and integrating subjective information, students gain the ability to lead productive and financially self-sufficient lives.

PERSONAL FINANCIAL LITERACY-Course Codes:HF1035/6/03380082 Credit: .5 Grade Level:11th-12th

Prerequisite:None

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

ETHNIC STUDIES:MEXICAN AMERICAN STUDIES-Course Codes: HE0130/03380084 Credit:1.0 Grade Level:11th - 12th

Prerequisite: NONE

Mexican American Studies, an elective course, students learn about the history and cultural contributions of Mexican Americans. Students explore history and culture from an interdisciplinary perspective. The course emphasizes events in the 20th and 21st centuries, but students will also engage with events prior to the 20th century.

MATHEMATICS

All courses are included in the GPA unless marked with an asterisk ()*

ALGEBRA I- Course Codes: MA0130/03100500

Credit: 1.0

Grade Level: 9th

Prerequisite: Mathematics, Grade 8, or its equivalent

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

ALGEBRA I Pre AP- Course Codes: MA0180/03100500

Credit: 1.0

Grade Level: 9th

Prerequisite: Mathematics, Grade 8, or its equivalent

This accelerated course builds a strong foundation in algebraic reasoning, going beyond the on-level curriculum in pace, depth, and complexity. Students study linear, quadratic, and exponential functions, systems of equations, polynomials, and data analysis, with an emphasis on modeling, justification, and multiple representations. Pre-AP instructional strategies prepare students for the rigor of future courses such as Geometry Pre-AP, Algebra II, and AP-level math.

GEOMETRY- Course Codes: MG1030, MG1080/03100700

Credit: 1.0 Grade Level: 9th - 10th

Prerequisite: Algebra I

Building on Algebra I and K–8 math foundations, this course develops geometric reasoning through precise terminology, symbolic representation, and formal proof. Topics include coordinate and transformational geometry, logical argument and constructions, congruence, similarity and trigonometry, two- and three-dimensional figures, circles, and probability. Students construct formal proofs, apply proportional reasoning, and use theorems to solve multi-step problems, while gaining exposure to probability concepts essential for college readiness.

GEOMETRY Pre AP- Course Codes: MG1080/03100700

Credit: 1.0 Grade Level: 9th - 10th

Prerequisite: Algebra I

This accelerated course extends the on-level Geometry curriculum with greater depth, faster pacing, and more rigorous problem-solving. Students strengthen geometric reasoning through coordinate and transformational geometry, logical argument and formal constructions, congruence proofs, similarity and trigonometry, two- and three-dimensional figures, circles, and probability. Greater emphasis is placed on formal proof, abstract reasoning, and multi-step, non-routine problems to prepare students for the demands of Algebra II Pre AP and future AP level coursework.

ALGEBRA II- Course Codes: MA0230/03100600

Credit: 0.5–1.0 Grade Level: 10th - 11th

Prerequisite: Algebra I

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

ALGEBRA II Pre-AP- Course Codes: MA0280/03100600

Credit: 0.5–1.0 Grade Level: 10th - 11th

Prerequisite: Algebra I

This accelerated course builds on Algebra I and Geometry to deepen students' understanding of quadratic, exponential, and systems of equations while advancing into logarithmic, square root, cubic, cube root, absolute value, and rational functions. Students explore inverse relationships between functions, apply advanced data analysis and algebraic methods, and tackle more complex, multi-step problems than the on-level course. Greater emphasis is placed on mathematical modeling, abstract reasoning, and justification to prepare students for the rigor of Pre Calculus and future AP level coursework.

ALGEBRAIC REASONING- Course Codes: MR1030/03102540**Credit: 1.0****Grade Level: 10th - 12th****Prerequisite: Algebra I**

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

PRECALCULUS- Course Codes: MC0130/03101100**Credit: 1.0****Grade Level: 11th - 12th****Prerequisite(s): Algebra I, Geometry, Algebra II**

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

PRECALCULUS- OnRamps- Course Codes: MCR1U0/03101100**Credit: 1.0****Grade Level: 11th - 12th****Prerequisite(s): Algebra I, Geometry, Algebra II**

Pre-Calculus OnRamps is a dual credit course offered in partnership with The University of Texas at Austin, allowing students to earn college credit while completing their high school math requirement. The course deepens students' understanding of functions including polynomial, rational, exponential, logarithmic, and trigonometric functions along with sequences, series, and an introduction to limits. Students engage in college level rigor, problem-solving, and mathematical reasoning, supported by UT Austin's curriculum, online resources, and instructor training. Successful completion of required assessments may earn students transferable college credit.

PRECALCULUS Dual Credit- Course Codes: MC01U0/03101100**Credit: 1.0****Grade Level: 11th - 12th****Prerequisite(s): Algebra I, Geometry, Algebra II (HS) & other required dual course prerequisites.**

This dual credit course, offered in partnership with South Texas College, allows students to earn both high school and college credit. Students deepen their understanding of polynomial, rational, exponential, logarithmic, and trigonometric functions, along with sequences, series, and foundational concepts leading into calculus. The course follows South Texas College's curriculum and grading standards, offering students a head start on college level coursework and credit that may transfer to participating universities.

MATHEMATICAL MODELS WITH APPLICATIONS- Course Codes:MM1030/03102400 Credit:1.0 Grade Level: 10th - 12th**Prerequisite: Algebra I**

This course applies mathematics to real-world situations through the use of mathematical models. Students analyze and solve problems related to personal finance, business, science, and everyday decision making using algebraic, graphical, geometric, statistical, and probabilistic methods. The course emphasizes critical thinking, problem-solving, data analysis, and the use of technology to interpret results and make informed decisions.

AP CALCULUS AB- Course Codes: MC1190,MC11U0/A3100101**Credit: 1.0****Grade Level: 11th - 12th****Prerequisite (Recommended): Precalculus**

AP Calculus AB is roughly equivalent to a first-semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections among these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

CALCULUS 1 Dual Credit- Course Codes: MC11U0/A3100101 **Credit: 1.0** **Grade Level: 11th - 12th**

Prerequisite: Math 2412 with a grade of C or higher & other required dual course prerequisites.

This college level course introduces the fundamental concepts of calculus, including functions, limits, continuity, derivatives, antiderivatives, and definite integrals with real-world applications. Students develop analytical and problem-solving skills while preparing for advanced coursework in mathematics, engineering, science, and other STEM fields. Students who successfully complete the course earn both high school and transferable college credit.

AP CALCULUS BC- Course Codes: MC1290/A3100102

Credit: 1.0

Grade Level: 12th

Prerequisite (Recommended): Precalculus

AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and explores all topics covered in AP Calculus AB plus additional topics, including parametric, polar, and vector functions, and polynomial approximations and series. The course teaches students to approach calculus concepts and problems when represented graphically, numerically, analytically, and verbally, and to make connections among these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

AP STATISTICS- Course Codes: MH2090/A3100200

Credit: 1.0

Grade Level: 11th - 12th

Prerequisite(s) (Recommended): Geometry, Algebra II

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

INDEPENDENT STUDY IN MATHEMATICS- Course Codes: MI19U0/03102500 **Credit: .5-1.0** **Grade Level: 11th - 12th**

Prerequisite(s): Algebra II and Geometry

In Independent Study in Mathematics, students will extend their mathematical understanding in a specific area or areas of mathematics, such as theory of equations, number theory, non Euclidean geometry, advanced survey of mathematics, or history of mathematics.

AP COMPUTER SCIENCE A-Course Codes:QW0995,QWL996/A3580110,A3580120 **Credit: 2.0** **Grade Level: 11th - 12th**

Credit: 1.0—Math /*1.0—LOTE(not included in GPA calculation)

Prerequisite(s) (Recommended): Computer Science I, Algebra II, or comfort with function notation

AP Computer Science A introduces students to computer science through programming. Fundamental topics include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language, and is equivalent to a first-semester, college-level computer science course.

FINANCIAL MATHEMATICS- Course Codes: QQ12Y0/13018000

Credit: 1.0

Grade Level: 11th - 12th

Prerequisite: Algebra I

Financial Mathematics is a course about personal money management. Students will apply critical-thinking skills to analyze personal financial decisions based on current and projected economic factors.

ENGINEERING MATHEMATICS - Course Codes: QS1230/13036700
12th

Credit: 1.0

Grade Level: 11th -

Prerequisite: Algebra II

Engineering Mathematics is a course where students solve and model design problems. Students will use a variety of mathematical methods and models to represent and analyze problems that represent a range of real-world engineering applications such as robotics, data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and computer programming.

ACCOUNTING II- Course Codes: QB40Y0/13016700

Credit: 1.0

Grade Level: 11th - 12th

Prerequisite: Accounting I

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

STATISTICS AND BUSINESS DECISION MAKING- Course Codes: QB51U0/13016900
12th

Credit: 1.0

Grade Level: 11th -

Prerequisite: Algebra II (HS) & other required dual course prerequisites.

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

MANUFACTURING ENGINEERING TECHNOLOGY II- Course Codes: QZ44D0/13032950
12th

Credit: 1.0

Grade Level: 11th -

Prerequisite(s)(Recommended): Algebra II, Computer Science I, or Physics

In Manufacturing Engineering Technology II, students will gain knowledge and skills in the application, design, production, and assessment of products, services, and systems and how those knowledge and skills are applied to manufacturing. The study of Manufacturing Engineering Technology II will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings.

***STRATEGIC LEARNING FOR HIGH SCHOOL MATH- Course Codes: VM0130/N1110030** **Credit: 1.0** **Grade Level: 9th**

Prerequisite: None

This course is intended to create strategic mathematical learners from underprepared mathematics students. The basic understanding will stimulate students to think about their approach to mathematical learning. These basic understandings will include identifying errors in the teaching and learning process, input errors, physiological concerns, and key cognitive skills. The essential knowledge and skills will foster a deeper understanding of the task of learning mathematical concepts. Use of personal data and statistical analysis will establish relevance and aid in creation of individualized learning plans (I.L.P.'s). This is an innovative course that is reviewed on an annual basis.

COLLEGE PREPARATORY COURSE IN MATH- Course Code: MCP430/CP111209 **Credit: 1.0**

Grade Level: 12th

Prerequisite: Algebra 1, Geometry and a third course listed in TAC 74.12 (b)(2) Pass Algebra 1 End-of-Course Exam

This course is designed for 12th-grade students who have not yet demonstrated college readiness in math. This course is designed to strengthen and reinforce the mathematical skills and concepts students need to succeed in college-level coursework, career training, or entry into the workforce. Students review and apply key topics from algebra, geometry, statistics, and data analysis, with an emphasis on real-world problem-solving, quantitative reasoning, and college and career readiness standards. The course helps bridge gaps in foundational math skills and prepares students for the expectations of college math placement exams and introductory college courses. Successful completion of this course satisfies the TSI literacy requirement at partnering institutions of higher education.

Level: 12th

Prerequisite: 12th grade students who have taken the TSI Assessment, SAT, or ACT and have not met a "college-ready" score in Math

Texas College Bridge Math is a personalized, self-paced online course designed for 12th grade students who have not yet met a college-ready benchmark in math on the SAT, ACT, or TSIA2. Upon graduation, successful completion allows students to earn a TSI exemption at partnering colleges and universities across the state. Students earn high school credit for CPC Mathematics - Texas College Bridge.

SCIENCE

All courses are included in the GPA unless marked with an asterisk ()*

INTEGRATED PHYSICS & CHEMISTRY - Course Codes: SP1130/03060201 Credit: 1.0

Grade Level: 9th - 11th

Prerequisite: None

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

BIOLOGY- Course Codes: SB0130/03010200

Credit: 1.0

Grade Level: 9th - 10th

Prerequisite: None

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

BIOLOGY PAP- Course Codes: SB0180/03010200

Credit: 1.0

Grade Level: 9th - 10th

Prerequisite: None

While the standard course covers identical Biology concepts to prepare for the mandatory State of Texas Assessments of Academic Readiness (STAAR) End-of-Course (EOC) exam, the Pre-AP framework deepens student expectations across several domains: 1) Quantitative Data Analysis: Higher focus on math-integrated science skills, such as calculating chi-square distributions for genetics, calculating ecological ratios, or graphing complex independent/dependent variables. 2) AP Biology Runway: The course structure mirrors the College Board's four Big Ideas (Evolution, Energetics, Information Storage/Transmission, and System Interactions) to prepare students directly for college-level AP Biology. 3) Experimental Design & Lab Autonomy: Rather than simple "follow-the-recipe" lab experiments, Honors students frequently design their own controlled experiments, form hypotheses, and write comprehensive scientific lab reports defending their conclusions with empirical evidence.

ENVIRONMENTAL SYSTEMS - Course Codes: SI2030/03020000

Credit: 1.0

Grade Level: 10th - 12th

Prerequisite: Biology

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

CHEMISTRY - Course Codes: SC0130/03040000**Credit: 1.0****Grade Level: 10th - 12th****Prerequisite (s): One Unit of High School Science and Algebra 1**

In Chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: characteristics of matter; energy transformations during physical and chemical changes; atomic structure; periodic table of elements; behavior of gases; bonding; nuclear fusion and nuclear fission; oxidation-reduction reactions; chemical equations; solutes; properties of solutions; acids and bases; and chemical reactions. Students will investigate how chemistry is an integral part of our daily lives.

CHEMISTRY PAP - Course Codes: SC0180/03040000**Credit: 1.0****Grade Level: 10th - 12th****Prerequisite (s): One Unit of High School Science and Algebra 1**

While TEKS Chemistry concepts match the regular course, a Pre-AP Chemistry class deepens the material to build a bridge toward AP Chemistry: 1) Mathematical Complexity: The math requirements are significantly higher. Honors students deal with much more abstract, algebra-heavy applications of stoichiometry (limiting reactants, percent yield), gas laws, equilibrium constants, and acid-base thermodynamics. 2) Microscopic Concepts: There is less reliance on memorization and a deeper focus on why things happen at the atomic level (e.g., electronic configurations, molecular geometry, and intermolecular forces). 3) Inquiry-Based Labs: Instead of standard step-by-step lab instructions, Honors students are often given an experimental objective and must deduce their own data collection procedures, calculate complex percent error, and mathematically justify their lab conclusions.

AP BIOLOGY - Course Codes: SB0290/A3010200**Credit: 1.0****Grade Level: 10th - 12th****Prerequisite (s): (Recommended): Biology Pre-AP and Chemistry**

AP Biology is the study of general biological principles as well as of the more specialized biological sciences. Cytology, developmental biology, genetics, ecology, taxonomy, and various aspects of adaptation are integrated within the course. Relationships and applications of concepts within and among various sciences are explored. Laboratory investigations emphasize accurate observations, collection of data, data analysis and the safe manipulation of laboratory apparatus and materials. Students will complete science fair projects. The course is designed to prepare the student to take the Advanced Placement Biology Exam in May.

AP ENVIRONMENTAL SCIENCE - Course Codes: SI2090/A3020000**Credit 1.0****Grade Level: 11th - 12th****Prerequisite(s): (Recommended): Algebra I, two years of high school laboratory science, including one year of life science and one year of physical science.**

AP Environmental Science is the equivalent to a college environmental science course. The course covers Earth systems and resources, the living world, population, land and water use, energy resources and consumption, pollution, and global change. Focuses on advanced inquiry-based laboratory investigations to apply scientific principles, concepts, and methodologies to better understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

ONRAMPS BIOLOGY - Course Codes: ST10U0**Credit: 1.0****Grade Level: 10th - 12th****Prerequisite(s) (Recommended): Biology and Chemistry**

Molecular and cellular biology is the focus of this introductory biology course. This year-long course explores three big ideas of biology: the structure and function of biomolecules, the flow of energy through living systems via photosynthesis and cellular respiration, and how genetic information is expressed and transmitted both within and between cells. Students will learn how to apply critical thinking and quantitative skills to real-world scenarios. They will develop their scientific thinking skills through Peer Instruction, laboratory activities, and active learning in an inclusive classroom environment. Additionally, students will be guided in the development and integration of verbal, written, and graphical communication skills.

AP CHEMISTRY - Course Codes: SC0290/A3040000**Credit: 1.0****Grade Level: 11th - 12th****Prerequisite(s) (Recommended): Chemistry and Algebra II**

AP Chemistry is an in-depth study of chemical concepts and principles encountered in Chemistry I along with specialized areas of chemistry such as organic chemistry, quantitative and qualitative analysis, and nuclear chemistry. Extensive laboratory investigations emphasize accurate observations, collection of data, data analysis, and the operational definition of the concepts and principles of traditional chemistry. Students will complete a science fair project. A strong math background is required. This course is designed to prepare the student to take the Advanced Placement Chemistry Exam in May.

ON RAMPS CHEMISTRY I - COURSE CODE: SCR1U0**Credit: 1.0****Grade Level: 10th - 12th****Prerequisite: Algebra I**

The Principles of Chemistry I course addresses the nature of matter, energy, chemical reactions, and chemical thermodynamics. Students will learn about descriptive chemistry of matter in the natural world, as well as compositional and reaction stoichiometry of chemical compounds. Throughout the course, students will think like scientists by exploring the underlying theoretical foundations of chemistry, making intuitive arguments for how the world works, and supporting those arguments with quantitative measures. Built with an intention to engage students from a variety of backgrounds, students in the course will learn how to successfully study science by organizing their learning around mastery and ownership of materials. Introduction to Chemical Practices I—the course's lab component—provides an introduction to the techniques of modern experimental chemistry and is designed to instill basic laboratory and analytical skills.

PHYSICS- Course Codes: SY0130/03050000**Credit: 1.0****Grade Level: 10th - 12th****Prerequisite: (Recommended): Algebra 1**

In Physics, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include laws of motion; changes within physical systems and conservation of energy and momentum; force; thermodynamics; characteristics and behavior of waves; and quantum physics. This course provides students with a conceptual framework, factual knowledge, and analytical and scientific skills.

PHYSICS HONORS- Course Codes: SY0180/03050000**Credit: 1.0****Grade Level: 10th - 12th****Prerequisite: (Recommended): Algebra 1**

Physics Honors fundamentally changes the delivery to build a bridge toward college-level AP Physics 1 (Algebra-Based) or AP Physics C: 1) Mathematical Application: Standard tracks often lean into a conceptual understanding with simple math. Honors physics is heavily math-intensive, requiring students to smoothly use algebra, geometry, and trigonometry to solve multi-step kinematics, vector resolutions, and rotational mechanics equations. 2) Deep Analytical Problem-Solving: Assessments rely less on single-variable plug-and-chug calculations and focus more on complex word problems where students must synthesize multiple laws of physics concurrently (such as combining conservation of energy and projectile motion formulas). 3) Lab Autonomy: Students spend a minimum of 40% of instructional time in a lab environment. In an Honors class, these are heavily inquiry-based; students are given physical equipment (e.g., photogates, force sensors, pendulums) and a problem statement, leaving them to map their own analytical procedures and derive the physical constants mathematically.

PHYSICS I AP ALGEBRA BASED - Course Codes: SY2190/A3050003**Credit: 1.0****Grade Level: 10th - 12th****Prerequisite (s): (Recommended): Algebra I, Geometry**

AP Physics I:Algebra-Based is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. Focuses on inquiry-based learning and the ability to reason about physical phenomena using important science process skills such as explaining causal relationships, applying and justifying the use of mathematical routines, designing experiments, analyzing data and making connections across multiple topics within the course and in other science disciplines.

PHYSICS 2 AP ALGEBRA BASED -Course Codes: SY2290/A3050004 **Credit: 1.0** **Grade Level: 11th - 12th**
Prerequisite (s) (Recommended): Advanced Placement (AP) Physics 1 or a comparable physics introductory course.
Recommended corequisite: precalculus or an equivalent course.

AP Physics II: Algebra-Based is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. Focuses on inquiry- based learning and the ability to reason about physical phenomena using important science process skills such as explaining causal relationships, applying and justifying the use of mathematical routines, designing experiments, analyzing data and making connections across multiple topics within the course and in other science disciplines.

ON RAMPS PHYSICS - Course Code: SY10U0 **Credit: 1.0** **Grades Level: 10th - 12th**
Prerequisite: Algebra I and either Geometry or Algebra II required; concurrent enrollment of Precalculus recommended

Mechanics, Heat, and Sound introduces big ideas in physics, such as Newtonian mechanics (including motion, force, energy, and rotation), as well as solid and fluid mechanics, oscillations, waves, sound, and heat. Taken together, the topics reinforce the general idea that the behavior of many systems in the world can be described precisely with simple mathematics. This course lays the conceptual groundwork for STEM majors. Students will experience a high-quality curriculum designed by the faculty at The University of Texas at Austin (UT Austin). General Physics Laboratory I—the course’s lab component—engages students in both guided and open inquiry investigations of physical principles. It is designed to instill foundational scientific reasoning, data collection, and analytical skills.

ON RAMPS PHYSICS 2 - Course Code: SY20U0 **Credit: 1.0** **Grade Level: 11th - 12th**
Prerequisite: Physics, Algebra II and Geometry required; Physics I (OnRamps/Honors/AP/DC) or Precalculus recommended

Electromagnetism, Optics, and Nuclear Physics serves as an introduction to electricity, magnetism, optics, waves, and quantum and nuclear physics. Students will explore these topics as they obtain practical experience with electrical circuits and optical devices. Students will also investigate modern physical phenomena, including the quantum nature of light (photons) and properties of the atomic nucleus. Students will learn both how scientific inquiry reveals the fundamental properties of the universe and how these properties are applied in technologies that shape the modern world. This is the second course in a sequence of algebra-based (non-calculus) courses, designed by the faculty at the University of Texas at Austin (UT Austin), which fulfills a general physics requirement. Proficiency in algebra and geometry is assumed. Students will develop critical thinking, empirical, and quantitative skills through analysis of physical situations and problem solving.

ASTRONOMY - Course Codes: SI1530/03060100 **Credit: 1.0** **Grade Level: 11th - 12th**
Prerequisite (s): Algebra I and Integrated Physics and Chemistry (IPC) or Chemistry

In Astronomy, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study the following topics: information about the universe; scientific theories of the evolution of the universe; characteristics and the life cycle of stars; exploration of the universe; role of the Sun in our solar system; planets; and the orientation and placement of the Earth.

AQUATIC SCIENCE - Course Codes: SI1030/03030000 **Credit: 1.0** **Grade Level: 11th - 12th**
Prerequisite: Biology

In Aquatic Science, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include components of an aquatic ecosystem; relationships among aquatic habitats and ecosystems; roles of cycles within an aquatic environment; adaptations of aquatic organisms; changes within aquatic environments; geological phenomena and fluid dynamics effects; and origin and use of water in a watershed.

EARTH SYSTEMS SCIENCE- Course Codes: SI40Z0/03060150**Credit: 1.0****Grade Level: 11th - 12th****Prerequisite (s): Algebra 1 and two credits of high school science**

Earth Systems Science is designed to build on students' prior scientific and academic knowledge and skills to develop an understanding of Earth's systems. These systems — the atmosphere, hydrosphere, geosphere, and biosphere — interact through time to produce Earth's landscapes, climate, and resources. Students explore the geologic history of individual dynamic systems through the flow of energy and matter, their current states, and how these systems affect and are affected by human use. Students apply scientific and mathematical investigations to understand course concepts. At least 40 percent of instructional time is devoted to laboratory and field investigations.

ANATOMY AND PHYSIOLOGY - Course Codes: QH1130/13020600**Credit: 1.0****Grade Level: 10th - 12th****Prerequisite (s): one credit in biology and one credit in chemistry, Integrated Physics and Chemistry, or physics.**

In Anatomy and Physiology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis. At least 40 percent of instructional time is devoted to laboratory and field investigations.

ADVANCED PLANT & SOIL - Course Codes: QA25Y0/13002100**Credit: 1.0****Grade Level: 11th - 12th****Prerequisite: Biology; either chemistry or Integrated Physics and Chemistry (IPC); Algebra I; Geometry; and either Horticultural Science, Greenhouse Operation and Production, or Floral Design****Prerequisite (Recommended): Principles of Agriculture, Food, and Natural Resources**

Advanced Plant and Soil Science provides a way of learning about the natural world. In this course, students learn how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science. To prepare for careers in plant and soil science, students must attain academic knowledge and skills, acquire technical knowledge and skills related to plant and soil science and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. Students must meet the 40% laboratory and fieldwork requirement.

ADVANCED ANIMAL SCIENCE- Course Codes: QA10Y0/13000700**Credit: 1.0****Grade Level: 11th - 12th****Prerequisite (s): Biology and chemistry or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock and Poultry Production**

Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of animal production, including canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorpha production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. To prepare for careers in the field of animal science, students must attain academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards. Students must meet the 40% laboratory and fieldwork requirement.

FORENSIC SCIENCE- Course Codes: QL96Y0/13029500**Credit: 1.0****Grade Level: 11th - 12th****Prerequisite (s): One credit in biology, one credit in chemistry, Integrated Physics and Chemistry (IPC), or physics**

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

MEDICAL MICROBIOLOGY- Course Codes: QW53Y0/13020700 Credit: 1.0 Grade Level: 11th - 12th

Prerequisite (s): One credit in biology, one credit in chemistry, and at least one credit in a course from the Health Science career cluster

The Medical Microbiology course is designed to explore the microbial world, studying topics such as pathogenic and nonpathogenic microorganisms, laboratory procedures, identifying microorganisms, drug-resistant organisms, and emerging diseases. Students must meet the 40% laboratory and fieldwork requirement.

PATHOPHYSIOLOGY- Course Codes: QW54Y0/13020800 Credit: 1.0 Grade Level: 11th - 12th

Prerequisite (s): One credit in biology, one credit in chemistry, and at least one credit in a Level 2 or higher course from the Health Science career cluster

Prerequisite (s) (Recommended): Anatomy and Physiology

The Pathophysiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Pathophysiology will study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of disease.

ENGINEERING DESIGN AND PROBLEM SOLVING- Course Codes: QS60Y6/13037300 Credit: 1.0 Grade Level: 11th - 12th

Prerequisite (s): Algebra I, Geometry, and at least one credit in a Level 2 or higher course in the Engineering career cluster

Prerequisite (Recommended): Engineering Science, chemistry, or physics

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

TECHNOLOGY APPLICATIONS

Technology Applications courses are not included in GPA calculations.

COMPUTER SCIENCE I HONORS-Course Codes: QW0670/03580200

Credit: 1.0

Grade Level: 9th-12th

Prerequisite: Algebra 1

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

AP COMPUTER SCIENCE PRINCIPLES-Course Codes: QW0790/A3580300

Credit 1.0

Grade Level: 9th-12th

Prerequisite (Recommended): Algebra I

AP Computer Science Principles is designed to attract a greater diversity of students to the field, focusing on creative problem- solving, computational practices, programming, the internet and real-world applications to better prepare them for college and career. Students will collaborate to build creative applications such as mobile apps, digital music files and animations. This course is designed to support students' interest in a variety of careers fields such as graphic design, medicine, political science, engineering and other STEAM fields.

COMPUTER SCIENCE II - Course Codes: QW9170/03580300 Credit: 1.0 Grade Level: 10th-12th

Prerequisites: Algebra I and Computer Science I or AP Computer Science Principles

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

FOUNDATIONS OF BUSINESS COMMUNICATION AND TECHNOLOGIES- Course Codes: QB6030/13011400 Credit 1.0

Grade Level: 9th -12th

Prerequisite (Recommended): Touch System Data Entry

In Foundations of Business Communication and Technologies, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software

BUSINESS COMMUNICATION AND TECHNOLOGIES Course Codes: QB1530/13011500 Credit 1.0 Grade Level: 10th -12th

Prerequisite: Foundations of Business Communication and Technologies

In Business Communication and Technologies, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software.

PRINCIPLES OF INFORMATION TECHNOLOGY-Course Codes: QT4630/13027200 Credit 1.0 Grade Level: 9th -12th

Prerequisite: None

In Principles of Information Technology, students will develop computer abilities and skills to use existing and new technologies found in schools, and in the worldwide workplace. Students will learn to use skills to get along well with others, and to prepare for changes in workplace conditions. Students will improve reading, writing, math/calculating, communication, and thinking skills and apply them to better use computers and information technology in school, and in the workplace.

DIGITAL DESIGN AND MEDIA PRODUCTION- Course Codes: QX1035/QQ2630/03580400 Credit: 1.0 Grade Level: 9th -12th

Prerequisite: NONE

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

GAME PROGRAMMING AND DESIGN - Course Codes: QQ2030/03580380 Credit: 1.0 Grade Level: 10th -12th

Prerequisite: Algebra 1

Game Programming and Design will foster student creativity and innovation by presenting students with opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve gaming problems. Through data analysis, students will include the identification of task requirements, plan search strategies, and use programming concepts to access, analyze, and evaluate information needed to design games. By acquiring programming knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will create a computer game that is presented to an evaluation panel. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

ANIMATION I - Course Codes: QW4030/13008300 Credit: 1.0 Grade Level: 10th -12th

Prerequisite(Recommended): Principles of Arts, Audio/Video Technology, and Communications or Art I

Careers in animation span all aspects of motion graphics. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio Visual Technology, and Communications career cluster, students will be expected to develop an understanding of the history and techniques of the animation industry.

ANIMATION II - Course Codes: QW42Y0/13008400 Credit: 1.0 Grade Level: 11th -12th

Prerequisite (Recommended): Principles of Arts, Audio/Video Technology, and Communications or Art I

Careers in animation span all aspects of motion graphics. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio Visual Technology, and Communications career cluster, students will be expected to develop an understanding of the history and techniques of the animation industry.

VIDEO GAME DESIGN - Course Codes: QW44Y0/13009970 Credit: 1.0 Grade Level: 10th -12th

Prerequisite (Recommended): Principles of Arts, Audio/Video Technology, and Communications

Video Game Design will allow students to explore one of the largest industries in the global marketplace and the new emerging careers it provides in the field of technology. Students will learn gaming, computerized gaming, evolution of gaming, artistic aspects of perspective, design, animation, technical concepts of collision theory, and programming logic. Students will participate in a simulation of a real video game design team while developing technical proficiency in constructing an original game design.

DIGITAL ART AND ANIMATION-Course Codes: ND1030/03580500 Credit 1.0 Grade Level: 9th-12th

Prerequisite (Recommended): Art, Level 1

Digital Art and Animation consists of computer images and animations created with digital imaging software. Digital Art and Animation has applications in many careers, including graphic design, advertising, web design, animation, corporate communications, illustration, character development, script writing, storyboarding, directing, producing, inking, project management, editing, and the magazine, television, film, and game industries. Students in this course will produce various realworld projects and animations. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

FINE ARTS – MUSIC

Fine Arts courses are not included in GPA calculations.

MUSIC I, BAND I Prerequisite: Director Approval (if required)	Course Codes: AB0130 /03150100	Credit: 1.0	Grade Level: 9th
MUSIC II, BAND II Prerequisite: MUSIC I, BAND I	Course Codes: AB0230/03150200	Credit: 1.0	Grade Level: 10th
MUSIC III, BAND III Prerequisite: MUSIC II, BAND II	Course Codes: AB0330/03150300	Credit: 1.0	Grade Level: 11th
MUSIC IV, BAND IV Prerequisite: MUSIC III, BAND III	Course Codes: AB0430/03150400	Credit: 1.0	Grade Level: 12th

Band is designed to develop each student's musicianship through the study and performance of quality band literature at a progressively advanced level. Students refine tone, technique, and musicianship skills while preparing for concert, marching, and UIL contests. Coursework integrates music literacy, creative expression, historical/cultural study, and critical evaluation as outlined in the Texas Essential Knowledge and Skills (TEKS) for Music, Levels I–IV. Students may receive PE / fine arts credit for this course. Out-of-school rehearsals and performances are required.

MUSIC I, CHOIR I Prerequisite: Director Approval (if required)	Course Codes: AC0130 /03150900	Credit: 1.0	Grade Level: 9th - 12th
MUSIC II, CHOIR II Prerequisite: MUSIC I, CHOIR I	Course Codes: AC0230/03151000	Credit: 1.0	Grade Level: 10th - 12th
MUSIC III, CHOIR III Prerequisite: MUSIC II, CHOIR II	Course Codes: AC0330/03151100	Credit: 1.0	Grade Level: 11th - 12th
MUSIC IV, CHOIR IV Prerequisite: MUSIC III, CHOIR III	Course Codes: AC0430/03151200	Credit: 1.0	Grade Level: 12th

Choir is a performance-based course aligned with the Texas Essential Knowledge and Skills (TEKS) for Music, designed to develop students' vocal technique, music literacy, and ensemble musicianship through progressive levels of study. Students develop skills in tone production, breath support, sight-reading, and part-singing while studying repertoire representing diverse cultures, styles, and historical periods. Emphasis is placed on foundational skills for performance, TEKS-based musical creation, artistic response and evaluation, and understanding music's cultural and historical context, with increasing rigor and independence expected at each level. Students may be required to attend rehearsals and performances outside the school day, and placement in Choir II–IV may require teacher recommendation or audition.

COLOR GUARD I MARCHING BAND- Prerequisite: Audition/Director Approval	Course Codes: CB0130/03150100/PES00012	Credit: 1.0	Grade Level: 9th
COLOR GUARD II – MARCHING BAND – Prerequisite: COLOR GUARD I	Course Codes: CB0230/03150200/PES00012	Credit: 1.0	Grade Level: 10th - 12th
COLOR GUARD III– MARCHING BAND – Prerequisite: COLOR GUARD II	Course Codes: CB0330/03150300	Credit: 1.0	Grade Level: 11th - 12th
COLOR GUARD IV – MARCHING BAND – Prerequisite: COLOR GUARD III	Course Codes: CB0430/03150400	Credit: 1.0	Grade Level: 12th

Students will learn color guard fundamentals in a marching band setting. They learn marching fundamentals, drill execution, marching performance techniques and color guard fundamentals. This includes all choreography, flag work, rifles / saber techniques and other props. Open to all students through audition and director approval. Out-of-school rehearsals and performances are required.

MUSIC I, MARIACHI I Course Codes: AO15130 /03153800 Prerequisite: Director Approval (if required)	Credit: 1.0	Grade Level: 9th - 12th
MUSIC II, MARIACHI II Course Codes: AO1630/03153900 Prerequisite: MUSIC I, MARIACHI I	Credit: 1.0	Grade Level: 10th - 12th
MUSIC III, MARIACHI III Course Codes: AO1730/03154000 Prerequisite: MUSIC II, MARIACHI II	Credit: 1.0	Grade Level: 11th - 12th
MUSIC IV, MARIACHI IV Course Codes: AO1830/03154100 Prerequisite: MUSIC III, MARIACHI III	Credit: 1.0	Grade Level: 12th

Students will learn mariachi music through instrumental and vocal performance. This course involves the study of various traditional musical styles from the different regions in Mexico. All students enrolled in this course will play guitar and sing. Open to all students with director approval. Mariachi is a full year course. Students receive a fine arts credit for this course. Out-of- school rehearsals and performances are required.

MUSIC I, ORCHESTRA I Course Codes: AE0130 /03150500 Prerequisite: Director Approval (if required)	Credit: 1.0	Grade Level: 9th - 12th
MUSIC II, ORCHESTRA II Course Codes: AE0230/03150600 Prerequisite: MUSIC I, ORCHESTRA I	Credit: 1.0	Grade Level: 9th - 12th
MUSIC III, ORCHESTRA III Course Codes: AE0330/03150700 Prerequisite: MUSIC II, ORCHESTRA II	Credit: 1.0	Grade Level: 9th - 12th
MUSIC IV, ORCHESTRA IV Course Codes: AE0430/03150800 Prerequisite: MUSIC III, ORCHESTRA III	Credit: 1.0	Grade Level: 12th

Students will learn music fundamentals, instrument pedagogy, music performance techniques, ensemble performance, and standard orchestral literature. This ensemble performs high school level literature and studies basic methods of orchestral performance. All string students are required to participate in the string orchestra. Open to all students with director approval. An audition is required for appropriate placement. Orchestra is a full year course. Students receive a fine arts credit. Out-of-school rehearsals and performances are required.

FINE ARTS-DANCE

DANCE I, Principles of Dance I Course Codes: AD0130 /03830100 Prerequisite: None	Credit: 1.0	Grade Level: 9th - 12th
DANCE II, Principles of Dance II Course Codes: AD0230 /03830200 Prerequisite: Dance I, Principles of Dance I	Credit: 1.0	Grade Level: 10th - 12th
DANCE III, Principles of Dance III Course Codes: AD0330/03830300 Prerequisite: Dance II, Principles of Dance II	Credit: 1.0	Grade Level: 11th - 12th
DANCE IV, Principles of Dance IV Course Codes: AD0430/03830400 Prerequisite: Dance III, Principles of Dance III	Credit: 1.0	Grade Level: 12th

Students will learn the basic elements of dance. Students will be introduced to various styles and genres of dance including ballet, jazz, tap, modern, and cultural. Open to all students. Dance is a full year course. Students receive a fine arts credit for this course. Out-of-school rehearsals and performances are required.

DANCE I – DRILL TEAM 1st Semester Prerequisite: Audition/Director Approval	Course Codes: PP1035/PES00014 Credit: .5	Grade Level: 9th
DANCE II– DRILL TEAM 1st Semester Prerequisite: Dance I	Course Codes: PP1135/PES00014 Credit: .5	Grade Level: 10th - 12th
DANCE III– DRILL TEAM 1st Semester Prerequisite: Dance II	Course Codes: PP1235/ADE331 Credit: .5	Grade Level: 11th - 12th
DANCE IV – DRILL TEAM 1st Semester Prerequisite: Dance III	Course Codes: PP1335/ADE431 Credit: .5	Grade Level: 12th

Students will learn drill team dance. They will learn various dance styles including; jazz, kick, pom, prop, military, lyrical and novelty-character. They will learn performance etiquette, showmanship and stage presence. Open to all students through audition and director approval. Students may receive a PE / dance credit for this course. Out-of-school rehearsals and performances are required.

DANCE I – DRILL TEAM 2nd Semester Prerequisite: Audition/Director Approval	Course Codes: ADE136/ 03833300 Credit: .5	Grade Level: 9th
DANCE II– DRILL TEAM 2nd Semester Prerequisite: Dance I	Course Codes: ADE236/ 03833400 Credit: .5	Grade Level: 10th-11th
DANCE III– DRILL TEAM 2nd Semester Prerequisite: Dance II	Course Codes: ADE336/ 03833500 Credit: .5	Grade Level: 11th - 12th
DANCE IV – DRILL TEAM 2nd Semester Prerequisite: Dance III	Course Codes: ADE436/ 03833600 Credit: .5	Grade Level: 12th

Students will learn drill team dance. They will learn various dance styles including; jazz, kick, pom, prop, military, lyrical and novelty-character. They will learn performance etiquette, showmanship and stage presence. Open to all students through audition and director approval. Students may receive a PE / dance credit for this course. Out-of-school rehearsals and performances are required.

FINE ARTS – ART

ART I Prerequisite: None	Course Codes: AR0130/ 03500100	Credit: 1.0	Grade Level: 9th - 12th
An introduction to art basics such as perspective, color, and drawing of still life, landscapes and the human body. Art history and the development of various art styles are studied as well. This course is a prerequisite to all other art courses, and satisfies the fine arts requirement for graduation.			
ART II Prerequisite: Art I	Course Codes: AR0230/ 03500200	Credit: 1.0	Grade Level: 10th - 12th
ART III Prerequisite: Art II	Course Codes: AR0330/03500300	Credit: 1.0	Grade Level: 11th - 12th
ART IV Prerequisite: Art III	Course Codes: AR0430/ 03500400	Credit: 1.0	Grade Level: 12th

Students continue the depth and complexity of the study of art and its applications into various media. The current courses in Art II, III, and IV focus primarily on a continuation of drawing, but may instead specialize in other areas such as ceramics, sculpture, painting, and printmaking.

AP ART (HISTORY OR PORTFOLIO)**Credit: 1.0****Grade Level: 11th - 12th****Prerequisite: (Recommended) One credit in an Art, Level II course**

May be taken as AP History of Art, AP Art with a concentration in drawing, AP Art with a two-dimensional design portfolio, or AP Art with a three-dimensional design portfolio. The student will take an Advanced Placement Exam in May or submit the appropriate portfolio as required by the College Board and may receive college credit hours depending on the results of the score on the AP Exam/Portfolio.

DIGITAL ART AND ANIMATION – Course Codes: ND1030/ 03580500**Credit: 1.0****Grade Level: 9th-12th****Prerequisite: (Recommended) Art, Level 1**

Digital Art and Animation consists of computer images and animations created with digital imaging software. Digital Art and Animation has applications in many careers, including graphic design, advertising, web design, animation, corporate communications, illustration, character development, script writing, storyboarding, directing, producing, inking, project management, editing, and the magazine, television, film, and game industries. Students in this course will produce various realworld projects and animations. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

FINE ARTS – THEATRE

THEATRE ARTS I
Prerequisite: None**Course Codes: AH0130/ 03250100****Credit: 1.0****Grade Level: 9th-12th****THEATRE ARTS II**
Prerequisite: Theatre Arts I**Course Codes: AH0230/ 03250200****Credit: 1.0****Grade Level: 10th-12th****THEATRE ARTS III**
Prerequisite: Theatre Arts II**Course Codes: AH0330/03250300****Credit: 1.0****Grade Level: 11th-12th****THEATRE ARTS IV**
Prerequisite: Theatre Arts III**Course Codes: AH0430/ 03250400****Credit: 1.0****Grade Level: 12th**

Activities and instruction include the history of theatre, dramatic criticism, acting techniques, and practical experiences in theatre. Students have the opportunity to participate in such activities as pantomime, acting, set design, set construction, costume design, costume construction, make-up, play analysis, improvisation, oral interpretation, voice and diction, and theatre management. Students are encouraged to perform.

THEATRE PRODUCTION I
Prerequisite: None**Course Codes: AP0130/03250700****Credit: 1.0****Grade Level: 9th-12th****THEATRE PRODUCTION II**
Prerequisite: Theatre Production I**Course Codes: AP0230/ 03250800****Credit: 1.0****Grade Level: 10th-12th****THEATRE PRODUCTION III**
Prerequisite: Theatre Production II**Course Codes: AP0330/03250900****Credit: 1.0****Grade Level: 11th-12th****THEATRE PRODUCTION IV**
Prerequisite: Theatre Production III**Course Codes: AP0430/ 03251000****Credit: 1.0****Grade Level: 12th**

Theatre Production is a co-curricular laboratory for elements of theatre. The course supplements other theatre arts and technical theatre courses that concentrate on theories, information, and techniques, by providing for the integration and implementation of those ideas and skills. Practical experiences in acting and stage craft are provided through public performance. Available as regular or competitive courses. After school practices may be required.

TECHNICAL THEATRE I Course Codes:AT0130/03250500 Prerequisite: None	Credit: 1.0	Grade Level: 9th-12th
TECHNICAL THEATRE II Course Codes:AT0230/ 03250600 Prerequisite: Technical Theatre I	Credit: 1.0	Grade Level: 10th-12th
TECHNICAL THEATRE III Course Codes:AT0330/03251100 Prerequisite: Technical Theatre II	Credit: 1.0	Grade Level: 11th-12th
TECHNICAL THEATRE IV Course Codes:AT0430/ 03251200 Prerequisite: Technical Theatre III	Credit: 1.0	Grade Level: 12th

These classes are uniquely involved with the theatre arts program through such technical aspects as stage lighting, stage carpentry, set design, planning and building costumes, and make-up design and implementation. Involves application of skills during scheduled performances.

LANGUAGES OTHER THAN ENGLISH – LOTE

LOTE courses are not included in GPA calculations.

SPANISH I, II, III, IV NON-NATIVE-Course Codes: FN0130/03440100 -FN0230/ 03440200 - FN0330/03440300-FN0430/03440400
Credit: 1.0 per course **Grade Level: 9th -12th**

Prerequisite: Placement & preceding levels

The vocational and academic objectives of Levels I and II focus on the development of low-to-mid novice language proficiency. Students use expressive and receptive communication skills to understand and produce short, highly-contextualized statements, phrases, and questions using memorized and high-frequency vocabulary. Students practice language across five core areas: Interpersonal communication (interactive conversations), Interpretive communication (reading and listening comprehension), Presentational communication (speaking and writing presentations), Culture (understanding perspectives, customs, and products), and Global Connections.

- Spanish I focuses heavily on fundamental vocabulary (colors, numbers, family, weather), basic present-tense sentence structures, and initial decoding skills.
- Spanish II advances the baseline vocabulary, introduces past tenses (preterite/imperfect), and transitions students from structured word-matching to fluid paragraph-level comprehension.
- Spanish III emphasizes the proactive use of language for active, real-world communication. Students transition into the Intermediate proficiency phase, learning to create original thoughts and expressions rather than relying solely on memorized phrases. Instruction guides students to initiate, sustain, and close basic communicative tasks, ask and answer a variety of questions, and synthesize more complex narrative text and media. Culturally, students analyze deeper historical contexts, regional idioms, and literature across Spanish-speaking communities

SPANISH I, II, III, IV NATIVE-Course Codes: FS0130/03440110- FS0230/03440220 -FS0330/03440330-FS0430/03440440
Credit: 1.0 per course **Grade Level: 9th -12th**

Prerequisite: Placement & preceding levels

Courses offer sequential Spanish language arts instruction with LOTE requirements. Students will engage in conversations, present information to an audience, and interpret culturally authentic materials in the Spanish language. Students will also use the language to connect with other content areas, make comparisons with their own language and culture, and participate in communities beyond the classroom. Students should perform at novice-med-to-high proficiency by the end of the year. Students can earn 1.0 high school credit for each SSS course they pass that applies to the LOTE requirement in the WISD's Foundation High School Program.

SPANISH II NATIVE HONORS-Course Codes: FS02H0/03440220**Credit: 1.0****Grade Level: 9th -12th****Prerequisite: Placement & preceding levels**

Honors sections are distinct through pace, depth, and output expectation:

Accelerated Pacing: Honors classes move through foundational grammar rules, high-frequency vocabulary units, and verb conjugations significantly faster than regular tracks.

Target-Language Immersion: Instructors rely much more heavily on conducting the class in Spanish, pushing students to comprehend spoken language in context rather than waiting for English translations.

Spontaneous Production: Standard tracks rely heavily on memorized dialogue scripts. Honors students are expected to produce original sentences, write short analytical paragraphs, and speak with less structural scaffolding early on.

AP Pipeline Alignment: These courses are purposefully structured as a runway for AP Spanish Language and Culture (typically taken in Level IV). Consequently, assessment formats closely mirror AP testing sections, introducing complex audio clips, short primary source readings, and formal cultural comparison presentations.

AP SPANISH LANGUAGE & CULTURE-Course Codes: FS0390/A3440100**Credit: 1.0 Grade Level: 10th -12th****Prerequisite: Placement & preceding levels**

Conducted almost entirely in Spanish, the course develops intermediate-to-advanced proficiency across three primary communication modes: Interpersonal (interactive speaking/writing), Interpretive (reading/listening comprehension), and Presentational (formal speaking/writing).

Exclusive use of the target language by both teacher and student is expected at this stage of language learning. Students study more advanced grammatical concepts as appropriate and delve even deeper into the analysis of the products, practices and perspectives of the target culture(s). At this level, it is crucial that students are exposed to a wide array of authentic materials such as audio and video resources as well as written and literary texts. Curriculum is based on guidelines from the College Board, which advocates for advanced placement best practices and strategies that will prepare students for college and career. In May, students may opt to take the College Board Advanced Placement examination in their target language. These exams provide a measure of a student's ability to communicate in the target language via tasks that allow them to demonstrate their skills in the interpretive, interpersonal and presentational modes of communication. The exam also assesses a student's familiarity with the target culture. An incentive for taking the exam is the potential for receiving a sufficient score that will grant college credit. In general, these exams are taken at the end of the level IV course, although some students may wait until the fifth-year of language study to take the examination.

AP SPANISH LITERATURE & CULTURE-Course Codes: FS1090/A3440200**Credit: 1.0 Grade Level: 11th -12th****Prerequisite: preceding levels**

Unlike the Language course, which highlights contemporary global themes and conversational communication, the Literature course is an introductory college-level survey of Spanish and Latin American literature. Students analyze a required reading list of 38 texts spanning the medieval period to the 20th century.

FRENCH I, II, III Course Codes: FF0130/03410100 FF0230/03410200 FF0330/03410300 Credit: 1.0 Grade Level: 9th -12th**Prerequisite: preceding levels**

The vocational and academic objectives of Levels I and II focus on the development of low-to-mid novice language proficiency. Students use expressive and receptive communication skills to understand and produce short, highly-contextualized statements, phrases, and questions using memorized and high-frequency vocabulary. Students practice language across five core areas: Interpersonal communication (interactive conversations), Interpretive communication (reading and listening comprehension), Presentational communication (speaking and writing presentations), Culture (understanding perspectives, customs, and products), and Global Connections

- **French I Focus:** An absolute introductory class. Students establish basic communicative skills (listening, speaking, reading, writing) and basic grammar necessary for everyday situations (e.g., greetings, family, numbers, ordering food, weather). Instruction relies heavily on memorized dialogue and introduces the diverse cultures of the Francophone (French-speaking) world.
- **French II Focus:** Builds directly on the skills acquired in French I. Students review foundational vocabulary and expand into paragraph-level reading and writing. Communication expectations shift from simple phrase-matching to tracking varied tenses (such as mastering the passé composé and imperfect to talk about past events) and engaging in spontaneous, brief conversations.

COMPUTER SCIENCE I (LOTE)- Course Codes: QWL0670 / 03580200**Credit: 1.0 Grade Level: 9th -12th****Prerequisite: Algebra I**

Computer Science provides students with an opportunity to study foundational technology applications. Students will practice the use of technology-related concepts and terms as well as data input strategies such as exploration of LAN and WAN networks, search terminology, and basic coding to make informed decisions about technologies and their applications. Students will work individually and collaboratively to evaluate information, apply technology as a tool for problem solving, and communicate information in a variety of formats to a diverse audience. Ethical implications for the misuse of technology will be discussed regarding its effects on systems and societies.

COMPUTER SCIENCE II (LOTE)- Course Codes: QWL130/03580300**Credit: 1.0 Grade Level: 10th -12th****Prerequisite(s): Algebra I, Computer Science I or AP Computer Science Principles**

In Computer Science II students will continue their study of technological applications. Students will extend best practices regarding the use of technology-related concepts and terms as well as data input strategies such as exploration of deeper algorithmic applications (e.g., greedy algorithms) and artificial intelligence/robotics. Students will work individually and collaboratively to evaluate information, apply technology as a tool for problem solving, and communicate information in various formats to a diverse audience. Ethical implications for the misuse of technology will be discussed regarding its effects on systems and societies.

AP COMPUTER SCIENCE PRINCIPLES (LOTE) - Course Codes: QWL890/ A3580300**Credit: 1.0 Grade Level: 9th -12th****Prerequisite (Recommended): Algebra I**

AP Computer Science Principles is designed to attract a greater diversity of students to the field, focusing on creative problem- solving, computational practices, programming, the internet and real-world applications to better prepare them for college and career. Students will collaborate to build creative applications such as mobile apps, digital music files and animations. This course is designed to support students' interest in a variety of career fields such as graphic design, medicine, political science, engineering and other STEAM fields.

AP COMPUTER SCIENCE A (LOTE)- Course Codes: QWL996/ A3580120**Credit 1.0 Grade Level: 9th -12th****Prerequisite (Recommended): Computer Science I, Algebra II or student capable of using functional notations**

This course prepares students to design and implement solutions to problems by writing, running, and debugging computer programs. It emphasizes programming methodology, procedural abstraction, and in depth study of algorithms, data structures, and data abstractions. Students code fluently in an object-oriented paradigm using Java.

HEALTH/PHYSICAL EDUCATION

Health/Physical Education courses are not included in GPA calculations.

HEALTH I - Course Codes: PH1035/6/03810100**Credit: .5****Grade Level: 9th - 12th****Prerequisite: None**

In Health I, students develop skills that will make them health-literate adults. Students gain a deeper understanding of the knowledge and behaviors they use to safeguard their health, particularly pertaining to health risks. Students learn how to access accurate information that they can use to promote health for themselves and others. Health I is required for graduation.

LIFETIME FITNESS & WELLNESS PURSUITS - Course Codes: PL1030/PES00051**Credit: 1.0****Grade Level: 9th - 12th**

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

SKILL-BASED LIFETIME ACTIVITIES - Course Codes: PL1130/PES00056 Credit: 1.0 Grade Level: 9th - 12th

The Skill-Based Lifetime Activities course offers students the opportunity to demonstrate mastery in basic sport skills, basic sport knowledge, and health and fitness principles. Students experience opportunities that promote physical literacy and lifetime wellness.

LIFETIME RECREATION & OUTDOOR PURSUITS-Course Codes: PR1230/PES00053 Credit: 1.0 Grade Level: 9th - 12th

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

TEAM SPORT OFFICIATING (Elective)- Course Codes: PS1035/6/N1160012 Credit: 1.0 Grade Level: 9th - 12th

Students enrolled in Team Sport Officiating learn rules and regulations of selected team sports, developing skills in the area of communication, decision making, and conflict management which are needed to officiate team sport competitions. Working with coaches, players, other officials, and parents, the expectation is that by the end of the course students will have the ability to officiate at various levels and manage responsibilities that come with the role. Students will be introduced to the rules of the games and officiating mechanics based on approved University Interscholastic League (UIL) association specifications which will form a foundation for a lifetime advocacy in officiating. Experienced officials will assist in providing “real-world” game/competition experiences.

WISD offers the following athletic courses: Baseball, Basketball, Cross Country, Football, Golf, Soccer, Softball, Swimming, Tennis, Track, Volleyball, Water Polo, Wrestling and Powerlifting.

Physical Education Substitutions : Athletics

Physical Education substitutions allow a student to use approved physical activities to meet the state physical education graduation requirement. Students must earn 1.0 Physical Education graduation credit by participating in various physical education substitutions. These courses may be taken multiple times provided that a different TEA number is used in sequence each time. No more than 4.0 PE substitution credits may be earned through any combination of allowable substitutions for state credit. Students may earn additional elective credits through Physical Education based on their graduation plan.

Physical Education Substitutions: Up to one credit may be earned through participation in any of the following activities:

CHEERLEADING , DRILL TEAM, JUNIOR RESERVE OFFICER TRAINING CORPS (JROTC), MARCHING BAND/COLOR GUARD

Speak to your campus counselor if you have any questions.

MILITARY SCIENCE

Military Science courses are not included in GPA calculations.

JUNIOR RESERVE OFFICERS' TRAINING CORPS (JROTC) I, II, III, IV COURSE CODES: 03160100–03160400/PJ0130–PJ0430 CREDIT: 1.0 GRADE LEVEL: 9TH - 12TH

Prerequisite: Instructor approval, if required

The Junior Reserve Officers' Training Corps (JROTC) is a cooperative program between the U.S. Army and participating school districts designed to develop leadership, citizenship, character, and personal responsibility. The program emphasizes self-discipline, teamwork, communication, critical thinking, and service to school and community while fostering confidence and respect for others. Coursework includes leadership education, citizenship, military history and traditions, geography, first aid, health and wellness, financial literacy, service learning, drill and ceremony, and career exploration. Students also have opportunities to participate in leadership activities, community service projects, academic and drill competitions, and other extracurricular events. Successful completion of JROTC does not obligate a student to enter military service. However, students who later choose to enlist in the U.S. Armed Forces may qualify for advanced enlistment rank or other benefits, subject to the policies and eligibility requirements of the respective military branch.

SECTION V: CAREER & TECHNICAL EDUCATION (CTE)

CAREER & TECHNICAL EDUCATION PROGRAMS OF STUDY

Weslaco ISD is proud to offer a variety of Career and Technical Education (CTE) Programs of Study that prepare students for success in college, careers, military service, and life. The following Programs of Study are organized by Career Cluster and represent the diverse pathways available to students:

Agriculture, Food and Natural Resources

- Plant Science
- Animal Science
- Agricultural Technology and Mechanical Systems

Arts, A/V & Technology

- Digital Communications
- Graphic Design and Interactive Media

Business, Marketing & Finance

- Accounting and Financial Services
- Business Management

Education

- Teaching & Training

Engineering

- Engineering Foundations

Health Science

- Diagnostic and Therapeutic Services

Hospitality Services

- Culinary Arts

Human Services

- Family & Community Services
- Cosmetology

Information Technology

- Cyber Security
- Programming & Software Development

Law & Public Service

- Legal Studies

Manufacturing

- Welding
- Manufacturing Technology

Transportation

- Automotive & Collision Repair



Note: The following Program of Study pages have been adapted from the Texas Education Agency (TEA) Programs of Study Reference Sheets. The content has been customized to reflect the opportunities, courses, and pathways available to Weslaco ISD students while maintaining alignment with TEA's statewide career pathway framework.



Arts, Audio Visual Technology, and Communication Career Cluster

The Arts, Audio Visual Technology, and Communication (AAVTC) career cluster focuses on designing, producing, exhibiting, performing, writing, and publishing multimedia content requiring creative aptitude, fluency in computer and technology applications, and proficiency in oral and written communication. This career cluster includes occupations ranging from camera operator, audio and video technician, director, and producer to graphic designer and web and digital interface designer.

Statewide Program of Study: *Digital Communications*

The Digital Communications program of study focuses on occupational and educational opportunities associated with the production of audio and visual media formats for various purposes, such as TV broadcasts, advertising, video production, or motion pictures. The program of study includes operating machines and equipment such as microphones, sound speakers, video screens, projectors, video monitors, sound and mixing boards, and related electronic equipment to record sound and images.



Weslaco ISD

Secondary Courses for High School Credit

9 th	• Principles of Arts, Audio/Video Technology, and Communications
10 th	• Audio/Video Production I + Audio/Video Production I Lab
11 th	• Audio/Video Production II + Audio/Video Production II Lab
12 th	• Practicum in Audio/Video Production

It is the policy of Weslaco ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its 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.

Aligned Advanced Academic Courses

AP or IB	IB Film SL IB Film HL
Dual Credit	Dual Credit offerings will vary by local education agency.

Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities	- Shadow a sound designer to learn how sound and foley are created for movies or podcasts - Intern with a technical director at a sports team, recording studio, or radio station - Shadow a technician on a live news broadcast, concert, or other event
Expanded Learning Opportunities	- Participate in SkillsUSA or TSA - Participate in Student Television Network - Capture and edit film and audio for a podcast with a local community organization

Weslaco ISD Aligned Industry-Based Certifications

- Adobe Certified Professional in Digital Video Using Adobe Premiere Pro
- Adobe Certified Professional in Print and Digital Media Publication Using Adobe InDesign
- Adobe Certified Professional in Visual Design
- Adobe Certified Professional in Visual Design Using Adobe Photoshop
- Audio-Visual Communications -Job Ready
- Broadcasting and Journalism
- Digital Video Production Foundations



Example Postsecondary Opportunities

Apprenticeships

- Light Technician

Associate Degrees

- Commercial and Advertising Art
- Animation, Interactive Technology, Video Graphics, and Special Effects

Bachelor's Degrees

- Cinematography and Film/Video Production
- Recording Arts Technology

Master's, Doctoral, and Professional Degrees

- Animation, Interactive Technology, Video Graphics, and Special Effects
- Communications Technology

Additional Stackable IBCs/License

- CompTIA Digital Media and Entertainment Professional Certification (DMEP)



Example Aligned Occupations

Camera Operators, Television, Video, and Film

Median Wage: \$48,422
Annual Openings: 155
10-Year Growth: 20%

Audio and Video Technicians

Median Wage: \$46,319
Annual Openings: 626
10-Year Growth: 30%

Producers and Directors

Median Wage: \$65,029
Annual Openings: 522
10-Year Growth: 12%

Data Source: TexasWages, TexasWorkforceCommission. Retrieved 3/8/2024



For more information visit:

<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>

Statewide Program of Study: Digital Communications

Principles of Arts, Audio/Video Technology & Communications - Course Codes: QT5030/13008200

Credit: 1.0

Level 1

Prerequisite: NONE

Careers in the Arts, Audio-Visual Technology, and Communications career cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.

Audio/Video Production I + Audio/Video Technology Production I Lab - Course Codes: QW6Y0/13008510

Credit: 2.0

Level 2

Prerequisite (Recommended): Principles of Arts, Audio/Video Technology, and Communications or Digital Media

Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio Visual Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on preproduction, production, and post-production audio and video products.

Audio/Video Production II + Audio/Video Technology Production II Lab - Course Codes: QW47Y0/13008610

Credit: 2.0

Level 3

Prerequisite (Required): Audio/Video Production I

Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Building upon the concepts taught in Audio/Video Production I, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio Visual Technology, and Communications career cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production products. This course may be implemented in an audio format or a format with both audio and video.

Practicum in Audio/Video Production - Course Codes: QW48Y0/13008700

Credit: 2.0

Level 4

Prerequisite (Required): Audio/Video Production II and Audio/Video II Lab

Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Building upon the concepts taught in Audio/Video Production I, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio Visual Technology, and Communications career cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production products. This course may be implemented in an audio format or a format with both audio and video.

Arts, Audio Visual Technology, and Communication Career Cluster

The Arts, Audio Visual Technology, and Communication (AAVTC) career cluster focuses on designing, producing, exhibiting, performing, writing, and publishing multimedia content requiring creative aptitude, fluency in computer and technology applications, and proficiency in oral and written communication. This career cluster includes occupations ranging from camera operator, audio and video technician, director, and producer to graphic designer and web and digital interface designer.

Statewide Program of Study: *Graphic Design and Interactive Media*

The Graphic Design and Interactive Media program of study focuses on occupational and educational opportunities associated with designing or creating graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. The program of study includes designing clothing and accessories and creating special effects, animation, or other visual images using film, video, computers, or other electronic tools and media for use in computer games, movies, music videos, and commercials.

Weslaco ISD

Secondary Courses for High School Credit

Commercial Photography

- | | |
|------------------|--|
| 9 th | • Principles of Arts, Audio/Video Technology, and Communications |
| 10 th | • Commercial Photography I + Commercial Photography I Lab |
| 11 th | • Commercial Photography II + Commercial Photography II Lab |
| 12 th | • Practicum in Commercial Photography |

Animation / Video Game

- | | |
|------------------|---|
| 9 th | • Principles of Arts, Audio/Video Technology, and Communications |
| 10 th | • Animation I or Digital Design and Media Production |
| 11 th | • Video Game Design or Game Programming & Design or Design Digital Arts and Animation |
| 12 th | • Animation II or Game Programming and Design |

Journalism/Yearbook

- | | |
|------------------|--|
| 9 th | • Principles of Arts, Audio/Video Technology, and Communications |
| 10 th | • Graphic Design and Illustration I |
| 11 th | • Graphic Design and Illustration II |
| 12 th | • Practicum in Graphic Design and Illustration |

Aligned Advanced Academic Courses

AP or IB AP Studio Art: Two-Dimensional Design Portfolio

Dual Credit Dual Credit offerings will vary by local education agency.

Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities

- Shadow an art director at a branding firm or design agency
- Intern in the marketing and communications department of a technology company

Expanded Learning Opportunities

- Participate in SkillsUSA or TSA
- Participate in Student Television Network
- Join a related co-curricular or extracurricular club such as web development or computer coding

Weslaco ISD Aligned Industry-Based Certifications

- | | |
|---|--|
| <ul style="list-style-type: none"> • Adobe Certified Professional in Digital Video Using Adobe Premiere Pro • Adobe Certified Professional in Graphic Design and Illustration Using Adobe Illustrator • Adobe Certified Professional in Print and Digital Media Publication Using Adobe InDesign • Adobe Certified Professional in Visual Design • Adobe Certified Professional in Visual Design Using Adobe Photoshop • Adobe Certified Professional in Visual Effects and Motion Graphics Using Adobe After Effects | <ul style="list-style-type: none"> • Audio-Visual Communications -Job Ready • Autodesk Associate (Certified User) 3dsMAX • C++ Certified Associate Programmer • Certified Entry-Level Python Programmer (PCEP) • Certified Professional Photographer • Certified Professional Programmer • Certified User: Programmer • CodeHS Python Level I Certification • Graphic Production Technology -Job Ready • Oracle Certified Associate Java SE 8 Programmer |
|---|--|

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Example Postsecondary Opportunities

Associate Degrees

- Graphic Design
- Digital Arts

Bachelor's Degrees

- Web Page, Digital/Multimedia and Information Resources Design
- Design and Visual Communications

Master's, Doctoral, and Professional Degrees

- Game and Interactive Media Design
- Animation, Interactive Technology, Video Graphics, and Special Effects

Additional Stackable IBCs/License

- Certified Textile Designer (CTD)



Example Aligned Occupations

Software Developers

Median Wage: \$111,705

Annual Openings: 15,324

10-Year Growth: 36%

Graphic Designers

Median Wage: \$50,973

Annual Openings: 1,766

10-Year Growth: 10%

Art Directors

Median Wage: \$81,926

Annual Openings: 619

10-Year Growth: 18%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024



For more information visit:

<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>

Arts, Audio Visual Technology, and Communication Career Cluster

Statewide Program of Study: Graphic Design and Interactive Media

Commercial Photography

Principles of Arts, Audio/Video Technology & Communications-Course Codes: QT5030/13008200

Credit:1.0

Level 1

Prerequisite: NONE

Careers in the Arts, Audio-Visual Technology, and Communications career cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.

Commercial Photography I + Commercial Photography II Lab-Course Codes:QW34Y0/13009110 **Credit: 2.0**

Level 2

Prerequisite: NONE

Careers in commercial photography require skills that span all aspects of the industry from setting up a shot to delivering products in a competitive market. In addition to developing knowledge and skills needed for success in the Arts, Audio Visual Technology, and Communications career cluster, students will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs.

Commercial Photography II + Commercial Photography II Lab-Course Codes:QW35Y0/13009210 **Credit: 2.0**

Level 3

Prerequisites (Recommended): Commercial Photography I and Commercial Photography I Lab

Careers in commercial photography span all aspects of the industry from setting up a shot to delivering products in a competitive market. In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio Visual Technology, and Communications career cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs.

Practicum in Commercial Photography - Course Codes: QW45Y0/13009255

Credit: 3.0

Level 4

Prerequisites (Recommended): Commercial Photography I and Commercial Photography I Lab

Careers in commercial photography span all aspects of the industry from setting up a shot to delivering products in a competitive market. In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio Visual Technology, and Communications career cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs.

Animation / Video Game

Principles of Arts, Audio/Video Technology & Communications-Course Codes:QT5030/13008200 **Credit: 1.0**

Level 1

Prerequisite: NONE

Careers in the Arts, Audio-Visual Technology, and Communications career cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.

Animation I - Course Codes: QW4030/13008300**Credit: 1.0****Level 2****Prerequisite (Recommended): Principles of Arts, Audio/Video Technology, and Communications or Art I**

Careers in animation span all aspects of motion graphics. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio Visual Technology, and Communications career cluster, students will be expected to develop an understanding of the history and techniques of the animation industry.

Digital Design and Media Production - Course Codes: QX1035/03580400**Credit: 1.0****Level 2****Prerequisite: NONE**

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

Video Game Design - Course Codes: QW44Y0/13009970**Credit: 1.0****Level 1****Prerequisite (Recommended): Principles of Arts, Audio/Video Technology, and Communications**

Video Game Design will allow students to explore one of the largest industries in the global marketplace and the new emerging careers it provides in the field of technology. Students will learn gaming, computerized gaming, evolution of gaming, artistic aspects of perspective, design, animation, technical concepts of collision theory, and programming logic. Students will participate in a simulation of a real video game design team while developing technical proficiency in constructing an original game design.

Game Programming and Design - Course Codes: QQ2030/03580380**Credit: 1.0****Level 2****Prerequisite: Algebra 1**

Game Programming and Design will foster student creativity and innovation by presenting students with opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve gaming problems. Through data analysis, students will include the identification of task requirements, plan search strategies, and use programming concepts to access, analyze, and evaluate information needed to design games. By acquiring programming knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will create a computer game that is presented to an evaluation panel. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

Animation II - Course Codes: QW42Y0/13008400**Credit: 1.0****Level 3****Prerequisite (Recommended): Principles of Arts, Audio/Video Technology, and Communications or Art I**

Careers in animation span all aspects of motion graphics. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio Visual Technology, and Communications career cluster, students will be expected to develop an understanding of the history and techniques of the animation industry.

Principles of Arts, Audio/Video Technology & Communications - Course Codes: QT5030/13008200 **Credit: 1.0**

Level 1

Prerequisite: NONE

Careers in the Arts, Audio-Visual Technology, and Communications career cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.

Graphic Design and Illustration I - Course Codes: QW4130/13008800 **Credit: 1.0**

Level 2

Prerequisite (Recommended): Principles of Arts, Audio/Video Technology, and Communications

Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio Visual Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

Graphic Design and Illustration II - Course Codes: QW43Y0/13008800 **Credit: 1.0**

Level 3

Prerequisite: Graphic Design and Illustration I

Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio Visual Technology, and Communications career cluster, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills.

Practicum in Graphic Design and Illustration - Course Codes: Qw9830/13009000 **Credit: 2.0**

Level 4

Prerequisites: Graphic Design and Illustration II + Graphic Design and Illustration II Lab

Careers in graphic design and illustration span all aspects of the advertising and visual communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio Visual Technology, and Communications career cluster, students will be expected to develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.



Agriculture, Food, and Natural Resources Career Cluster

The Agriculture, Food, and Natural Resources (AFNR) career cluster focuses on the essential elements of life, food, water, land, and air. This career cluster includes occupations ranging from farmer, rancher, and veterinarian to geologist, land conservationist, and florist.

Statewide Program of Study: Agricultural Technology and Mechanical Systems

The Agricultural Technology and Mechanical Systems program of study focuses on occupational and educational opportunities associated with applying engineering technology and biological science to agricultural problems related to power and machinery, electrification, structures, soil and water use, and processing agricultural products. This program of study includes diagnosing, repairing, or overhauling farm machinery and vehicles, such as tractors, harvesters, dairy equipment, and irrigation systems.



Weslaco ISD

Secondary Courses for High School Credit

9 th	• Principles of Agriculture, Food, and Natural Resources
10 th	• Agricultural Mechanics and Metal Technologies
11 th	• Agricultural Structures Design and Fabrication
12 th	• Practicum in Agriculture, Food, and Natural Resources • Scientific Research and Design

It is the policy of Weslaco ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its 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.

Aligned Advanced Academic Courses

Dual Credit

Dual Credit offerings will vary by local education agency.

Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities

- Participate in a farm mechanic apprenticeship at an equipment production company
- Intern at an equipment manufacturing facility working with agricultural engineers

Expanded Learning Opportunities

- Participate in an FFA career, leadership, and speaking contest like an agriscience fair
- Participate in an agriculture robotics event

Weslaco ISD Aligned Industry-Based Certifications

- Agriculture Mechanics
- API 1104 Welding Pipelines and Related Facilities
- AWS Certified Welder
- AWS D1.1 Structural Steel
- **AWS D9.1 Sheet Metal Welding**
- AWS SENSE Level I: Entry Welder
- Feedyard Technician in Machinery Operation, Repair and Maintenance
- Machining Measurement, Material, and Safety Level I
- NCCER Core
- NCCER Welding Level I
- Welding - Job Ready
- Industrial Technology Maintenance (ITM) - Basic Pneumatic Systems
- Industrial Technology Maintenance (ITM) - Maintenance Welding



Example Postsecondary Opportunities

Apprenticeships

- Farm Equipment Mechanic I

Associate Degrees

- Diesel Mechanics Technology
- Industrial Mechanics and Maintenance Technology

Bachelor's Degrees

- Agricultural Engineering
- Agricultural Systems Management

Master's, Doctoral, and Professional Degrees

- Agricultural Engineering
- Industrial Technology

Additional Stackable IBCs/License

- Diesel Equipment Technology-Off Highway Specialization CER1
- Accredited Farm Manager



Example Aligned Occupations

Farm Equipment Mechanics

and Service Technicians

Median Wage: \$46,582
Annual Openings: 326
10-Year Growth: 23%

Mobile Heavy Equipment Mechanics

Median Wage: \$57,943
Annual Openings: 2,637
10-Year Growth: 31%

Farmers, Ranchers, and Other Agricultural Managers

Median Wage: \$65,490
Annual Openings: 28,020
10-Year Growth: 4%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.



For more information visit:

<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>

Agriculture, Food, and Natural Resources Career Cluster

Statewide Program of Study: Agricultural Technology and Mechanical Systems

Principles of Agriculture, Food, and Natural Resources - Course Codes: QA3830/13000200

Credit: 1.0

Level 1

Prerequisite: NONE

In Principles of Agriculture, Food, and Natural Resources, students explore major areas of agriculture, food, and natural resources, including organizations, agribusiness leadership and communications, plant science, animal science, food science and technology, agricultural technology and mechanical systems, and environmental and natural resources. To prepare for careers in agriculture, food, and natural resources, students must attain academic knowledge and skills, acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations

Agricultural Mechanics and Metal Technologies - Course Codes: QA13Y0/13002200

Credit: 1.0

Level 2

Prerequisite (Recommended): Principles of Agriculture, Food, and Natural Resources

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

Agricultural Structures Design and Fabrication - Course Codes: QW41Y0/13002300

Credit: 1.0

Level 3

Prerequisite (Recommended): Agricultural Mechanics and Metal Technologies

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

Practicum in Agriculture, Food, and Natural Resources - Course Codes: QA85Y0/13002500

Credit: 2.0

Level 4

Prerequisites: A minimum of two credits with at least one course in a Level 2 or higher course from the Agriculture, Food, and Natural Resources career cluster

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



Agriculture, Food, and Natural Resources Career Cluster

The Agriculture, Food, and Natural Resources (AFNR) career cluster focuses on the essential elements of life, food, water, land, and air. This career cluster includes occupations ranging from farmer, rancher, and veterinarian to geologist, land conservationist, and florist.

Statewide Program of Study: Animal Science

The Animal Science program of study focuses on occupational and educational opportunities associated with the science, research, and business of animals and other living organisms. This program of study includes applying biology and life science to real-world life processes of animals and wildlife, either in laboratories or in the field, which could include a veterinary office, a farm or ranch, or any outdoor area harboring animal life. Students will research and analyze the growth and destruction of species and research or diagnose diseases and injuries of animals.



Weslaco ISD

Secondary Courses for High School Credit

- | | |
|------------------|---|
| 9 th | <ul style="list-style-type: none"> Principles of Agriculture, Food, and Natural Resources |
| 10 th | <ul style="list-style-type: none"> Small Animal Management Equine Science |
| 11 th | <ul style="list-style-type: none"> Livestock & Poultry Production |
| 12 th | <ul style="list-style-type: none"> Advanced Animal Science or Scientific Research and Design |

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Aligned Advanced Academic Courses

AP or IB	AP Biology IB Biology SL IB Biology HL
Dual Credit	Dual Credit offerings will vary by local education agency.

Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities	- Shadow an animal scientist in a biology lab to learn about applying science to understand animals and wildlife - Intern in a veterinary clinic, caring for animals and wildlife being treated in the clinic
Expanded Learning Opportunities	- Participate in an FFA career, leadership, and speaking contest like an agriscience fair - Attend an agricultural industry seminar

Weslaco ISD Aligned Industry-Based Certifications

- Agricultural Biotechnology
- AgriLife Veterinary Assistant Certificate
- Certified Veterinary Assistant, Level I
- Elanco Fundamentals of Animal Science Certification
- Elanco Veterinary Medical Applications Certification
- Equine Management and Evaluation Certification
- Feedyard Technician in Cattle Care and Handling
- Licensed Veterinary Technician
- Production Agriculture - Job Ready
- Small Animal Science and Technology

Successful completion of the Animal Science program of study will fulfill requirements of a Business and Industry endorsement.



Example Postsecondary Opportunities

Apprenticeships

- Reproduction Technician

Associate Degrees

- Biological and Physical Sciences
- Entomology

Bachelor's Degrees

- Animal Science
- Zoology/Animal Biology

Master's, Doctoral, and Professional Degrees

- Marine Sciences
- Biotechnology

Additional Stackable IBCs/License

- Veterinarian
- Certified Veterinary Technician



Example Aligned Occupations

Veterinary Assistants and Laboratory Animal Caretakers

Median Wage: \$29,906
Annual Openings: 1,348
10-Year Growth: 24%

Veterinary Technologists and Technicians

Median Wage: \$33,679
Annual Openings: 1,217
10-Year Growth: 24%

Veterinarian

Median Wage: \$103,160
Annual Openings: 347
10-Year Growth: 26%

Data Source: TexasWages, TexasWorkforceCommission. Retrieved 3/8/2024



For more information visit:
<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>

Agriculture, Food, and Natural Resources Career Cluster

Statewide Program of Study: Animal Science

Principles of Agriculture, Food, and Natural Resources - Course Codes: QA3830/13000200

Credit: 1.0

Level 1

Prerequisite: NONE

In Principles of Agriculture, Food, and Natural Resources, students explore major areas of agriculture, food, and natural resources, including organizations, agribusiness leadership and communications, plant science, animal science, food science and technology, agricultural technology and mechanical systems, and environmental and natural resources. To prepare for careers in agriculture, food, and natural resources, students must attain academic knowledge and skills, acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations

Small Animal Management- Course Codes: QA2935/13000400

Credit: .5

Level 2

Prerequisite: NONE

In Small Animal Management, students acquire knowledge and skills related to the small animal management industry. Small Animal Management may address topics related to small animals such as dogs and cats, rabbits, pocket pets, amphibians, reptiles, and birds. To prepare for careers in the field of animal science, students must enhance academic knowledge and skills, acquire knowledge and skills related to small animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

Equine Science- Codes: QW1035/13000500

Credit: .5

Level 2

Prerequisite (Recommended): Principles of Agriculture, Food, and Natural Resources

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

Livestock & Poultry Production- Course Codes: QA18Y0/13000300

Credit: 1.0

Level 3

Prerequisite: At least one course from the Agriculture, Food, and Natural Resources career cluster

In Livestock and Poultry Production, students acquire knowledge and skills related to the livestock and poultry production industry. Livestock and Poultry Production may address topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry. To prepare for careers in the field of animal science, students must attain academic knowledge and skills, acquire knowledge and skills related to livestock and poultry systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

Advanced Animal Science- Course Codes: QA10Y0/13000700

Credit: 1.0

Level 4

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

Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of animal production, including canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorpha production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. To prepare for careers in the field of animal science, students must attain academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards. Students must meet the 40% laboratory and fieldwork requirement. Note: This course satisfies a high school science graduation requirement.

Level 4

Prerequisites: Biology, and one credit of the following: Physics for Engineering, chemistry, Integrated Physics and Chemistry (IPC), or Physics

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



Agriculture, Food, and Natural Resources Career Cluster

The Agriculture, Food, and Natural Resources (AFNR) career cluster focuses on the essential elements of life, food, water, land, and air. This career cluster includes occupations ranging from farmer, rancher, and veterinarian to geologist, land conservationist, and florist.

Statewide Program of Study: Plant Science

The Plant Science program of study focuses on occupational and educational opportunities associated with the science, research, and business of plants and other living organisms. This program of study includes the application of biology and life science to real-world life processes of plants and vegetation, either in laboratories or in the field.



Weslaco ISD

Secondary Courses for High School Credit

- | | |
|------------------|--|
| 9 th | <ul style="list-style-type: none"> Principles of Agriculture, Food, and Natural Resources |
| 10 th | <ul style="list-style-type: none"> Floral Design |
| 11 th | <ul style="list-style-type: none"> Horticultural Science |
| 12 th | <ul style="list-style-type: none"> Advanced Plant and Soil Science Practicum in Agriculture, Food, and Natural Resources Scientific Research and Design |

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Aligned Advanced Academic Courses

AP or IB	AP Biology AP Environmental Science IB Biology SL IB Biology HL	AP Chemistry IB Chemistry SL IB Chemistry HL
Dual Credit	Dual Credit offerings will vary by local education agency.	

Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities	Work in a part-time job at a landscaping company to learn about production and management of plants. Intern at an agricultural research company, working alongside a biological technician to learn about application of biology to plant production
Expanded Learning Opportunities	- Participate in an FFA career, leadership, and speaking contest like an agriscience fair - Participate in an industry-related competition like an agriscience fair

Weslaco ISD Aligned Industry-Based Certifications

- | | |
|--|--|
| <ul style="list-style-type: none"> Agricultural Biotechnology BASF Plant Science Certification Commercial/Noncommercial Pesticide Applicator Commercial/Noncommercial Pesticide Applicator "Vegetation Management" License Horticulture - Landscaping - Job Ready Landscape Irrigator Principles of Floral Design Certification | <ul style="list-style-type: none"> Production Agriculture - Job Ready Texas Certified Landscape Associate (TCLA) Texas Certified Nursery Professional Texas State Florists' Association Knowledge Based Floral Certification Texas State Florists' Association Level I Floral Certification Texas State Florists' Association Level II Floral Certification |
|--|--|



Example Postsecondary Opportunities

Apprenticeships

- Horticulturist

Associate Degrees

- Biology/Biological Sciences
- Biological and Physical Sciences

Bachelor's Degrees

- Horticulture
- Plant Pathology/Phytopathology

Master's, Doctoral, and Professional Degrees

- Plant Breeding
- Botany/Plant Biology

Additional Stackable IBCs/License

- Nursery Floral License
- Horticulturist Certification



Example Aligned Occupations

Pesticide Handlers, Sprayers, and Applicators, Vegetation

Median Wage: \$46,153
Annual Openings: 205
10-Year Growth: 17%

Biological Technicians

Median Wage: \$45,787
Annual Openings: 879
10-Year Growth: 14%

Farmers, Ranchers, and Other Agricultural Managers

Median Wage: \$65,490
Annual Openings: 28,020
10-Year Growth: 4%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.



For more information visit:

<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>

Agriculture, Food, and Natural Resources Career Cluster

Statewide Program of Study: Plant Science

Principles of Agriculture, Food, and Natural Resources - Course Codes: QA3830/13000200

Credit: 1.0

Level 1

Prerequisite: NONE

In Principles of Agriculture, Food, and Natural Resources, students explore major areas of agriculture, food, and natural resources, including organizations, agribusiness leadership and communications, plant science, animal science, food science and technology, agricultural technology and mechanical systems, and environmental and natural resources. To prepare for careers in agriculture, food, and natural resources, students must attain academic knowledge and skills, acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations

Floral Design - Course Codes: QW1130/13001800

Credit: 1.0

Level 3

Prerequisite (Recommended): Principles of Agriculture, Food, and Natural Resources

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

Horticulture Science - Course Codes: QA31Y0/13001800

Credit: 1.0

Level 3

Prerequisite: At least one credit in a course from the Agriculture, Food, and Natural Resources career cluster

In Horticultural Science, students develop an understanding of common horticultural management practices as they relate to food and ornamental plant production. To prepare for careers in horticultural industry systems, students must attain academic knowledge and skills, acquire technical knowledge and skills related to horticulture and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

Advanced Plant and Soil Science - Course Codes: QA25Y0/13002100

Credit: 1.0

Level 4

Prerequisite (S): Biology; either chemistry or Integrated Physics and Chemistry (IPC); Algebra I; Geometry; and either Horticultural Science, Greenhouse Operation and Production, or Floral Design

Advanced Plant and Soil Science provides a way of learning about the natural world. In this course, students learn how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science. To prepare for careers in plant and soil science, students must attain academic knowledge and skills, acquire technical knowledge and skills related to plant and soil science and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. Students must meet the 40% laboratory and fieldwork requirement.

Level 4

Prerequisite (S): A minimum of two Credits with at least one course in a Level 2 or higher course from the Agriculture, Food, and Natural Resources career cluster

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

Scientific Research and Design - Course Codes: QS1U1/2/13037200

Credit: 1.0***Level 4***

Prerequisite (S): Biology, and one credit of the following: Physics for Engineering, chemistry, Integrated Physics and Chemistry (IPC), or Physics

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



Business, Marketing, and Finance Career Cluster

The Business, Marketing, and Finance career cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations. This career cluster includes occupations ranging from business owner and entrepreneur to accountant, retail manager, and market analyst.

Statewide Program of Study: **Accounting and Financial Services**

The Accounting and Financial Services program of study focuses on occupational and educational opportunities associated with examining, analyzing, and interpreting financial records. It includes exploration of financial services, preparing financial statements, auditing financial statements prepared by others, and interpreting accounting records. This program of study also introduces students to mathematical modeling tools.



Weslaco ISD

Secondary Courses for High School Credit

9th	• Principles of Business, Marketing, and Finance
10th	• Foundations of Business Communication Technologies
11 th	• Accounting I • Financial Mathematics
12 th	• Accounting II

It is the policy of Weslaco ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its 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.

Aligned Advanced Academic Courses

AP or IB IB Mathematics Analysis and Approaches SL
IB Mathematics Analysis and Approaches HL

Dual Credit Dual Credit offerings will vary by local educational agency.

Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities

- Intern with a certified public accountant (CPA) at a local business
- Intern with a city or county auditor's office
- Shadow a financial advisor as an intern at an investment company

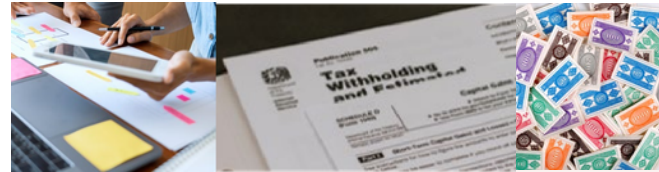
Expanded Learning Opportunities

- Participate in BPA, DECA, or FBLA
- Explore student membership in professional organizations such as AICPA, CIMA, or TXCPA

Weslaco ISD Aligned Industry-Based Certifications

- Accounting – Basic
- Accounting Foundations
- Certified Insurance Service Representative
- **Intuit QuickBooks Certified User**
- MB-920: Microsoft Dynamics 365 Fundamentals Finance and Operations Apps
- Microsoft Office Specialist: Microsoft Access Expert (Access 2019)
- Microsoft Office Specialist: Microsoft Excel Expert (Excel 2019)
- Volunteer Income Tax Assistance/Tax Counseling Certification: Advanced
- **Volunteer Income Tax Assistance/Tax Counseling Certification: Basic**
- Volunteer Income Tax Assistance/Tax Counseling Certification: Volunteer for Elderly

Successful completion of the Accounting and Financial Services program of study will fulfill requirements of the Business and Industry endorsement.



Example Postsecondary Opportunities

Associate Degrees

- Accounting
- Bookkeeping

Bachelor's Degrees

- Accounting
- Banking and Financial Support Services

Master's, Doctoral, and Professional Degrees

- Business Administration and Management
- Finance

Additional Stackable IBCs/License

- Project Management Professional
- Property Tax Consultants Service Contract Providers



Example Aligned Occupations

Tax Preparers

Median Wage: \$56,956
Annual Openings: 898
10-Year Growth: 14%

Accountants and Auditors

Median Wage: \$78,022
Annual Openings: 12,989
10-Year Growth: 20%

Personal Financial Advisors

Median Wage: \$77,605
Annual Openings: 1,877
10-Year Growth: 21%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024..



For more information visit:

<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>

Business, Marketing, and Finance Career Cluster

Statewide Program of Study: Accounting and Financial Services

Principles of Business, Marketing, and Finance - Course Codes: QB1230/13011200

Credit: 1.0

Level 1

Prerequisite: NONE

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

Foundations of Business Communication and Technologies - Course Codes: QB6030/13011400

Credit: 1.0

Level 1

Prerequisite (Recommended): Touch System Data Entry

In Foundations of Business Communication and Technologies, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.

Accounting 1 - Course Codes: QB37Y0/13016600

Credit: 1.0

Level 2

Prerequisite: NONE

In Accounting I, students will investigate the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students will reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students will formulate and interpret financial information for use in management decision making.

Financial Mathematics - Course Codes: QQ12Y0/13018000

Credit: 1.0

Level 2

Prerequisite: Algebra I

Financial Mathematics is a course about personal money management. Students will apply critical-thinking skills to analyze personal financial decisions based on current and projected economic factors.

Accounting 2 - Course Codes: QB40Y0/13016700

Credit: 1.0

Level 2

Prerequisite: Accounting 1

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



Business, Marketing, and Finance Career Cluster

The Business, Marketing, and Finance career cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations. This career cluster includes occupations ranging from business owner and entrepreneur to accountant, retail manager, and market analyst.

Statewide Program of Study: **Business Management**

The Business Management program of study focuses on occupational and educational opportunities associated with planning, directing, and coordinating the administrative services and operations of an organization. It includes formulating policies, managing daily operations, and allocating the use of materials and human resources. This program of study also introduces students to mathematical modeling tools and organizational evaluation methods.



Weslaco ISD

Secondary Courses for High School Credit

- | | |
|------------------|---|
| 9 th | • Principles of Business, Marketing, and Finance |
| 10 th | • Foundations of Business Communication Technologies |
| 11 th | • Business Information Management II or Business Management |
| 12 th | • Practicum in Business Management |

It is the policy of Weslaco ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its 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.

Aligned Advanced Academic Courses

AP or IB	AP Microeconomics AP Statistics IB Economics SL IB Economics HL
Dual Credit	Dual Credit offerings will vary by local education agency.

Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

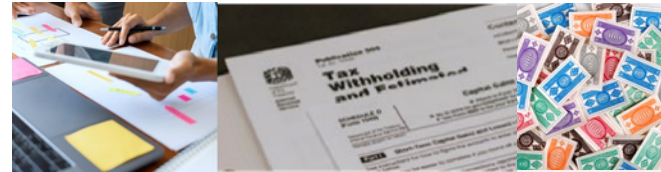
Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities	• Intern at local business in the HR department • Shadow the COO of a local business or chamber of commerce
Expanded Learning Opportunities	• Participate in BPA, DECA, FBLA, or related UIL events • Explore student membership in related professional organizations

Weslaco ISD Aligned Industry-Based Certifications

- | | |
|--|--|
| <ul style="list-style-type: none"> • Administrative Assisting • Certified Associate in Project Management (CAPM) • Entrepreneurship and Small Business • General Management • MB-920: Microsoft Dynamics 365 Fundamentals Finance and Operations Apps • Microsoft Office Specialist 2016 Master • Microsoft Office Specialist: Microsoft Access Expert (Access 2019) | <ul style="list-style-type: none"> • Microsoft Office Specialist: Microsoft Excel Expert (Excel 2019) • Microsoft Office Specialist: Microsoft Word Expert (Word 2019) • Project Management Institute (PMI) Project Management Ready • Business of Retail: Certified Specialist • Customer Service and Sales: Certified Specialist • Student Social Media Marketing Certification |
|--|--|

Successful completion of the Business Management program of study will fulfill requirements of the Business and Industry endorsement.



Example Postsecondary Opportunities

Associate Degrees

- Business Administration and Management
- Human Resources Management

Bachelor's Degrees

- Business Analytics
- Accounting and Business

Master's, Doctoral, and Professional Degrees

- Business Administration and Management
- Organizational Leadership

Additional Stackable IBCs/License

- Professional Certificate in Team Leadership
- Property Tax Professionals



Example Aligned Occupations

First-Line Supervisors of Administrative Support Workers

Median Wage: \$59,585
Annual Openings: 13,885
10-Year Growth: 9%

Human Resources Specialists

Median Wage: \$61,278
Annual Openings: 6,239
10-Year Growth: 23%

General and Operations Managers

Median Wage: \$83,220
Annual Openings: 25,450
10-Year Growth: 23%

Data Source: TexasWages, TexasWorkforceCommission. Retrieved 3/8/2024.



For more information visit:
<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>

Business, Marketing, and Finance Career Cluster

Statewide Program of Study: Business Management

Principles of Business, Marketing, and Finance - Course Codes: QB1230/13011200

Credit: 1.0

Level 1

Prerequisite: NONE

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

Foundations of Business Communication and Technologies - Course Codes: QB6030/13011400

Credit:

1.0

Level 1

In Foundations of Business Communication and Technologies, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.

Business Communication and Technologies - Course Codes: QB15Y0/13011500

Credit: 1.0

Level 2

Prerequisite (Recommended): Foundations of Business Communication and Technologies

In Business Communication and Technologies, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software.

Business Management - Course Codes: QB1630/13012100

Credit: 1.0

Level 3

Prerequisite: NONE

Business Management is designed to familiarize students with the concepts related to business management as well as the functions of management, including planning, organizing, staffing, leading, and controlling. Students will also demonstrate interpersonal and project-management skills.

Practicum in Business Management - Course Codes: QB85Y0/13012200

Credit: 2.0

Level 4

Prerequisite: NONE

Practicum in Business Management is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a paid or unpaid arrangement and in a variety of locations appropriate to the nature and level of experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies. Students develop a foundation in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions.

Engineering Career Cluster

The Engineering career cluster focuses on planning, designing, testing, building, and maintaining of machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and to mapping technician.

Statewide Program of Study: Engineering Foundations

The Engineering Foundations program of study focuses on occupational and educational opportunities associated with a wide range of skills applied in the Engineering industry. Students will design, test, and evaluate projects related to engines, machines, and structures. This program of study includes applying scientific, mathematical, and empirical evidence to solve problems through innovation, design, construction, operation, and maintenance of different engineering systems.



Weslaco ISD Secondary Courses for High School Credit

9 th	N/A
10 th	Principles of Applied Engineering
11 th	Engineering Design and Presentation I / Engineering Design and Problem Solving
12 th	Advanced Engineering Design and Presentation or Scientific Research and Design

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Aligned Advanced Academic Courses

AP or IB	AP Calculus AB AP Computer Science A	AP Physics 1 AP Physics 2 AP Statistics	IB Physics SL IB Physics HL IB Computer Science SL IB Computer Science HL
Dual Credit	Dual Credit offerings will vary by local education agency.		

Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities	- Intern at an engineering, robotics, or aerospace company. - Visit an engineering firm and shadow multiple types of engineers.
Expanded Learning Opportunities	- Participate in SkillsUSA or TSA - Join a local engineering association and attend meetings.

Aligned Industry-Based Certifications

- Autodesk Associate (Certified User) AutoCAD
- Autodesk Associate (Certified User) Fusion 360
- Autodesk Associate (Certified User) Inventor for Mechanical Design
- Autodesk Associate (Certified User) Revit Architecture
- Autodesk Associate (Certified User) Revit for Electrical
- Autodesk Associate (Certified User) Revit for Structural Design
- Autodesk Certified Professional Fusion 360
- Autodesk Certified Professional in AutoCAD for Design and Drafting
- Autodesk Certified Professional in Civil 3D for Infrastructure Design
- Autodesk Certified Professional in Inventor for Mechanical Design
- Autodesk Certified Professional in Revit for Architectural Design
- Autodesk Certified Professional in Revit for Electrical Design
- Autodesk Certified Professional in Revit for Structural Design
- C-103 Certified Industry 4.0 Associate – Robot System Operations
- Certified SOLIDWORKS Associate (CSWA) – Academic
- Certified SOLIDWORKS Associate (CSWA) – Electrical
- Certified SOLIDWORKS Associate (CSWA) – Mechanical Design
- Certified SOLIDWORKS Associate (CSWA) – Simulation
- Certified SOLIDWORKS Associate (CSWA) – Sustainability
- Certified SOLIDWORKS Professional (CSWP) – Academic
- Certified SOLIDWORKS Professional (CSWP) – Mechanical Design
- Certified SOLIDWORKS Professional (CSWP) – Model Based Definition
- Certified SOLIDWORKS Professional (CSWP) – Simulation
- Certified SOLIDWORKS Professional (CSWPA) – Drawing Tools
- Engineering Technology Foundations
- Pre-Engineering/Engineering Technology – Job Ready
- FANUC Robot Operator 1
- Certified Logistics Technician (CLT)
- Certified Production Technician (CPT) 4.0
- Lean Six Sigma Green Belt Certification



Example Postsecondary Opportunities

Apprenticeships

- Industrial Engineering Technician Apprenticeship

Associate Degrees

- Manufacturing Engineering Technology/Technician
- Robotics Technology/Technician

Bachelor's Degrees

- Electrical and Electronics Engineering
- Engineering, General

Master's, Doctoral, and Professional Degrees

- Electrical and Electronics Engineering
- Engineering, General

Additional Stackable IBCs/Licensures

- Professional Engineer (PE License)
- Engineer in Training Certification (EIT)



Example Aligned Occupations

Civil Engineering Technologists and Technicians

Median Wage: \$61,138

Annual Openings: 765

10-Year Growth: 11%

Aerospace Engineers

Median Wage: \$115,937

Annual Openings: 483

10-Year Growth: 18%

Mechanical Engineers

Median Wage: \$99,937

Annual Openings: 1,755

10-Year Growth: 19%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.



For more information visit:

<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>

Engineering Career Cluster

Statewide Program of Study: Engineering Foundations

Principles of Applied Engineering - Course Codes: QW8130/13036200

Credit: 1.0

Level 1

Prerequisite: NONE

Principles of Applied Engineering provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students develop engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will have an understanding of the various fields of engineering and be able to make informed career decisions.

Engineering Design & Presentation - Course Codes: QW82Y5/13036500

Credit: 1.0

Level 3

Prerequisites: Algebra I and at least one credit in a course from the Engineering career cluster

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

Engineering Design & Problem Solving - Course Codes: QS60Y6/13037300

Credit: 1.0

Level 4

Prerequisites: Algebra I, Geometry, and at least one credit in a Level 2 or higher course in the Engineering career cluster

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

Advanced Engineering Design & Presentation - Course Codes: QW83Y0/13036600

Credit: 2.0

Level 4

Prerequisites: Algebra I, Geometry, and Engineering Design and Presentation

Advanced Engineering Design and Presentation is a continuation of knowledge and skills learned in Engineering Design and Presentation. Students enrolled in this course demonstrate advanced knowledge and skills of a system design process as it applies to engineering fields and project management using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students expand on the use of a variety of computer hardware and software applications to complete assignments and projects. Through implementation of a system design process, students transfer advanced academic skills to component designs and engineering systems. Emphasis is placed on transdisciplinary and integrative approaches using skills from ideation, prototyping, and project management methods.

Level 4

Prerequisite (S): Biology, and one credit of the following: Physics for Engineering, chemistry, Integrated Physics and Chemistry (IPC), or Physics

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



Education and Training Career Cluster

The Education and Training career cluster focuses on planning, managing, and providing education and training services and related learning support services. All parts of courses are designed to introduce learners to the various careers available within the Education and Training career cluster. This career cluster includes a diverse spectrum of occupations, ranging from teaching assistant, classroom teacher, to school administrator.

Statewide Program of Study: Teaching and Training

The Teaching and Training program of study focuses on occupational and educational opportunities associated with careers related to teaching, instructing, and creating instructional and enrichment materials. The program of study includes recognizing a variety of student groups and their corresponding needs, identifying processes for developing curriculum and coordinating educational content, and coaching groups and individuals.



Weslaco ISD Secondary Courses for High School Credit

- | | |
|------------------|---|
| 9 th | <ul style="list-style-type: none"> Principles of Education and Training or Principles of Human Services |
| 10 th | <ul style="list-style-type: none"> Human Growth and Development or Child Development |
| 11 th | <ul style="list-style-type: none"> Instructional Practices |
| 12 th | <ul style="list-style-type: none"> Practicum in Education and Training |

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Aligned Advanced Academic Courses

Dual Credit	Dual Credit offerings will vary by local educational agency.
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Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities

- Serve as a camp counselor to learn mentoring, facilitation, and lesson planning skills
- Volunteer in a tutoring center to learn lesson planning and skills assessment

Expanded Learning Opportunities

- Participate in FCCLA
- Participate in TAFE

Aligned Industry-Based Certifications

- Educational Aide I



Example Postsecondary Opportunities

Apprenticeships

- Teacher Apprentice

Associate Degrees

- Adult and Continuing Education and Teaching
- Educational/Instructional Technology

Bachelor's Degrees

- Elementary Education and Teaching
- Secondary Education and Teaching

Master's, Doctoral, and Professional Degrees

Educational Leadership and Administration, General Curriculum and Instruction

Additional Stackable IBCs/License

- Generalist, Grades EC-4



Example Aligned Occupations

Teaching Assistants, Except Postsecondary

Median Wage: \$28,066
Annual Openings: 10,000
10-Year Growth: 15%

Secondary School Teachers, Except Special Education and CTE

Median Wage: \$61,035
Annual Openings: 8,288
10-Year Growth: 14%

Education Administrators, Kindergarten through Secondary

Median Wage: \$81,976
Annual Openings: 2,676
10-Year Growth: 14%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.



For more information visit:
<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>

Education and Training Career Cluster

Statewide Program of Study: Teaching and Training

Principles of Education and Training - Course Codes: QE3030/QE30D0/13014200

Credit: 1.0

Level 1

Prerequisite: NONE

Principles of Education and Training is designed to introduce learners to the various careers within the Education and Training career cluster. Students use self-knowledge as well as educational and career information to analyze various careers within the Education and Training career cluster. Students are introduced to societal influences of education and various school models. Additionally, students learn the role and responsibilities of a classroom educator. Students will develop a graduation plan that leads to a specific career choice in the student's interest area.

Principles of Human Services - Course Codes: QE1330/13024200

Credit: 1.0

Level 1

Prerequisite: NONE

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

Human Growth and Development - Course Codes: QE7030/13014300

Credit: 1.0

Level 2

Prerequisite: NONE

Human Growth and Development is an examination of human development across the lifespan with emphasis on research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. Students use the knowledge and skills gained in this course to prepare for a career path working with children in an educational or service learning setting. The course covers material that is generally taught in a postsecondary, one-semester introductory course in developmental psychology or human development.

Child Development - Course Codes: QE10Y0/13024700

Credit: 1.0

Level 2

Prerequisite: NONE

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

Instructional Practices- Course Codes: QW51Y0/13014400

Credit: 2.0

Level 3

Prerequisite: At least one credit in a course from the Education and Training career cluster

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

Level 4**Prerequisite: Instructional Practices**

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



Human Services Career Cluster

The Human Services career cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs, such as counseling and mental health services, family and community services, personal care services, and consumer services. This career cluster includes occupations ranging from community health workers to cosmetologists and nutritionists.

Regional Program of Study: Cosmetology and Personal Care Services

Approved in ESC Regions 1,2,3,4,5,6,7,8,9,10,11,12,13,14,16,17,18, 19, & 20

**The list of approved ESC regions is updated every school year. Be sure to check the CTE regional program of study website for updates.*

The Cosmetology and Personal Care Services regional program of study focuses on occupational and educational opportunities associated with providing beauty and personal care services. This program of study includes managing personal care facilities and coordinating or supervising personal service workers.



Weslaco ISD

Secondary Courses for High School Credit

9th • N/A

10th • N/A

11th • Principles of Cosmetology Design and Color Theory and
• Cosmetology I

12th • Cosmetology II + Cosmetology II Lab

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Aligned Advanced Academic Courses

Dual Credit Dual Credit offerings will vary by local educational agency.

Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities

- Work part-time in a salon, spa, or barbershop
- Participate in an apprenticeship at a salon to become an apprentice stylist

Expanded Learning Opportunities

- Tour a salon, spa, or barbershop
- Participate in SkillsUSA

Weslaco ISD Aligned Industry-Based Certifications

- Barber Operator License
- Cosmetology Esthetician License
- Cosmetology Manicurist License
- **Cosmetology Operator License**



Example Postsecondary Opportunities

Apprenticeships

- Apprentice Stylist

Associate Degrees

-
-

Additional Stackable IBCs/License

- Class A Barber
- Eyelash Extension Specialist
- Hair Weaving Specialist



Example Aligned Occupations

Hairdressers, Hairstylists, and Cosmetologists

Median Wage: \$27,286
Annual Openings: 8,014
10-Year Growth: 25%

Skincare Specialists

Median Wage: \$35,112
Annual Openings: 778
10-Year Growth: 38%

First-Line Supervisors of Personal Service Workers

Median Wage: \$36,795
Annual Openings: 2,253
10-Year Growth: 29%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.



For more information visit:
<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/program-of-study-additional-resources>

Human Services Career Cluster

Regional Program of Study: Cosmetology and Personal Care Services

Principles of Cosmetology Design and Color Theory- Course Codes: QW4030/13025050

Credit: 1.0

Level 1

Prerequisite: NONE

In Principles of Cosmetology Design and Color Theory, students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Students will attain academic skills and knowledge as well as technical knowledge and skills related to cosmetology design and color theory. Students will develop knowledge and skills regarding various cosmetology design elements such as form, lines, texture, structure and illusion or depth as they relate to the art of cosmetology. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the TDLR requirements for licensure upon passing the state examination. Analysis of career opportunities, license requirements, knowledge and skills expectations, and development of workplace skills are included. Students may begin to earn Texas Department of Licensing and Regulation (TDLR) hours toward a Cosmetology Operator License.

Cosmetology I- Course Codes: QE15Y0/13025200

Credit: 2.0

Prerequisite: NONE

In Principles of Cosmetology Design and Color Theory, students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Students will attain academic skills and knowledge as well as technical knowledge and skills related to cosmetology design and color theory. Students will develop knowledge and skills regarding various cosmetology design elements such as form, lines, texture, structure and illusion or depth as they relate to the art of cosmetology. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the TDLR requirements for licensure upon passing the state examination. Analysis of career opportunities, license requirements, knowledge and skills expectations, and development of workplace skills are included. Students may begin to earn Texas Department of Licensing and Regulation (TDLR) hours toward a Cosmetology Operator License.

Cosmetology II + Cosmetology II Lab- Course Codes: QW03Y0/13025310

Credit: 3.0

Level 4

Prerequisite: Cosmetology I

In Cosmetology II, students will demonstrate proficiency in academic, technical, and practical knowledge and skills. The content is designed to provide the occupational skills required for licensure. Instruction includes advanced training in professional standards/employability skills; Texas Department of Licensing and Regulation (TDLR) rules and regulations; use of tools, equipment, technologies and materials; and practical skills.



Health Science Career Cluster

The Health Science career cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. This career cluster includes occupations ranging from medical assistant, registered nurse, and physical therapist to forensic science technician and athletic trainer.

Statewide Program of Study: *Diagnostic and Therapeutic Services*

The Diagnostic and Therapeutic Services program of study focuses on occupational and educational opportunities associated with diagnosing and treating acute, episodic, or chronic illness independently or as part of a healthcare team. This program of study includes exploration of patient treatment and rehabilitative programs that help build or restore daily living skills to persons with disabilities or developmental delays.



Weslaco ISD

Secondary Courses for High School Credit

- | | |
|------------------|---|
| 9 th | • Principles of Health Science |
| 10 th | • Health Science Theory |
| 11 th | <ul style="list-style-type: none"> • Practicum in Health Science I (1st time taken) – Clinical Rotations OR • Medical Terminology or • Anatomy and Physiology or • Medical Microbiology |
| 12 th | <ul style="list-style-type: none"> • Pathophysiology AND • Practicum in Health Science II –Pharmacy Technician OR • Practicum in Health Science II –C. N. A. –Certified Nurse Aide OR • Practicum in Health Science II –EKG/Patient Care Technician |

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Aligned Advanced Academic Courses

AP or IB	AP Biology IB Biology SL IB Biology HL	AP Chemistry IB Chemistry SL IB Chemistry HL
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Dual Credit Dual Credit offerings will vary by local education agency.

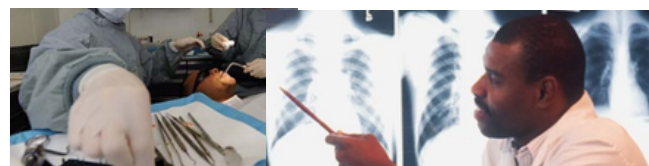
Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities	• Intern with a medical assistant at a community clinic, hospital, assisted living, or long-term care facility • Participate in job shadowing experiences such as Emergency Medical Services (EMS) ride along or hospital/clinical job
Expanded Learning Opportunities	• Participate in Health Occupation Students of America (HOSA) or SkillsUSA • Participate in Advanced Medical Ambulance Bus (AMBUS) event or Community Emergency Response Team (CERT) event

Aligned Industry-Based Certifications

- | | |
|--|---|
| <ul style="list-style-type: none"> • Certified Cardiographic Technician • Certified Clinical Medical Assistant • Certified Dental Assistant • Certified EKG Technician • Certified Nurse Aide (CNA) • Certified Occupational Therapy Assistant • ECG Technician • Emergency Medical Technician–Basic • Limited Medical Radiologic Technologist • Medical Assistant | <ul style="list-style-type: none"> • Medical Laboratory Assistant • Medical Laboratory Technician • Nationally Registered Certified EKG Technician • Patient Care Technician • Pharmacy Technician • Phlebotomy Technician • Registered Dental Assistant X-Ray Certification • Emergency Medical Responder • Certified Respiratory Therapist |
|--|---|



Example Postsecondary Opportunities

Apprenticeships

- Medical Assistant

Associate Degrees

- Emergency Medical Technology
- Radiologic Technology/Science

Bachelor's Degrees

- Emergency Medical Technology
- Medical Insurance Coding

Master's, Doctoral, and Professional Degrees

- Medicine
- Occupational Therapy

Additional Stackable IBCs/License

- Registered Diagnostic Medical Sonographer



Example Aligned Occupations

Medical Assistants

Median Wage: \$36,834
Annual Openings: 11,638
10-Year Growth: 29%

Dental Hygienists

Median Wage: \$79,663
Annual Openings: 1,352
10-Year Growth: 32%

Physician Assistants

Median Wage: \$127,332
Annual Openings: 974
10-Year Growth: 41%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.



For more information visit:

<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>

Health Science Career Cluster

Statewide Program of Study: Diagnostic and Therapeutic Services

Principles of Health Science- Course Codes: QH1030/13020200

Credit: 1.0

Level 1

Prerequisite: NONE

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

Health Science Theory- Course Codes: QW5630/13020400

Credit: 1.0

Level 3

Prerequisite: NONE

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

Practicum in Health Science 1 Clinical Rotations - Course Codes: Clin Rot QH80Y0/13020500

Credit:

2.0

Level 4

Prerequisites: Health Science Theory and biology

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

Medical Terminology- Course Codes: QW52Y0/13020300

Credit: 1.0

Prerequisite: NONE

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

Anatomy and Physiology - Course Codes: QH1130/13020600

Credit: 1.0

Level 3

Prerequisite (s): (Required): Biology and one credit in Chemistry, IPC or Physics

In Anatomy and Physiology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis. Texas law requires at least 40 percent lab and field investigations.

Medical Microbiology- Course Codes: QW53Y0/13020700

Credit: 1.0

Level 3

Prerequisite: One credit in biology, one credit in chemistry, and at least one credit in a course from the Health Science career cluster

The Medical Microbiology course is designed to explore the microbial world, studying topics such as pathogenic and nonpathogenic microorganisms, laboratory procedures, identifying microorganisms, drug-resistant organisms, and emerging diseases. Students must meet the 40% laboratory and fieldwork requirement.

Pathophysiology- Course Codes: QW54Y0/13020800**Credit: 1.0****Level 4**

Prerequisites: One credit in biology, one credit in chemistry, and at least one credit in a Level 2 or higher course from the Health Science career cluster

The Pathophysiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Pathophysiology will study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of disease.

Practicum in Health Science 2 Pharmacy Technician - Course Codes: Clin Rot QH82Y0/13020510**Credit: 2.0****Level 4**

Prerequisites: Health Science Theory and Biology

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

Practicum in Health Science 2 CNA - Course Codes: Clin Rot QH81Y0/13020510**Credit: 2.0****Level 4**

Prerequisites: Health Science Theory and Biology

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

Practicum in Health Science 2 EKG/Patient Care - Course Codes: Clin Rot QH87Y0/13020510**Credit: 2.0****Level 4**

Prerequisites: Health Science Theory and Biology

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



Human Services Career Cluster

The Human Services career cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs, such as counseling and mental health services, family and community services, personal care services, and consumer services. This career cluster includes occupations ranging from community health workers to cosmetologists and nutritionists.

Statewide Program of Study: Family and Community Services

The Family and Community Services program of study focuses on occupational and educational opportunities associated with social services, including child and human development and consumer sciences. This program of study includes managing social and community services, managing family and consumer sciences, and understanding career paths in social work or therapy for children, families, or school communities.



Weslaco ISD Secondary Courses for High School Credit

- | | |
|------------------|---|
| 9 th | <ul style="list-style-type: none"> Principles of Human Services or Professional Communications |
| 10 th | <ul style="list-style-type: none"> Child Development |
| 11 th | <ul style="list-style-type: none"> Human Growth and Development or Dollars and Sense AND Lifetime Nutrition and Wellness |
| 12 th | <ul style="list-style-type: none"> Family and Community Services |

It is the policy of Weslaco ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its 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.

Aligned Advanced Academic Courses

Dual Credit	Dual Credit offerings will vary by local educational agency.
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Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities

- Participate in a community health worker apprenticeship at a community health center
- Shadow a social worker in a community non-profit organization to learn about providing social and community services

Expanded Learning Opportunities

- Participate in FCCLA

Weslaco ISD Aligned Industry-Based Certifications

- Child Development Associate (CDA)
- Community Health Worker



Example Postsecondary Opportunities

Apprenticeships

- Community Health Worker Apprentice

Associate Degrees

- Social Work
- Human Development and Family Studies

Bachelor's Degrees

- Social Work
- Human Development and Family Studies

Master's, Doctoral, and Professional Degrees

- Mental Health Counseling
- Marriage and Family Therapy

Additional Stackable IBCs/License

- Certified Diabetes Educator



Example Aligned Occupations

Community Health Workers

Median Wage: \$39,520
Annual Openings: 501
10-Year Growth: 25%

Social and Human Service Assistants

Median Wage: \$38,442
Annual Openings: 3,298
10-Year Growth: 21%

Child, Family, and School Social Workers

Median Wage: \$49,398
Annual Openings: 2,342
10-Year Growth: 14%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.



For more information visit:

<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>

Human Services Career Cluster

Statewide Program of Study: Family and Community Services

Principles of Human Services- Course Codes: QE1330/13024200

Credit: 1.0

Level 1

Prerequisite: NONE

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

Professional Communications- Course Codes: QF1335/6/13009900

Credit: .5

Level 1

Prerequisite: NONE

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

Child Development- Course Codes: QE10Y0/13024700

Credit: 1.0

Level 2

Prerequisite: NONE

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

Human Growth and Development- Course Codes: QE7030/D0/13014300

Credit:

1.0

Level 2

Prerequisite: NONE

Human Growth and Development is an examination of human development across the lifespan with emphasis on research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. Students use the knowledge and skills gained in this course to prepare for a career path working with children in an educational or service learning setting. The course covers material that is generally taught in a postsecondary, one-semester introductory course in developmental psychology or human development.

Dollars and Sense- Course Codes: QW62Y6/13024300

Credit: .5

Level 1

Prerequisite: NONE

Dollars and Sense focuses on consumer practices and responsibilities, money-management processes, decision-making skills, impact of technology, and preparation for human services careers

Lifetime Nutrition and Wellness- Course Codes: QW61Y5/ 13024500

Credit: .5

Level 2

Prerequisite: NONE

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

Family and Community Services- Course Codes: QW63Y0/13024900

Credit: 1.0

Level 3

Prerequisite: NONE

Family and Community Services is a laboratory-based course designed to involve students in realistic and meaningful communitybased activities through direct service or service-learning experiences.

Students are provided opportunities to interact with and provide services to individuals, families, and the community through community or volunteer services. Emphasis is placed on developing and enhancing organizational and leadership skills and characteristics.

Family and Community Services- Course Codes: QW63Y0/13024900

Credit: 1.0

Level 3

Prerequisite: NONE

Family and Community Services is a laboratory-based course designed to involve students in realistic and meaningful community based activities through direct service or service-learning experiences.

Students are provided opportunities to interact with and provide services to individuals, families, and the community through community or volunteer services. Emphasis is placed on developing and enhancing organizational and leadership skills and characteristics.



Hospitality and Tourism Career Cluster

The Hospitality and Tourism career cluster focuses on the management, marketing, and operations of restaurants, lodging, attractions, recreation events, and travel-related services. This career cluster includes occupations ranging from reservation and transportation ticket agent to event planner and general manager.

Statewide Program of Study: Culinary Arts

The Culinary Arts program of study focuses on occupational and educational opportunities associated with the planning, directing, or coordinating activities of a food and beverage organization or department. This program of study includes opportunities involved in directing and participating in the preparation of food.



Weslaco ISD Secondary Courses for High School Credit

9th • Introduction to Culinary Arts

10th • Culinary Arts

11th • Advanced Culinary Arts

12th • Practicum in Culinary Arts

It is the policy of Weslaco ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its 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.

Aligned Advanced Academic Courses

AP or IB	AP Chemistry IB Chemistry SL
Dual Credit	Dual Credit offerings will vary by local educational agency.

Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities	- Shadow a director of a non-profit that produces and delivers food for communities in need - Intern at a catering company and learn about food production for large-scale events - Work part-time in a restaurant as a line cook or chef
Expanded Learning Opportunities	- Participate in FCCLA - Participate in SkillsUSA - Participate in American Culinary Association or the Texas Restaurant Association

Aligned Industry-Based Certifications

- Certified Fundamentals Cook
- Certified Fundamentals Pastry Cook
- Hospitality and Tourism Specialist
- Commercial Foods
- Culinary Meat Selection and Cookery Certification
- Food Protection Manager Certification
- Food Safety and Science Certification
- ManageFirst Professional
- Pre-Professional Certification in Culinary Arts
- Pre-Professional Certification in Food Science



Successful completion of the Culinary Arts program of study will fulfill requirements of the Business and Industry endorsement.



Example Postsecondary Opportunities

Associate Degrees

- Culinary Arts
- Baking and Pastry Arts

Bachelor's Degrees

- Hotel/Motel Administration/Management
- Culinary Science

Master's, Doctoral, and Professional Degrees

- Organizational Leadership
- Foodservice Systems Administration/Management

Additional Stackable IBCs/License

- Food Manager License



Example Aligned Occupations

Bakers

Median Wage: \$29,466
Annual Openings: 2,942
10-Year Growth: 26%

Chefs and Head Cooks

Median Wage: \$44,761
Annual Openings: 950
10-Year Growth: 37%

General and Operations Managers

Median Wage: \$83,220
Annual Openings: 25,450
10-Year Growth: 23%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.



For more information visit:

<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>

Hospitality and Tourism Career Cluster

Statewide Program of Study: Culinary Arts

Introduction to Culinary Arts - Course Codes: QW6030/13022550

Credit: 1.0

Level 1

Prerequisite: NONE

Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide insight into food production skills, various levels of industry management, and hospitality skills. This is an entry level course for students interested in pursuing a career in the food service industry. This course is offered as a classroom and laboratory-based course.

Culinary Arts - Course Codes: QE25Y0/13022600

Credit: 2.0

Level 2

Prerequisite: NONE

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

Advanced Culinary Arts - Course Codes: QW23Y0/13022650

Credit: 2.0

Level 3

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

Practicum in Culinary Arts - Course Codes: QW23Y0/13022700

Credit: 2.0

Level 4

Prerequisite: Culinary Arts

Practicum in Culinary Arts is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Culinary Arts integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing workplace.



Information Technology Career Cluster

The Information Technology (IT) career cluster focuses on the design, development, support, and management of hardware, software, multimedia, and systems integration services. This career cluster includes occupations ranging from Software Developer and Programmer to Cybersecurity Specialists and Network Analysts.

Statewide Program of Study: Cybersecurity

The Cybersecurity program of study focuses on occupational and educational opportunities associated with planning, implementing, upgrading, or monitoring security measures for the protection of computer networks and information. This program of study includes responding to computer security breaches and viruses and administering network security measures.



Weslaco ISD

Secondary Courses for High School Credit

9th • **Principles of Information Technology**

10th • **Foundations of Cybersecurity**

11th • **Networking + Networking Lab**

12th • **Practicum in Information Technology**

Aligned Advanced Academic Courses

AP or IB	AP Computer Science Principles AP Computer Science A
Dual Credit	Dual Credit offerings will vary by local education agency.

Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

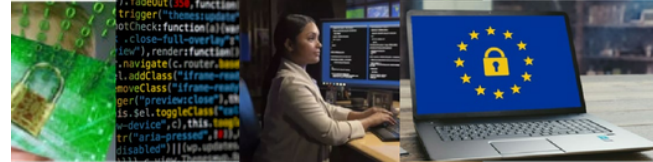
Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities	- Intern at a local bank, hospital, or government office to develop skills in implementing security measures - Interview with an information security analyst to learn how they plan for, monitor, and upgrade security measures at their organization
Expanded Learning Opportunities	- Participate in a Hackathon - Participate in TSA or SkillsUSA

Weslaco ISD Aligned Industry-Based Certifications

- Cisco 100-490 RSTech Supporting Cisco Routing and Switching Network Devices
- Cisco 200-201 CBROPS - Understanding Cisco Cybersecurity Operations Fundamentals
- Cisco CCNA (200-301) Implementing and Administering Cisco Solutions
- CodeHS Cybersecurity Level 1 Certification
- CompTIA A+ Certification
- CompTIA IT Fundamentals+**
- CompTIA Network+**
- CompTIA Security+
- Computer Networking Fundamentals - Job Ready
- Cybersecurity Fundamentals
- Cybersecurity Fundamentals: An ISACA Certificate
- Information Technology Specialist: Networking**
- Information Technology Specialist: Java
- Information Technology Specialist: JavaScript
- Microsoft 365 Fundamentals
- Microsoft Security, Compliance, and Identity Fundamentals
- Oracle Certified Associate Java SE 8 Programmer
- Cloud Essentials+
- CompTIA Linux+
- CompTIA Server+

Successful completion of the Cybersecurity program of study will fulfill requirements of the Business and Industry endorsement or the STEM endorsement if the math and science requirements are met.



Examples Postsecondary Opportunities

Associate Degrees

- Computer and Information Systems Security
- Computer Programming

Bachelor's Degrees

- Computer Science
- Computer Software Engineering

Master's, Doctoral, and Professional Degrees

- Computer and Information Systems Security/Auditing/Information Assurance
- Computer Software Engineering

Additional Stackable IBCs/License

- Certified Ethical Hacker (CEH)



Example Aligned Occupations

Computer User Support Specialists

Median Wage: \$51,411
Annual Openings: 5,757
10-Year Growth: 21%

Software Developers

Median Wage: \$111,705
Annual Openings: 15,324
10-Year Growth: 36%

Information Security Analysts

Median Wage: \$110,268
Annual Openings: 1,719
10-Year Growth: 49%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.



For more information visit:

<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study/additional-resources>

Information Technology Career Cluster

Statewide Program of Study: Cybersecurity

Principles of Information Technology- Course Codes: QT4630/13027200

Credit: 1.0

Level 1

Prerequisite: NONE

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

Foundations of Cybersecurity- Course Codes: QW9630/03580850

Credit: 1.0

Level 1

Prerequisite: NONE

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

Networking + Networking Lab- Course Codes: QW6790/13027410

Credit: 2.0

Level 3

Prerequisite: NONE

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

Practicum in Information Technology- Course Codes: QW9730/13028000

Credit: 2.0

Level 4

Prerequisites: A minimum of two high school information technology (IT) courses

In the Practicum in Information Technology, students will gain advanced knowledge and skills in the application, design, production, implementation, maintenance, evaluation, and assessment of products, services, and systems. Knowledge and skills in the proper use of analytical skills and application of IT concepts and standards are essential to prepare students for success in a technology-driven society. Critical thinking, IT experience, and product development may be conducted in a classroom setting with an industry mentor, as an unpaid or paid internship, as part of a capstone project, or as career preparation.

Information Technology Career Cluster



The Information Technology (IT) career cluster focuses on the design, development, support, and management of hardware, software, multimedia, and systems integration services. This career cluster includes occupations ranging from Software Developer and Programmer to Cybersecurity Specialists and Network Analysts.

Statewide Program of Study: Programming and Software Development

The Programming and Software Development program of study focuses on occupational and educational opportunities associated with researching, designing, developing, testing, and operating systems-level software, compilers, and network distribution software for medical, industrial, military, communications, aerospace, business, scientific, and general computer applications. This program of study includes creating, modifying, and testing the codes, forms, and script that allow computer applications to run.



Weslaco ISD

Secondary Courses for High School Credit

9th	• Computer Science I Honors
10th	• AP Computer Science Principles or • Computer Science II or • Fundamentals of Computer Science
11th	• AP Computer Science A (Math & LOTE) or • Computer Science III
12th	• Computer Science II Honors or • AP Computer Science Principles or • Fundamentals of Computer Science

Aligned Advanced Academic Courses

AP or IB	AP CalculusAB AP Statistics IB Mathematics Applications and Interpretation SL
Dual Credit	Dual Credit offerings will vary by local education agency.

Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities	• Intern at a local IT company to develop skills in programming and coding • Shadow a software developer to learn how they create and improve software to support efficient processes at their company
Expanded Learning Opportunities	• Program and create a game • Participate in SkillsUSA or TSA

Weslaco ISD Aligned Industry-Based Certifications

- Apple App Development with Swift
- C++ Certified Associate Programmer
- **Certified Entry-Level Python Programmer (PCEP)**
- Certified Professional Programmer
- Certified User: Programmer
- CodeHS Python Level 1 Certification
- CompTIA IT Fundamentals+
- CompTIA Linux+
- **Information Technology Specialist: Java**
- Information Technology Specialist: JavaScript
- Microsoft Azure AI Fundamentals
- Microsoft Azure Data Fundamentals
- Oracle Certified Associate Java SE 8 Programmer
- Oracle Database SQL Certified Associate
- CompTIA A+ Certification
- CompTIA Server+

Successful completion of the Programming and Software Development program of study will fulfill requirements of the Business and Industry endorsement or the STEM endorsement if the math and science requirements are met.



Example Postsecondary Opportunities

Apprenticeships

- Computer Programmer Apprenticeship

Associate Degrees

- Computer Programming
- Web Page, Digital/Multimedia and Information Resources Design

Bachelor's Degrees

- Data Science
- Computer Engineering

Master's, Doctoral, and Professional Degrees

- Management Science
- Computer Software Engineering

Additional Stackable IBCs/License

- AWS Certified Developer Associate



Example Aligned Occupations

Computer User Support Specialists

Median Wage: \$51,411
Annual Openings: 5,757
10-Year Growth: 21%

Software Developers

Median Wage: \$111,705
Annual Openings: 15,324
10-Year Growth: 36%

Computer Programmers

Median Wage: \$87,997
Annual Openings: 1,176
10-Year Growth: 4%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.



For more information visit:

<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>

Information Technology Career Cluster

Statewide Program of Study: Programming and Software Development

Computer Science I Honors- Course Codes: QW0670/03580200

Credit: 1.0

Level 2

Prerequisite: Algebra I

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

AP Computer Science Principles- Course Codes: QW0790/A3580300

Credit: 1.0

Level 2

Prerequisite: NONE

AP Computer Science Principles is designed to attract a greater diversity of students to the field, focusing on creative problem-solving, computational practices, programming, the internet and real-world applications to better prepare them for college and career. Students will collaborate to build creative applications such as mobile apps, digital music files and animations. This course is designed to support students' interest in a variety of careers fields such as graphic design, medicine, political science, engineering and other STEAM fields.

Computer Science 2 - Course Codes: QW9170/03580300

Credit: 1.0

Level 3

Prerequisites: Algebra I and Computer Science I or AP Computer Science Principles

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

Fundamentals of Computer Science- Course Codes: QW0530/03580140

Credit: 1.0

Level 1

Prerequisite: NONE

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

AP Computer Science A- Course Codes: QW0995/QWL996/A3580110 (Math) A3580120 (LOTE)

Credit:

1.0

Level 3

Prerequisite: NONE

Content requirements for Advanced Placement (AP) Computer Science A are prescribed in the College Board Publication Advanced Placement Course Description: Computer Science A, published by The College Board.

Computer Science 3- Course Codes:03580350

Credit: 1.0

Level 4

Prerequisite: Computer Science II, Advanced Placement (AP) Computer Science A, or International Baccalaureate (IB) Computer Science Standard Level or IB Computer Science Higher Level

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



Law and Public Service Career Cluster

The Law and Public Service career cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services. This career cluster includes occupations ranging from police officer and firefighter to political scientist and lawyer.

Statewide Program of Study: Law Enforcement

The Law Enforcement program of study focuses on occupational and educational opportunities associated with the development and enforcement of laws by various branches of law enforcement. This program of study includes the history, organization, and functions of local, state, and federal law enforcement. Students will understand the role of constitutional law at local, state, and federal levels; the U.S. legal system; criminal law; and law enforcement terminology and the classification and elements of crime.



Weslaco ISD

Secondary Courses for High School Credit

9 th	• Principles of Law, Public Safety, Corrections, and Security
10 th	• Law Enforcement I
11 th	• Criminal Investigation OR Federal Law Enforcement and Protective Services OR Correctional Services
12 th	• Law Enforcement II OR Forensic Science

Aligned Advanced Academic Courses

Dual Credit	Dual Credit offerings will vary by local education agency.
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Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities

- Shadow a detective to learn about investigations and the role of detectives in law enforcement
- Intern in dispatch at a local law enforcement agency to learn about first responder roles and processes

Expanded Learning Opportunities

- Visit a police department
- Participate in TSA or SkillsUSA

Weslaco ISD Aligned Industry-Based Certifications

- IAED Emergency Telecommunicator
- Non-Commissioned Security Officer Level II License



Example Postsecondary Opportunities

Apprenticeships

- Security Specialist

Associate Degrees

- Criminal Justice
- Law Enforcement

Bachelor's Degrees

- Forensic Science
- Criminal Justice

Master's, Doctoral, and Professional Degrees

- Criminal Justice
- Criminology and Criminal Justice

Additional Stackable IBCs/Licensures

- Jailer—Basic County Corrections
- Basic Telecommunicator



Example Aligned Occupations

Police and Sheriff's Patrol Officers

Median Wage: \$64,373
Annual Openings: 5,424
10-Year Growth: 13%

Detectives and Criminal Investigators

Median Wage: \$82,090
Annual Openings: 1,536
10-Year Growth: 8%

First-Line Supervisors of Police and Detectives

Median Wage: \$97,571
Annual Openings: 5,461
10-Year Growth: 12%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.



For more information visit:

<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>

Law and Public Service Career Cluster

Statewide Program of Study: Law Enforcement

Principles of Public Law, Safety,-Corrections, and Security - Course Codes: QL3530/QL35D0/13029200 Credit: 1.0

Level 1

Prerequisite: NONE

Principles of Law, Public Safety, Corrections, and Security introduces students to professions in law enforcement, protective services, corrections, firefighting, and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services. The course provides students with an overview of the skills necessary for careers in law enforcement, fire service, protective services, and corrections.

Law Enforcement I - Course Codes: QL4530/QL45D0/13029300

Credit: 1.0

Level 2

Prerequisite: NONE

Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. Students will understand the role of constitutional law at local, state, and federal levels; the U.S. legal system; criminal law; and law enforcement terminology and the classification and elements of crime.

Criminal Investigations - Course Codes: QW70Y0/QW70D0/13029550

Credit: 1.0

Level 2

Prerequisite: NONE

Criminal Investigation is a course that introduces students to the profession of criminal investigations. Students will understand basic functions of criminal investigations and procedures and will learn how to investigate or follow up during investigations. Students will learn terminology and investigative procedures related to criminal investigation, crime scene processing, evidence collection, fingerprinting, and courtroom presentation. Through case studies and simulated crime scenes, students will collect and analyze evidence such as fingerprint analysis, bodily fluids, hairs, fibers, shoe and tire impressions, bite marks, drugs, tool marks, firearms and ammunition, blood spatter, digital evidence, and other types of evidence.

Federal Law Enforcement and Protective Services - Course Codes: QW69Y0/13029800

Credit: 1.0

Level 2

Prerequisite: NONE

Federal Law Enforcement and Protective Services provides the knowledge and skills necessary to prepare for certification in security services for federal law enforcement and protective services. The course provides an overview of security elements and types of organizations with a focus on security measures used to protect lives, property, and proprietary information, to ensure computer security, to provide information assurance, and to prevent cybercrime.

Correctional Services - Course Codes: QL17Y0/QL17D0/13029700

Credit: 1.0

Level 3

Prerequisite: NONE

In Correctional Services, students prepare for certification required for employment as a municipal, county, state, or federal correctional officer. Students will learn the role and responsibilities of a county or municipal correctional officer; discuss relevant rules, regulations, and laws of municipal, county, state, or federal facilities; and discuss defensive tactics, restraint techniques, and first aid procedures as used in the municipal, county, state, or federal correctional setting. Students will analyze rehabilitation and alternatives to institutionalization for inmates.

Law Enforcement 2 - Course Codes: QL34Y0/QL34D0/13029400**Credit: 1.0*****Level 2*****Prerequisite: NONE**

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

Forensic Science- Course Codes: QL96Y0/13029500**Credit: 1.0*****Level 4*****Prerequisite: One credit in biology, one credit in chemistry, Integrated Physics and Chemistry (IPC), or physics**

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



Manufacturing Career Cluster

The Manufacturing career cluster focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and process engineering. This career cluster includes occupations ranging from welder and machinist to industrial engineering technician and semi-conductor processing technician.

Statewide Program of Study: Manufacturing Technology

The Manufacturing Technology program of study focuses on occupational and educational opportunities associated with the development and use of automatic and computer-controlled machines, tools, and robots that perform work on metal or plastic. It includes exploration of a variety of machine tools that are used to produce precision parts and instruments. This program of study addresses how to modify parts to make or repair machine tools or maintain individual machines, and how to use hand-welding or flame-cutting equipment.



Weslaco ISD

Secondary Courses for High School Credit

9 th	•Principles of Manufacturing
10 th	•Metal Fabrication and Machining I
11 th	•Metal Fabrication and Machining II
12 th	•Practicum in Manufacturing

Aligned Advanced Academic Courses

Dual Credit	Dual Credit offerings will vary by local education agency.
<i>Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.</i>	

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities	Expanded Learning Opportunities
- Shadow a metallurgist working at a refinery, steel mill, or aircraft manufacturing company - Intern at a manufacturing plant using CNC machines	- Tour a manufacturing facility - Participate in SkillsUSA or TSA

Weslaco ISD Aligned Industry-Based Certifications

- AWS D1.1 Structural Steel
- AWS SENSE Level I: Entry Welder
- C-101 Certified Industry 4.0 Associate -Basic Operations
- C-103 Certified Industry 4.0 Associate -Robot System Operations
- Certified Manufacturing Associate
- Certified Production Technician (CPT) 4.0
- Certified SOLIDWORKS Professional (CSWP) -Additive Manufacturing
- Certified SOLIDWORKS Professional (CSWP) –CAM
- CNC Lathe Operations
- CNC Lathe Set Up and Operations
- Machining CNC Mill Operations Level I
- Machining CNC Mill Programming Setup and Operations Level I
- Machining CNC Milling Skills Level II
- Machining CNC Turning Level II
- Machining Drill Press Level I
- Machining Grinding Level I
- Machining Measurement, Material, and Safety Level I**
- Machining Milling Level I
- Manufacturing Technology
- NCCER Core
- NCCER Welding Level I
- Precision Machining -Job Ready
- Welding -Job Ready
- Certified Logistics Technician (CLT)
- Certified Technician-Supply Chain Automation (CT-SCA)



Example Postsecondary Opportunities

Associate Degrees

- Industrial Technology
- Instrumentation Technology
- Manufacturing Engineering Technology
- Machine Shop Technology



Bachelor's Degrees

- Engineering/Industrial Management
- Industrial Engineering
- Mechanical Engineering Technology
- Manufacturing Engineering

Master's, Doctoral, and Professional Degrees

- Mechanical Engineering
- Engineering/Industrial Management
- Industrial Engineering
- Engineering



Example Aligned Occupations

Machinists

Median Wage: \$48,732
Annual Openings: 3,385
10-Year Growth: 23%

Industrial Engineering Technologists and Technicians

Median Wage: \$62,096
Annual Openings: 787
10-Year Growth: 17%

Mechanical Engineers

Median Wage: \$99,937
Annual Openings: 1,755
10-Year Growth: 19%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.



For more information visit:

<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>

Manufacturing Career Cluster

Statewide Program of Study: Manufacturing Technology

Principles of Manufacturing - Course Codes: QT52Y0/QT52D2/13032200

Credit: 1.0

Level 1

Prerequisite: NONE

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

Metal Fabrication and Machining I- Course Codes: QW2030/QW29D0/13032700

Credit:

2.0

Level 2

Prerequisite: NONE

Metal Fabrication and Machining I provides the knowledge, skills, and certifications required for equal employment opportunities in the metal production industry. Students must have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

Metal Fabrication and Machining II- Course Codes: QW3630/QW36D0/13032800

Credit: 2.0

Level 3

Prerequisite: NONE

Metal Fabrication and Machining II builds on the knowledge, skills, and certifications students acquire in Metal Fabrication and Machining I. Students will develop advanced concepts and skills as related to personal and career development. This course integrates academic and technical knowledge and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

Practicum in Manufacturing- Course Codes: QW71Y0/QW71D0/13033000

Credit: 2.0

Level 4

Prerequisite: NONE

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



Manufacturing Career Cluster

The Manufacturing career cluster focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and process engineering. This career cluster includes occupations ranging from welder and machinist to industrial engineering technician and semi-conductor processing technician.

Statewide Program of Study: Welding

The Welding Program of Study focuses on the development and use of automatic and computer-controlled machines, tools, and robots that perform work on metal or plastic. CTE learners will learn how to modify parts to make or repair machine tools or maintain individual machines and how to use hand-welding or flame-cutting equipment.

Weslaco ISD Secondary Courses for High School Credit

9 th	• N/A
10 th	• Introduction to Welding
11 th	• Welding I
12 th	• Welding II

Aligned Advanced Academic Courses

Dual Credit Dual Credit offerings will vary by local education agency.

Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities	• Job shadow a welder • Intern for a local welding company
Expanded Learning Opportunities	• Tour a welding shop • Participate in SkillsUSA or TSA • Participate in a welding project that benefits the community

Weslaco ISD Aligned Industry-Based Certifications

- API 1104 Welding Pipelines and Related Facilities
- AWS Certified Welder
- **AWS D1.1 Structural Steel**
- AWS D9.1 Sheet Metal Welding
- AWS SENSE Level I: Entry Welder
- Industrial Technology Maintenance (ITM)
- Maintenance Welding
- NCCER Construction Technology Certification Level I
- NCCER Core
- NCCER Welding Level I
- Welding -Job Ready



Example Postsecondary Opportunities

Apprenticeships

- Welding

Associate Degrees

- Welding Technology
- Building/Construction Site Management
- Operations Management and Supervision

Bachelor's Degrees

- Welding Technology
- Construction Management
- Project Management
- Building/Construction Site Management

Master's, Doctoral, and Professional Degrees

- Engineering
- Engineering/Industrial Management
- Manufacturing Engineering
- Construction Engineering



Example Aligned Occupations *Welders, Cutters, Solderers, and Brazers*

Median Wage: \$48,177
Annual Openings: 6,792
10-Year Growth: 23%

First-Line Supervisors of Production and Operating Workers

Median Wage: \$62,584
Annual Openings: 5,926
10-Year Growth: 17%

Industrial Production Managers

Median Wage: \$119,691
Annual Openings: 1,296
10-Year Growth: 19%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.



For more information visit:

<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>

Manufacturing Career Cluster

Statewide Program of Study: Welding

Introduction to Welding - Course Codes: QW47330/13032250

Credit: 1.0

Level 1

Prerequisite: None

Provides an introduction to welding technology with an emphasis on basic welding laboratory principles and operating procedures. Students will be introduced to the three basic welding processes. Topics include: industrial safety and health practices, hand tool and power machine use, measurement, laboratory operating procedures, welding power sources, welding career potentials, and introduction to welding codes and standards. Introduction to Welding will provide students with the knowledge, skills, and technologies required for employment in welding industries. Students will develop knowledge and skills related to welding and apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills will prepare students for future success.

Welding I - Course Codes: QW74Y013032300

Credit: 2.0

Level 2

Prerequisite: None

Provides the knowledge, skills, and technologies required for employment in metal technology systems. Students will develop knowledge and skills related to this system and apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for future success

Welding II - Course Codes: QW75D0/13032400

Credit: 2.0

Level 3

Prerequisite: Welding I

Builds on the knowledge and skills developed in Welding I. Students will develop advanced welding concepts and skills as related to personal and career development. Students will integrate academic and technical knowledge and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.



Transportation, Distribution, and Logistics Career Cluster

The Transportation, Distribution, and Logistics career cluster focuses on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water. It also includes transportation infrastructure planning and management, logistics services, and mobile equipment and facility maintenance. This career cluster includes occupations ranging from automotive mechanic, avionics technician, and automotive entrepreneur to pilots and logistics planning professionals.

Statewide Program of Study: Automotive and Collision Repair

The Automotive and Collision Repair program of study focuses on the occupational and educational opportunities associated with servicing, repairing, and refinishing various types of vehicles. This program of study includes diagnosing and servicing vehicles and learning about processes, technologies, and materials used in reconstructing vehicles.

Weslaco ISD Secondary Courses for High School Credit

Automotive Technology

9th • N/A

10th • **Energy and Power of Transportation Systems**

11th • **Automotive Technology I: Maintenance and Light Repair**

12th • **Automotive Technology II: Automotive Service**

Auto Collision Repair

9th • N/A

10th • **Basic Collision Repair and Refinishing**

11th • **Collision Repair**

12th • **Paint and Refinishing**

Aligned Advanced Academic Courses

Dual Credit

Dual Credit offerings will vary by local education agency.

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities

- Shadow an automotive technician at a car dealership
- Intern at a rental car company and assist technicians with vehicle maintenance
- Work at a local automotive repair shop and hold both customer service duties and automotive repair duties

Expanded Learning Opportunities

- Join a related automotive association and attend events
- Participate in SkillsUSA

Weslaco ISD Aligned Industry-Based Certifications

ASE Entry-Level Automobile Brakes (BR)

ASE Entry-Level Automobile Electronic/Electrical Systems (EE)

ASE Entry-Level Automobile Suspension and Steering (SS)

ASE Entry-Level Collision Painting and Refinishing (PR)



Example Postsecondary Opportunities

Apprenticeships

- Automotive Technician Apprenticeship

Associate Degrees

- Automobile/Automotive Mechanics Technology
- Autobody/Collision and Repair Technology

Bachelor's Degrees

- Autobody/Collision and Repair Technology
- Heavy Equipment Maintenance Technology

Additional Stackable IBCs/License

- Automobile and Light Truck Certification (A1 –A9)



Example Aligned Occupations

Automotive Service Technicians and Mechanics

Median Wage: \$44,809

Annual Openings: 6,285

10-Year Growth: 10%

Bus and Truck Mechanics and Diesel Engine Specialists

Median Wage: \$50,967

Annual Openings: 3,096

10-Year Growth: 19%

First-Line Supervisors of Mechanics, Installers, and Repairers

Median Wage: \$66,535

Annual Openings: 5,019

10-Year Growth: 19%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.



For more information visit:

<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>

Transportation, Distribution, and Logistics Career Cluster

Statewide Program of Study: Automotive and Collision Repair

Automotive Technology

Energy and Power of Transportation Systems - Course Codes: QQT0130/13039300

Credit: 1.0

Level 3

Prerequisite: None

Prepares students to meet the expectations of employers in this industry and to interact and relate to others. Students will learn the technologies used to provide products and services in a timely manner. The businesses and industries of the Transportation, Distribution, and Logistics career cluster are rapidly expanding to provide new career and career advancement opportunities. Performance requirements will include academic and technical skills. Students will need to understand the interaction between various vehicle systems, including engines, transmissions, brakes, fuel, cooling, and electrical. Students will also need to understand the logistics used to move goods and services to consumers, as well as the components of transportation infrastructure.

Automotive Technology I: Maintenance and Light Repair - Course Codes: QW84Y0/13039600

Credit: 2.0

Level 3

Prerequisite: None

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

Automotive Technology II: Automotive Service - Course Codes: QW85D0/13039700

Credit: 2.0

Level 4

Prerequisite: None

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

Auto Collision Repair

Basic Collision Repair and Refinishing - Course Codes: QW9430/13039750

Credit: 1.0

Level 1

Prerequisite: None

Includes knowledge of the processes, technologies, and materials used in the reconstruction of vehicles. This course is designed to teach the concepts and theory of systems related to automotive collision repair and refinishing.

Collision Repair - Course Codes: QW86Y0/13039800

Credit: 2.0

Level 2

Prerequisite: None

Includes knowledge of the processes, technologies, and materials used in the reconstruction of vehicles. This course is designed to teach the concepts and theory of systems related to automotive collision repair and refinishing.

Paint and Refinishing - Course Codes: QW87Y0/13039900

Credit: 2.0

Level 3

Prerequisite: None

knowledge of the processes, technologies, and materials used in the reconstruction of vehicles. This course is designed to teach the concepts and theory of systems related to automotive paint and refinishing.

CTE Courses Meeting High School Academic Graduation Requirements

Course	Credit Satisfied	Program(s) of Study
Business English	English	N/A
Accounting II	Mathematics	Accounting & Financial Services
Applied Mathematics for Technical Professionals	Mathematics	N/A
Digital Electronics	Mathematics	Renewable Energy
Engineering Mathematics	Mathematics	N/A
Financial Mathematics	Mathematics	Accounting & Financial Services
Mathematical Applications in Agriculture, Food, and Natural Resources	Mathematics	N/A
Mathematics for Medical Professionals	Mathematics	Health Informatics
Manufacturing Engineering Technology II	Mathematics	Advanced Manufacturing and Machinery Mechanics, Engineering
Statistics and Business Decision Making	Mathematics	Business Management, Marketing & Sales
Robotics II	Mathematics	Manufacturing
AP Computer Science A	Mathematics	Programming and Software Development, Cybersecurity
IB Computer Science, Higher Level	Mathematics	Programming and Software Development, Cybersecurity
Discrete Mathematics for Computer Science	Mathematics	Programming and Software Development, Cybersecurity
Advanced Animal Science	Science	Animal Science
Advanced Plant and Soil Science	Science	Plant Science
Anatomy and Physiology	Science	Exercise Science, Wellness, and Restoration; Diagnostic and Therapeutic Services; Biomedical Science
Biotechnology I	Science	Biomedical Science
Biotechnology II	Science	Biomedical Science
Engineering Design and Problem Solving	Science	Engineering (all pathways), Renewable Energy
Engineering Science	Science	Engineering (all pathways)
Food Science	Science	Culinary Arts
Forensic Science	Science	Law Enforcement
Medical Microbiology	Science	Diagnostic and Therapeutic Services, Nursing Science, Biomedical Science
Pathophysiology	Science	Diagnostic and Therapeutic Services, Nursing Science, Biomedical Science
Physics for Engineering (formerly Principles of Technology)	Science	Civil Engineering, Electrical Engineering, Engineering Foundations, Mechanical and Aerospace Engineering
Scientific Research and Design	Science	Agriculture (multiple pathways), Engineering (all pathways), Biomedical Science

SECTION VI: MIDDLE SCHOOL INFORMATION

Curriculum at a Glance

WISD provides middle school students with a well-balanced curriculum that exceeds the requirements of the Texas Education Agency (TEA). The WISD academic program offers all students the same basic course of study. Students in grades sixth through eighth are required to take core courses in English/language arts, mathematics, science, social studies, physical education, and fine arts.

During the middle school years, students need to broaden their academic and career options and develop the foundation needed for success in high school. In addition to the required courses, students choose optional courses (electives) in fine arts, and languages other than English, as well as courses that explore areas of student interest, or the student may take additional physical education courses. Specific required and elective courses may vary from school to school. Middle schools offer Pre-Advanced placement courses in ELA and math as well as other GT services. These courses provide additional challenges within the traditional program of instruction. Any student with the interest, ambition and motivation to enroll in one or more advanced academic can speak to their school counselors about the criteria. Parents are encouraged to call the school counselor(s) for more information.

Middle School Grade Promotion

In grades 6–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies. (EIE Local and LEGAL Policy)

The WISD Board of Trustees approved a resolution for Grade Placement Committees (GPC) for grades 6th - 8th. This allows campuses to convene an GPC to review a student's academic status and other factors in making a determination whether the student is ready for promotion to the next grade level or should be retained in the current grade.

Class Schedule

Students are required to declare a high school endorsement that is similar to a major by the end of their ninth-grade year but are encouraged to do so in their eighth-grade year. When choosing elective courses, some students may consider what is required to accomplish their goals. Beginning in the sixth grade, students will have the opportunity to explore career connections among interests, high school, endorsements, and course selections. For example, if a student is interested in fine arts, they will select beginning-level band, choir, or theater arts. Continued interest in fine arts through middle school may lead to declaring an Arts and Humanities Endorsement in high school. A course that is required before another course can be taken is called a Prerequisite. Students must meet required Prerequisites before enrolling in a course.

Students should plan their schedule for the upcoming year by selecting from the required and elective courses. Remember that required courses will either be regular, Pre-AP, or Honors. Required physical education courses and optional elective courses will either be yearlong. Course descriptions for required and elective courses are listed below.

High School Courses Taken In Middle School

Some middle school courses may count toward high school graduation requirements, including courses such as Algebra I and English I. Middle schools may also offer Language Other Than English (LOTE), such as Spanish I, and Career & Technical Education (CTE) courses that earn high school credit. Students enrolled in high school courses while in middle school must take the required STAAR End-of-Course (EOC) assessment(s) associated with those courses. In accordance with EI (Legal) Policy, students who successfully complete only part of a course may receive proportionate credit. Local district policy may vary for courses with corresponding EOC assessments. High school credit courses completed in middle school, regardless of outcome, will be posted to the student's high school academic record. Semester grades earned in high school credit courses may be included in class rank calculations as outlined in EIC (Local) Policy. Refer to EIC (Local) for additional guidance regarding GPA and class rank. Counselors are available to assist students and families with course selection. Teachers may also recommend advanced academic courses based on student readiness and will work with families to discuss placement options.

Advanced English Courses

The course provides students with instruction in English I for high school credit. Students are required to maintain a 70 or above in the accelerated English course to remain in the program. The course is designed to meet the educational needs of highly advanced students and will accelerate students for English instruction at a higher grade level. It will also prepare students for college as they pursue a degree in any field.

NOTE: This class will be used for high school credit and the grade will be included in GPA.

8th Grade English I PreAP Criteria

Incoming 8th-grade students must meet one of the following assessment benchmarks:

- STAAR Grade 7 Reading Language Arts: A score of 80% or higher.
- Weslaco RLA District Assessment: A score of 73% or higher AND a minimum of 5 points on the Extended Constructed Response (ECR) portion.

Additional requirements include a summer reading assignment and an assigned IXL Pathway

Advanced Mathematics Course

Grade 6 Advanced Mathematics Criteria

The following criteria is a Prerequisite for Advanced Math Grade 6 based on Texas Education Code Section 28.029(c):

(b) Under the program, subject of Subsection (c), a school district or open enrollment charter school shall automatically enroll in an advanced mathematics course each sixth grade student who performed in the top 40 percent on:

(1) the fifth grade math assessment instrument administered under Section 29.023 (a); or (2) a local measure that includes the student's fifth grade class ranking or a demonstrated proficiency in the student's fifth grade mathematics coursework.

(c) The parent or guardian of a student described by Subsection (b) may opt the student out of automatic enrollment under that subsection

Grade 7 Advanced Mathematics Criteria

The following criteria is a Prerequisite for Grade 7 Advanced Math:

- The student successfully completed Grade 6 Advanced Math **AND**
- The student scored a scale score of 1616 or higher on the STAAR Grade 6 Mathematics

Grade 8 Algebra I PreAP Criteria

The following criteria is a Prerequisite for Grade 8 Algebra I Pre-AP for high school credit:

- The student successfully completed Grade 7 Advanced Math **AND**
- The student scored a scale score of 1754 or higher on the STAAR Grade 8 Mathematics

OR

- The student has scored a 80% or more on the UT Austin Credit by Exam Grade 8 Mathematics

Middle School Course Descriptions

ENGLISH LANGUAGE ARTS & READING

ELAR 6- Course Codes: EL0630/ 03200510

Grade Level: 6th

Prerequisite: NONE

This course integrates the strands of reading, writing, speaking, listening, and thinking. Students engage in instructional activities that build academic vocabulary, text-comprehension strategies, and analytical writing skills. Students read a variety of literary and informational texts, develop research skills, and compose well-structured narrative, informational, and argumentative texts.

ELAR 7- Course Codes: EL0730/ 03200520

Grade Level: 7th

Prerequisite: NONE

Grade 7 ELAR deepens students' abilities to analyze, evaluate, and synthesize complex texts. The curriculum emphasizes the connection between reading and writing, prompting students to explore multi-genre texts and author's craft. Students refine composition skills by drafting multi-paragraph essays (expository and argumentative), practicing the conventions of academic language, and collaborating on inquiry-based research projects.

ELAR 8- Course Codes: EL0830/ 03200530

Grade Level: 8th

Prerequisite: NONE

This course serves as a critical bridge to high school English. Students read, analyze, and critique a rigorous selection of traditional and contemporary literature and informational texts. Writing instruction focuses on producing highly developed analytical, persuasive, and reflective compositions. Students also practice advanced listening and speaking skills, mastery of complex grammatical structures, and sophisticated research methodologies

English I Pre-AP- Course Codes: EN0880/ 03220100

Credit: 1.0

Grade Level: 8th

Prerequisite: As set by the district

Students enrolled in English I continue to increase and refine their communication skills. Students are expected to plan, draft, and complete written compositions on a regular basis. Students practice all forms of writing. An emphasis is placed on organizing logical arguments with clearly expressed related definitions, theses, and evidence. Students write to persuade and to report and describe. Students read extensively in multiple genres from world literature such as reading selected stories, dramas, novels, and poetry originally written in English or translated to English from oriental, classical Greek, European, African, South American, and North American cultures.

MATHEMATICS

Math 6- Course Codes: MH0630/ 02640060

Grade Level: 6th

Prerequisite: NONE

The primary focal points in Grade 6 math are using ratios to describe direct proportional relationships involving number, geometry, measurement, and probability; data analysis; and using expressions and equations. Students build fluency with rational number operations (fractions, decimals, integers) and begin to explore foundational algebraic concepts.

Math Advanced 6- Course Codes:MH06A0/03103210

Grade Level :6th

Prerequisite: Texas Education Code Section 28.029(c)

This accelerated course is designed to prepare students for advanced mathematical pathways and the completion of high school Algebra I in the 8th grade. The curriculum compacts and integrates the essential knowledge and skills of Grade 6 and Grade 7 mathematics. The primary focal areas include numeracy (the properties and algorithms of rational numbers); proportionality (exploring geometric, statistical, and numeric relationships); expressions, equations, and relationships; and data science. Students connect verbal, numeric, graphic, and symbolic representations, establish a foundational understanding of functions, and utilize spatial reasoning and statistical representations to model real-world situations and solve complex problems.

Math 7- Course Codes: MH0730/ 03103000

Grade Level: 7th

Prerequisite: NONE

The primary focal points in Grade 7 math are developing an understanding of and applying proportionality, including similarity, rates, and linear relationships. Students use expressions, equations, and inequalities to solve problems, apply geometric concepts involving volume and surface area, and utilize statistical representations to make inferences and analyze financial literacy data.

Math Advanced 7- Course Codes:MH07A0/03103220**Grade Level:7th****Prerequisite: Texas Education Code Section 28.029(c)**

This rigorous, fast-paced course builds upon the Grade 6 advanced curriculum, combining remaining Grade 7 standards with Grade 8 mathematics to ensure readiness for high school Algebra I. The course framework emphasizes advanced numeracy, focusing on real numbers, irrational approximations, and scientific notation, alongside advanced applications of percents and financial literacy. Students deepen their command of proportionality, linear relationships, and functions by connecting tabular, graphic, and algebraic representations. Geometric and measurement concepts are expanded to include transformations, the Pythagorean theorem, and three-dimensional surface area and volume, preparing students to transition seamlessly into abstract algebraic reasoning.

Math 8- Course Codes: MH0830/ 03103100**Grade Level: 8th****Prerequisite: NONE**

This course focuses on foundational algebra concepts, geometric transformations, and data measurement. The primary focal points include using linear equations and functions to model real-world relationships, applying the Pythagorean theorem, analyzing volume formulas for three-dimensional shapes, and evaluating bivariate data using scatterplots. It prepares students directly for high school Algebra I.

**Middle School Advanced Mathematics, Algebra 1 Course Codes: MH08A1/03103230 Credit: 1:
Grade Level: 8th**

Prerequisite: Advanced 7th Grade Math

This rigorous, high-school level course satisfies the requirements of standard Algebra I while being explicitly designed for advanced middle school students tracking toward higher-level mathematics. The course focuses on the study of linear, quadratic, and exponential functions and their related transformations, equations, and inequalities. Students use a variety of representations (concrete, numerical, algorithmic, graphical, and algebraic) to model and solve real-world problems. Key components include executing operations with polynomials, factoring, solving systems of linear equations, and analyzing data sets. Students will develop abstract algebraic reasoning and symbolic manipulation skills necessary for subsequent advanced math pathways. *This counts as high school credit and grade is included in GPA.*

SCIENCE

Science 6- Course Codes: SI0630/ 03060600**Grade Level: 6th****Prerequisite: NONE**

Science is an interdisciplinary course covering physical, earth, and life sciences. The curriculum focuses on regularities and patterns in the natural world. Key topics include the study of matter and energy (density, elements, and compounds), force and motion, Earth's cycles and resources, celestial objects in the solar system, and the classification of living organisms within ecosystems.

Science 7- Course Codes: SI0730/ 03060700**Grade Level: 7th****Prerequisite: NONE**

Science shifts emphasis toward organisms and the environment, though it maintains an interdisciplinary approach. Students explore the relationship between living organisms and their environment, the conversion of energy in ecological systems, forces in physical systems (such as plate tectonics), and human body systems. Genetic traits, natural selection, and cell theory are introduced.

Science 8- Course Codes: SI0830/ 03060800**Grade Level: 8th****Prerequisite: NONE**

Science primarily emphasizes earth and space science, while synthesizing prior knowledge of physical and life sciences. Students examine the cyclical movements of the Earth, Sun, and Moon, weather systems, and the universe's structure. Major concepts include atomic structure, the periodic table, chemical reactions, Newton's laws of motion, and how environmental changes impact living systems.

SOCIAL STUDIES

World Cultures 6th- Course Codes: HS0630/ 02660060**Grade Level: 6th****Prerequisite: NONE**

In Grade 6, students study people, places, and societies of the contemporary world. Societies selected for study are chosen from major geographic regions of the world, including Europe, Russia, the Middle East, North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific Realm. Students describe the influence of individuals, geography, government, and economics on historical and current events.

Texas History 7th- Course Codes:HT0730/ 03343000**Grade Level: 7th****Prerequisite: NONE**

This course offers a comprehensive study of Texas from early times to the present. Students examine the history of Texas from the cultures of Native Americans prior to European exploration through the eras of Spanish colonization, Mexican rule, the Texas Revolution, statehood, the Civil War, and the development of modern Texas. The course integrates Texas geography, economic systems, and government structures.

Prerequisite: NONE

Grade 8 students study the history of the United States from the early colonial period through Reconstruction. Content focuses on political, economic, religious, and social events and issues related to the American Revolution, the drafting of the U.S. Constitution, westward expansion, the Civil War, and the Reconstruction era. Students analyze the impact of civil rights, constitutional principles, and the development of the free enterprise system.

PHYSICAL EDUCATION

All middle school students must take at least four semesters of Physical Education or Physical Education substitutions. As per Texas Education Code 28.002, all students in K-8 will participate in at least 30 minutes of moderate to vigorous daily physical activity. A student in Grade 6, 7 or 8 must participate daily for at least 4 semesters during middle school. Athletics or dance are PE substitutions that will satisfy the four-semester requirement if they are taught by a physical educator or dance instructor during school hours. Students may take athletics as a PE substitution. Functional Fitness may only be taken once during Middle School. All students will be assessed on their physical fitness using the FINTESSGRAM assessment based on their health classification. Students must be approved by the ARD committee before being placed in a modified PE course.

Physical Education 6th- Course Codes: PE0630 / 02530003**Grade Level: 6th****Prerequisite: NONE**

Physical Education introduces students to more refined, mature movement patterns and provides a foundation for a health-enhancing, physically active lifestyle. The curriculum focuses on developing competency in locomotor, non-locomotor, and manipulative skills within dynamic games and modified sports. Students apply performance strategies to invasion, target, net/wall, and cooperative games. The course emphasizes health-related fitness principles, safety and self-management, and understanding the basic functions of the body during physical exertion. Students also focus on developing positive social-emotional health, teamwork, and responsible interpersonal behavior in competitive and cooperative layouts.

Physical Education 7th- Course Codes: PE0730 / 03823000**Grade Level: 7th****Prerequisite: NONE**

This course expands on foundational movement literacy and applies sport and recreational concepts to lifetime physical activities. Students learn to analyze and execute specialized movement skills, offensive and defensive tactics, and combinations of locomotor and manipulative mechanics to achieve individual or team goals. Instruction heavily focuses on establishing personal fitness plans, selecting activities for personal enjoyment and challenge, and understanding the direct correlation between physical activity, nutrition, and mental health. Students regularly use technology (such as fitness trackers or heart rate monitors) to track, measure, and analyze physical performance metrics and the physiological effects of exercise.

Physical Education 8th- Course Codes: PE0830 / 03823000**Grade Level: 8th****Prerequisite: NONE**

This course expands on foundational movement literacy and applies sport and recreational concepts to lifetime physical activities. Students learn to analyze and execute specialized movement skills, offensive and defensive tactics, and combinations of locomotor and manipulative mechanics to achieve individual or team goals. Instruction heavily focuses on establishing personal fitness plans, selecting activities for personal enjoyment and challenge, and understanding the direct correlation between physical activity, nutrition, and mental health. Students regularly use technology (such as fitness trackers or heart rate monitors) to track, measure, and analyze physical performance metrics and the physiological effects of exercise.

ATHLETICS

Athletics 7th- Course Codes: PA0730/ 03823000**Grade Level: 7th****Prerequisite: INSTRUCTOR APPROVAL IF REQUIRED**

This course is designed for students who wish to participate in UIL competitive team and individual sports. The curriculum incorporates advanced physical conditioning, sport-specific skill development, defensive and offensive strategies, and intensive strength and agility training. Students learn the value of sportsmanship, ethical competition, team chemistry, and self-discipline. Enrollment requires a current pre-participation physical examination, clearance by the district athletic department, and compliance with all UIL academic eligibility requirements. Attendance at before- or after-school practices and game events is a mandatory component of this course. This class satisfies the state middle school physical education requirement.

Athletics 8th- Course Codes: PA0830/ 03823000**Grade Level: 8th****Prerequisite: INSTRUCTOR APPROVAL IF REQUIRED**

This course is designed for students who wish to participate in UIL competitive team and individual sports. The curriculum incorporates advanced physical conditioning, sport-specific skill development, defensive and offensive strategies, and intensive strength and agility training. Students learn the value of sportsmanship, ethical competition, team chemistry, and self-discipline. Enrollment requires a current pre-participation physical examination, clearance by the district athletic department, and compliance with all UIL academic eligibility requirements. Attendance at before- or after-school practices and game events is a mandatory component of this course. This class satisfies the state middle school physical education requirement.

DANCE

Dance 6th- Course Codes: AF0630 / 03154120

Grade Level: 6th

Prerequisite: NONE

This introductory course explores the fundamental principles, elements, and genres of dance. Instruction focuses on five core strands: Foundations (Perception), Creative Expression (Artistic Process and Performance), Historical and Cultural Relevance, and Critical Evaluation. Students develop basic kinesthetic and spatial awareness, proper body alignment, and basic dance vocabulary. They explore creative movement through improvisation and basic choreography, while learning foundational technical skills across multiple dance styles (such as jazz, ballet, modern, and world dance). Students also study the historical contributions of key figures in dance and practice safe movement and dance wellness habits

Dance 7th- Course Codes: AF0730 / 03154220

Grade Level: 7th

Prerequisite: INSTRUCTOR APPROVAL IF REQUIRED

Designed for students with prior dance experience, this course builds upon the technical skills and concepts established in Middle School 1. Students deepen their command of technical execution, dynamic movement variations, and rhythmic accuracy across diverse dance genres. Choreographic instruction expands to include complex compositions, manipulating energy and pathways, and collaborating with peers to express abstract ideas or emotions. Students evaluate their own artistic growth and live performances using specialized vocabulary, while analyzing the cultural and historical contexts of dance forms around the world.

Dance 8th- Course Codes: AF0830 / 03154320

Grade Level: 8th

Prerequisite: INSTRUCTOR APPROVAL IF REQUIRED

This advanced middle school course focuses on technical mastery, artistic maturity, and performance quality to prepare students for high school dance programs. Students demonstrate advanced kinesthetic awareness, complex coordination, and stylistic accuracy in memorized movement sequences. The curriculum emphasizes the independent choreographic process, requiring students to design and produce original multi-member works using advanced compositional structures. Students critically analyze dance productions, research dance history trends, and utilize technology to document and evaluate movement.

ARTS

Art 6th- Course Codes: AR0635 / 03154110

Grade Level: 6th

Prerequisite: NONE

This introductory course provides a foundation in visual literacy, creative expression, and the elements and principles of art. Students develop observation skills to perceive the world around them and translate those ideas into original two-dimensional and three-dimensional artworks. Using a variety of media (such as drawing, painting, printmaking, ceramics, and sculpture), students build technical studio skills, explore safe art practices, and learn to maintain a portfolio. The curriculum introduces students to historical and cultural artistic movements and guides them in using specialized vocabulary to analyze and evaluate their own work and the artwork of others.

Art 7th- Course Codes: AR0735 / 03154210

Grade Level: 7th

Prerequisite: NONE

Designed for students with foundational art experience, this course expands on technical studio skills and deepens conceptual development. Students manipulate the elements and principles of design with greater intent to communicate complex themes, feelings, and ideas in their artwork. Studio projects challenge students to experiment with mixed media, advanced color theory, and complex three-dimensional forms. Instruction places an emphasis on analyzing the historical and cultural significance of art across global societies. Students refine their critical thinking skills by participating in peer critiques and evaluating how design choices impact visual messaging.

Art 8th- Course Codes: AR0835 / 03154310

Grade Level: 8th

Prerequisite: NONE

This advanced studio course focuses on technical mastery, independent creative voice, and portfolio preparation for high school art tracks. Students demonstrate self-directed problem-solving as they plan and execute comprehensive art projects from initial concept sketches to finished exhibition pieces. The curriculum encourages experimentation with advanced techniques, scale, and alternative materials. Students analyze contemporary art trends, research career paths in the visual arts, and learn to write formal artist statements. Evaluation criteria lean heavily on rigorous critical analysis, requiring students to defend their stylistic choices and critique art from diverse philosophical perspectives.

MUSIC

Band 6th- Course Codes: AB0630 / 03154130

Grade Level: 6th

Prerequisite: INSTRUCTOR APPROVAL IF REQUIRED

This introductory course focuses on developing foundational instrumental music literacy and performance habits. Students select a standard woodwind, brass, or percussion instrument and learn the mechanics of tone production, instrument care, assembly, and proper physical playing posture. The curriculum emphasizes basic music reading skills, including rhythmic notation, pitch identification, and expressive musical terms. Students develop collaborative ensemble skills by performing unison and simple multi-part concert band arrangements, while establishing safe and effective practice strategies.

Band 7th- Course Codes: AB0730 /03154230

Grade Level: 7th

Prerequisite: INSTRUCTOR APPROVAL IF REQUIRED

Designed for students with foundational instrumental experience, this course expands technical facility and expressive music reading. Students tackle intermediate level concert literature, focusing on key signatures, shifting time signatures, complex rhythmic subdivisions, and extended instrument ranges. The curriculum stresses ensemble balance, intonation (playing in tune), and responsive section playing. Students study the historical and cultural backgrounds of various musical styles and composers, and use specialized terminology to critique individual and group performances.

Band 8th- Course Codes: AB0830 /03154330

Grade Level: 8th

Prerequisite: INSTRUCTOR APPROVAL IF REQUIRED

This advanced instrumental course emphasizes technical mastery, mature ensemble blending, and aesthetic artistry to prepare students for high school band tracks. Students demonstrate refined sight-reading skills, complex articulation styles, and independent parts management within highly demanding concert band literature. Participation includes specialized ensemble clinics, regional performance assessments (such as UIL Concert and Sight-Reading), and community exhibitions. Students analyze contemporary and historical musical trends, explore basic music theory and composition, and evaluate performances against established professional standards.

CHOIR

Choir 6th- Course Codes: AC0630 / 03154131

Grade Level: 6th

Prerequisite: INSTRUCTOR APPROVAL IF REQUIRED

This introductory course focuses on building foundational vocal mechanics, ensemble singing habits, and basic music literacy. Students learn healthy vocal production techniques, including proper posture, breath support, and basic diction. The curriculum introduces introductory music theory, focusing on rhythmic notation, pitch identification, and the basics of Solfège sight-singing. Students learn to blend their voices while performing unison and simple two-part choral literature from diverse stylistic and cultural origins.

Choir 7th- Course Codes: AC0730 /03154231

Grade Level: 7th

Prerequisite: INSTRUCTOR APPROVAL IF REQUIRED

Designed for students with prior choral experience, this course advances technical vocal facility and multi-part harmonic reading. The curriculum focuses on expanding the student's vocal range, refining choral blend, improving section independent part-singing, and navigating changing adolescent voices. Students read intermediate-level choral literature, tackling complex rhythmic patterns and shifting key signatures. Students analyze the historical context of the music they perform and use specialized terminology to evaluate ensemble performances.

Choir 8th- Course Codes: AC0830 /03154331

Grade Level: 8th

Prerequisite: INSTRUCTOR APPROVAL IF REQUIRED

This advanced choral course emphasizes vocal mastery, mature artistic expression, and independent sight-reading to prepare students for high school vocal tracks. Students demonstrate advanced musicianship while performing complex three- and four-part choral literature. Participation includes regional performance assessments (such as UIL Concert and Sight-Reading evaluation), solos, and small ensemble exhibitions. Students write critical evaluations of choral masterworks, explore advanced music theory concepts, and analyze the stylistic demands of various historical musical eras.

ORCHESTRA BAND

Orchestra Band 6th- Course Codes: AS0630 / 03154132

Grade Level: 6th

Prerequisite: INSTRUCTOR APPROVAL IF REQUIRED

This introductory course is designed for students learning to play a stringed instrument (violin, viola, cello, or double bass). Instructional focus centers on establishing fundamental musical and physical skills, including proper instrument posture, bow technique, instrument care, and basic tone production. Students develop music literacy by learning to read standard music notation, rhythms, and key signatures. Performance expectations include participation in seasonal campus concerts, emphasizing foundational ensemble playing, section unity, and personal practice discipline. No prior musical experience is required.

Orchestra Band 7th- Course Codes: AS0730 / 03154232**Grade Level: 7th****Prerequisite: INSTRUCTOR APPROVAL IF REQUIRED**

Designed for intermediate string players, this course expands upon foundational instrument techniques and music theory. Students are introduced to advanced competencies such as shifting, vibrato, complex rhythmic patterns, and diverse bowing styles. The curriculum emphasizes ensemble blend, balance, and critical listening skills across varied musical genres and historical eras. Students refine their technical proficiency through mandatory participation in seasonal concerts, and ensembles at this level typically begin preparation for UIL Concert and Sight-Reading Evaluations and solo/ensemble events

Orchestra Band 8th- Course Codes: AS0830 / 03154332**Grade Level: 8th****Prerequisite: INSTRUCTOR APPROVAL IF REQUIRED**

This advanced course is tailored for proficient middle school string musicians aiming for technical mastery and artistic expression. The curriculum features rigorous, advanced string literature requiring high-level instrument facility, refined section playing, and mature tone control. Students deepen their understanding of complex musical interpretation, score navigation, and music history. Participation requirements include a heavy performance schedule, featuring benchmark campus concerts, individual TMEA All-Region auditions, and competitive UIL Concert and Sight-Reading Evaluations.

THEATRE ARTS

Theatre Arts 6th- Course Codes: AH0630/ 03154140**Grade Level: 6th****Prerequisite: INSTRUCTOR APPROVAL IF REQUIRED**

This introductory course serves as an initial exploration of the theatrical arts. Students are introduced to the fundamental concepts of performance and stagecraft, including basic acting techniques, vocal projection, body awareness, and creative expression. The curriculum places heavy emphasis on building confidence through improvisation, pantomime, and short script readings. Students also explore the foundational roles of a production team and learn the basics of theater etiquette as both a performer and an audience member. No prior experience is required.

Theatre Arts 7th- Course Codes: AH0730/03154240**Grade Level: 7th****Prerequisite: INSTRUCTOR APPROVAL IF REQUIRED**

Designed for intermediate theater students, this course deepens acting skills and introduces basic technical theater elements. Students focus on character development, script analysis, and ensemble performance through the rehearsal and execution of monologues and duet/group scenes. The curriculum incorporates an introductory look at stage design, costuming, makeup, and props. Collaboration, critical reflection, and intermediate expression are emphasized as students evaluate their own work and peer performances.

Theatre Arts 8th- Course Codes: AH0830/ 03154340**AO0630****Grade Level: 8th****Prerequisite: INSTRUCTOR APPROVAL IF REQUIRED**

This advanced course focuses on production, performance mastery, and script creation. Students refine advanced acting methodologies, voice and diction, and complex character analysis. The curriculum features student-driven work, including playwriting, directing concepts, and an integrated study of theater history. Performance expectations are rigorous and may include campus public performances, advanced workshop productions, or competition pieces such as the UIL One-Act Play.

MARIACHI

Mariachi 6th- Course Codes: AO0630/ 03154133**Grade Level: 6th****Prerequisite: INSTRUCTOR APPROVAL IF REQUIRED**

This introductory course is designed for students learning to play traditional mariachi instruments (violin, trumpet, guitar, vihuela, or guitarrón) and exploring mariachi vocal styles. Instruction focuses on foundational musical skills, including instrument care, basic tone production, posture, and traditional strumming or bowing techniques. Students learn to read standard music notation, grasp basic chord progressions, and perform beginning-level repertoire. Participation in campus concerts is required. No prior musical experience is necessary

Mariachi 7th- Course Codes: AO0730/ 03154233**Grade Level: 7th****Prerequisite: INSTRUCTOR APPROVAL IF REQUIRED**

Designed for intermediate musicians, this course builds upon the foundational skills developed in Mariachi 1. Students dive deeper into specific stylistic interpretations of Mexican folk music, exploring traditional song forms like the ranchera, bolero, and son. The curriculum emphasizes ear training, complex syncopated rhythms, vocal harmonization, and improved section balance. Performance expectations increase, with students participating in seasonal concerts and community events.

Mariachi 8th- Course Codes: AO0830/ 03154333**Grade Level: 8th****Prerequisite: INSTRUCTOR APPROVAL IF REQUIRED**

This advanced ensemble is intended for highly proficient musicians aiming for technical mastery in mariachi performance. The curriculum features rigorous, complex arrangements requiring high-level instrument facility, advanced vocal projection, and mature tone control across various regional Mexican music styles. Students focus heavily on performance etiquette, stage presence, and critical listening. This group represents the school at advanced competitions, including UIL and TMEA events, and requires a demanding out-of-school rehearsal and performance schedule.

Symphonic Band 7th- Course Codes: AB1030/ 03154230**Grade Level: 7th****Prerequisite: INSTRUCTOR APPROVAL IF REQUIRED**

This intermediate-level instrumental ensemble expands upon the fundamental technical skills developed in Beginning Band. Students refine their instrument facility, tone quality, articulation, and music reading ability while performing more complex wind band literature. Instruction emphasizes ensemble blend, balance, precision, and critical listening across varied musical styles. Participation in seasonal campus concerts and local public performances is required. Eligible students may also participate in individual TMEA All-Region auditions and initial UIL organizational evaluations.

Symphonic Band 8th- Course Codes: AB1030/ 03154230**Grade Level: 8th****Prerequisite: INSTRUCTOR APPROVAL IF REQUIRED**

This advanced instrumental ensemble is tailored for proficient musicians striving for technical mastery and expressive performance maturity. The curriculum focuses on rigorous, advanced-level wind band literature that demands high-level technical facility, complex rhythm reading, and refined tone control. Students deepen their understanding of music theory, phrasing, and ensemble dynamics. A demanding rehearsal and performance schedule is required, including mandatory participation in benchmark campus concerts, TMEA All-Region auditions, and competitive UIL Concert and Sight-Reading Evaluations.

SPANISH I

Spanish I 8th- Course Codes: FN0830/ 03440100**Grade Level: 8th****Prerequisite: NONE**

This rigorous course introduces students to the Spanish language and its diverse cultures. The curriculum focuses on the development of communication skills in three modes: interpersonal (interactive speaking and writing), interpretive (reading and listening comprehension), and presentational (formal speaking and writing). Students build foundational vocabulary and grammar structures to express themselves in everyday situations. Upon successful completion of this course and its attendance requirements, students earn one required high school graduation credit for Languages Other Than English (LOTE).

HEALTH

Health 8th- Course Codes: PH0835/ 03813000**Grade Level: 8th****Prerequisite: NONE**

This course focuses on the physical, mental, and social development of adolescents. Built upon the state's Health TEKS framework, the curriculum addresses key areas including physical health and hygiene, mental health and wellness, healthy eating, and physical activity. Students develop critical skills for injury and violence prevention, safety, and resisting alcohol, tobacco, and other drugs. Through interactive lessons, students analyze the components of healthy relationships and develop communication and decision-making skills necessary to maintain lifelong personal wellness.



Middle School students have the opportunity to take CTE High School credit courses and begin a CTE Program of Study in these areas of study. The following CTE courses may or may not be offered in certain middle school(s) when students are in 7th/8th grade. For more information about the CTE courses offered at the middle school, please talk to your counselor or CCMR Team.

Course

Course Description

Principles of Business, Marketing, and Finance Accounting and Financial Services OR Business Management CTE Program of Study

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

Principles of Arts, Audio/ Video Technology, & Communications

Digital Communications (A/V Production) OR Graphic Design & Interactive Media (Commercial Photography, Animation Game and Journalism/Yearbook) CTE Programs of Study

The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Careers in the Arts, Audio/Video Technology, and Communications Career Cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.

Principles of Information Technology

Cyber Security OR Programming & Software Development (Computer Science) CTE Program of Study

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

SECTION VII: COLLEGE, CAREER, & MILITARY READINESS (CCMR)

Texas leads the nation in the number of public policies designed to improve college, career, and military readiness (known as CCMR). Weslaco ISD is committed to supporting every student in building a personalized pathway toward their future. CCMR is a Texas Education Agency (TEA) initiative ensuring all students graduate prepared for their next step. Students demonstrate readiness through a combination of academic performance, certifications, and participation in postsecondary preparation activities.



College Ready Graduate:

- Meet the criteria of 3 on AP examinations
- Meet TSI criteria in reading and mathematics (SAT/ACT/TSIA/college-prep course).
- Complete a course for dual credit (9 hours or more in any subject, or 3 hours or more in ELAR/mathematics).
- Earn an associate degree.
- Complete an OnRamps course in any subject and earn college credit.



Career Ready Graduate:

- Earn an industry-based certification and complete 3 or more classes in a program of study.
- Graduate with a completed IEP and workforce readiness.
- Earn a Level I or Level II certificate.
- Graduate under an advanced degree plan and be identified as a current special education student.



Military Ready Graduate:

- Enlist in any military branch and submit DD4 Form to CCMR Specialist

CCMR Support at Weslaco ISD

CCMR Centers at Every High School

Each Weslaco ISD high school features a dedicated CCMR Center where students can receive individualized support with college, career, and military planning. The centers serve as a one-stop resource for applications, testing, financial aid, scholarships, career exploration, and postsecondary planning.



Dedicated CCMR Staff

Students have access to College Readiness Specialist and CCMR Advisors, these professionals provide individualized guidance from freshman year through graduation on College, Career, and Military Readiness.



College Application Campaigns

Throughout the year, Weslaco ISD hosts districtwide application events to help seniors complete admissions applications for colleges and universities. Students receive hands-on assistance using:

My Texas Future + Apply Texas

Common App

These events ensure every student has the opportunity to apply for postsecondary education with support from trained staff.

College Readiness Testing

Students have multiple opportunities and support to master college and military readiness tests:

- TSIA2 testing and preparation offered throughout the school year
- ACT School Day administration for all juniors
- SAT opportunities and registration assistance
- Individual testing guidance

Eligible students also receive fee waivers for college entrance exams, helping remove financial barriers.



Weslaco ISD uses the SchoolLinks platform to help students plan for life after high school. Students can:

- Explore careers and career pathways
- Complete interest and aptitude assessments
- Build four-year graduation plans
- Search and apply for scholarships
- Research colleges and training programs
- Track college, career, and military readiness milestones
- Manage important CCMR tasks throughout high school





CCMR Curriculum: Building Awareness from K–12

At Weslaco ISD, college and career readiness begins early. Through our K–12 Student Empowerment Curriculum, students are introduced to college, career, and life-after-high-school opportunities throughout their educational journey. Elementary and middle school students participate in career fairs and career awareness activities designed to help them explore possibilities and discover their interests. As students progress through secondary school, CCMR lessons build on this foundation through career exploration, CTE Programs of Study, college awareness, postsecondary planning, and financial aid awareness. Our goal is to ensure every student has the knowledge, experiences, and resources to make informed decisions about their future. To view the curriculum by grade level visit <https://bit.ly/4pT5InL>

My Texas Future Direct Admissions

My Texas Future's Direct Admissions tool helps students identify participating Texas public universities where they may be eligible for admission based on their academic profile and the institution's admission requirements. This tool allows students to explore potential college options and build a more informed college list before completing the application process.

Direct Admissions is not a college application. Students must still formally apply to each institution, meet all institutional requirements, and have their academic records verified. Admission to a university also does not guarantee admission to a specific major. Programs such as nursing, engineering, and business may have additional admission requirements.

Students may begin viewing potential Direct Admissions matches as early as the end of their junior year. Campus counselors and CCMR staff are available to help students set up their profiles, review their results, and understand their next steps.

For more information, visit <https://www.mytexasfuture.org/middle-high-school/direct-admissions/>

College Readiness Testing

WISD encourages students to enroll in rigorous coursework to academically prepare for the rigor in higher education. Upon entering a college or university program, if a student does not meet specific criteria for the Texas College Readiness standards, the student will be required to take developmental courses in Reading, Math, or Writing.

Why should it matter to me?

Upon high school graduation, students must meet the college readiness standard or they will be required to pay for developmental classes at the college they are attending. Post-secondary institutions require specific tests for admissions. Students should be aware of the following tests:

Preliminary Scholastic Aptitude Test (PSAT): The Preliminary SAT is the practice test for the SAT I. Students may take this test during the fall of 10th grade to become more familiar with the format of the PSAT; however, the student will be responsible for the cost of the exam. Students must take the PSAT during their 11th-grade year to qualify for the National Merit Scholarship Program and the National Hispanic Scholar Recognition Program. The PSAT includes a writing skills section, verbal reasoning, and mathematics reasoning. Visit www.collegeboard.org for more information.

Armed Services Vocational Aptitude Battery (ASVAB): The Armed Services Vocational Aptitude Battery is a multi-apptitude battery of tests that assist the student in better understanding how they compare to a nationally representative group of comparable individuals on skills important to their future training and job performance. This test is Recommended for students interested in a military career and should be taken during the 10th - 12th grade years.

American College Testing (ACT): The ACT is a test designed to assess high school students' general educational development and their ability to complete college-level work. The test covers four skill areas: English, mathematics, reading, and science reasoning. Students are encouraged to take the test during the spring of their 11th grade year or the fall of their 12th grade year. Visit www.act.org for more information.

Scholastic Aptitude Test (SAT): The SAT is a test that measures developed verbal and mathematical reasoning abilities as they relate to successful performance in college. Students are encouraged to take this test in the spring of their 11th grade year or in the fall of their 12th grade year. Students should be aware of specific college test requirements when deciding which tests are necessary. Visit www.collegeboard.com for more information.

Texas Success Initiative Assessment (TSIA2)

The Texas Success Initiative Assessment (TSIA2) is a college readiness assessment used by Texas public colleges and universities to determine a student's readiness for college-level coursework in English Language Arts and Reading (ELAR) and Mathematics. Students who meet the required college readiness benchmarks may enroll directly in entry-level college courses without additional developmental education requirements.

COLLEGE READINESS INDICATORS FOR TSIA AND EXEMPTIONS:

ELA:
TSIA: 945 CRC or 5 Diag.
& Essay 5 or higher
SAT: 480 or higher
ACT: combined score of
40 on the English and
Reading

Math:
TSIA: 950 or higher
SAT: 530 or higher
ACT: 22 on Math sect.

Financial Aid for College: FAFSA/TASFA/Scholarships

The U.S. Department of Education's Office of Federal Student Aid (FSA) administers the federal student financial assistance programs authorized under Title IV of the Higher Education Act of 1965, as amended. These programs help eligible students pay for college or career school through grants, loans, and work-study opportunities.

Federal Student Aid supports students and families by:

- Providing information about available federal financial aid programs and the application process.
- Administering the Free Application for Federal Student Aid (FAFSA®), which determines eligibility for many federal, state, and institutional financial aid programs.
- Disbursing and managing federal student aid funds through eligible colleges, universities, and career schools.
- Managing the federal student loan portfolio and servicing repayment of federal student loans.
- Ensuring participating institutions comply with federal laws and regulations governing student financial aid programs.

Weslaco ISD is committed to helping students and families navigate the financial aid process and access opportunities to make college more affordable.

FAFSA/TASFA Completion Campaigns

Each high school hosts annual FAFSA and TASFA completion drives to assist seniors and their families with completing financial aid applications. Students receive hands-on support from trained staff and financial aid partners to ensure they meet priority deadlines and maximize eligibility for grants, scholarships, work-study, and other financial aid opportunities.

Local Scholarship Program

Through a partnership between Weslaco ISD and more than 40 local businesses, organizations, and community partners, graduating seniors have access to a wide range of local scholarship opportunities. Students use the SchoolLinks platform to complete a single scholarship application and are automatically matched with eligible local scholarships, making the application process more efficient and accessible.



